

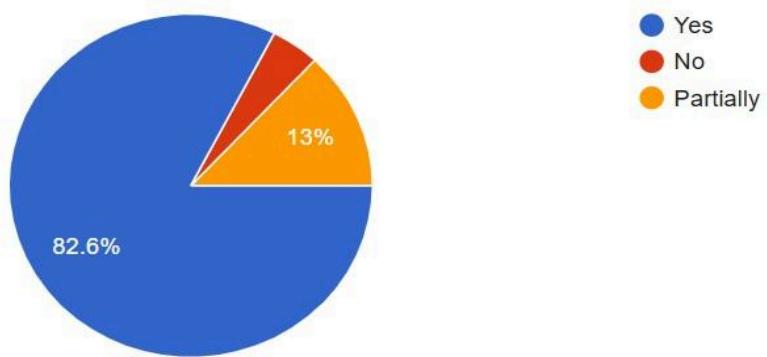
COURSE EXIT SURVEY B.A. (PROG.) , 1ST YEAR (SEM 1) , MUSIC (NON-MAJOR)

Course: Fundamentals Of Indian Music

UPC: 2442201101

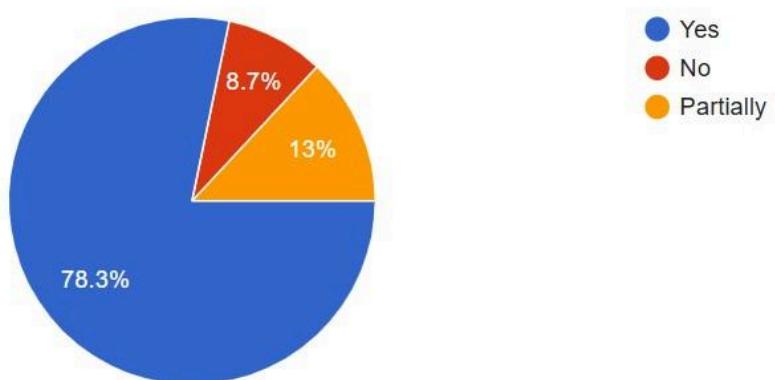
1. Do you feel that you are better equipped to understand the basic concepts of Hindustani Classical Music?

23 responses



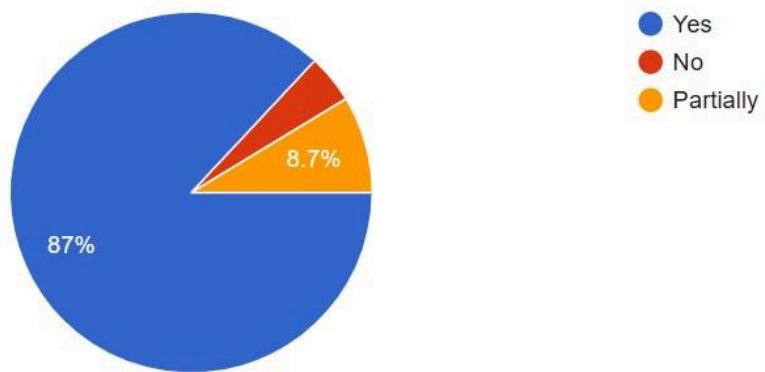
2. Are you able to understand the difference between Shudh and Vikrit Swaras?

23 responses



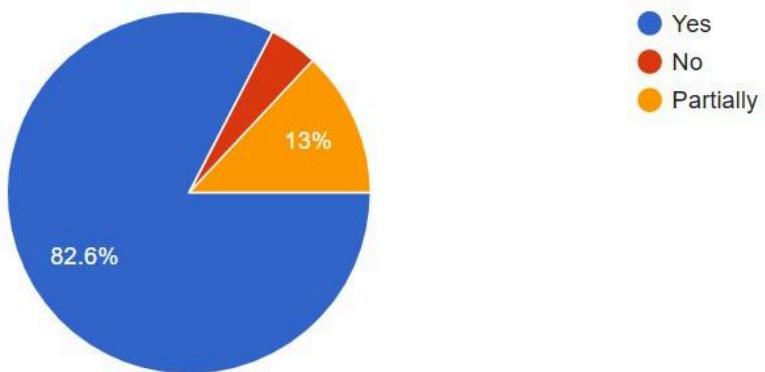
3. Do you feel inspired after studying the biographies and contributions of legendary musicians?

23 responses



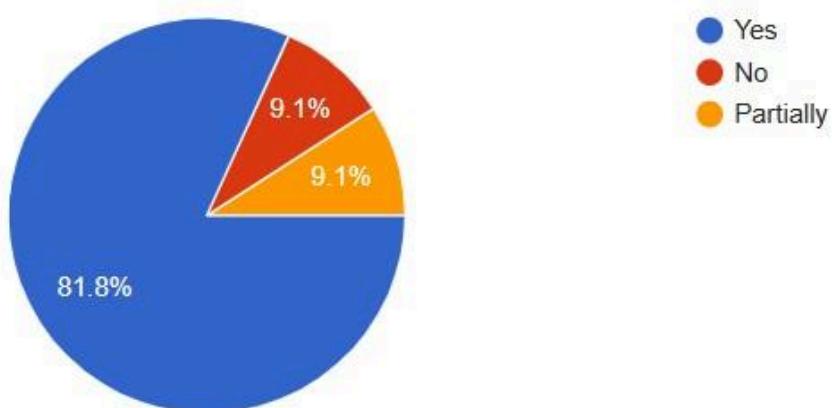
4. Are you able to understand the concepts of Raag and Taal?

23 responses



5. Are you able to understand the role of musical instruments in hindustani classical music?

22 responses



Observation

Students were able to gain a basic understanding of the practical and theoretical aspects of Hindustani Classical Music. They enjoyed learning about legendary musicians, and about the importance of musical instruments in singing.

Action Taken

Steps will be taken towards increasing the number of field trips in accordance with the NEP's directions regarding experiential learning. More emphasis will be given towards the growth of advanced, intermediate and slow learners according to their respective levels.

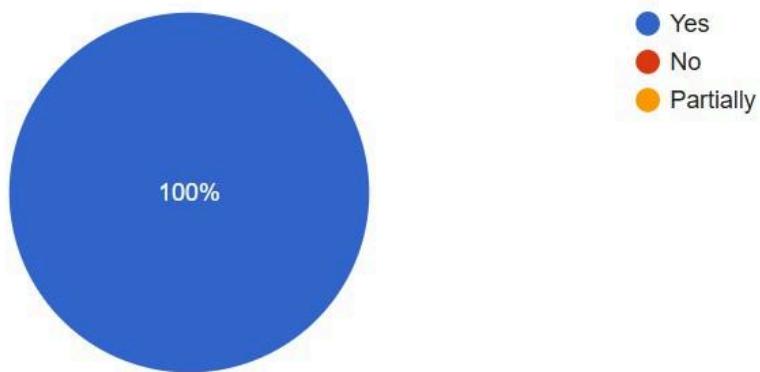
COURSE EXIT SURVEY B.A. (PROG.) , 1ST YEAR (SEM 1) , MUSIC (MAJOR)

Course: Biographies Of Musicians And Musicologists

UPC: 2442201102

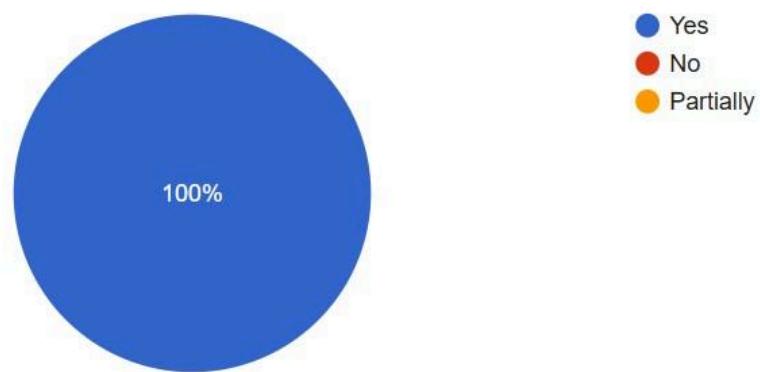
1. Are you able to understand and sing Alankars ?

8 responses



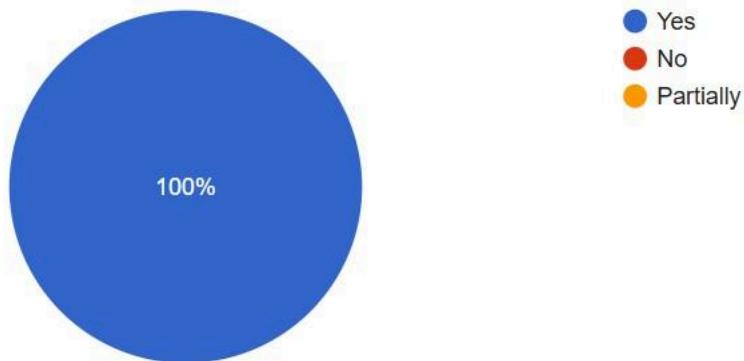
2. Do you feel inspired after studying the biographies of legendary musicians?

8 responses



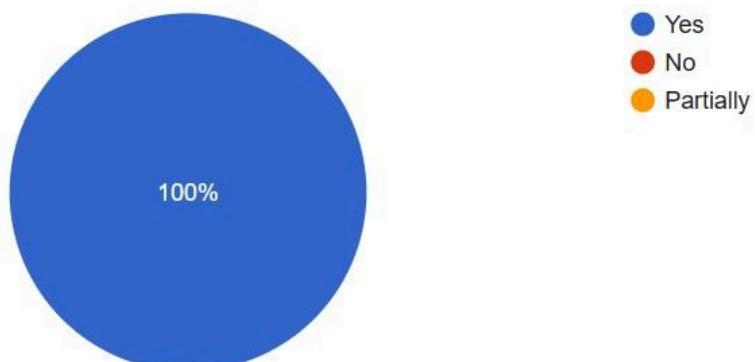
3. Are you able to understand the difference between Shudh and Vikrit swaras?

8 responses



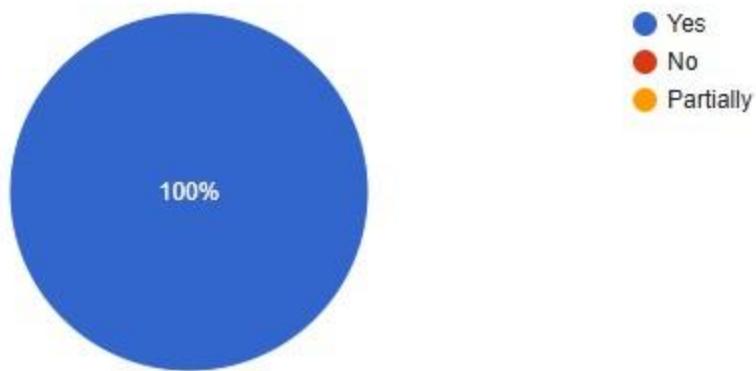
4. Do you understand the concepts of the raags and taals in your course?

8 responses



5. Did the study of the elements of music open new horizons and interest for your subject?

8 responses



Observation

Students were able to understand how Hindustani Classical Music is different from other musical genres due to the nuances involved in it. They enjoyed learning and singing the foundational swar-structures, and learning about legendary musicians and their musical contributions.

Action Taken

Attention will be given to organizing more number of lecture-demonstrations in order to practically initiate the students into the world of classical music. More emphasis will be given towards the growth of advanced, intermediate and slow learners according to their respective levels.

COURSE EXIT SURVEY B.A. (PROG.) , 2ND YEAR (SEM 3) , MUSIC (NON-MAJOR)

Course: Theory Of Indian Music And Contribution Of Musicologists
UPC: 2442202301

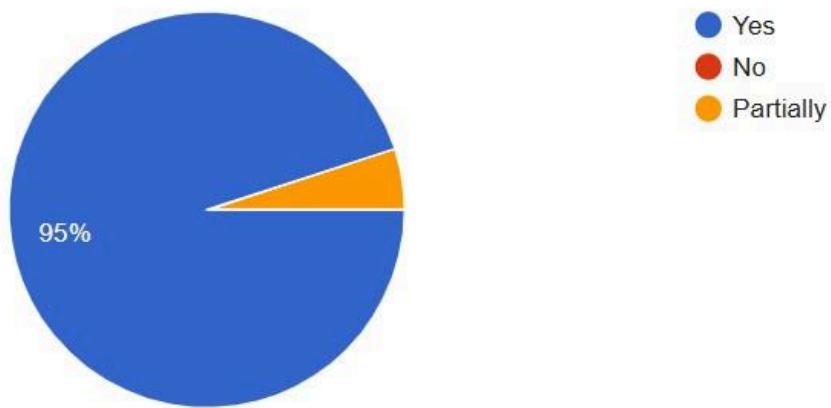
1. Do you understand the difference between Vilambit Khayaal and Drut Khayaal?

21 responses



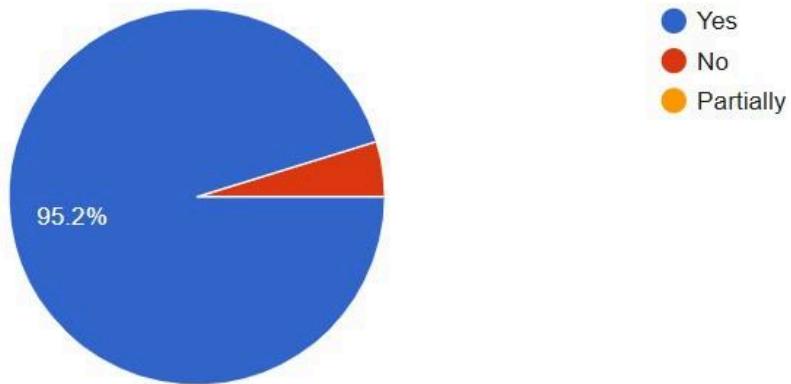
2. Are you able to understand the Bhatkhande Swarlipi Paddhati?

20 responses



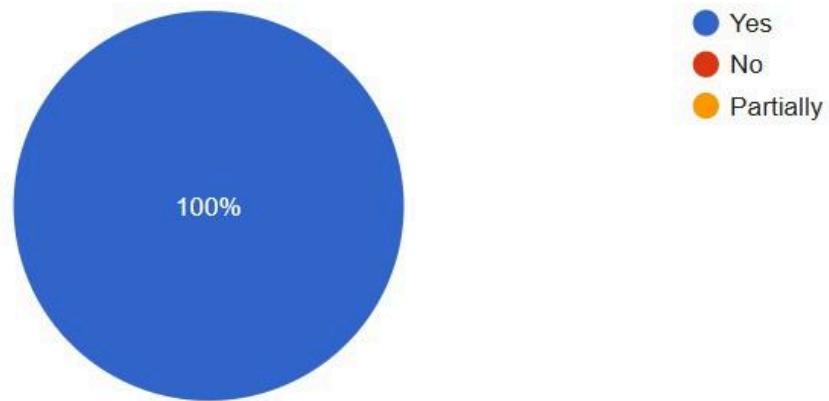
3. Have the biographies and contributions of legendary musicians inspired you?

21 responses



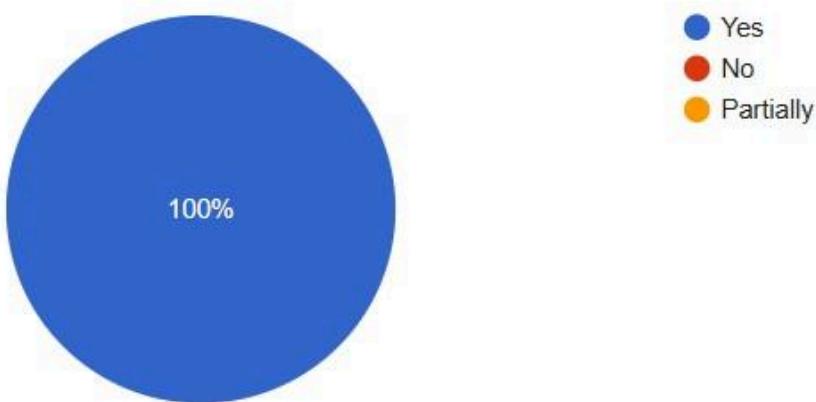
4. Are you able to give practical performance of the raags in your course?

21 responses



5. Are you able to recite and write the taals in your course?

21 responses



Observation

Students were able to understand the concept of notation system in Hindustani Classical Music. They have gained a more detailed understanding of the elements involved in the performance of raags and taals.

Action Taken

Additional steps will be taken to organize 'Baithaks' to give the students a more hands-on experience in the field of classical music. More emphasis will be given towards the growth of advanced, intermediate and slow learners according to their respective levels.

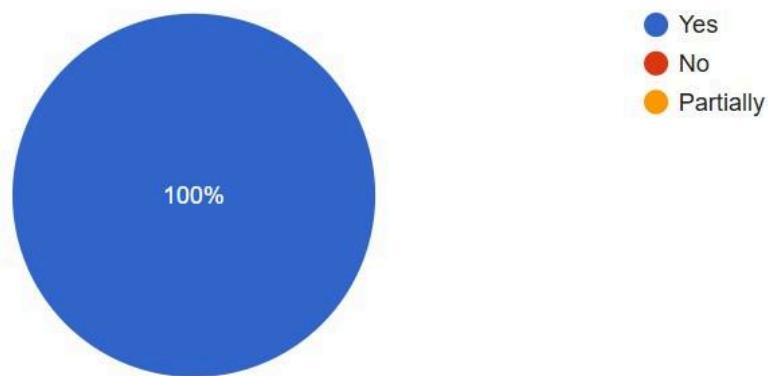
COURSE EXIT SURVEY B.A. (PROG.) , 2ND YEAR (SEM 3) , MUSIC (MAJOR)

Course: Ancient Theory Of Indian Music

UPC: 2442202302

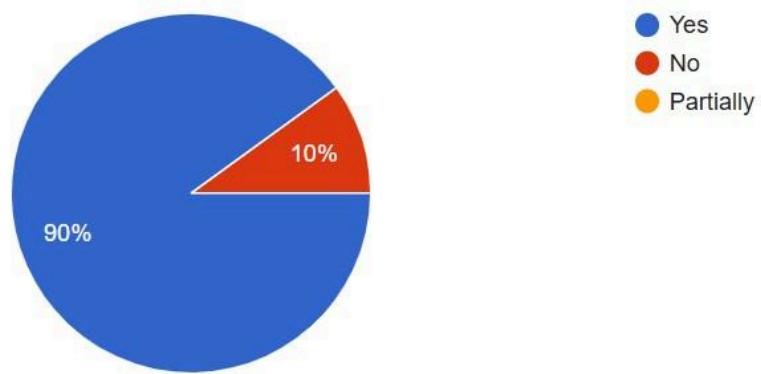
1. Do you feel proud of our Indian Knowledge Systems after studying about Vaidik music?

10 responses



2. Are you able to give practical performance of the raags in your course?

10 responses



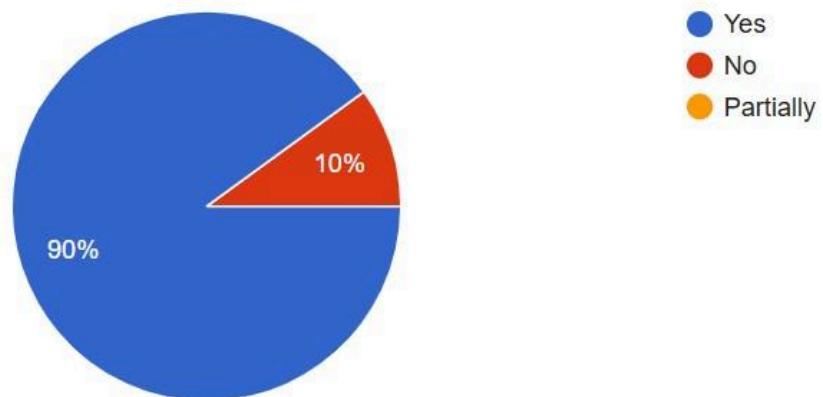
3. Are you able to recite the taals in your course?

10 responses



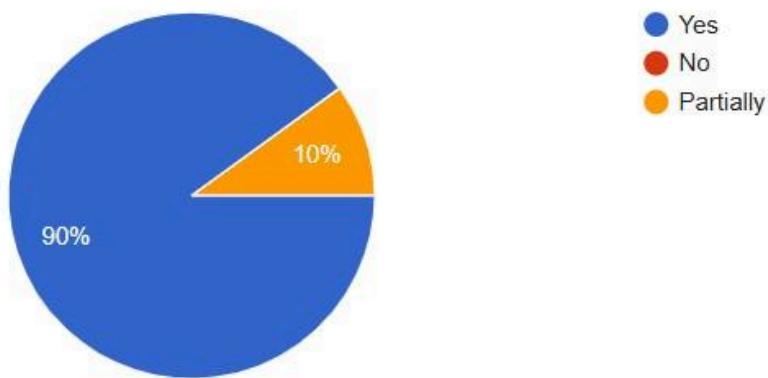
4. Are you able to write the above taals?

10 responses



5. Do you understand the differences between the different raags in your course?

10 responses



Observation

Students enjoyed learning about the rich heritage of our Indian Knowledge Systems while studying Vaidik music. They gained a more nuanced understanding of what makes each raag different from the other.

Action Taken

Efforts will be put to increase students' interest in classical music via organizing more field trips . More emphasis will be given towards the growth of advanced, intermediate and slow learners according to their respective levels.

COURSE EXIT SURVEY B.A. (PROG.) , 3RD YEAR (SEM 5) , MUSIC (NON-MAJOR)

Course: Study Of Ancient Granthas And Ragas Of Indian Music

UPC: 2442203501

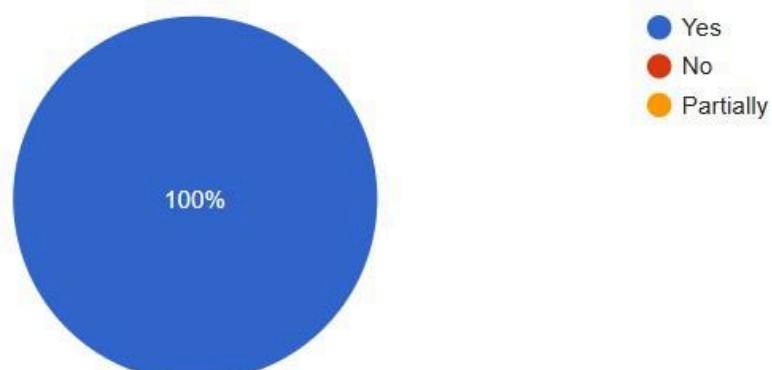
1. Do you feel proud of our Indian Knowledge Systems after studying the musical references in the Ramayana?

15 responses



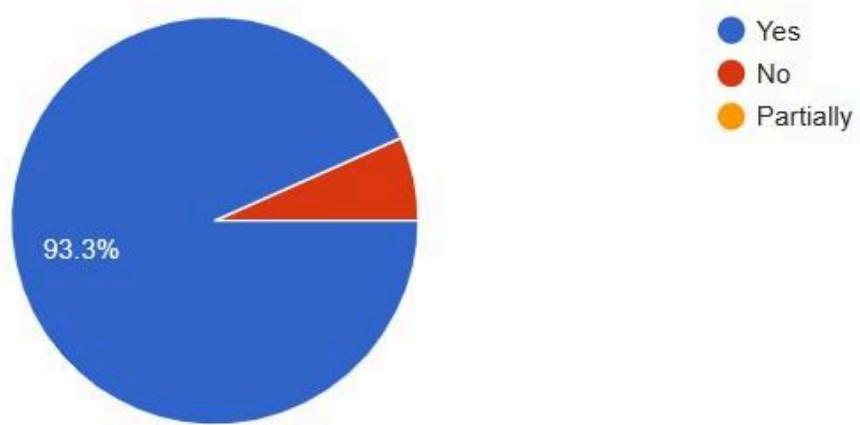
2. Are you able to understand the differences between the different raags in your course?

15 responses



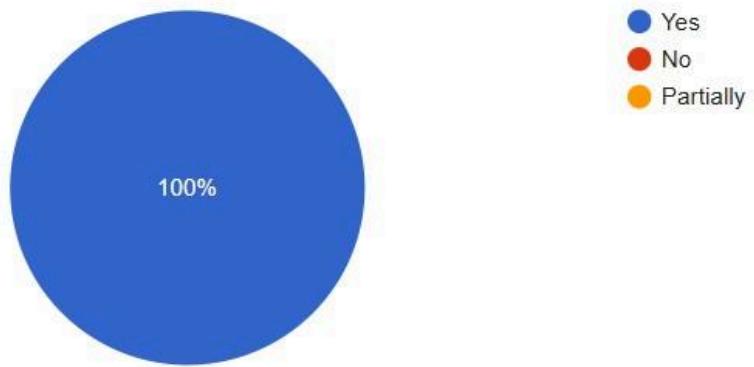
3. Are you able to give practical performance of the of the above raags?

15 responses



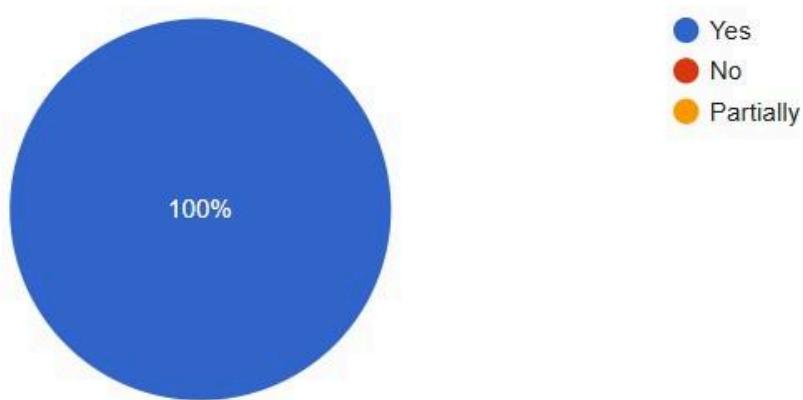
4. Are you able to recite and write the thekas of the taals in your course with their Dugun, Tigun and Chaugun?

15 responses



5. Are you able to identify the differences between the different taals in your course?

15 responses



Observation

Students appreciated the depth of our Indian Knowledge Systems while studying about the musical references in Ramayana. Students are able to differentiate between each raag and each taal.

Action Taken

Steps will be taken towards an increased number of field trips to music education institutions to encourage students to take up music subject when they go into higher studies. More emphasis will be given towards the growth of advanced, intermediate and slow learners according to their respective levels.

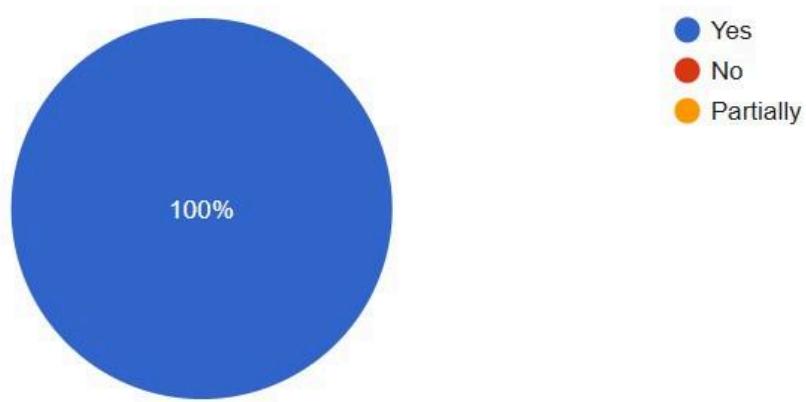
COURSE EXIT SURVEY B.A. (PROG.) , 3RD YEAR (SEM 5) , MUSIC (MAJOR)

Course: Theoretical And Practical Aspects Of Hindustani Music

UPC: 2442203502

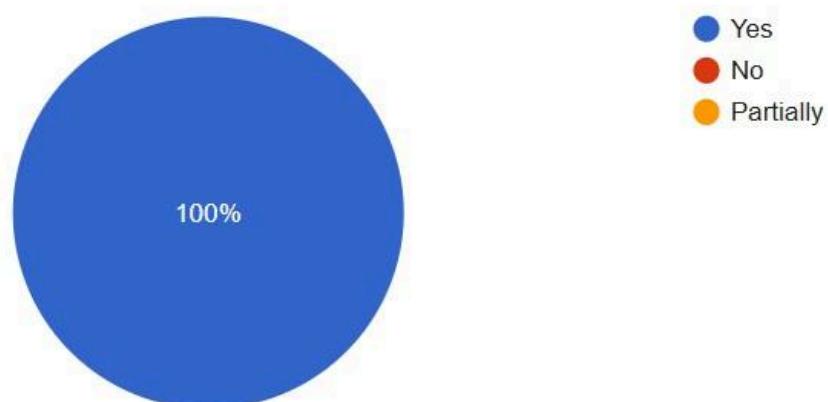
1. Are you able to give practical performance of the raags in your course?

4 responses



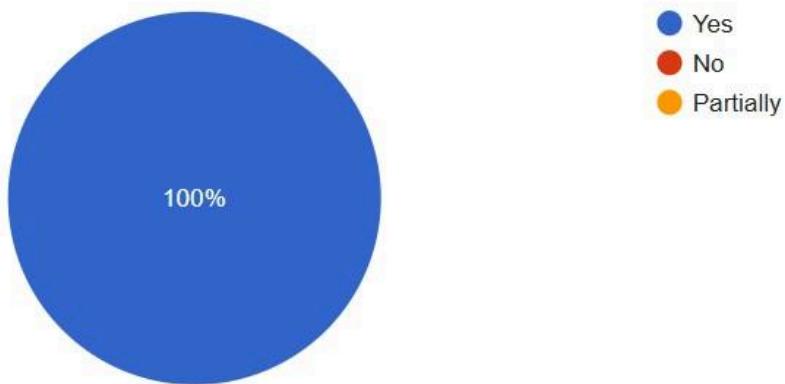
2. Do you understand the differences between Vilambit Khyal, Dhrut Khyal, Dhrupad and Dhamaar?

4 responses



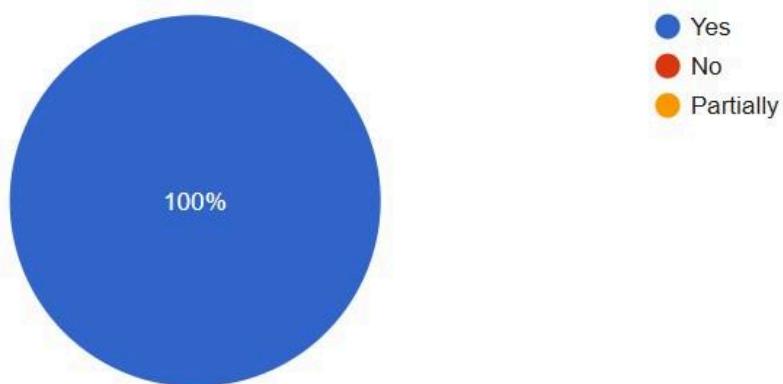
3. Do you have a detailed understanding of the concept of 'Thaat' in Hindustani Music?

4 responses



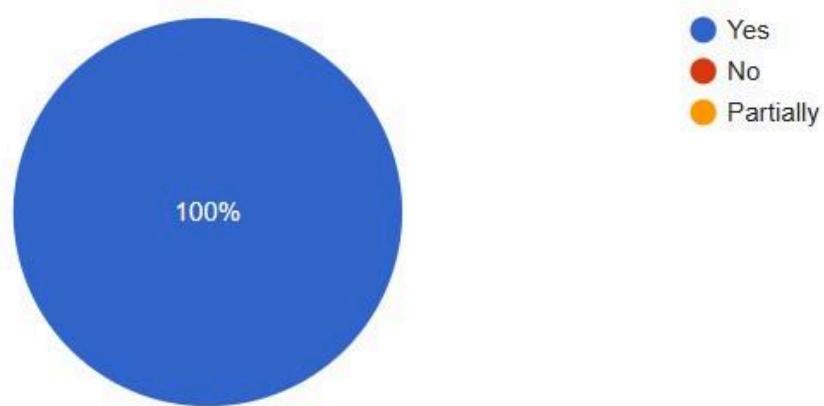
4. Are you able to recite, and write in notation, the Thekas of the Taals in your course?

4 responses



5. Do you understand the importance of Alaap in the presentation of a Raag?

4 responses



Observation

Students gained an understanding of the different genres of Hindustani classical music and learned to perform the same. They gained more confidence in raag presentation.

Action Taken

More number of 'baithaks' and lecture-demonstrations will be organized to increase the amount of experiential learning in accordance with the goals of the NEP. More emphasis will be given towards the growth of advanced, intermediate and slow learners according to their respective levels.

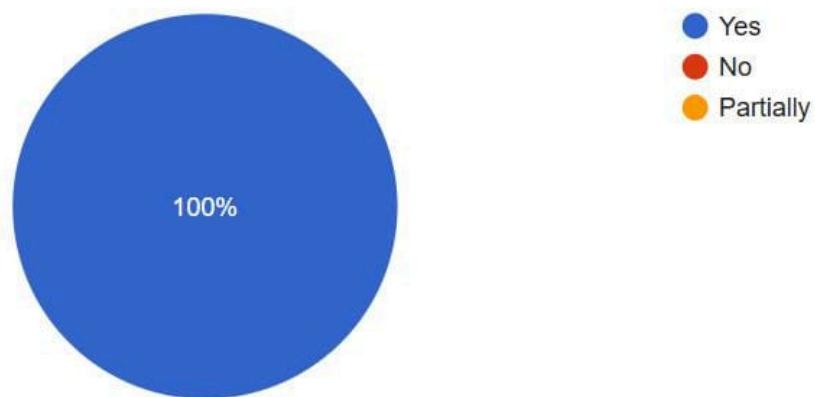
COURSE EXIT SURVEY B.A. (PROG.) , 3RD YEAR (SEM 5) , MUSIC (DSE)

Course: Study Of Ancient Traditional Forms Of Hindustani Music

UPC: 2443100008

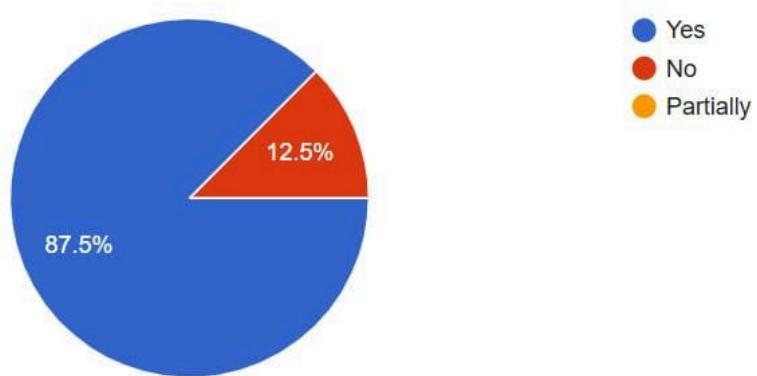
1. Are you able to do a comparative study of Dhrupad and Khayal?

8 responses



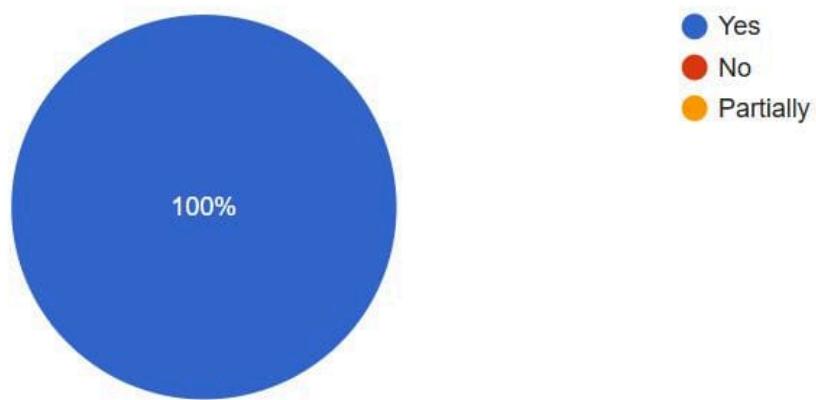
2. Do you feel inspired after studying the biographies and musical contributions of legendary musicians?

8 responses



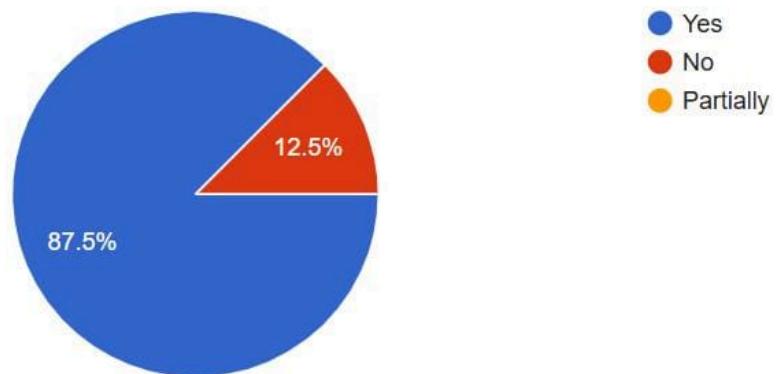
3. Are you able to do a comparative study between Pakhawaj and Tabla?

8 responses



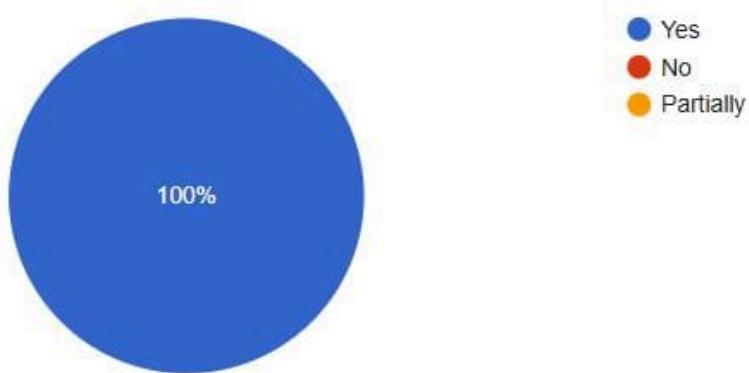
4. Are you able to give practical performance of the raags taught in the course?

8 responses



5. Are you able to write and recite the thekas of the taals in your course with their Dugun and Chaugun?

8 responses



Observation

Students learned how to play with rhythm in classical music, in turn widening their cognitive horizons. They were able to make comparison between different forms of Hindustani Classical Music.

Action Taken

Students will be taken on more number of field-trips for a better hands-on experience of the practical aspects of classical music. More emphasis will be given towards the growth of advanced, intermediate and slow learners according to their respective levels.

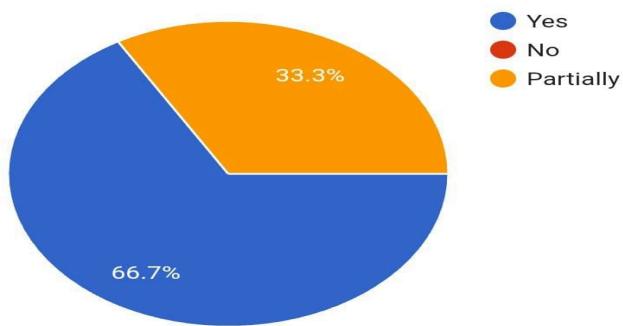
COURSE EXIT SURVEY B.A. (PROG.) , 4TH YEAR , MUSIC (DSE 1)

Course: Classification Of Ragas From Ancient To Modern Period

UPC: 2443200009

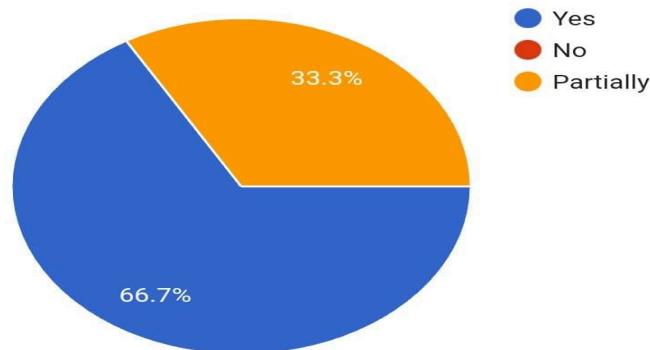
1. Are you confident
in the concept of
Thaat-Raag
Vargikaran?

3 responses



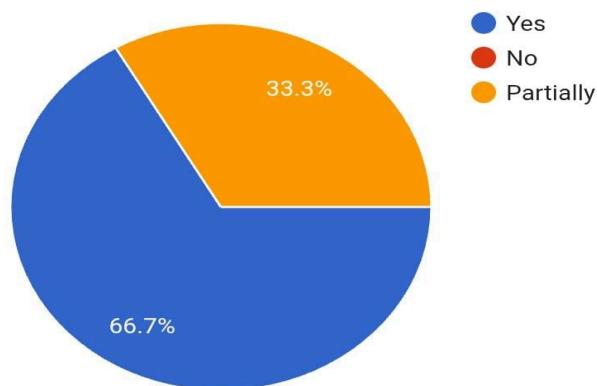
2. Are you able to
write the Raag
Bandishes in
notation?

3 responses



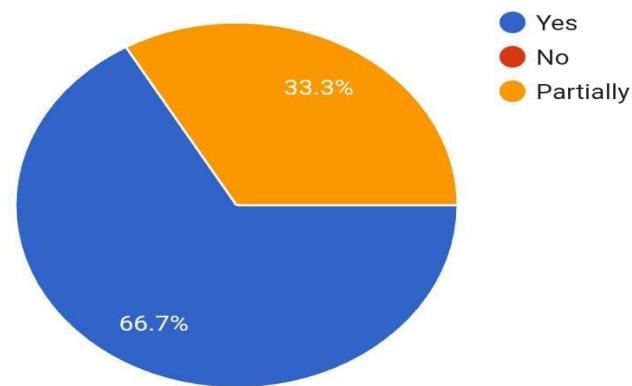
3. Can you give 'parichays' of the raags in your course?

3 responses



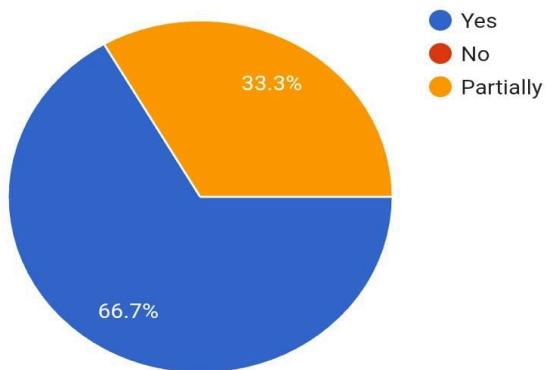
4. Do you understand the difference between the Thaat-Raag System and the Raagang system?

3 responses



5. Do you understand
the difference
between Thaat and
Mel?

3 responses



Observation

Students gained an understanding of the different forms of raag-classification over the ages and their importance. They were able to trace a historical development of the same.

Action Taken

The use of ICT will be increased in order to make the theoretical aspects of music more interesting for the students. Emphasis will be increased towards the growth of students with respect to the post-graduation level.

COURSE EXIT SURVEY B.A. (PROG.) , 4TH YEAR , MUSIC (DSE 2)

Course: Music Of Other Countries

UPC: 2443200010

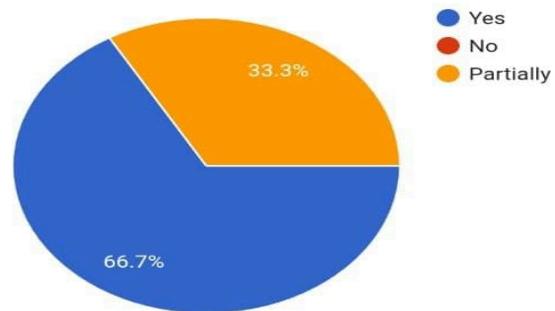
1. Were you able to understand the basics of Chinese Music?

3 responses



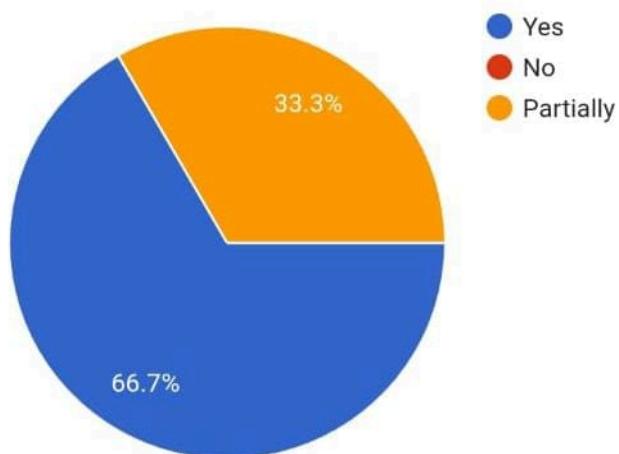
2. Did you get a good glimpse of Persian Music?

3 responses



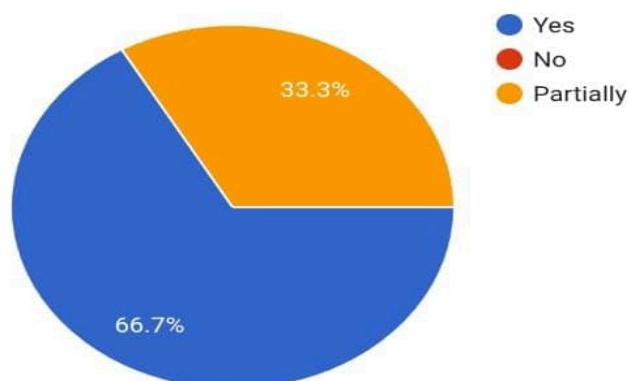
3. Were you able to comprehend the music of Greece?

3 responses



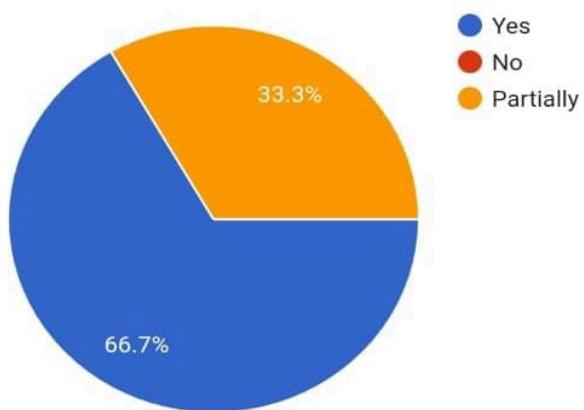
4. Did you enjoy learning about Egyptian music?

3 responses



5. Are you able to do a comparative study between the above 4 kinds of music with Indian Music?

3 responses



Observation

Students learned about music of some other countries, and enjoyed making a comparative study between them and our own indigenous music.

Action Taken

Students will be encouraged to attend more number of live concerts so as to witness the different forms of music in action. Emphasis will be increased towards the growth of students with respect to the post-graduation level.

COURSE EXIT SURVEY B.A. (PROG.) , 4TH YEAR , MUSIC (DSE 3)

Course: Study Of Semi-Classical & Light Forms Of Hindustani Music

UPC: 2443200011

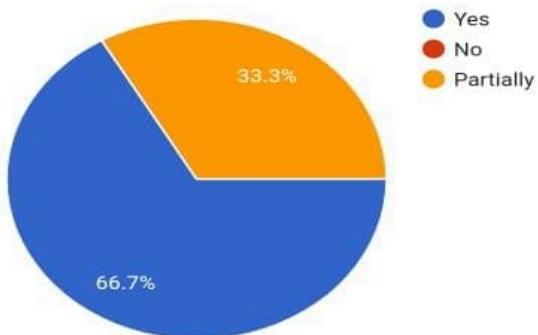
1. Are you able to differentiate between Classical, Semi-classical and Light forms of Hindustani Music?

3 responses



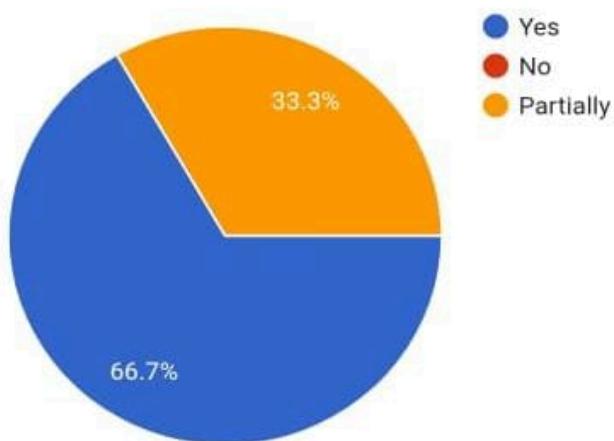
2. Did you understand the nuances of Thumri 'gaayan'?

3 responses



3. Did you understand the concept of Tappa?

3 responses



4. Do you feel inspired after studying the biographies and musical contributions of legendary Hindustani semi-classical vocalists?

3 responses



5. Are you able to make a comparative study between the different Taals in your course?

3 responses



Observation

Students learned about various semi-classical and light forms of Hindustani music, and the nuances of each genre. They observed how they are different from their classical counterpart.

Action Taken

More amount of ICT will be incorporated for a better practical understanding of the different forms of Hindustani music. Emphasis will be increased towards the growth of students with respect to the post-graduation level.

COURSE EXIT SURVEY B.A. (PROG.) , 4TH YEAR , MUSIC (DSC)

Course: Performance Of Ragas, Talas, & Their Application

UPC: 2442204701

1. Are you able to understand and perform Raag Nat Bhairav?

3 responses



2. Are you able to make a comparative study between Raag Nat Bhairav and Raag Ahir Bhairav?

3 responses



3. Are you able to do a comparative study between Raag Miya Malhar and Raag Bahaar?

3 responses



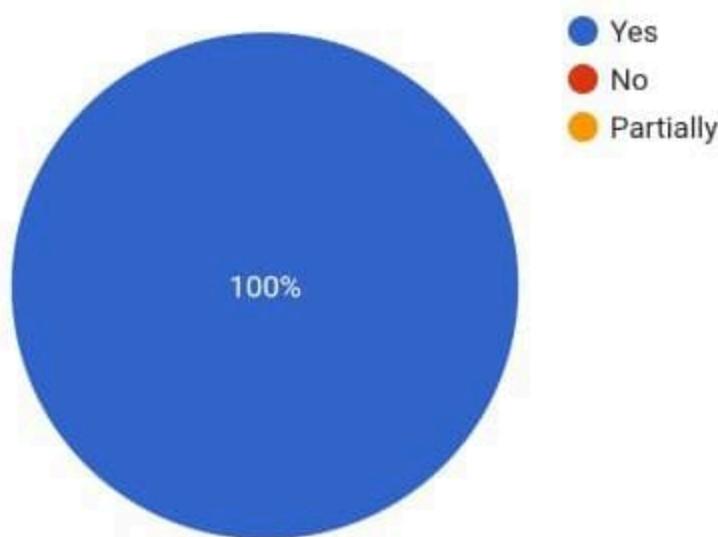
4. Are you able to differentiate between Raag Shuddha Sarang and Raag Shyaam Kalyan?

3 responses



5. Are you able to give practical performance of Raag Ahir Bhairav?

3 responses



Observation

Students were able to do comparative studies between the similar raags of their course. They also gained an understanding of the performative elements of Hindustani Classical Music.

Action Taken

An increased number of lecture-demonstrations by experts in various areas of Hindustani Classical Music will be organized for a wider understanding of the nuances. More emphasis will be given towards the growth of students in consideration with the post-graduate level.

COURSE EXIT SURVEY B.A. (PROG.) , 4TH YEAR , MUSIC (SBC)

Course: Repair And Maintenance Of Percussion Instruments

UPC: 244167140001

1. Are you aware of
the parts of the Tabla
Instrument?

3 responses



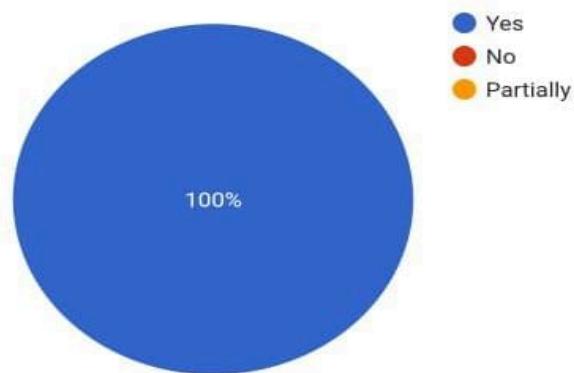
2. Are you aware of
the parts of the
Pakhawaj instrument?

3 responses



3. Do you understand how percussion instruments are tuned?

3 responses



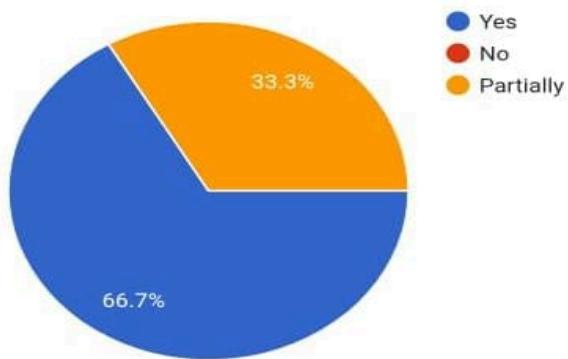
4. Do you understand how percussion instruments are maintained?

3 responses



5. Are you able to differentiate between the Taals of Pakhawaj and the Taals of Tabla?

3 responses



Observation

Students learned about the importance of percussion instruments and what goes on in their repair and maintenance, hence gaining inter-disciplinary knowledge to complement the 'gaayan' aspect of music.

Action Taken

An increased number of field-trips will be organized to make the students witness how musical instruments are manufactured, maintained and repaired. Emphasis will be increased towards the growth of students with respect to the post-graduation level.