

## Review of the Related Literature

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### 2.0. Introduction

The study on the Academic Management of Fashion Education in India was a descriptive study of its kind in Indian fashion education. There were very few studies available in the research literatures which 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.

Fashion design education is an interdisciplinary and vocational based education requiring more of creative skills, an eye for colour, design and detail. The related literature review were studied to support the proposed research study- mainly to establish a theoretical framework, define key terms, and identify study models and case studies. As there were very few Ph.D. theses available on this subject, only select research papers were considered for the review of related research. This review provides the context as well as justification for research on Academic Management of Fashion Education in India and be acquainted with the terminology of Fashion Education.

The gist of this research can be stated to be a summary of the researcher's eighteen years of teaching, academic administration, research and consultancy experiences in fashion design education, which have greatly helped to present a different perspective in the present study. The sources of review were obtained from different libraries, the online repository of ERIC, Google Scholar, ResearchGate, ProQuest, Shodhganga, Smt. Hansa Mehta Library, Library Genesis, Sci-Hub, CiteSeerX, and the NIFT Website. And the reviews are taken from books, journals, and other theses.

The review of related literature mainly contains International as well as a few available National studies. The review was conducted to identify the key areas to be studied under Academic Management of Fashion Education in India. It has given insights into the research methods and research tools that can be employed for the present study. The organization of related literature is described in the following subsections.

## **2.1 Organisation of the Review of Related Literature**

As per the objectives of the study and their correlation, the available reviews of related literature have been presented in five different categories given below:

1. Academic Management and Its Purpose
2. Aspirations, Profile and Background of Interdisciplinary Students and Teachers.
3. Interdisciplinary Curriculum Design, Development and Restructuring
4. Learning Culture and Learning Approaches in Fashion Education.
5. Developmental Challenges in Fashion and Related Education

## **2.2 Academic Management and its Purpose**

Academic management is the prime focus of the present study. The success of any academic programme mainly depends on its academic management. This majorly includes management of students, teachers, curriculum, resources, etc. The academic management should operate keeping in mind the purpose for which the institution was established and its vision. The intended purpose should reflect through its academic culture, programmes offered and the service that is rendered to the industry and the society. Correct articulation and perpetuation of the purpose on a regular basis is essential for any institution. The Vision, Mission and the Objectives of any institution are articulated from its purpose. Based on prevailing circumstances and opportunities, the purpose of any institution may need to change or evolve from time to time. However, within the same institution, different stakeholders may have different hidden purposes. Regular orientation to teachers and academic administrators is essential to improve the harmony and maintain common direction for the continuous progress and expansion of any institution.

The review focused on different studies done on the academic management, purpose of education and related topics.

**Chan, R. Y. (2016)** conducted a study “Understanding the purpose of higher education: An analysis of the economic and social benefits for completing a college degree” on the purpose of higher education to review the changing means of ‘public’ and ‘private’ sector in higher education from the perspective of (1) education providers and (2) undergraduate students. A comprehensive research on the literature, by selecting 60

peer reviewed journal articles and 25 books published between the year 2000 and 2016. Utilized Critical Interpretive Synthesis (CIS- systematic review that critically examines the decisions made by authors) and signaling theory (implications of the study for theory and practice are discussed and its limitations and future research areas are highlighted). The findings were; higher education providers appeared to be more focused on universal objectives that aim at reforming society, individual cognitive skills and communicative agendas. On the other hand, undergraduate students appeared to be more focused on personal, economic, family and on developmental goals at the time of completion of their higher education program.

**Ab-Rahman, et al. (2015)** conducted a study titled A Strategic Plan of Academic Management System as Preparation for EAC Accreditation Visit. They have developed a model of academic management system with three levels of review including monitoring and assessment; course programme, programme educational objectives. It is based on the document analysis of international accreditation system prevailing. The study suggested six months, one year and 3-5 years cycle of reviews for each respective stage. Development, evaluation and implement are three important aspects focused in the study to develop the academic management system. The main Input/Feedback area mentioned in the final stage of performance assessment and programme accreditation included; External assessors' report, Alumni survey, Employers survey, Course review by industry practitioners, Benchmarking, Feedback from stakeholders (professional bodies, government).

**Chan, D., & Ng, P. T. (2008)** examined the approaches and found that Hong Kong and Singapore have adopted themselves as trying to become regional hubs of higher education through the development of their higher transnational education. Hong Kong and Singapore compete in for their market share for higher global education because it can be a lucrative business. Adapting a model from the business management literature, this article compares the approaches that Hong Kong and Singapore adopted in developing their transnational higher education sectors. Through its analysis, it's being argued that despite similarities in their visions, the business approach, culture, process, and resource commitments of the two economies were quite different. Most importantly, such differences reflected the different philosophy and governance style of the two different governments.

**Mok, K. H. (2008)** conducted a study to examine how Singapore, one of the East Asian tiger economies, has attempted to diversify its higher education system by developing “transnational education” in the island state. With particular reference to the most recent education reforms and changing higher education governance in Singapore, this article focuses on how the Singapore government has changed its higher education governance models in enhancing the global competitiveness of its higher education system by adopting more pro-competition policy instruments and allowing the growth of transnational education in the city state. The findings suggested the choice of policy tools (the choice of market forces in higher education and the rise of transnational education in the present case) is highly political and governments should pay particular attention to the particular socio-economic and socio-political contexts of their countries when making such choices. The paper showed that the role of government in East Asia is still important, especially when there is a strong need for government to set up appropriate regulations, social protection and welfare, hence, governments in East Asia were very much conceived as a complement to the market.

**Palamattam, V.P. (1992)** studied on the management of autonomous colleges with special focus on innovation and changes. The major objectives of the study were; (1) achievement of aims and objectives, administrative actions and academic programmes such as, curricular planning, methods of teaching, learning research, evolution research, etc. (2) to study from a historical perspective the evaluation of the concept of autonomy to college in India (3) to draw institutional profile of an Autonomous college through an in-depth study. The main tools and techniques used in this investigation were an opinionnaire for the teacher, a questionnaire for the controller of the examinations, unstructured interview schedule for the principals and the teachers, meeting the students of autonomous colleges in groups. The conclusions of the study were (1) Conferring of autonomous is a right step in the organization of higher education in India. (2) There are many confusing thoughts in the minds of the managements of the teachers and the students. (3) There also many apprehensions in these groups some real and many imaginary. They have to be removed and an atmosphere of trust and confidence is to be created. (4) The UGC can play a major role in reducing these confusions and fears. For this it has to be listening, responsive and quick in taking decisions. (5) As a coordinating organ of the central government the UGC may also require some more administrative powers in addition to its grant giving function.

**Sharma, D.K. (1982)** studied on management of education system with special reference to decision making and organizational health. The objective of the was to study the management of the a Technical University, Technically Oriented University and Indian Institute Of Technology with reference to governance, decision making and organizational health. The study has been delimited to Technical Education Systems one from each above and the tools used are interviews, documentary, records, decision making participation instruments and organizational health questionnaire. The major findings were; (1) The three education systems were found different from the governance point of view. (2) Existing decisional participation of the faculty members was found to be less then considerable participation for the three educational systems. (3) All the three education system faculty members want more participation in different situations. (4) Relationship between organizational health and existing decisional participation of the faculty members was found to be significant.

The reviews conducted on academic management, and purpose of fashion education reveals the importance and the need of multistage accreditation by various institutional committees to set and review appropriate norms. There is a need for feedback from external experts, NIFT alumni and employers through various surveys while reviewing the purpose of the education. The focus has to be on imbibing individual cognitive skills among students to meet the universal objectives to reform the society that can be correlated to developmental goals among the students and teachers.

There arises a requirement to develop transnational higher education by helping countries in becoming regional hubs of higher education. Thus, the role of Government becomes significant in promoting such transnational education by setting up regulations to improve social welfare and protection. There is also a need for clarity in awarding autonomy by maintaining a common vision across the institution fraternity at different levels of institution's academic management. Simultaneously, there should be emphasis in resolving apprehensions, in bringing about trust and confidence, in teachers participation in decision making, and to improve the organisational health.

The following subsection comprises the literature review related to profile of the interdisciplinary students and teachers.

### **2.3 Aspirations, Profile and Background of Interdisciplinary Students and Teachers.**

As the fashion design education is an interdisciplinary education, the profile of faculty composition and their specialization varies compared to any other education. Similarly, the profile of the students is also a very important aspect of this study, as they are of different streams, backgrounds and aspirations. The summary of the related reviews is as follows:

**Aydin, O. T., & Bayir, F. (2016)** conducted a study that the impact of different demographic variables on determinants of University has a decision to make, aimed at identifying the relationship between university selection criteria and demographic variables, defined in the study as gender, family income level, types of high school graduated from, and whether working or not during the education period in the business administration departments of the foundation universities in Istanbul. The study was designed by descriptive research method using a survey. The face-to-face questionnaires were conducted to the students during the 2014-2015 academic year of selected foundation universities. Closed-ended questions were used. Convenience sampling method was used to determine the participants of the study. A total of 600 questionnaire forms were delivered to the students in these universities, the 510 questionnaire forms were counted as valid. Mann-Whitney U and Kruskal-Wallis were performed suitably. According to the respondents, the quality of staff was the most important selection criterion, with a score of 3.88. The least important criterion from the results was the advice of high school teachers. Female students placed more emphasis on opportunities for exchange programs than male students in choice process. Cost of education is a more important criterion for families with an income level of less than 2,500 TL than those with an income less than 10,000 TL.

**Abidin, M. (2015)** conducted a study that shows how students and lecturers as external and internal stakeholder respectively, attained their satisfaction of learning experience in the university. This study was conducted through quantitative research method in order to collect, analyse and interpret data. The data was collected via questionnaire. The researchers distributed 500 questionnaires to students and 100 questionnaires to lecturers. A total of 361 students and 78 lecturers responded to the survey. The dimension of services quality and item questionnaire was adapted from Latief and

Bahroom (2010) and Abidin (January, 2015) studies, and modified according to the context of studies. The findings indicated that there was a contradiction between students and lecturers in their different perspective on the quality of education being served. Lecturer perceived all dimensions of quality education with a highly satisfactory level but students didn't felt the same. This study shows that there was a gap between the teachers and students perspective and they were not even holding a similar opinion in the respective of higher education quality.

**Bek, H. (2015)** carried out a descriptive study to examine the relations between life goals and college attendance levels among Afghan students receiving higher education in Turkey. The study was conducted using a total of 198 Afghan students, among which 159 were male and 39 female. All 198 students were studying in 16 Turkish state universities and were selected by the convenience sampling method. "Adolescent Form for Life Goal Identification Scale within the scope of Positive Psychotherapy" research developed by Eryilmaz (2012), "Class attendance scale for university students" research developed by Eryilmaz (2014), and demographic information were used for data collection during the study. According to the findings, no significant difference was observed among males and females in terms of life goals. However, a significant difference was found in the career sub-dimension of life goals in favour of female students. Also, no significant difference was observed in life goal levels in terms of student age. Additionally, while no noticeable difference was observed in the career and relationship sub-dimensions of life goals, a difference in body sub-dimension was identified. A difference in class attendance levels was observed in terms of the age variable. While no differentiation in life goals was detected in terms of grade levels, a significant variation was identified in class attendance.

**LeBlanc (2014)** in a study developed four hypotheses examining the relationship between OCB (Organizational Citizenship Behaviour) and variables relevant to college students. In this study the researcher looked to identify several demographic characteristics and determine if these act as antecedents for what he is calling College Student OCB. This online survey methodology consisted of a series of timely emails. The targeted population was 2004 undergraduate students, of which 490 completed the survey, achieving an overall response rate of 24.5%. He measured OCB using the 24-item scale developed by Podsakoff, MacKenzie, Moorman, and Fetter (1990). The

findings are: More women than men (approximately a 60/40 split) are attending college as traditional undergraduate students and as such behavioural shifts, in particular OCB of women could very well be influencing the dynamics in the classroom, along with the broader college community. Students who consider themselves devout members of religious faiths present with higher levels of OCB. Study results for the level of college completed suggests that a college senior is not more inclined to exhibit OCB toward the institution. Academic major, or more specifically the characteristics of the students selecting a particular major category, would exhibit higher OCB. OCB helps to build a sense of community, culture, and enhanced organizational performance.

**Aderi, M., et al (2013)** studied to investigate the student's university adjustment particularly about the determination and about the adjustment level of first year university students in Jordan. Overall, there were mainly three domains in the university namely college adjustment, domain of social adjustment, and academic adjustment. In addition, throughout the analysis, gender, age, types of university differences adjustment have been evaluated. 244 first year students participated in this study and frequencies, they involved in descriptive statistics, independent t-test, and ANOVA are used in the study. Student adjustment is measured by using the instrument developed by Baker and Syrik (1999) to measure student adjustment to college. The results of the study reveal that university students have a generally moderate adjustment level despite the indication that students have some difficulties in their social and academic factors. Additionally, results indicate that majority of the students possess low to moderate level of social adjustment subscale (82.37%), as well as low to moderate level of academic adjustment subscale (84.89%).

**Choo, T. G. (1997)** conducted a study of Fashion and Textile Design Education in the UK and to make some suggestions on the basis of findings to improve fashion and the textile education in Korea. The study was carried out in two ways: 1. Using questionnaires and literature survey to investigate the general situation in fashion and textile education in the UK. 2. Case study of curriculum and course systems. The types of degree courses related to fashion and textiles design education in the UK were classified into 6 large groups. In addition to very specialised degree courses, many courses were subdivided again to develop an intensified curriculum. The number of full-time teaching staff is not enough, however, the composition of teaching staff, such

as two or three full-time staff and a number of part-time lecturers from a related industry, can make a direct link between education and industry. On the basis of these findings, improvement to fashion and textile education in Korea was suggested as follows: Each clothing and fashion related department can develop more specialised and intensive degree course suitable to its own situation instead of generalized present course; Link between education and industry has to be accomplished actively through visits to industry, interviews with industrial personnel, employing part-time lecturers from a related industry, projects supported by industry and a programme of meetings between teaching staff and industrial personnel etc; a work placement has to be considered more actively than now.

From the above studies related to Aspirations, Profile and Background of Interdisciplinary Students and Teachers, it has emerged that cost of education, quality of staff and opportunities for exchange programmes were important aspects for college selection of the students. There were gaps between the perception of teachers and students. Studies are being conducted to find whether is there any difference among male and female students for giving equal choice to opt any programme selection, interest in extra curricular activities, determination to achieve admission in a particular programme. Organisational Citizenship Behaviour level and its relation with respect to sense of community, culture and enhanced organisational performance were also studied. Most of these studies were descriptive with the findings from quantitative data analysis.

The review focused on different studies done on the interdisciplinary curriculum and related topics as comprehended in the following paragraphs.

## **2.4 Interdisciplinary Curriculum Design, Development and Restructuring**

As aptly said, the only thing that never changes in fashion is 'Change'. Accordingly, designing of curriculum for new programmes and development and restructuring of existing curriculums is a continuous activity in fashion education. Depending on the need of the industry, changing market dynamics and technology, the syllabus and the pedagogy needs to be upgraded continuously. The following literature review summarises various studies related to these aspects.

**Eckert, J. (2017)** conducted a study on The Y-shaped Designer--Connective Competences as Key to Collaboration across Disciplines. Mentioned reports on their MA information re-development in design. The goal of this development could be a lot of sensible and project-based MA curriculum that gives interdisciplinary cooperative competencies instead of specializing during a specific style domain. For design education, it's thus projected a re-visited model of t-shaped abilities (the vertical stroke of the T could be a depth of skill that permits to contribute to the inventive process" and "the horizontal stroke of the T is that the disposition for collaboration across disciplines) by developing a Y-shaped Designer (where 3 wings of 'Y' area unit perceived roles, depth of ability and multimodal literacy), World Health Organization works in cooperation across disciplines thanks to a disciplinary root that permits a transparent perception of the role and also the capability to supply multimodal style outputs from the discipline into undisciplinarity. Discussion of the paper is predicated on an exploration of the current modification within the Swiss inventive Economy, associate alumni survey, a literature review concentrating on undisciplinarity (questioning disciplinary-based learning) and a series of knowledgeable workshops that led to the identification of the abilities required. Initial results are a definition of the abilities and learning goals that are targeted within the new information, similarly as a collection of didactical approaches that reach the information to what's meant to become a real-world laboratory for MA style students.

**Cai, W. W., & Sankaran, G. (2015)** conducted a study titled "Promoting critical thinking through an interdisciplinary study abroad program". The study describes promoting critical thinking through an interdisciplinary syllabus design using multidisciplinary professors additionally as details the execution of an international program for short-term experiential analysis in China. This program was conducted on a dozen students, three feminine and nine male, ten of whom were 19-22 years of age, from two U.S. universities. Students had a spread of major academics as well as political science, history, teaching, government health, economics, and ecology, starting from second to fourth year of analysis. The program was created on a framework using two reticulate strategies to accomplish this tutorial objective of critical thinking, in conjunction with meeting the actual demands of every course. They're theme-based interdisciplinary syllabus and cultural immersion. The theme-based interdisciplinary syllabus was once more designed on three principles. They are, ability to create nice

queries that encompassed drawing data and skills from every discipline, acquiring international awareness, and developing international awareness, visits to cultural and historical sites were enclosed to stimulate students critical thinking. Through fastidiously chosen site visits, activities and tasks, cultural immersion was achieved. The experiences, reflections and apps of scholars were evaluated by means that of formative and summational analysis. The program's basic principles, like as asking nice queries, choosing sites for visits that enabled learners to draw data of content from totally different disciplines, and choosing themes that allowed problems to be analyzed in international and international contexts, proven useful. The summational assessment disclosed that the collaborating learners learned during a worldwide context through interdisciplinary views, created cultural consciousness and cultural sensitivity, and improved their critical thinking abilities.

**Ju, J. A. (2012)** investigated the practical use of educational subjects and contents of materials in the fashion industry field and analysed all data from respondents depending on business area and years of work in order to develop appropriate educational methods and courses. The survey was conducted with 151 questionnaires; 148 responses were used in the data analysis. The statistical analysis methods were frequency analysis, factor analysis, and ANOVA. The factors of educational subjects for Clothing and Textiles were classified into three categories of product planning, manufacturing and basic information, and manufacturing-related subjects; subsequently, these showed a high practical use in the fashion business. There were significant differences in the practical use of educational subjects that depended on business areas and years of work for respondents. In the case of education of materials, the contents of fibres, knit fabrics and textile planning were used the most in various business areas; in addition, there were also significant differences in the practical use of knits, textile care, textile planning and trade, and textile retailing depending on business area.

**Leisey, M., et al (2014)** studied about Team Based Learning (TBL) model to explore its efficacy for increasing student engagement. The participants in this study differed from the student population at large, particularly in the TBL courses of disciplines include Chemistry, Finance, Geography, Political Science, and Social Work. This study began during the 2011 Spring Semester, with data collection ending during the 2013 Spring Semester. Pre- and post- surveys were used to collect the data, which was

analysed using descriptive and inferential statistics. 271 students participated in the pre-survey and 255 students participated in the post survey. All data collected was aggregated prior to the data analysis. The data showed that TBL not only heightened students' self-awareness of their learning capabilities but also revealed that students had an affinity for TBL, often preferring TBL courses over traditionally structured courses.

**Nam, J. Y., & Park, H. J. (2012)** studied on fashion education as a lifelong education program for adult learners. The findings believed that mostly respondents took participation because of their hobby or interest and they collected information mostly from acquaintances. They considered program contents as the selection criteria for lifelong education center. They considered lecturer's professionalism as the selection criteria for the program and showed high appreciation towards lecturers' passion. For the education condition and administrative services, they showed high satisfaction. FGI also showed the importance of individual competence, career development, a work-study program, an on-site study program, and other lecturers. The results suggested the methods to make university's lifelong education programs more appealing to adults who want to attend universities for non-degree university programs.

**Rael, Abong'o, and Tuigon'g (2012)** studied Fashion and apparel Industry (employers and University graduates) perception on Kenyan University Undergraduate Fashion and Apparel Design (UUGFAD) Curriculum. The University graduates were in the fashion/apparel design job market and graduated within the last five years from the time of data collected). Fifty-four (54) graduates of fashion and apparel design and twenty-four (24) employers were selected through snowball samplings. The findings are as follows; the industry was less involved in the development of the curriculum. Following challenges in the curriculum has been pointed out; lack of specialization, not updated, inadequate material and equipment, lack of industrial exposure and too much theory or lack of enough practical/experience.

**Han, Y. H., Jung, J. E., & Lee, C. W. (2011)** conducted a study to evaluate fashion business curriculum in both domestic and foreign schools and to analyse the existing training programs in Korea. The findings for students are; more exposed to the industry environments especially in the area of markets, sales, distribution and management; the fashion marketing curriculum of F.I.T and PARSONS school of design emphasised on practical as well as academic programs in marketing, distribution and merchandising.

The study recommended exposure to real-world by participating in various internships and workshops offered by major companies in the fashion field.

**Hong, S., & Lee, J. H. (2011)** analysed the current educational curricula in the field of clothing construction for developing more appropriate educational courses and to activate the fashion business. A total of 82 different departments related to fashion and apparel were selected from four-year domestic universities and the curricula recently posted on their internet websites were analysed by descriptive statistics. The findings are as follows: More than half (53.7%) of the 82 departments were setup offering classes in the clothing construction field for 3 credits and 4 class hours. College affiliation of the departments that offered curricula in the clothing construction field was classified into 5 categories: the arts (34), human ecology (22), natural sciences (14), humanities/culture (9), and others (3). Human ecology category showed the highest results in the average class hours (3.9), the number of classes in the clothing construction field (7.6), and the percentage of the classes in the clothing construction field out of all major classes offered by the clothing department (19.9%).

All 82 departments were found classified into 3 categories of: fashion design (32), clothing (28), and fashion business (22). The clothing category showed the highest results in the average credits (2.8), class hours (3.8), the number of classes offered by the clothing construction field (7.6), and the percentage of the classes that offer clothing construction education out of all major classes offered by the clothing department (19.9%). The educational contents of clothing construction area were found classified into 8 different categories of: basic theory and sewing, clothing construction, flat pattern, draping, tailoring and advanced clothing construction, pattern CAD, sewing science and apparel manufacturing process, and clothing construction for special needs. Among these categories, the draping category constituted 21.7% as the largest part.

**Campbell & Henning (2010)** conducted a study on “Planning, Teaching, and Assessing Elementary Education Interdisciplinary Curriculum”. Fifty- nine under graduating elementary education preservice teachers served as participants. Thirty three of them received integrated instruction those were exposed to interdisciplinary instruction, common assignments, integrated activities and accountability across their Social Studies and Assessment Courses. Twenty six participants given non-integrated course work that focused on a single content area. An independent sample test was

performed to compare the percentage points earned on interdisciplinary units by preservice teachers groups. The percentage score earned by the interdisciplinary units designed by preservice teachers who integrated instruction were significantly higher ( $p < .01$ ). However, no significance difference was found in the children perceived understanding of interdisciplinary topics, more research is suggested to evaluate the effectiveness of interdisciplinary curriculum, particular with respect to grade and achievement level. The study recommended explicit modelling, collaborative instruction and integration were promising for making a positive difference in preservice teachers' ability to conceptualize, develop, and reflect upon interdisciplinary curriculum.

**Devadoss, S., (2008)** conducted a study on "Training effectiveness of NIFT centres in southern states". The study is mainly concerned with the recent development of training effectiveness of NIFT Centres with special reference to NIFT Centres of southern states. Various courses being offered in the nine existing Centres of NIFT in India are also discussed elaborately in the study. The NIFT's Programmes on Fashion Design and Garment manufacturing Technology and the perceptions of the students undergoing the NIFT's programmes during the academic year 2003-04 and the students who underwent the NIFT's programmes prior to the academic year 2003-04, are considered in the study. In order to study and evaluate the training program, Training Effectiveness as well as Performance Appraisal System of NIFT Centres in Southern States, 115 students (50 boys and 65 girls) who were undergoing a course in the NIFT Centres during the academic year 2003-04 were interviewed. forty-six NIFT Teaching Faculty from three NIFT Centres (18 from Chennai Centre, 13 from Hyderabad Centre and 15 from Bangalore Centre) were interviewed. 45 Industrial Executives in and around three NIFT Centres in Southern States were interviewed. There was no significant relationship found between the Teaching Faculty's gender and Consultancy Projects undertaken, in-service training attended at National/International level, and publication / presentation of research papers of Teaching Faculty in NIFT. 18 per cent of Industrial Executives rated NIFT students' performance in the companies as excellent and 44 per cent rated NIFT students' performance as very good and one-fifth of the industrial executives rated students' performance as good. The study recommended; updating the curriculum periodically in the light of regional requirements, increasing the number of practical sessions as well as industrial visits, improving the existing as well as

developing infrastructure facilities, Involving industrial executives and NIFT alumni in the curriculum, Assessing periodically regional requirements in respect of job opportunities in industries, Building up a constant rapport with industrial executives in and around each NIFT Centre to ensure 100 per cent placement to the students.

**Ki Kim, M. H. (2008)** conducted a study on Fashion illustration curriculum and found based the college curriculum that, fashion illustration courses are regarded as fundamental sources of knowledge in the fashion industry and the fine arts. Accordingly this study was conducted to critically examine current curricula and educational objectives of fashion illustration courses offered by domestic fashion-related universities and academic institutions in Korea to contribute to the development of better curriculum in fashion-related education. Based on the results of data analysis, they suggested the following recommendations; university courses should focus on drawing-cantered fundamental education; design education linked to fashion illustration should be strengthened; creativity-boosting design education is necessary; range of curricula that could foster creativity and problem-solving skills in professionals should be enlarged; future education should place emphasis on lateral and creative thinking.

**Kim, H. E. (1999)** conducted a study at the fashion department of a college in Taegu. Total 529 students of college responded to the survey. The yes opinion, of students in percentage, on different aspects related to pedagogy. More emphasize on syllabus rather developing ability of students (39.7%); Assignments are too demanding (18.1%); Need of more practical training (17.2%); Need of advanced education of major subjects (94.5%) 3. Getting a job in major-related area (57.0%); Necessity of liaison with high school education (45.2%).

From the above studies related to interdisciplinary curriculum design and related aspects it has emerged that they were mainly concerned about the reputation of interdisciplinary education. Major portion of the studies were related to fashion education and about specific aspects including practical use of educational subjects in industry, team-based learning, popularity of fashion courses as interdisciplinary electives, industry involvement in the academics, need of specialization and continuous upgradation, industry exposure to students, need of more practical exposure than theory, real world exposure through internships and workshops by companies, and

analysis of curriculum composition. Most of these studies were survey based; mostly descriptive and, in some cases, inferential statistics were used.

The following subsection comprises the literature review related to learning culture and approaches.

## **2.5 Learning Culture and Learning Approaches**

Fashion education has distinctive characteristics like teachers and students in interdisciplinary system, practical based approach, focus on creativity and innovation, widespread pedagogy, and exclusive assessment and evaluation methods. As autonomy of students, teachers and of institution is a primary requisite in the Fashion Design education, learning culture and learning approaches are the most important aspects for effective academic management and were considered to be the objectives of the present study.

**Jena, A. K., & Chakraborty, S. (2018)** conducted a study and discusses an epistemological belief that may be a psycho-philosophical thought connected with learner's belief concerning their extraction of information and teaching learning method. The study aimed to assess the link among epistemological beliefs to learning styles, learning approaches and accomplishment of the University students. One hundred University students in India from completely different departments were at random elect as population. For the current study, the researchers have used three measuring tools. These were: epistemological Belief questionnaire (EBQ), Learning style Inventory and (LSI) and achievement checklist (ACL). Statistical tools like F-test, regression analysis and MANOVA used to make out the relation among considered variables. It resulted during a substantial affiliation between ability and learning designs and learning ways, and there was a considerable connection between learning designs and interest, however no vital relation between student learning ways, interest, and accomplishments. It conjointly led in no vital affiliation among the epistemological views, teaching styles, learning ways and accomplishments of University students. Fast learning, slow learning, traditional approach, constructivist approach, and accomplishment don't have any significant relationship with ability. Traditional approach, constructivist approach, and accomplishment don't have any vital relationship with ability. Similarly, there's no vital affiliation between interest, previous

understanding, effort, IQ, climate and quick learning, slow learning, traditional approach, constructivist approach, and university students accomplishment.

**Kehoe, T., et al (2018)** in this paper describes a professional development (PD) program for academics at an Australian university designed to model good mixed curriculum design and effective use of contemporary learning technologies. It evaluates a case study from the pilot of this program involving a postgraduate psychology course to show one of the most challenging examples and in turn the potential impact of the approach developed. Academic developers face known barriers, including time constraints, change resistance and interdisciplinary miscommunication in academics when introducing new approaches to learning and teaching. This PD aimed at promoting change by modelling a transition from "sage on stage" to "guide on the side," using the educational developer's flipped and blended learning methods. The case study found the teacher gained confidence in these methods and student satisfaction ratings increased. It is found that "double-flipped" model for upskilling academic teachers can bridge the gap between academic developers and academics new to teaching, and helps to build self-efficacy in participants.

**McDonald, F., et al (2017)** conducted a study on Changes in approaches to learning over three years of university undergraduate study. The objective of this study is to gauge and compare approaches to learning by a longitudinal cohort of undergraduate students as they progressed from their 1st to 3rd years of study. Study was conducted on over three hundred students of anatomy and physiology discipline studying at the University of Otago in New Zealand. The students' approaches to learning and studying were obtained using the Approaches and Study Skills Inventory for students (ASSIST) questionnaire (that stems from the Approaches to studying Inventory ASI), that has three main sections: approaches to studying, conceptions of learning, and preferences for learning environment. Each item has a 5-point Likert scale, to that students had to reply. The ASSIST was done at the start and at the end of their 1st year of university study, then in the final semester. Recognizing that every main scale consisted of variety of subscales to reduce the possibility of a type I error, the significance level for the ANOVAs for the most scales was divided by the number of subscales inside, thus the significance level for the surface approach was  $P < 0.0125$  ( $P = (0.05/4)$ ) Kruskal-Wallis tests were used if there is violation of the homogeneity assumption. Pearson correlations were performed to determine if approaches of

students to learning and their performance in assessment were connected. In 1st year, it's found that a surface learning approach is prevalent; but, in third year, a considerable increase in their use of deep and strategic learning approaches compared to 1st year were shown by the scholars, though surface learning approaches were retained. The extent to that each strategic and deep learning methods were taken by junior students was positively related to their performance on assessment. As learners progress through a three-year degree in science, deeper and additional strategic learning ways are developed, and ways of evaluation and teaching are probably to encourage these learning ways.

**Ribeiro, M., & Simoes, I. (2017)** conducted a study to optimize the teaching/learning experience in Fashion Education. For the first time, a collaborative project run through a whole semester in 2015 and involved many third-year students and teachers throughout the sixth semester. The class of 30 students was divided into teams of 5, each one was supposed to design and to make a collection of 6 looks to be presented at the graduation show. The second collaborative project using a whole semester took place in 2016, also involving third-year students and teachers throughout the sixth semester. The collaborative learning and class discussions proved that it enables students to find solutions they hadn't thought to find initially; the benefits of interchanging views and ideas showed that students become more sensitive to the well-being of the (dressed) body and with the world's problems.

**Sreenivasulu, M., & Padmimi, K. (2017)** conducted a research study on information seeking behaviour of students of National Institute of Fashion Technology Centres in South India. The data has been collected through structured questionnaire from the students and analysed with the help of SPSS for appropriate statistical analysis. The researcher adopted survey method to collect the data. A structured questionnaire was developed for the purpose of this study. There are 3,133 students studying in the four centres during the academic year 2015-2016. The investigator selected 30% (940) using stratified disproportionate random sampling method to know their views. This study shows that most of the students have given to 1st place to 'Internet', followed by 'Friends' for consulting the sources for general information. The study noticed that 'Preparing Assignments' occupies 1st place in terms of purpose of seeking information by the students followed by 'Update Knowledge'. The study suggested that proper

training should be provided to students for using the resources and services offered by resource centres through conducting orientation programmes time to time

**Chan, R. Y. (2016)** conducted a comprehensive search of the literature from 60 peer reviewed journal articles and twenty-five books published between 2000 and 2016. The findings suggest that student expectations for a college degree tends to be very instrumental and personal, while higher education purpose of undergraduate education tend towards highly ideal life- and society changing consequences. This paper offered eight recommendations for policymakers to consider that address the growing misalignment gap between education providers and undergraduate students. 1) Create institutional degree profiles, 2) Integration and assessment of graduate attributes, 3) Develop repurposing strategies on student engagement, 4) establish a mentorship program between alumni and students, 5) Adopt an open loop university model, 6) Integrate the talent pipeline management initiative, 7) Partner with employment tech organizations, 8) Involve the faculty and the board of trustees. It also tabulated; twelve of each Economic and Social Benefits for completing a college degree, nine of “Non-Economic” Benefits for Completing a College Degree, based on Literature Review Articles.

**Sabri, S. U. (2015)** determines the effects of organizational learning culture on critical thinking skills of female teachers of public sector higher education institutes (HEI) of the Punjab, Pakistan. Questionnaire from Yang (2003) (21-item) of organizational learning culture and from Naieni (2005) (30-1tem) questionnaire on critical thinking skills were adopted. All items are developed on five point Likert scale. In this study data was collected from 250 full time female permanent teachers in higher education institutes of Punjab, Pakistan. This study uses structured questionnaire on organizational learning culture and critical thinking skills for the collection of data. Cronbach’s alpha value computed for both constructs are high which means that data on both constructs are reliable. The KMO measure of sample adequacy and Bartlett s“ test of spehericity authenticate that the data is appropriate for the use of factor analysis. In order to find the validity of the measure of organizational culture and critical thinking skills, principal component analysis (PCA) was employed in the study. Multiple Regression Analysis (MRA) was done to find out the effects of organizational learning culture on critical thinking skills of female teachers of higher educational

Institutions of Punjab. The findings represent that organizational learning culture significantly affects the critical thinking skills of female higher education female teachers of Punjab.

**Iyer, A., & Roberts, A. (2014)** conducted a study on architecture student's changes in approach to design learning between the first and the fourth years of the architecture programme; charting the variation in the said approaches and exploring the reasons for the differences. The study, which was mainly aimed to use phenomenography to understand such approaches with the objective of exploring the variation from a qualitative perspective, was undertaken using a sample of 39 students in two colleges of architecture in India. Marton (1992) defined phenomenography as "the empirical study of the limited number of qualitative different ways in which we could experience, conceptualise, and understand various phenomena in and aspects of the world around us. The semi-structured interviews were carried out using phenomenography and focused on the students' approaches to learning the coursework of architectural design from the first year and fourth year using an architectural design project as the learning context. The study was conducted to chart the learning approaches that emerged and relate them to deep and surface approaches to learning. The study has reflected that the learning approaches adopted by first and fourth year architecture programme students exhibit a clear variation between product-focused and process-focused approaches, moving towards the concept-focused approaches.

**Gonzalez, J., & Yarosh, M. (2014)** the latest definition of a degree profile for Tuning was given on the 21st of November 2012, after a long process of reflection and debate within the standing projects of Tuning in Latin America, Russia and Africa, and describes the degree profile as a combination of forces around four poles: 1. The needs of the subject area (from the local to the more international context) 2. The meta-profile of a specific field, the structured points of reference 3. The consideration of future trends in the profession and society 4. The specific mission of the institution.

**Ismail, H., et al (2013)** conducted a research to ascertain the relation between epistemological beliefs and learning ways among students of higher learning institutions in Malaysia based on their population background: gender, ethnic distinctions, specialized programs or regions, place of higher learning institutions and year of analysis. Students selected as analysis samples were higher learning institutions

in Malaysia from both the Government and private sectors. The tool utilized in the analysis includes of forty nine items measuring the epistemological views of learners and twenty items on their approaches to learning. Parts on epistemological belief were adapted and changed from Schommer's epistemological questionnaire (1990) and Schraw, Bendixen and Dunkle (2000) epistemological Beliefs Inventory that assesses Beliefs of students regarding simple knowledge, certain knowledge, quick learning, and fixed ability to learn. components on learning approaches were adapted from Bigg's forty-two-item Study process questionnaire (SPQ), that is designed for tertiary-level students. The tool was administered to 1405 students from higher government and private learning institutions. Variations in epistemological views are examined among learners of those higher establishments, ethnicity and gender. The study shows that if the students are inclined towards adopting the deep learning approach, the upper is their CGPA. This study conjointly reveals that there's a high and considerably positive correlation between several epistemic beliefs of students and their inclinations towards adopting the surface learning approach . Findings of study together show that there is a substantial distinction in epistemological beliefs of students within those female students were found to possess additional complicated epistemological beliefs than male students. Study together found the epistemic beliefs of students of the social sciences discipline were found to be more complicated than students of the physical science discipline. The epistemic beliefs of scholars of public institutions were found to be more complicated compared to it of the private institutions. It conjointly finds that senior students do not appear to be adopting deep learning approach. Study together finds that Chinese students adopt surface learning approach wherever as Malay students adopt deep learning approach.

**Brown, P. D., Finch, K. S., & MacGregor, C. (2012)** in a Comparison of Learning Cultures in Different Sizes and Types study they compared related data and information about leadership and learning cultures in different sizes and types of high schools. Research was conducted using a quantitative design with a qualitative element. Quantitative data were gathered using a researcher-created survey. Independent sample *t*-tests were conducted to analyze the means of school size factors and learning structures. According to responses from teachers, statistically significant differences existed between small school size compared to shared and supportive leadership and collaborative culture. Consistency in school size research has found smaller is better.

Participants in this study consisted of high school teachers in Missouri from small schools, large schools, SLCs, ALT, PLCs and non-PLCs. Ten schools of different sizes in Missouri with around 700 respondents were chosen as a sample for this study. The BLCA (Brown Learning Culture Assessment) was developed for the purpose of this study to assess learning cultures. Data were analyzed using independent-samples *t*-tests and A one-way ANOVA (analysis of variance) was run to compare means of sub-scales shared and supportive leadership, collaborative culture, collective learning and application and shared values and vision. Conclusions were (1) Small schools experience higher levels of shared and supportive leadership and collaborative culture; (2) NONE have lower levels of shared and supportive leadership, collaborative culture, collective learning and application, and shared values and vision. (3) ALT and PLCs experience higher levels of shared and supportive leadership, collaborative culture, and shared values and vision; (4) PLCs and SLCs experience higher levels of shared and supportive leadership, collaborative culture, and collective learning and application (5) Consistently, ALT were highest in shared and supportive leadership, collaborative culture, collective learning and application, and shared values and vision; PLCs were second, SLCs were always third; NONE always had the least learning culture qualities; (6) Qualitative findings supported quantitative data; (7) Two new themes were identified that would support future research: open communication was valued in all size and types of high schools and divergent angry voices were found in large, non-PLCs/SLCs. Implications for practice were suggested based upon literature and data.

**Ryan, M., & Brough, D. (2012)** conducted a survey in this paper to advocate a specific thoughtful approach to the teaching of educational reflection inside university subjects. This case study includes second-year undergraduates in fashion analysis who, while reflecting on the procedures involved, engaged in unvarying design operations. Present case study is drawn from fashion industry. It's argued that pedagogic pattern, known as Reflection Around Artefacts, are often applied in numerous discipline areas. A fascinating nonetheless elusive disposition for college professors to cultivate is academic reflection, where learners disclose their thinking around necessary ideas of a professional discipline. Tutorial reflection is seen as a disciplined disposition starting from comparatively low order skills to critical, high-order capabilities like reasoning. The Reflections Around Artefacts (RAA) pattern was originally set inside the fashion studies discipline of a creative Industries faculty. All patterns are structure starting with

a problem statement, discourse clarification around its solution and a sequence that details the pedagogic solution. By promoting thoughtful learning design, pedagogic patterns like RAA serve to highlight them. They additionally offer fresh and experienced college teachers a proved start line. They promote educators to embrace a way of learning that they will otherwise envisage to be too dangerous. To conclude, it's crucial for several professionals in design-based fields to assess the concrete results that occur throughout their training through a reflective lens. Throughout the sample review, students ' reflective strategies given helpful insight into their teaching as well as a legitimate indicator of evaluation for the lecturer. It additionally mirrored the design assessment techniques of the industry. This thoughtful approach to generating an environment conducive to reflective assessment has broad applicability across undergraduate courses and same are often transferred to alternative fields of discipline.

**Turner, C (2012)** studied and explored various theories and principles linked to their learning styles and with the application to fashion education. The purpose of this research project was to explore the learning styles of students through the vocational field of technical fashion education and to incorporate an understanding of learning styles into instructional design and delivery for a Garment Construction course. The researcher established that there was a need for certain adjustments that need to be made for current teaching and learning practice in order to address student's better learning styles in vocationally-driven technical fashion education and an overall balanced teaching and learning style may not be well matched to Vocational Education and Training (VET) of this nature. The value of the study in terms of my personal growth was immense as an educator in that my paradigm has shifted from teaching 'like I want to be taught' to being responsive to the learning needs of my students. Researcher been able to use the research as a base to inform my teaching practice and their hope to assist other teachers in the vocational field of technical fashion education to become self-aware and to accommodate all the variable of learning styles and learning needs of their students while recognizing the intrinsic nature of the knowledge transfer project entailed in VET.

**Heikkila, A., et al (2011)** investigated the relationships among approaches to learning, regulation of learning, cognitive and attributional strategies, stress, exhaustion, and study success. University students (N = 437) from three faculties filled in a

questionnaire concerning their self-reported study behaviour, cognitive strategies, and well-being. Students' approaches to learning were being assessed with 12 items, based on previous inventories such as ASI (Entwistle and Ramsden 1983) and ILS (Vermunt 1998), but formulated again so as to describe what kinds of practices is valued by the students in the studying perspective. The important finding is of Deep Understanding correlated positively with Critical Evaluation, Self-Regulation and with the Success Expectations.

**Diseth, A. (2007)** conducted a study the main purpose was to investigate the relationship between course experience, students' approaches to learning, effort, ability and examination grade. The participants were 206 (50 male and 156 female) students with a mean age of 21.23 years enrolled in an introductory psychology course at the University of Bergen, Norway. Students' approaches to learning were measured by means of ASSIST (Entwistle, 1997), which comprises a 52-item questionnaire that is totally based on statements, made by university students itself when they were being asked what they usually do when they go out for learning. The approaches to learning scales are divided into subscales and motives scales, namely: deep approach (seeking meaning, use of evidence, relating ideas, interest in ideas), surface approach (lack of purpose, unrelated memorising, syllabus-boundness, fear of failure), and strategic approach (organised studying, time management, alertness to assessment demands, achieving, monitoring effectiveness). The results showed that course experience, student's approaches for learning abilities were significantly correlated with the examination grade. Both ability and approaches to learning have their own considerable independent effects on academic achievements, and that student's perceptions of the learning environment are important sources for approaches to learning.

**Mathew, D. J (2005)** conducted a study of the development and effectiveness of an instructional strategy on color and form for design education. The important findings are combination of methods like discussion, both individual and group, feedback on assignment, lecture, practical work, survey and research is what is required in teaching all relevant aspects of Color and Form. The students started to take the effects of color interaction into consideration; as a result the product becomes more communicative.

**Vermunt, J. D. (2005)** conducted a study of the development and effectiveness of an instructional strategy on color and form for design education. The important findings

are combination of methods like discussion, both individual and group, feedback on assignment, lecture, practical work, survey and research is what is required in teaching all relevant aspects of Color and Form. The students started to take the effects of color interaction into consideration; as a result of it the product becomes more communicative.

**Vermunt, J. D. (2005)** was conducted a study at a middle size university in the Netherlands. A sample of 1279 students was drawn from the population of 2530 students that had not yet passed the first year propaedeutic exam of their current academic discipline. Data was analysed via regression analysis, using the SPSS statistical package. The important findings were: student's learning patterns are indeed associated with the personal and contextual factors, such as: a type of academic discipline, prior education, age and gender; direct learning is mostly associated with student's academic discipline and age. Reproduction directed learning proved to be more related to student's prior education and academic discipline. Application directed learning was mostly associated with student's academic discipline, while undirected learning was associated with a comparable extent with various predictors. The students regulated their learning processes, showed relatively little direct relations with academic performance. Self-regulation strategies showed some positive relations.

**Bailey, S. (2002)** conducted a study in which they explored the range of variation in the way twenty-one students were studying in four UK universities approach learning through the design project. It draws an theoretical framework and phenomenographic methodology. Only aim for the study was to define features of approaches that might be more recognizable to the discipline. Findings suggested that learning in the context of the fashion design project evinces four major approaches, two of which shares features with those described for deep and surface approaches in the literature. The additional variation is found where there is an intention to develop the design process either through rehearsal and repetition or through experimentation.

**Drew, L., Bailey, S., & Shreeve, A. (2002)**–studied on Fashion variations: Students approaches to learning in fashion design. This article explores however learners approach their teaching within the framework of first-and second-year fashion design lessons in an exceedingly qualitatively distinct means. The study's main objective is to analyse the variability in teaching ways of fashion design courses. The main focus on

variation indicates that with a phenomenographic analysis these ways are best explored. Fashion design students in four fashion design departments in Great Britain universities were chosen because the subjects of the study. The phenomenographic technique used with semi-structured interviews concentrating on learning designs in an exceedingly fashion design project. Variations in fashion design approaches in learning are drawn as a sequence of ways that are qualitatively distinct categories. These ways shift from product-focused methods through specializing in the design process to specializing in ideas. The intentions of the learners to deploy these methods differ from making a technical expertise to making their own conceptions through the expansion of the design technique. This paper conjointly focuses on totally different methods, fashion designers follow, that vary from process based mostly focus and product based focus. different categories represented have demonstrated internal relations in structural and denotative terms that enable construction of hierarchy of structural part of study.

It is clearly understood from the above reviews on learning culture and approaches that there were some studies available in the literature specific to fashion design education. And the aspects covered in these studies were: information seeking behaviour of students, heutagogical attributes of fashion design students, student learning patterns and its association with academic discipline, prior education, age and gender. Directed learning is mostly associated with students' academic discipline and age, relationships among approaches to learning, regulation of learning, cognitive and attributional strategies, stress & exhaustion, study success, growing misalignment gap between education providers and undergraduate students, and learning styles.

The collaboration of literature review is as related to academic challenges while presented in the following subsection.

## **2.6 Developmental Challenges**

It is understood that challenges are common for any growing educational institution. However, in the present scenario, the challenges might be slightly different and related to students' aspirations, teachers' development, infrastructural issues and upgradation of resources, competition from peer and other institutions, adoption of new technologies etc. The compilation of the studies related to challenges of fashion and similar educations is as follows.

**Nguyen (2016)** Described two important issues of any academic management of the power building rather than leadership by the academic head and college governance by the liking of the academic head in his study titled 'People, Policy and Process in College-level Academic Management'. The four examples discussed are; Assigned Time Award Handling, Missing Election Procedure, Policy Change and Faculty Evaluation. According to him the rational and irrational decisions happen every day in the academic environment especially at the college level and below, without being truly monitored and accounted for these decisions from a sequence or series which effect faculty, staff and students life. To overcome such issues he proposed a special college committee named 'Oversight Measurement Committee' with some good professionals in the college we know and well respected for duration of two to three years based on the nomination with their willingness. It does not interfere with the decisions made by the academic administrators however they can question any authority or committee. Their job is to produce a measurement report to the Provost office every semester. This management measurement model was proposed for a continuously improved academic environment.

**Bexley, E., Arkoudis, S., & James, R. (2013)** conducted a mixed research on the motivations, values and future plans of Australian academics, including quantitative and qualitative online survey across 20 universities that received 5,525 responses from academics, including sessional and casual staff: a response rate approximately 16 %. The questionnaire sought to document academics' current work roles, attitudes and career objectives. In all, 2,458 continuing staff, 1,818 limited term contract staff and 622 sessional staff responded to the survey (627 other respondents did not indicate their contract type). The findings are reported as proportions with 95 % confidence intervals. The important and relevant findings are as follows: activities: The opportunity for intellectually stimulating work (95.9 %), passion for a field of study (93.8 %) and the opportunity to contribute to new knowledge (91.1 %) are the aspects of academic work most likely to have drawn academics to the sector; Academics with a teaching role were often concerned about a perceived lack of basic academic skills among students, and expressed concern that this problem was becoming worse; Academics with a research role were most likely to be concerned about the paucity of available research funding, and a lack of time to undertake, and write up, their research; shows that close to 40 % of academics under plan to leave Australian higher education in the next 5-10

years, with 13-18 % indicating an intention to leave in the immediate future. Around one third of staff aged 30-39 intend to leave in the next 5-10 years; 8-11 % in the short term; 49.9 % of 'leavers' indicated that they do not have good job security, compared with 39.7 % of other academics; and 42.4 % indicated that they are not satisfied with their level of income, compared with 33.6 % of academics who are not planning to move overseas; Many of the academics' comments clearly reflected the diversity of academic work roles and responsibilities, and also the lop-sidedness and overload that often comes with these complex work portfolios; Academics indicated that over-managerialism in universities has resulted in low morale within the academic workforce; It was clear that very few academics believed that they could adequately balance the teaching/research/administration roles to the level that seems to be expected within their universities; Management systems need to be restructured - management needs to conceive of itself as serving the academic community, not monitoring it.

**Vught, F., & Huisman, J. (2013)** conducted a study on Institutional profiles, about challenges for higher education institutions, contended that both internal and external pressures and conditions urge contemporary higher education institutions to carefully think through their institutional profiles positions in domestic and global higher education contexts. This study was conducted based on secondary data of strategic management literature. Challenges for higher education institutions are presented in three headings; mission overload (rising expectations and an expanding set of challenges: innovation processes, contribute to regional development, increase social inclusion and contribute to the resolution of global problems), global research competition (compete on a global scale; risky investments in research teams, major facilities and equipment) and system diversity (Government regulation and market competition). Subsequently offered, offered a set of four tools that can assist higher education institutions to present, compare and analyse their profiles, which are; mapping, multi-dimensional ranking, benchmarking and degree profiling, to assist higher education institutions in their profiling and positioning strategies.

**Choi, Kyung-Hee (2011)** studied the direction of fashion design education suitable for Korea by comparing the fashion design educational systems with the curriculum of the main fashion institutions in Europe and those of some universities in Korea. For this, 6 fashion schools in UK, France and Italy and 12 four-year-course universities in Korea

were selected. At first, the educational systems of the nations shown above and the information about the selected institutions were examined through literature reviews. Then, case studies were performed about the curriculum and the other characteristics of selected fashion design courses by each website or leaflet, additional interviews with their course directors of graduates. The results of this study are as follow: First, Korean fashion design education system needs to be specialized and subdivided with a curriculum centered on fashion design. Second, a foundation course needs to be developed to raise a broad and creative approach for design as well as to discover each student's aptitude. Third, the curricula about design process and research methodology need to raise a problem-solving individual of ability. Fourth, a project-based fashion design education is required by a specialized education as well as multi-disciplinary programs. Fifth, an industry- related and market-based fashion design education is asked through internships, professional teaching staff, industry-sponsored projects, seminars and professional design critics. Sixth, English and technology needs to be added to the curricula to develop global professionals. Finally, a cultural fashion design education based on Korean identity is required to develop the Korean fashion industry into a higher value-added business.

**Zheng, Y. Y. (2009)** identified that there are some challenges in the higher fashion education field of China. Level of education was unclear; innovative concept was weak; education system was not perfect; curriculums arrangement was unreasonable; the teacher resource was not outstanding; the cooperation with industrial community was not enough. To resolve these problems, he suggested that more attention to the levels of teaching objectives, update teaching idea, perfect credit system, innovate teaching model, optimize teacher resource and develop strategic partnerships with companies.

**Rha, S. I., Kwon, H. S., & Lee, J. S. (2008)** conducted a study to suggest better future-oriented improvements by considering the traits and changes in the curriculum of the courses related in the field of fashion. Total 65 courses were selected and are divided into 24 courses in the category of clothing & textiles, 34 courses in the category of fashion design and 7 courses in the category of fashion industry in 7 universities, and their education goals and contents of the curriculum posted on the internet homepage of each university were analysed throughout.

The results of the study are as follows: The fashion-related courses tend to pursue and can be said to those who are equipped with a sense of future-oriented creative direction and international communication capability, based on a multidisciplinary general capability, a professional executive ability, an information-analytic ability and an ability of planning, as well as in possession of a sense of beauty, creativity and a scientific mind. Secondly, with the traits of the curriculum of courses in each category, it was found that the category of clothing & textiles courses belongs to the colleges of human ecology the most, and in terms of major subjects, the relative importance of clothing science seemed high compared to other school categories while the category of fashion design courses belongs to colleges of art, modelling or design the most, and in terms of major subjects, the scope of dress design appeared the widest, and finally the category of fashion industry courses belongs to colleges of natural science the most, and the relative importance of marketing seemed quite high. Thirdly, as shown above, Korean universities have attempted to make a lot of changes in the curriculum of fashion-related courses according to changes of the age, compared to what they did in the past, but they have still seemed to lack many things for the cultivation of talents fit for their educational purposes. Through the result from investigating both the changes of the current age and the directions in developing the curriculum, the study came to conclusion that each university in Korea should develop the major curriculum of fashion-related courses that are more sophisticated and intensive fit for the its department name and educational purposes.

**McMurrin, S. M. (1974)** published a research paper titled “Purposes and Problems in Higher Education” he described that the problems of education under broadly classified four categories: (1) the purposes, goals, and objectives of education; (2) the substance of education; (3) the methods of instruction; and (4) the management and finance of educational institutions. Further, he distinguished the broad purposes of education under three orders: (a) the satisfaction of the intellectual interests of the individual, (b) the criticism and per- pecculation of the social institutions, and (c) the renewal and strengthening of the culture. Important prevailing changes listed by the author are: some structures on an institutional autonomy, slow growth rates and funding, a construction of educational programs and functions, a possible decline of independence among the academic personal, a disturbing degree of public distrust, the impersective of increased productivity, and the growing demand for accountability to the students and

the public. The paper concluded that “whatever the changes, all of us are bound by a profound obligation to preserve the academy as a place for critical and creative thought and to pass it on to others not only not less but even more free than we received it”.

It is understood from the above literature review related to the academic challenges that adequate balancing of teaching/research/administration roles, developing individual ability in design process and research methodology, development of collaborations among interdisciplinary teachers, development of collaborations between academia and industry, development of programmes being more sophisticated and intensive fit for institution vision and objectives, global research competition, system diversity and teacher resources were part of the research conducted so far is related to the academic challenges of fashion education. The implications for the present research are presented in the following paragraphs.

## **2.7 Implications for the Present Study**

A total of 51 studies of national and international level were reviewed of which 6 studies were on education purpose, 6 on aspirations, profiles and background of interdisciplinary students and teachers, 12 on curriculum design, development and restructuring, 20 studies are on learning approaches and culture and 7 studies are on Developmental Challenges. Of all, only 12 studies are related to fashion education in which majority are related to learning culture and leaning approaches and few are related to curriculum.

The above reviews of Fashion education and higher education related studies helped the investigator in conceptualizing the research problem and in taking decisions with regard to methodology of the study. Some reviews revealed lesser industry involvement in the development of curriculum, either too much theory or lack of enough practical, lack of specialization, inadequate material and equipment (Rael, Abong'o, and Tuigon'g, 2012). A few studies highlighted the need of national policy on internalization of higher education, very poor status of research and development, shortage of faculty, inadequate resources in higher education (Raval, Kamble, & Patil, 2012).

Other reviews emphasized the uneven expansion of fashion education, lack of clarity in innovative concepts, unresponsive curriculum arrangement, lack of topnotch teacher resource, not enough cooperation from industry (Zheng, 2009); the need for trans-

national education for enhancing the global competitiveness (Mock, 2008); lack of practical link between production, learning and research, lack of innovation in traditional teaching pattern and method (Ying, 2001); need for autonomy of colleges (Palamattam, 1992); need for educational development to serve both goals of economic growth and social justice (Robert, 1984); and less participation of the faculty members in governance and decision making, and significant relationship between organizational health and existing decisional participation of the faculty members (Sharma 1982).

Thus, the review of the related studies provided the required framework for the present study and the investigator reviewed the studies with respect to the research problem.

The success of any education depends on the Academic Management of the institution. According to the studies by Kumar, Sangal, Mitra, Singh, and Karlapalem (2009), education is not just about how to learn skills but also about how to develop the ability to decide on what to do and why to do. It should lead to the development of critical ability in students towards distinguishing between the essence and the form or between what is of value and what is superficial in life. It should develop their understanding, which is a prerequisite to know the change from rule based society to a relationship based society.

Fashion education in India is an emerging field of study and hence, the government of India has established the Fashion Education institutions and also permitted a few the private institutions in the last two decades, which expanded the opportunities for many students to pursue this course. However, the investigator has not come across any specific study on the Academic management of fashion education in India and therefore proposed the present study.

## **2.8 Conclusion**

Based on the literature review, there are no specific studies found on fashion education field in India. Also, based on the available international studies on fashion education, studies on management of conventional higher education institutions and colleges in India and the experience (18 years in fashion education and 7 years of related industry) of the investigator were considered to explore and then frame the research questions for the present study.

In effect, NIFT campuses in India are under the aegis of the Ministry of Textiles, Government of India and are autonomous in nature awarding degrees at undergraduate, postgraduate and at doctoral levels. The specific character of these institutions is that they need not be affiliated to any university as they have statutory status with the centre of excellence. It was interesting to study how these institutions have continued to remain centers of excellence in fashion education in India while maintaining their quality.

It was observed from the NIFT's Placements Cell reports (2010-2016) that, in last few years, NIFT was unable to provide 100 per cent placements to its graduates while, on the other hand, NIFT campuses have increased from seven to sixteen and more campuses are due to start in the near future. The number of courses offered in the campuses has also increased, leading to the generation of more number of graduates year by year.

As per the NIFT vision statement, the institutions should proactively develop fashion business, which includes employment generation, exports development, fashion design consultancy and entrepreneurs development etc. As part of the curriculum, students are expected to go and work with the industry during internships, graduation projects, field visits, field study and craft documentations, and real life class room projects. But in the recent years, there were complaints from the industries that the students were not up to the standards, were unable to meet industry requirements and were showing a lack of professionalism. Therefore, the investigator studied the profiles of students and teachers of fashion education, the professional requirements, curriculum inputs and processes.

Keeping the above points in mind, the researcher has conducted the present study to understand the academic management of fashion education in India.

The next chapter-III describes the research design and methodology adopted in the present research study.