

5.0 Introduction

Increasing importance of interdisciplinary knowledge in the changing needs of society has been creating more interdisciplinary professionals. To fulfil these demands interdisciplinary education has been exponentially expanded at various levels and domains. Fashion Education is one of such interdisciplinary education popular and available in government and private institutions. Fashion education has been evolved from informal and art oriented vocational training to a popular and in demand education system with bachelor and masters programmes all around the world. Academic management plays an important role in the success of any educational institution. Especially in the interdisciplinary education academic management is more critical and important in view of the difficulty in deriving suitable norms, procedures and policies to acquire, maintain, develop and retain the appropriate resources. The present study is an attempt to understand how fashion education is academically managed in India and to find the purpose and challenges of this education. Further to understand the academic culture in these institutions and the students approaches to learning.

5.1 Fashion Education

Fashion Education refers to the academic programmes offered by the National Institutes of Fashion Technology, under the aegis of Ministry of Textiles, Government of India across its campuses in India. In India, the education in art was started by the Bombay Art School (1857), followed by the College of Arts, Kolkata (1884) and later by the School of Arts, Baroda (1887). In 1960, the Government of India has set up the National Institute of Design (NID) in Ahmedabad with programs in Basic Design. It is only after twenty-six years of NID establishment, with the inception of the National Institute of Fashion Technology (NIFT) at New Delhi, formal education in Fashion has started with a structured course in Fashion Design.

Internationally, during the 19th century, the *Chambre Syndicale de la Haute Couture* was formed in Paris to educate workers in the apparel trade in a more formalized manner. In 1927, the *Ecole de la Chambre Syndicale de la Couture Parisienne* emerged as a universally recognized institution for fashion design. Paris has long been

considered the world's fashion capital, and *Haute Couture* education can be traced back to the court of Louis XIV, where various elements of French fashion were promoted through fashion dolls. The fashion in apparels started with *Haute Couture*, followed by *Bespoke* and *Pret-a-porter* or *Ready-to-wear* and now as 'Mass Market'.

In sync with international fashion and in addition to NIFT India, some private institutions, such as the Pearl Academy of Fashion- Delhi, Northern Institute of Fashion Technology-Mohali, and SNDT Women's University-Mumbai, offer fashion design and related courses in India. A few secondary schools too offer some short-term vocational courses in Fashion Design. NIFT trains school teachers to teach such vocational courses. Some organizations like the Fashion Design Council of India (FDCI) and the International Foundation of Fashion Technology Institutes (IFFTI) also contribute towards Indian fashion industry and propagate the business of fashion at an international level. The Maharaja Sayajirao University of Baroda has also started a Centre of Fashion Technology at the Faculty of Family and Community Sciences.

5.2 National Institute of Fashion Technology

The National Institute of Fashion Technology (NIFT) was the first institute of fashion established at New Delhi in 1986 by the Indian government. The growing need for professionals at national and international levels of fashion industry fortified NIFT to proliferate various institutes all over India. NIFT was the brainchild of Smt. Pupal Jayakar, who was the then Adviser on Culture and Heritage to the Prime Minister of India. To maintain international standards, NIFT partnered with New York's Fashion Institute of Technology (FIT) on a five-year agreement and started two-year diploma courses in Fashion Design from 1986 onwards.

Currently, NIFT is offering courses in Fashion design, Fashion Technology and Fashion management at different levels. The Government of India titled the Institute as "Center of Excellence" by giving statutory status by implementing NIFT Act of Parliament in the year 2006. Although NIFT was initiated and patronized by the Central Government, it has been instituted under the Ministry of Textiles, unlike other institutions and universities that are included under the Ministry of Human Resource Development. The stakeholders of NIFT are students, parents, faculty, employees, craftsperson, industries, the State Government and the sponsoring agencies. NIFT has assisted in setting up the Fashion Design Council of India (FDCI) and laid the

foundation for establishing the International Foundation of Fashion Technology Institutions (IFFTI).

In the global fashion market, India is known for its traditional heritage, handicrafts and hand textiles, which in turn, influence contemporary designs in fashion design and this has become Indian fashion designer's Unique Selling Point (USP). Other organizations like Fashion Design Council of India (FDCI); Export Promotion Council of Apparel, Textile and Handicrafts, International Foundation of Fashion Technology Institutes (IFFTI), along with the Development Commissioner (Handicrafts), the Development Commissioner (Handlooms), Jute Commissioner of India, Weavers Service Centers in India etc., are also supporting the fashion industry and fashion professionals in India and abroad too.

The purpose of any institution is commonly reflected in its vision statement, mission statement and objectives. To achieve the intended direction and growth of the institution, these pronouncements should align and be the driving intention of the academic management at all levels and aspects.

5.3 Academic Management

Academic management, the prime focus of the present study, is the most important aspect in the functioning of institutions of higher learning such as NIFT. Planning, organizing, staffing, directing and controlling are the broader functions of management of any organization. The success of an academic programme in any institution depends mainly on the management of the academic functions of the institution.

An institution is established with a purpose. The academic management should operate keeping in mind the intended purpose that reflects through its academic culture, the programmes offered and the services rendered to the industry and to the society. This can only be achieved by implementing the institutional decisions and policies to articulate the purpose. Thus, the vision, the mission and the objectives of any institution are defined by its purpose.

Academic management mostly depends on academic planning. A strategic plan always revolves around the purpose and long-term planning based on the need analysis of an institution. The need analysis takes into account a number of areas such as requirements of the clientele, market demands, and other external factors too. In the higher education

context, the strategic plan includes planning and management of courses, programs and projects as well.

It can be observed that as higher education institutions grow larger and become extended, they are expected to handle increased demands. In such cases, academic management becomes increasingly complex and the need for skilled management becomes more acute. As per the changing circumstances, the purpose of an institution needs to evolve from time to time. Hence, regular interaction between stakeholders, academic administrators as well as teachers becomes essential to maintain the common purpose for the continuous progress and expansion of any institution.

5.4 Research Context

The present study was conducted at the selected four campus of National Institute of Fashion Technology; Delhi, Mumbai, Bangalore and Chennai and Head Office Delhi. It is one of the premier institutes in India and role model to many other institutions.

5.5 Review of the Related Literature

Fashion design education is an interdisciplinary and vocation-based education requiring more of creative skills, an eye for colour, design and detail. The related literature review has been done to support the proposed research study- mainly to establish a theoretical framework, define key terms, and identify study models and case studies. This review provides the context as well as justification for research on Academic Management of Fashion Education in India. Based on the objectives of the study, the review of the available literature has been presented under the following heads: Academic management and its purpose, Profile and background of interdisciplinary teachers and students, Interdisciplinary curriculum design, development and restructuring, Learning culture and approaches in fashion education, and Developmental challenges in fashion and related education.

The reviews conducted on academic management and its purpose reveals the importance and need for multistage accreditation by various institutional committees to set and review appropriate norms. From the studies related to profile and background of interdisciplinary teachers and students, it has been understood that the cost of education, quality of staff and opportunities for exchange programmes are important aspects for college selection by the students. Majority of the studies related to

interdisciplinary curriculum design and related aspects are about the practical use of academic subjects, team-based learning, popularity of fashion courses as interdisciplinary electives, industry involvement in the academics and analysis of curriculum composition as well.

As far as reviews on learning culture and approaches are concerned, the aspects covered are about information-seeking behaviour of students, heutagogical attributes of the students, their learning patterns and its association with academic discipline, prior education, age and gender. The reviews related to academic challenges are about balancing of teaching/research/administration roles, developing abilities in design process, developing interdisciplinary collaborations, developing collaborations between academia and industry, and global research competitions etc.

This study can be stated to be first case study of its kind on Indian fashion education. There are very few studies available in the research material sources that are related to certain aspects of fashion education. Hence, the present review of related research demanded critical selection of available literature from various other domains of higher education. Keeping the above points in mind, the researcher has conducted the present study to understand the academic management of fashion education in India.

5.6 Rationale of the Study

Fashion education is a prominent multidisciplinary subject in India and across the globe too. The interdisciplinary nature of the subject requires a high degree of integration by blending the different disciplinary knowledge into unfold perspective to understand fashion education. The growing demand and the global developments in the fashion industry stress the need for quality curriculum and its transaction.

NIFT (India) continues to be a center of excellence over the years by designing need based programs, with innovative curriculum and learner-centered designs and practices, for evolving fashion professionals. The field of Fashion is dynamic and an ever-changing field. And to facilitate the future trends, fashion education has to be upgraded continuously in the development of its resources, infrastructure and institutional associations. NIFT campuses in India are under the aegis of the Ministry of Textiles, Government of India. As per the NIFT-Act 2006, the institution mandate is to promote

quality and excellence, award degrees, undertake research, establish information centers, organize national and international events, and also act as an intermediary between academia and industry.

Fashion programs are popular among the Indian students because of the appealing career opportunities. The present status and future prospects of fashion education in India in terms of various specializations is an important aspect to study. It would be interesting to understand how NIFT campuses accomplish their academic planning and curriculum transaction. As per the NIFT vision statement, it should proactively develop fashion business, which should in turn, generate employment, improve exports, promote consultancy of fashion design and entrepreneurship. There are no specific studies on academic management of Fashion Education in India with specific reference to NIFT, and hence, the researcher has conceptualized the research problem, formulated the research questions and objectives of the study with appropriate methodology. The present study has examined the different aspects of academic management in NIFT campuses as perceived by the students, teachers, academic administrators, and policymakers.

5.7 Research questions

From the long working experience of the researcher with the National Institute of Fashion Technology and the review of the related literature several pertinent research questions have emerged. The major research questions considered in the research are as follows:

1. What is the current scenario of fashion education in India?
2. How the curriculum is developed and transacted in fashion education?
3. What are the profiles of the students and teachers in fashion education?
4. What are the perceptions of the students and teachers with regard to the learning culture in the fashion education?
5. How the students learn in fashion education?
6. What are the future challenges of fashion education in India?

Based on the above research questions the researcher has formulated the following research problem

5.8 Statement of Problem

A study on the Academic Management of fashion education in India

5.9 Objectives of the Study

Based on the above research questions, the researcher has articulated and considered the following objectives of the study.

1. To study the fashion education in India with respect to its purpose, present status and future direction.
2. To study the profile of students and teachers of the NIFT Institution.
3. To study the academic management of fashion education in terms of academic administration, curriculum design, curriculum transaction, students evaluation and feedback, and resources at NIFT Institution.
4. To study the learning culture in the NIFT Institution.
5. To study the student approaches to learning in the NIFT Institution.
6. To study the developmental challenges of the fashion education in India.

5.10 Research Hypotheses of the Study

The following null hypotheses were formulated to test the significance of difference between the group variables at 0.05 significance level, about the opinion of respondents (students and teachers) on various Academic Management aspects (academic administration, curriculum design, curriculum transaction, assessment and evaluation, academic resources, students' approaches to learning, learning culture, need for teachers' professional development and academic focus).

1) H₀: There is a no significance difference between the student groups (gender, programme, HSS stream, aspiration for international relocation) about the opinion on Academic Management aspects.

2) H0: There is a no significance difference between the teacher groups (gender, programme, designation, qualification and educational specialization) about the opinion on Academic Management aspects.

5.11 Operational Definition of the Terms Used

a) Academic Management: The term ‘Academic Management’ refers to the management of all those academic activities related to the academic administration (academic plans, availability and optimum utilization of teachers and staff, cordial relations, and students discipline etc.), curriculum design (alignment of institution, programme and courses, weightage of credits and sessions, knowledge and skill components, integration of essential design principles and processes etc.), curriculum transaction (conducive environment, active learning, teachers and students passion, academic outputs, autonomy, teamwork, field visits, real-life exposure etc.) students’ evaluation and feedback (criteria, purpose, time availability, nature, transparency, timely feedback, seriousness etc.), and resources (teachers competency and training requirements, labs, tools, equipment, ambience, ICT facilities, digital resources, international linkages etc.) in the Fashion Education.

b) Fashion Education: The term ‘Fashion Education’ refers to the academic programmes offered by the National Institutes of Fashion Technology, under the aegis of Ministry of Textiles, Government of India across its campuses in India.

c) Profile of Students and Teachers: This term refers to Socio-cultural economic demographic and educational background of the students and the teachers. It also includes the career aspirations, competencies, accomplishments of the students and teachers including perceptions on life.

d) Learning Culture: The term ‘Learning Culture’ refers to the organizational culture that promotes learning of the students and the teachers. It comprises the common values and behavioral norms of people and their social capital. Academic autonomy, innovativeness, freedom to explore new ideas and collaborative practices, academic focus etc. will form the learning culture.

e) Student Approaches to Learning: The students approach to learning refers to the learning styles of the students in fashion education. It includes, self-learning,

collaborations, focus, critical thinking, independent learning, lifelong learning, peer learning, mindfulness, metacognition and self-efficacy.

f) Developmental Challenges: The term refers to the emerging challenges of fashion education due to economical variability, virtual knowledge, transformation along with technological development and globalization catering to specific academic requirements of students and the teachers and society at large. This will help in understanding the future direction of the fashion education in India.

5.12 Delimitation of the Study

The major delimitation which facilitated the study confine within the available time, guidelines and resources is follows -

- The present study was delimited to the four year bachelor design programmes offered by the National Institute of Fashion Technology through its various campuses `

5.13 Methodology of the Study

Convergent parallel mixed method study design was used to collect, analyse and interpret quantitative and qualitative data. The term “mixed methods” refers a methodology of research that advances the systematic integration, or “mixing,” of quantitative and qualitative data within a single investigation or sustained program of inquiry. Survey questionnaires of Likert type scale were used to collect the quantitative data. The data obtained through field notes, survey interviews and focused group discussions were examined based on themes identified from the literature review for the thematic analysis.

5.14 Population of the Study

The population of the present study covers all the campuses of National Institute of Fashion Technology. There were a total 16 NIFT campuses spread across all over India and Head Office located at New Delhi, under the aegis of the Ministry of Textiles, Government of India. There were about 10,000 students pursuing fashion technology and allied education and around 400 educators in various NIFT campuses in a current year. Out of them about 7,300 students join Bachelor (Design) programmes and about

250 teachers facilitate these programmes. Students are admitting through a national level test namely science, commerce or humanities, with Intermediate or 10+2 qualification can apply for admission into these programmes. Teachers too are recruited from multidiscipline backgrounds through a national level recruitment process. Academic management is done by academic administrators, who were present at head office and also in each campus. All the NIFT campuses report and comply with the policies and guidelines finalized by the head office from time to time. Thus, the focused group for this study comprises of all the students of Bachelor (design) programme of NIFT campuses in India and the concerned teachers and academic administrators as well.

5.15 Sample of the Study

The quantitative and qualitative data sample details are described in the following paragraphs

Multi-stage purposive sampling technique was used for the survey sample selection of the NIFT campuses then programmes and finally batches for the research study were selected.

Students of batch 2014-2019 studying in the Fashion Design, Textile Design, Accessory Design or Fashion Communication at NIFT New Delhi, NIFT Mumbai, NIFT Bangalore or NIFT Chennai campuses were finally identified as the students sample for the survey. Similarly teachers associated with these batches were considered as teacher sample. The following tables represent the total sample of students and teachers, institute wise and programme wise.

Table-5.1: Details of 2014-2019 batch students pursuing Bachelor (Design) programmes at NIFT campuses

Campus	Programme				Total
	Fashion Design	Textile Design	Accessory Design	Fashion Communication	
NIFT Delhi	35	37	33	38	143
NIFT Mumbai	58	32	43	37	170
NIFT Bangalore	39	30	35	30	134
NIFT Chennai	37	30	27	27	121
Total available students					568

Table-5.2: The total available teachers in sampled campuses

Campus	Programme				Total
	Fashion Design	Textile Design	Accessory Design	Fashion Communication	
NIFT Delhi	7	8	4	5	24
NIFT Mumbai	6	5	2	4	17
NIFT Bangalore	5	4	5	5	19
NIFT Chennai	5	5	3	3	16
Total available teachers					76

The qualitative data was collected from the following resources from the NIFT head office and campuses.

Table-5.3: Sources of qualitative data.

Technique	Source of data	Total
a) Document Analysis	NIFT Act 2006, NIFT statutes, NIFT ordinances, NIFT manuals, NIFT reports, admission prospectus, etc.	Not applicable
b) Interview Schedules	Academic and unit coordinators at the NIFT campuses	40
	Academic and unit heads at the head office and Campuses	10
c) Focused Group Discussions	Students (class wise)	16
	Teachers (campus wise)	04
d) Class room/ Studio Observations	Theory or practical (class wise)	14

Academic Administrators are those who are appointed or designated to look after the academic activities and to work as a head of various NIFT Campuses, Departments, and Units. These administrators report to the Head Office or Campus based on their position. Each Campus Directors looks after overall campus administration of their respective campuses. Each CP looks after the academic administration of their respective departments across campuses. Unit heads are nominated to look after the various academic supporting Units. These units are other than Academic Departments and their duty is to manage the various common activities related to all the departments. Unit Head and Unit Incharge have tenure of three years and their nomination is based on their seniority, competency and capability. Campus Director proposes the names, the

Dean Academics appropriately recommend the names in SIAC-AMS. Finally the D.G approves these nominated posts for each unit. Various units are: Industry Linkages, Projects, Research, Craft Cluster, Information Technology, Examination, Industry and Domestic linkages, Faculty Orientation and Training, and Continuous Education. Heads report to the Dean or the D.G, as per their reporting channel. Unit in-charges simultaneously reports to their respective Campus Director and Unit Heads. The themes emerged from the interviews with the academic heads are presented in the following subheadings.

5.16 Research Tools

The various tools and techniques used in the mixed-method approach of the research are explained under the following subheadings.

- a) Document Analyses:** The researcher personally collected essential documents published by NIFT and also the Indian government in hard and soft forms to study the NIFT purpose, constitution, academic structure, planning and responsibilities of academic heads etc. Further this data was also used for creating different themes, constructs and dimensions that need to be focused in the study through data collection. The important documents used in the study are NIFT Act-2006, NIFT statute, NIFT ordinance, annual reports, academic manual, establishment manual, admission prospects, citizen's/client's charter and placement reports.

- b) Questionnaires:** The survey method is used to collect base data from students and teachers using two questionnaires, one for students and the other for faculty members. The researcher has prepared the questionnaires namely 'Academic Management of Fashion Education Questionnaire for faculty (AMFEQ-T)' and 'Academic Management of Fashion Education Questionnaire for students (AMFEQ-S)' based on the literature review of academic management. Each questionnaire has five sections with appropriate rating scales. In both the questionnaires, the first sections were related to respondents' profile with open-ended and closed-ended questions. The remaining sections contain 'Likert' scale items with three or five-point ratings. Before conducting the survey, a group of experts individually scrutinized and validated the research tools.

- c) **Focused group Discussions (FGD):** Based on the quantitative base data compiled from the questionnaires, the other important aspects were further probed through focus-group study, of students and teachers separately, to obtain qualitative data. A total of 20 FGDs were planned and executed.
- d) **Interview Schedules:** The researcher interviewed the Academic Heads positioned at NIFT head office as well as at NIFT campuses to understand the key issues, the challenges encountered, the innovations brought in, suggestions for academic progress, and future directions for NIFT. In total, 50 schedules were designed and accomplished.
- e) **Classroom/Studio Observations:** The researcher personally visited the four selected campuses to study the academic culture and student approaches in classrooms and studios. Altogether 16 such observations were planned but only 13 could finally be carried out. A questionnaire was prepared to observe how teachers manage their classes, what instructional strategies do they adopted, how curriculum transition is put into practice, how well do students engage in classroom sessions, what kind of communication happens between the teacher and the students and also among students, and finally how far do students participate in different class activities.

5.17 Data Collection Procedure

To collect relevant data, the mandatory approval was sought, at first, from the Dean, NIFT Head Office, New Delhi. Once the permission was granted, NIFT campus-wise permissions were taken from the respective Directors to collect both quantitative and qualitative data from the students, teachers and academic administrators. The request application and the approval letter are given in appendix-II. The relevant documents; NIFT Act 2006, NIFT statutes, NIFT ordinances, NIFT manuals, NIFT reports, admission prospectus, etc. were initially collected from various sources to critically analyse, the vision, mission, objectives, strategies and accomplishments of NIFT over the years.

The Quantitative data collected by circulating the questionnaire to all the students at the four selected campuses. This was executed with the support and supervision of a

competent and willing teacher and an assistant from each campus with prior permission from the campus Director. A Microsoft Excel format was designed and given to the assistants at each department to enter the received data. The data was collected during years 2018 and 2019.

The quantitative data were collected through interviews, focused group discussions and classroom observations. The researcher acted as a moderator for all the focused group discussions. These were conducted in classrooms or studios by rearranging the tables and chairs in a circular pattern so that all participants could face each other to have a smooth discussion. Philips 'Go Gear Mix' instrument was used for the audio-recording of all the discussions. The quantitative data obtained from students and teachers were analysed through descriptive and inferential statistics and presented in tables and graphs. Whereas the quantitative data obtained from document analysis, focused group discussions of students, interviews of academic administrators and teachers, and classroom observations was analysed and presented as per the emerged themes based on the objectives of the study.

5.18 Data Analysis Procedure

A total of 402 students and 54 teachers responded to the survey questionnaires resulting to 70.8% and 71% of the proposed sample. The quantitative data collected through surveys were analysed by using descriptive statics and presented in tables and graphically represented in stacked bar and clustered column charts. Microsoft Excel and SPSS software were used for computing frequencies and Chi-square values. The qualitative data collected through focused group discussions, interviews has been analysed by coding, classifying and finally described in themes. Class observations were also conducted to directly witness and record various aspects of the research objectives.

5.19 Major Findings of the Study

The following major research findings were being emerged from the data analysis and interpretation.

1. The study found that over the years, fashion education has been exponentially grown across India in terms of its scale, rigour, novelty, and popularity. At the time of inception, fashion design was the only diploma programme offered by the NIFT

and now the number of programmes has been increased as a response to the needs and demands of all the stakeholders. Programmes such as accessory design and fashion communication were evolved as allied programmes to the fashion education.

2. With respect to the composition of the students and teachers the study found that NIFT campuses admits students from all streams (sciences, commerce and humanities etc.) and nurturing them as fashion professionals with a teacher team of various specializations including fine arts, design, technology, management, mass communication, and Home sciences. However about 67% of the students are from science streams. Majority of these students opined that because of engineering and medical programmes popularity, the family pressure and social beliefs most of them were compelled to take mathematics or science streams after tenth class despite their sketching and creative abilities, however their interest made them to join fashion programmes at the graduation level. This shows the interdisciplinary characteristic of the fashion education.
3. The study found that NIFT was identified as a centre of excellence for catering to the needs of industry and other sectors of the economy by offering creative and innovative programmes both at bachelor and master degree levels. Introduction of doctoral programmes has been a step forward for promoting research culture in the institution. However, only 12% of the teacher sample has doctoral degrees. As opined by the teachers, special provisions need to be created to encourage them to pursue Ph.D. and continuously conducting research in fashion education.
4. The study found that majority of the students pursuing the fashion programmes were from urban brought up (75%) with English medium (96%) and aspiring to settle in overseas (43.9%) and residing in leased residences (44%) having mostly educated parents of graduation or post-graduation degrees (80%). This is indicating that particular cohorts of students were majorly pursuing these programmes.
5. The present study found that 78.4% of the students studying fashion education were female, 64.3% of the students pursuing fashion education due to the popularity of these programmes, 64.1% of students preferred Fashion Design or Fashion Communication as their first choice during the admissions of these programmes.

6. With regard to the profile of the teachers, it was found from the study that the numbers of male and female teachers in the NIFT are almost equal. About 47% of teachers were from rural or semi-urban background, 27.5% of teachers completed their school education in regional languages, and 50% of them were first-time teachers in their family. Unlike the fashion education students the demography of the fashion education teachers was widespread in most of the above parameters.
7. It was found from the study that 33.3% of the teachers do not have any industrial experience, and for 30.6% teachers fashion education was not their first career choice. It was found only 16% of teachers are strongly agreed that they are fully aware of the institution's mission and objectives. In the context of the above findings majority of the academic administrators and teachers have opined that there should be an in build mechanism of regular induction, mentoring and guidance to groom the teachers towards sensitizing the vision, mission, objectives and current priorities of the institution.
8. With respect to the indicators of academic administration; cordial relations (49%), adequate staff (40%), ease of administrative procedures (43%) were found as perceived by the students. Whereas cordial relation (57%), adequate staff (51%), orientation to fashion education (69%), addressing students discipline (78%) were found as perceived by the teachers. Majority of the teachers and students were of the opinion that the administrative personnel need to be more accountable, efficient and cordial in their work related areas to support the academic programmes at NIFT campuses.
9. With regard to needed improvement in Academic Administration the study revealed that the teachers opined more improvement (51%) when compared to students (38%).
10. Majority of the students perceived that the indicators of academic planning; support of administration (70%), availability of academic plans in time (73%), adherence to planned schedules (60%), fullest utilization of professional capabilities (65%), were found high importance in the programmes, whereas a majority of students found these indicators were moderate in practice.

11. Majority of the teachers holding one or other administrative responsibilities and are opined that mostly they are overloaded with these responsibilities, sometimes they have to leave their classes in-between to attend administrative issues. Few of such academic administrators opined that administration and academic workloads should be 20% and 80% in proportion whereas it is reverse in real practice. Teachers also opined that without any training and adequate competency they are compelled to take academic administrative responsibilities.
12. With respect to the indicators of curriculum design; the purpose of the programme (42%), regular revision of curriculum (37%), correct weightage of credits and course duration (38%), clear articulation of course objectives (40%), knowledge component (40%), skill component (45%), were found in the curriculum design as perceived by the students. Whereas majority of the teachers perceived that these indicators are high in practice. Certain topics in the curriculum were found repeated as opined by the teachers and students leading to ambiguity and waste of time in the learning process.
13. The study revealed that both the teachers and students had opined similar extent (around 25%) of the need improvement in Curriculum Design.
14. It was found from the study that majority of the students perceived that, the indicators of curriculum design with respect to their importance and status; integration of design elements and principles (73%), application of design methodology (75%), trends and forecast (73%), group assignments (65%), interdisciplinary learning provisions (57%), craft integration (62%), were found high importance in the programmes, while majority of the students perceived that these indicators are medium in practice. Whereas the teachers perceive that they are high in importance and also in practice.
15. The study revealed that the interdisciplinary alliance and collaboration among various departments need to be strengthened for developing an integrated and holistic curriculum, research and development. It was opined by a majority of the students and teachers that such an alliance would enhance the professional competencies, knowledge synthesis and new knowledge development, and entrepreneur development.

16. With respect to the indicators of curriculum transaction; conducive teaching-learning (42%), appropriate strategies (38%), active learning (35%), creative academic outputs (53%), and teacher passion towards teaching (35%) were perceived by the students. Whereas most of the teachers perceived that the above indicators are high in practice. In order to improve the active participation of the industry, alumni, and also the teachers and students the academic autonomy of NIFT campuses need to be enhanced as perceived by the academic administrators and teachers. Such autonomy should lead the NIFT campuses to better recognise the local needs and indigenous practices to integrate in the curriculum transaction.
17. It was found from the study that students had opined more needed improvement (69%) when compared to teachers (23%) regarding the Curriculum Transaction.
18. The study found that the students were overloaded with more number of assignments, on an average two in a week, leaving no time for creativity and innovation which are very essential aspects for fashion design programmes as opined by the students. It was also found that most of the assignments are predefined in the curriculum and have a narrow scope for interdisciplinary application. Some teachers have opined that assignments are too detailed and very structured with less scope for exploration.
19. The study found that in the fashion education students' academic outcomes are assessed with different modes; exams, presentations, displays, reports, virtual models, prototypes, products and juries with different means; spot, continues and submission based, and are of different criteria; conceptual understanding, exploration, finishing, articulation, presentation etc. with a proportion of 60% and 40% internal marks (subject teacher) and external marks (other competent teacher/s, or expert/s from outside) respectively.
20. The study found that 71.6% of the students and 98% of the teachers were of the opinion that the use of modern classroom equipment has high importance, whereas 47% of students and 46.2% of teachers opined that it is moderate in practice. It was opined by the students that the existing facilities in the classrooms, studios and labs need to be upgraded with modern technological facilities.

21. The study revealed that both the teachers and students had opined similar extent (around 45%) of the need improvement in Academic Resources.
22. The study found that the indicators of academic focus; creativity (51%), innovation (51%), capability (46%), self-confidence (36%), interdisciplinary knowledge (39%), teamwork (57%), autonomy (42%), critical abilities (43%), teacher availability (52%) and self-reading habits (68%) were found in the pedagogy as perceived by the students. Whereas majority of the teachers perceived that they encourage all these aspects.
23. The present study revealed that the various professional development requirements of teachers in the NIFT institution include industry exposure (71%), research methodology (71%), ICT proficiency (71%), international exposure (69%), and knowledge creation and dissemination (69%) are in high need as perceived by the teachers. Though the institution has policies pertaining to the faculty orientation and training, some teachers only availing these benefits, further probing into the matter it was found that the administrative procedures are complex.
24. It was found from the study that environmental and social concerns are the priority areas of fashion education in India and are integrated in the fashion design curriculum; however majority of the students and teachers had been opined about their counter stake holders that they are sparsely practiced; teachers (environmental 42% and social 38%) and students (environmental 29% and social 31%).
25. With regard to the students approaches to learning as opined by the students that they are self-learners (79%), use e-resources (70%), learn more outside the classrooms (70%), depend on teachers assistance (22%), spend adequate time in the library (34%), regularly study class books (35%), refer books beyond curriculum (54%), and consult other department teachers (36%), with an objective of professional development (77%) and focusing on long-term goals (62%).
26. With regard to needed improvement in Students Approaches the study revealed that the teachers opined more improvement (51%) when compared to students (36%)..
27. The study revealed that activities related to academic culture; students and teachers welfare, knowledge sharing, appreciation for accomplishments, expert lecture were

very important however they are moderately practiced in the NIFT campuses as opined by the students and teachers.

28. It was found from the study that there was a significance difference of opinion of teacher' gender groups (male and female) in Students Assessment and Evaluation, Incultation of Appropriate Academic Focus by Teachers, and Students Approaches to Learning. Whereas no such significance difference found in Academic Administration, Curriculum Design, Curriculum Transaction, Academic Resources, and Need of Teachers Professional Development.
29. It was found from the study that there was a significance difference of opinion of teacher' of various programmes (F.D, T.D, A.D, and F.C) in Academic Administration, Curriculum Design, Curriculum Transaction, Students Assessment and Evaluation, Need of Teachers Professional Development, Incultation of Appropriate Academic Focus by Teachers, and Students Approaches to Learning. Whereas no such significance difference found in Academic Resources.
30. It was found from the study that there was a significance difference of opinion of teachers of various specializations (Design, Technology, Management and Fine Arts) in Curriculum Design, Curriculum Transaction, Students Assessment and Evaluation, Need of Teachers Professional Development, and Incultation of Appropriate Academic Focus by Teachers, Whereas no such significance difference found in Academic Administration, Academic Resources, and Students Approaches to Learning.
31. The study found that the future challenges of fashion education in India, related to the students admissions, grooming and development as per the opinion of the academic administrators, teachers and students are; enticing the right attitude and meritorious students, rigorous real-life exposure to the students through industry collaboration, meeting the international aspirations of the students, preparing students towards successful entrepreneurs, creating multiple career opportunities for students, development of specialized programmes of demand at Post Graduate and Doctoral levels.
32. The study found that the future challenges of fashion education in India to strengthen their academic quality and excellence as opined by academic

administrators and teachers are; enhancing the faith, trust and values in fashion education practices, interdisciplinary and research culture among the students and teachers, involving the alumni as active stakeholders of the institution, knowledge management and dissemination.

33. The study found that the future challenges of fashion education in India in the areas of academic resources as opined by academic administrators, teachers and students are; developing and maintaining sustained IT infrastructure and supporting facilities, continuous professional development of teachers and staff, development of e-content on par with international standards, and assured career paths for teachers and staffs progression.
34. It was found from the study that there was a significance difference of opinion of students' gender groups (male and female) in Academic Administration, Curriculum Transaction, Students Assessment and Evaluation, Learning Culture, and Academic Focus. Whereas such significance difference was not found in Curriculum Design, Academic Resources, and Students Approaches to Learning.
35. It was found from the study that there was a significance difference of opinion among the students of various programmes (F.D, T.D, A.D, and F.C) in all areas of Academic Management (Academic Administration, Curriculum Design, Curriculum Transaction, Students Assessment and Evaluation, Academic Resources, Students Approaches to Learning, Learning Culture, Academic Focus).
36. It was found from the study that there was a significance difference of opinion among students' of various HSS streams (Science, Commerce and Fine Arts) in Curriculum Design, and Academic Focus. Whereas such significance difference was not found in Academic Administration, Curriculum Transaction, Students Assessment and Evaluation, Academic Resources, Students Approaches to Learning, and Learning Culture.

5.20 Discussion

The present research study had made an attempt to study the academic management of fashion education in India with specific reference to the fashion education programmes offered by NIFT through its 16 campuses across India. NIFT has been recognised as an institution of excellence by the government of India and working under the ages of

Ministry of Textiles. It is identified as a premier institute in fashion education. The very nature of fashion education programme of NIFT has been interdisciplinary and multidisciplinary. This nature can be clearly seen in the composition of the teaching faculties, curriculum design, and even the students groups. Any student after passing +2 in any stream becomes eligible to appear a national level NIFT entrance examination for admission into various programmes. Since the inception of the NIFT admission procedure has been noticed that large number of students showing interest in the fashion education and appear in the entrance examination. However NIFT have the capacity to admit around 3,600 students. This shows the demand of fashion education at NIFT. At any point of time one can find students with varied academic back grounds pursuing fashion education at NIFT. Similarly Teachers working at NIFT are also from different disciplinary backgrounds such as fine arts, design , technology, management, and social studies. It is interesting to study academic management of fashion education with in the multi-disciplinary contexts.

The present study operationally defined the academic management in terms of academic administration, curriculum design, curriculum transaction, students' assessment and evaluation, academic resources, students' approaches to learning, learning culture, academic focus, and tried to capture the opinions of students, teachers and academic administrators by employing a mixed methodology. Substantive quantitative data as well as qualitative data were systematically collected, analysed, and interfaced to understand the opinions about the system, and needed improvement in the areas of concern thus the study admit an attempt to review the existing policies and the implementation of policies through various programmes across the campuses with in the area of academic management.

In the study it was found that between the students and teachers there was a substantial difference of perceptions about the effectiveness of academic administration. Students were more satisfied than the teachers in the respective indicators of academic administration. The teachers opined high need of improvement in; time provided for teachers' collaboration, time provided for preparation and planning for teachers, and support of administration to teachers. Likewise students opined high need of improvement in; support of administration to students need, availability of academic plans at the beginning of the semester, and strict adherence of teachers to academic plans. Fashion education being interdisciplinary in nature need through planning with

needs more time for teacher to plan with the adequate support of the administration. Similarly students also need time to plan and acquire related materials which needs them to know the properly planned academic schedules well in advance and execution of the same without much deviation.

The study revealed that students and teachers were satisfied with the existing curriculum design. Low need of improvement was suggested by students and teachers in their respective indicators of curriculum design. Students and teachers were satisfied with the integration of design elements, design principles, design methodology, trends and forecast, group assignments, understanding of craft clusters etc. It shows the strengths of NIFT in curriculum design to establish as a premier institution in India. However provision for interdisciplinary collaborative teaching was one indicator teachers opined very high need of improvement (96%). Though NIFT has a policy of two teachers conducting collaborative classes in practical based subjects its implementation was not remarkable.

Understanding the present trends, forecasting the future trends, creating the new trends were very important components in any programmes of fashion education. This needs continuous upgradation of academic resources, national and international exposure to teachers and students. Accordingly the institution is continuously up grading its resources. However both the students and teacher were of the opinion that academic resources need more improvement.

5.21 Implication of the Study

As the present study as revealed about the academic management both at policy level as well as programme level. The opinions of the beneficiaries and the functionaries of academic management had provided their opinions specific to various aspects of academic management such opinions would become the base for policy reforms as well as programme implementations the present study identified the teaching methodologies, learning culture, assessment practices, learning resources etc. as important aspects of academic management and collected the opinions for the teachers students and administrators. The findings can be used for programme design development, professional development of teachers, institution based professional conduct and standards of teachers. As the institution has been exponentially grown across the nation in terms of the number of campuses and the no of programmes offered in each campus,

the findings can be used for deputing academic and administrative autonomy to the campuses for effective and timely decisions in line with the requirements of the ever-changing demand of the programmes offered. Such autonomy should also lead the NIFT campuses to better recognise the local needs and indigenous practices to integrate in the curriculum transaction.

5.22 Suggestions for Further Research

Research is a continuous process and every research surfaces new question for further research. The investigator would like to suggest following points for further research.

- In-depth case studies of each programme could be conducted to explore the academic administration of fashion education as there was a significance difference among the students as well as teachers of various programmes.
- Similar studies could be conducted like the present study taking the PG programmes across all the campuses to understand the status of academic management in the PG and Doctorial programmes.
- Comprehensive studies on each aspect of Academic Management wise; Academic Administration, Curriculum Design, Curriculum Transaction, Students Assessment and Evaluation, Academic Resources, Academic Focus, Professional Development of Interdisciplinary Teachers, could be conducted elaborately.
- Fashion Education being interdisciplinary and multi-disciplinary, qualitative studies on academic culture and students approaches to learning could be conducted for in-depth understanding about how and why the students and teachers of fashion education adopt a particular approach for learning.
- Research studies can also be career out in the area of fashion graduate attributes and professional standards of fashion educators.
- Explorative research studies are also needed in fashion education in terms of learning outcomes both in terms of knowledge, skills and attitudes.
- Research studies can also be conducted by comparing the management of fashion education in private and public institutions.
- Research studies can also be conducted in indigenous fashion design models of various ethnic groups (tribes, nomothetic tribes, rural crafts etc.).

- Researchers can develop innovative teaching and learning models for fashion education for nurturing creativity, innovation, and entrepreneurship.
- Studies can also be conducted in trends and forecast for promoting economic value to the products.

5.23 Concluding Thought

The present study was described the academic management of Fashion Education in India. Various aspects of academic management, purpose of the fashion education, profile of the students and teachers, learning culture, learning approaches, and developmental challenges of the fashion education was described in the study.

Now the fashion education has become one of the main stream education and spread across the major capital cities in India and offering a wide range of programmes in different levels. NIFT has contributed majorly in the Indian fashion education with continuous deliberations introspections and upgradations with the existing autonomy under the status of institute of excellence.

Fashion education being a creative and innovation driven field its knowledge and approaches are widely applicable in other sectors of economy such as automobile, product design, interior design, graphic design, art direction, animation, food products, packaging, etc. therefore NIFT can expand its scope and help the other organisations to meet ever-changing market and consumer demands.

The study found that the popularity of fashion programmes was among the English medium and urban brought up children of highly educated parents. Keeping in view the national and international career opportunities and self-employment a wide publicity and awareness programmes are required to attract competent students. NIFT also need to develop economically viable programmes from all categories of students groups and for lifelong learners. NIFT can also be the instrumental in promoting fashion education at school level through innovative curriculum design and capacity building of the school teachers.