Chapter IV

Data Analysis and Interpretation

4.0 Introduction

In this chapter, detailed analysis and interpretation of the data collected from respondents through various sources and methods for the purpose of study is presented. The chapter broadly comprises: data organisation, analysis, interpretation and meaningful outcomes for conclusions. Both qualitative and quantitative data were obtained from survey questionnaires, focused group discussions, Interviews, document analyses, and class observations were analysed and interpreted in this chapter. The quantitative data collected through surveys were analysed by using appropriate statistics and presented in tables and graphically represented in stacked bar and clustered column charts. 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. A total of 402 students and 54 teachers responded to the survey questionnaires resulting to 70.8% and 71% of the proposed sample.

Survey questionnaires were examined at the time of receiving for any missing data, data accuracy and data completeness. The missing information was noted and students and teachers were asked to complete the full questionnaire. The obtained data was classified into different categories, based on the objectives of the study and computed respective frequencies and percentage of each aspect of fashion education.

The survey data collected from the four NIFT campuses were compiled through Microsoft Excel and processed through SPSS software for computing frequencies and Chi-square values. The obtained information was again rearranged through Microsoft Excel into frequency tables, stacked bar graphs, clustered column graphs and Chi-square values to find the significance difference. The researcher personally visited all campuses to conduct focused group discussions, interviews and class room/studio observations. To convert the recorded '.wav' to '.mp3' audio files, free 'Online-Audio-Converter' was used. The converted audio files were transcribed by the researcher himself using free online software 'Express Scribe-NCH' and 'O-Transcribe'. In order

to maintain the appropriate order and consistency in the presentation flow, the analyses involved comprising of the findings from the same sources together. The following paragraphs explain the scheme of analysis.

4.1 Scheme of Analysis

The collected data were analysed both quantitatively and qualitatively, and it has been presented in four sections as per the source and mode of information starting with; document analysis; quantitative data obtained from students; quantitative data obtained from teachers; qualitative data obtained from students, teachers, and class observations.

Quantitative and qualitative data from respective source was analysed and presented sequentially. In the present study, mixed method was used for 'collation and expansion' of information. According to Greene, Caracelli & Graham (1989) these terms are described as follows, Expansion: Increasing the depth and/or breadth of a study by using different methods, Triangulation: Using different methods to address the same phenomenon, Complementarity: Using different methods to address the different parts of a phenomenon. Development: Using the results of one method to inform the other method, Initiation: Looking for contradictory results and using different method to collect data to explain the discrepancy. Concurrently qualitative and quantitative data was given equal priority in the data analysis and interpretation. Theoretical lenses used for qualitative data was mainly explicit whereas for quantitative data it was implicit. It is based on the mixed method features by Plano Clark & Creswell, (2008).

Data of each aspect of study was analysed separately and at the end of the each session the data was interpreted and presented. Section wise major aspects of data analysis and interpretation were given below.

Section - 1

4.2 Document Analysis

Various documents including NIFT Act 2006, NIFT statutes, NIFT ordinances, NIFT manuals, NIFT annual reports, NIFT admission prospectus, etc. were reviewed and critically analysed to understand the flexibility, feasibility, accountability, equality, authority, autonomy and delicacy etc. The top management structure of the institution is described below.

4.2.1 Management Structure

In order to study the academic management of Fashion Education in NIFT, it is important to understand the management structure and functioning of the governing body. As per the NIFT Academic Manual (2011), specific committees were instituted for the overall functioning of the institution. The following diagram shows the structure of governing body.

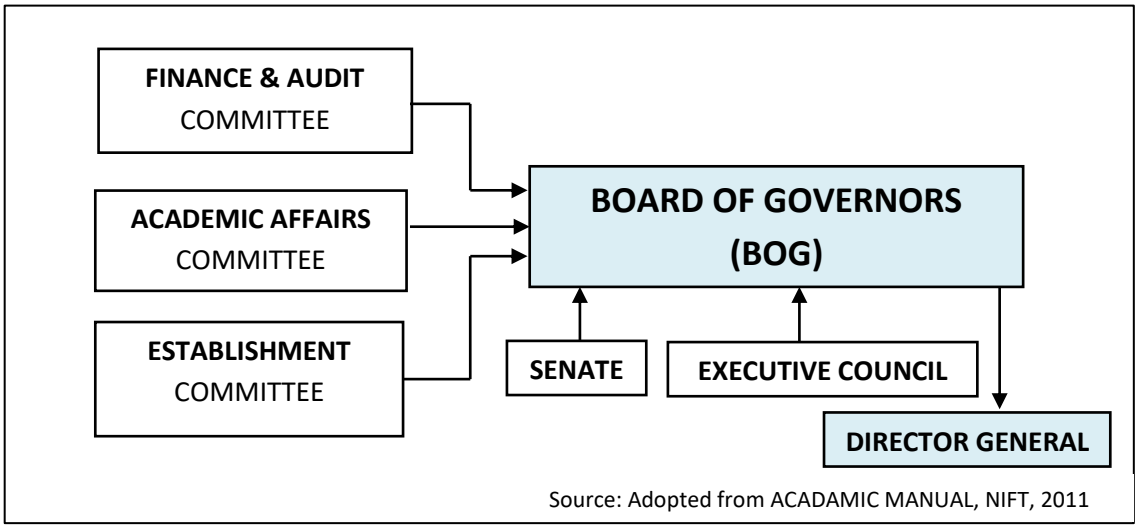


Fig-4.1: NIFT's governing body structure

The two authorities of the institution as per the NIFT act 2006 are the Board of Governors and the Senate. As per the statutes 2012 the other three authorities of the institute are: the Establishment Committee; the Finance and Audit Committee; and the Academic Affairs Committee. Providing overall direction, steering and general superintendence of the institution are the main responsibilities of the Board of Governors (BOG). Executive Council is another authority functioning in parallel to Senate, which looks after non-academic matters. As for the NIFT Act 2006, the board of governors comprises: a chairperson nominated by the honourable president; three members of parliament; Director General of the institution; Government of India representatives from the centre and the states in which the campuses of the Institution is located; and eminent industry experts and educationists. The Chairperson presides at the meetings of the Board.

4.2.2 Academic and Administrative Structure of NIFT

National Institute of Fashion Technology is an Institution of higher learning of national importance. Its management structure has been apparently categorized into two functional bodies namely Academics and Non-academics. These functional bodies operates at two different levels one at Head Office and others at the Campuses. The Dean (Academics) and the Head (Academic Affairs) are the two highest academics authorities at Head Office and both work under the leadership of the Director General. The other academic designations at Head Office level are Chairpersons and Unit Heads. However they operate from their belonging Campuses and travel to attend H.O and to attend various head office level meetings. The overall academic and administrative structure of the NIFT institution is pictorially represented in the following figure.

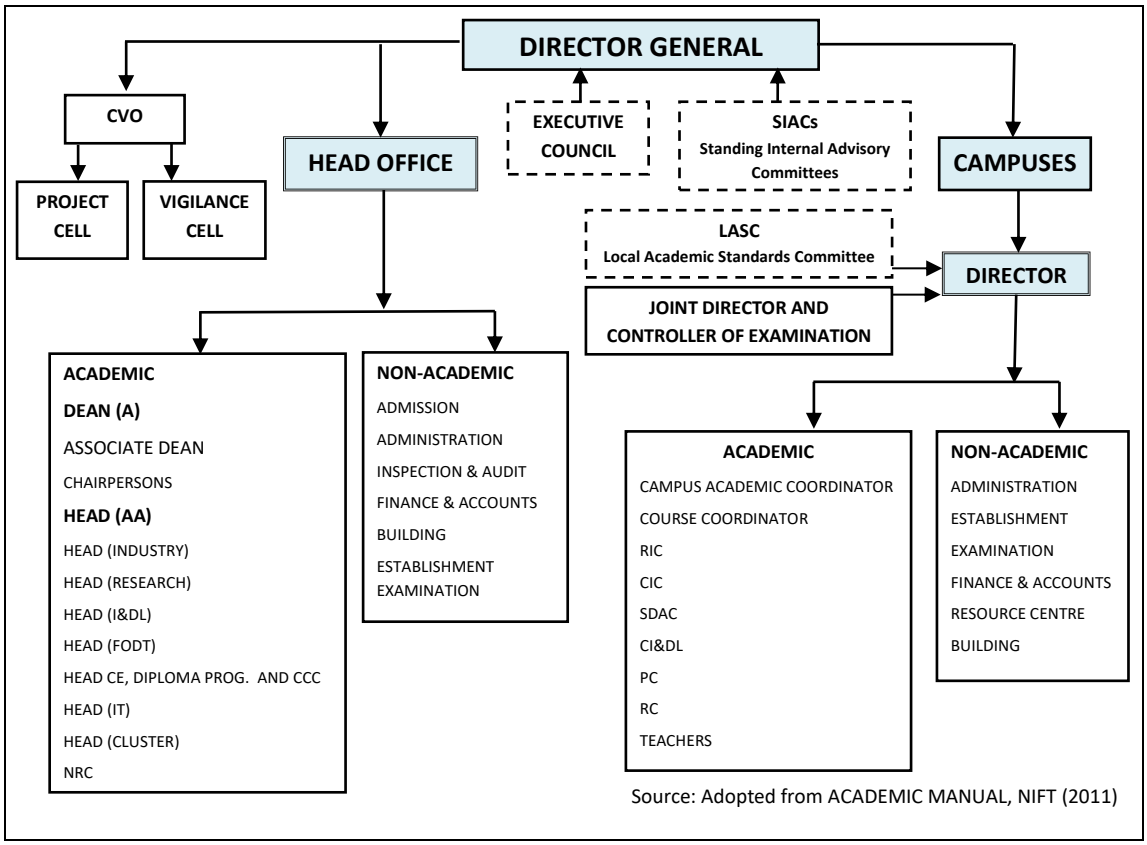


Fig-4.2: NIFT's administrative and academic structure

Three boxes with dotted lines in the above figure represent the committees operating in the organisation. There are Chairpersons for each of the academic departments at Head Office level. The respective departments administrated by them are: Foundation Program; Fashion Design; Leather Design; Textile Design; Knitwear Design; Fashion

Communication; Fashion and Lifestyle Accessories; Fashion Management Studies; Department of Fashion Technology; Design Space.

Various units have been established to support the academic requirements of these departments such as: Industry (I); International & Domestic Linkages (I&DL); Research (R); Faculty Orientation Training and Development Bridge Programme & Faculty Development Programme (FOTD, BP & FDP); Continuing Education and Diploma Programme; Cluster; and Information Technology (IT). Each of these units at Head Office level is managed by the Heads and they are assisted by Unit In-charges of the respective Units.

Various Coordinators of Departments at campus level are: Centre Coordinators (CC) for each department. Similarly various Unit Coordinators are; Regional Industry Coordinator (RIC); Cluster Initiative Coordinator (CIC) Students Development Activity Coordinator (SDAC); Controller of Examination (COE); Coordinator International & Domestic Linkages (CI&DL); Resource Centre (RC). Centre Coordinators have provision to nominate and seek approval to have a Co-Coordinator to assist them in academic administration of respective department from Campus Director. Whereas for Foundation Programme Head Office nominates. All the Departments and Units are supported by various assistants as per the requirement of the programmes offered namely; Research Assistants, Junior Assistants, Machine Mechanic, Lab Assistants, Technical Assistants and Multi-Tasking Staff. The academic management of NIFT is shown in the following figure with reporting channels.

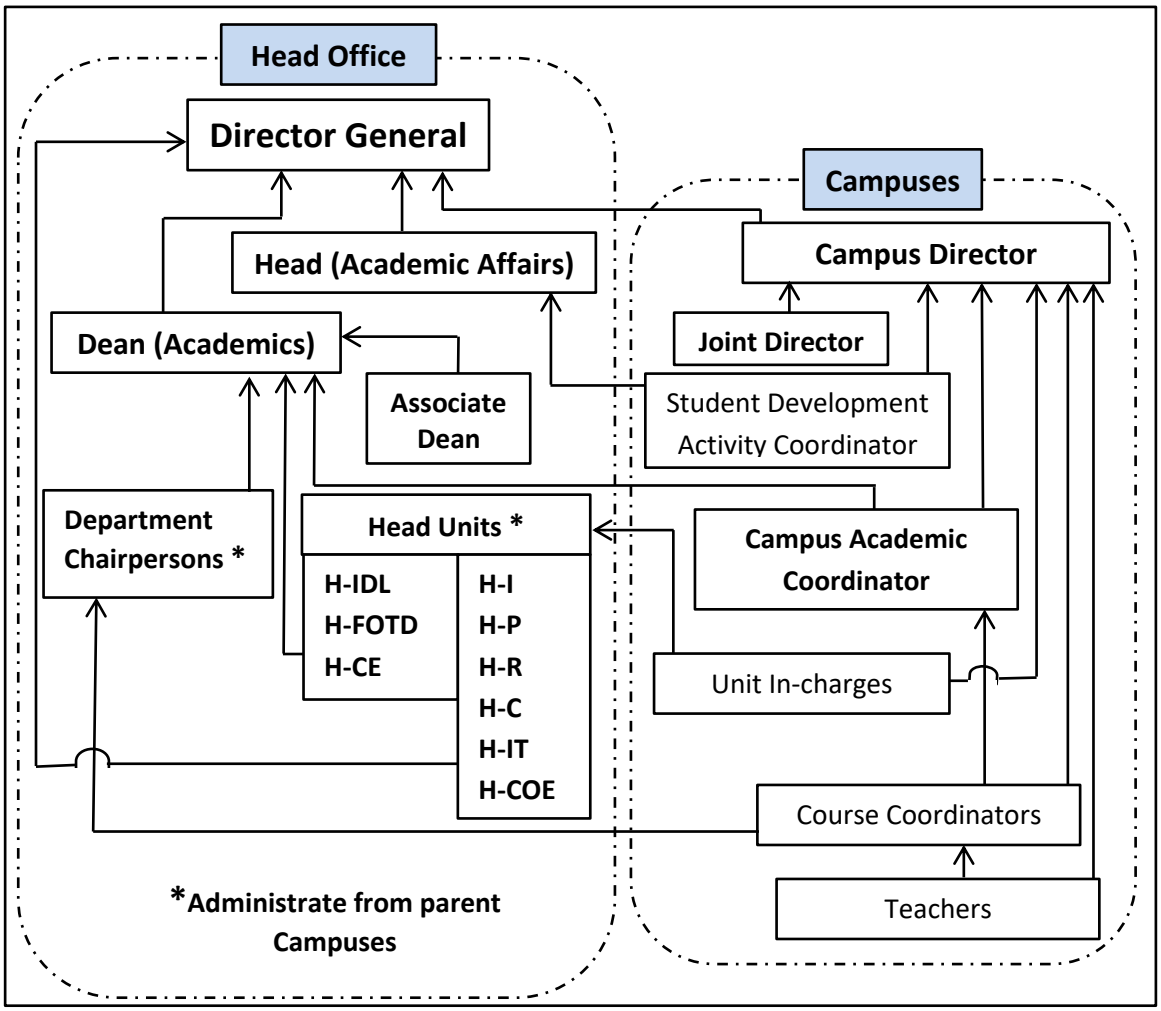


Fig- 4.3: Academic Management in NIFT institution

All the academic posts are based on the nominations. The details of nomination processes are summarized in the following table. All the academic posts are in rotation basis for the duration of three years. Associate Dean assists the Dean at head office for academic matters. As shown in the above figure H-I (Head Industries), H-P (Head Projects), H-R (Head Research), H-C (Head Cluster), H-IT (Head Information Technology), H-COE (Head Controller of Examination) directly report to the Director General.

Table-4.1: List of various academic administrative positions and committees and their selection procedure at NIFT

S. No	Post/ Committees	Proposing authority	Nominating authority	Criteria of selection
1	Dean(A) & Head (AA)	SIAC-AMS	Director General	• Seniority in the Institution • Two options are Proposed • Nomination is D.G's discretion.
2	Heads of Units	SIAC-AMS	Director General	• Seniority in the Institution • 3-4 options are Proposed • Nomination is D.G's discretion
3	Chairpersons	SIAC-AMS	Director General	• Seniority in the concerned department • At least two options are Proposed • Nomination is D.G's discretion
4	Unit Incharge (at H O)	Head of the concerned Unit and Campus Director	SIAC-AMS	• Approval by D.G
5	Coordinators (at Campuses)	Head of the concerned Unit/Chairperson and Director of the concern campus	SIAC-AMS	• At least two options are Proposed for each post • Approval by D.G
6	SIAC (at HOD)	N.A	Director General	• Dean Academics/ Head Academic Affairs as Chairperson • Four members of related units

S. No	Post/ Committees	Proposing authority	Nominating authority	Criteria of selection
7	LASC (at Campuses)	N.A	N.A Incumbent in the respective post.	• The Director • Joint Director • Campus Academic Coordinator • Course Coordinators • Assistant Director • Deputy Director finance • Accounts Officer • Estate Engineer • Any other as required and agreed by the Director

All matters pertaining to academic plans, curriculum, curriculum delivery, and teachers' development are managed by the Dean (A). The Dean Academics is a member of the Academic Affairs Committee. All matters of student development and academic administration are managed by Head (AA). The Dean (A) also supervises activities of: Campus Academic Coordinators, International & Domestic Linkages; Research; Industry; Faculty Orientation Training and Development; Continuing Education and Diploma Programme; Cluster Information Technology; Chairpersons of Department. The Dean (A) also acts as Head of Unit for Academic Management System and National Resource Centre. National Resource Centre (NRC) has text, AV and material wings for students academic references. The specific responsibilities of the Dean Academics are curriculum design and delivery, review and compliance; custodian of the ratified curriculum for each department/specialization; review, addition, deletion or modification in the curriculum through the set procedure of review; to coordinate the preparation of academic calendar and compliance; monitor teachers workload and ensure optimal utilization of teachers; coordinate and monitor commencement of any new program in NIFT; facilitate the appointment of Heads of Units and Unit In charges; co-ordinate the proposals received from Chairpersons regarding names of experts and teachers for graduation project/design collection /research project dissertation final jury panels; facilitate teachers nominations for domestic seminars/conferences; monitor publications done by teachers of NIFT are the responsibilities of academic management in the NIFT.

Likewise Head (AA) supervises both Student Affairs and Student Development related activities. The Head (AA) also acts as a head of unit for the student affairs and student development activities. The Campus Academic Coordinator (CAC) post made from 2018 academic session onwards based on the ASCI (2017) report on "Organisation Restructuring and Employment Conditions Study for NIFT". The report suggested Head Academics as an additional academic post for Campus level to give required attention to academic matters at campuses and to avoid multiple channels of teachers reporting based on their seniority.

The specific roles and responsibilities of the Head (AA) are; coordination and facilitation of academic and developmental matters related to students; ensure adherence to student rules and regulations as per the Academic Manual; maintaining of Student Rule Book and Academic Manual; coordination of all matters for the annual Convocation; Preparation of Degree certificates; the channelization and issue of all degrees, diplomas and awards instituted by NIFT; will also be under Head of Unit for Student Affairs and Students Development Activity Coordinator (SDAC). As per the academic manual, only female teachers are to be nominated for the post of SDAC.

The Campus Director is the administrative head of the NIFT centre and will be responsible for the overall management of the campus. Earlier the campus directors recruited between 2000 and 2012 were of IAS/IPS/IFS rank on deputation for a period of 5 years. However, now the senior professors are holding the Incharge position of the Director at various campuses on seniority basis after proper selection. The Director ensures the quality of infrastructure and facilities on the campus, coordination of the academic work including research and consultancy and enables industry and alumni interface thereby bringing value to the students, the institution and to the industry. The director also promotes international and domestic academic collaboration as per NIFT policy and encourages students to participate in various national & international events / competitions to help complement and facilitate their academic studies while providing ways to socialize, relax, have fun and be revitalized to face the everyday work challenges. It is the director's responsibility to manage Projects and the Craft Cluster initiatives for students as per NIFT policy and oversee the overall management of the assets, finances and accounts of the campus.

The Chairperson (henceforth, CP) is nominated by Dean – Academics at Head Office. The tenure of CP's office is for 3 years which is rotational on seniority basis. All the CPs report to Dean Academics and are geographically dispersed. As academics are core of the organisation, the CP takes all initiatives in improving the academic standards and helps in enhancing the prestige of the organisation in relevant circles in industry and academia. The Chairperson primarily focuses on curriculum development and implementation and acts more as a guide and coordinator with major responsibility for delivery of academic excellence at campus levels. The CP's emphasis is towards the demand for more academic rigor, standardization of course, emphasis on research and getting other fringes of an academic institute of repute.

The CP reviews the academic plan from time to time and ensures that all faculty members have been allocated optimum teaching and academic workload, and ensures modular inputs, wherever needed, are planned and administered at the appropriate stage in the curriculum. The CP submits a detailed brief to the Dean on training needs of faculty members in suitable training institutes within India & abroad. The CP reviews the available funds in DDF of the particular centers so as to facilitate the training of faculty members as submitted by the HODs of all NIFT centres. The CP ensures smooth functioning of various policies like placement, internship, graduation projects, market survey, design collection, craft documentation, etc., for students and encourages students at all campuses to participate in national and international events and competitions. It is the CP's responsibility to prepare a list of relevant national & international fairs, seminars, exhibitions & conferences and nominate faculty members for such events. The CP facilitates philosophical directions and incorporates a visionary approach beyond academics into research & development activities for faculty and students.

The CP convenes a one-day departmental meeting at different NIFT centres in rotation with all concerned HODs once every semester before the commencement of each academic session to plan all issues pertaining to academics and visits each NIFT centre at least once in a semester to monitor and review the academic progress and interact with students, faculty members & Director. The CP calls for a fortnightly meeting of faculty and monitors the implementation of the academic decisions from time to time and delivers instructions to the HODs on all matters of departmental concern for implementation of academic programmes. The CP encourages academic enhancement

at faculty level and ensures that teaching methods and facilities are constantly updated and upgraded to be at par with the best institutes in the world. It is the CP's responsibility to obtain feedback from the students and faculty members regarding the course coverage, students' participation, infrastructure requirements, reference material, etc., and makes an effort to identify the best practices in the premier academic institutions of the country supported by the Government of India and identify such practices that have been successful and appropriate to the context of NIFT.

The Campus Director is overall Incharge Director. Director is Incharge of recruitment of Group C & Group D employees at campuses as per the norms of the Government of India and ensures the wellbeing of students, faculty and staff of the campus and encourages an atmosphere of creativity, innovation, mutual respect and cooperation. The director acts as a bridge between the head office and campus on academic issues, service matters, infrastructure facilities, etc., and is responsible for proper administration of the institute and for imparting of instruction and maintenance of the discipline therein. The director's role also includes ensuring student development programmes so as to encourage students to participate in various physical, academic and artistic pursuits to make their education more holistic and complete. The director helps in developing a value system to build an organizational culture to sustain higher levels of education, acts as a bridge between various Government and Non-Government organizations and the Institute to undertake consultancy projects that provide exposure to faculty and experiential learning to students, helping various stakeholders by upgrading technical skills and adding design value.

The Course Coordinator (CC) shall be responsible for overall academic administration and management of the department in the Campus. The CC shall circulate and collect the Academic Plan from each teacher which shall be in a prescribed format having details of competency, areas for professional development, research & training needs, work load of direct and indirect teaching both within and outside of the department. The specific roles and responsibilities of Campus Coordinator has been; to discuss issues to be represented in LASC on behalf of the department and to convey the decisions of the LASC for implementation; to implement the Academic Plan; to assign duties and responsibilities to teachers members and staff for coordination of specific subjects and monitor their progress; to propose the requirements of Guest Teachers at

the beginning of the semester; to discuss specific issues of students, discipline, attendance and other related concerns; to maintain records of such discussions and meetings and to send a copy to CP, Director and Dean (Academics) for information.

The channel of reporting is as follows for Academic Management System and, National Resource Centre; Unit Incharge to Dean to DG, where there is financial implication before the DG the file should be processed through the Director (Finance and Accounts). In case of all other units under Dean Academics their reporting channel is as follows; Unit Incharge to Respective Head to Dean Academics to Director General. The channel of reporting for Research, Cluster, IT and Industry Unit is as follows; for Unit Incharge/Nodal Officer to Respective Head to Director General. The channel of reporting is as follows for Students Affairs, Students Development Activities; Unit Incharge to Head Academic Affairs to DG where there are financial implication before the DG the file should process through Director (Finance and Accounts). The reporting channels for academic departments are; Chairperson to Dean Academics to Director General. The channel of reporting by the academic Units in the campuses are as follow; teachers to respective Centre Coordinator to Campus Director. The Centre Coordinators have parallel reporting to respective Chairpersons or Heads of the Units at the Institution level.

At present NIFT has Sixteen campuses; Bangalore, Bhopal, Bhubaneswar, Chennai, Gandhinagar, Hyderabad, Jodhpur, Kanga, Kannur, Kolkata, Mumbai, New Delhi, Patna, RaeBareli, Shillong and Srinagar. These campuses are headed by Campus Directors and are supported by Campus Academic Coordinator and Joint Director. NIFT Head Office is at New Delhi and headed by Director General. NIFT is offering 10 different fulltime courses for Undergraduate and Postgraduate programmes. Depending on the regional demands and importance of selected courses and specializations are offered at different campuses.

There are Academic Committees constituted to advise the units on policy matters and other concerns. The decisions of the units should be routed through these committees to the Director General. The academic committees working under the Chairpersonship of Dean Academics are: International Linkages at H.O; Industry at HO; Academic Management NRC and CE Alumni, FOTD, CCC & Cluster Units in the purview of SIAC–AMS at H.O. The academic committees working under Chairpersonship of Head

Academic Affairs are Student Affairs and Domestic Linkages at H.O and Common Examination Board. Similarly Students Internal Advisory Committee for Research at HO; Infrastructure Development Capital Purchase and IT equipment and Peripheral for IT-items at H.O are Chaired by Head Research; Director (F&A) respectively. Various bachelor and masters programmes offered by the institution are represented in the following figure.

4.2.3 Academic Programmes offered by NIFT

NIFT has been offering a range of programme related to Fashion ranging from short term to Doctorial programmes. The three streams of programmes are Design, Technology and Management. The Bachelor and Master programmes are being offered across all over the campuses are pictorially represented in the following figure overall. There are six Bachelor programmes in Design stream, one Bachelor programme in Technology and one Master programme in each Design, Technology and management streams. From the curriculum review it was found that in each stream of programme necessary inputs of other stream knowledge and skills are assimilated through subjects like non-core and electives.

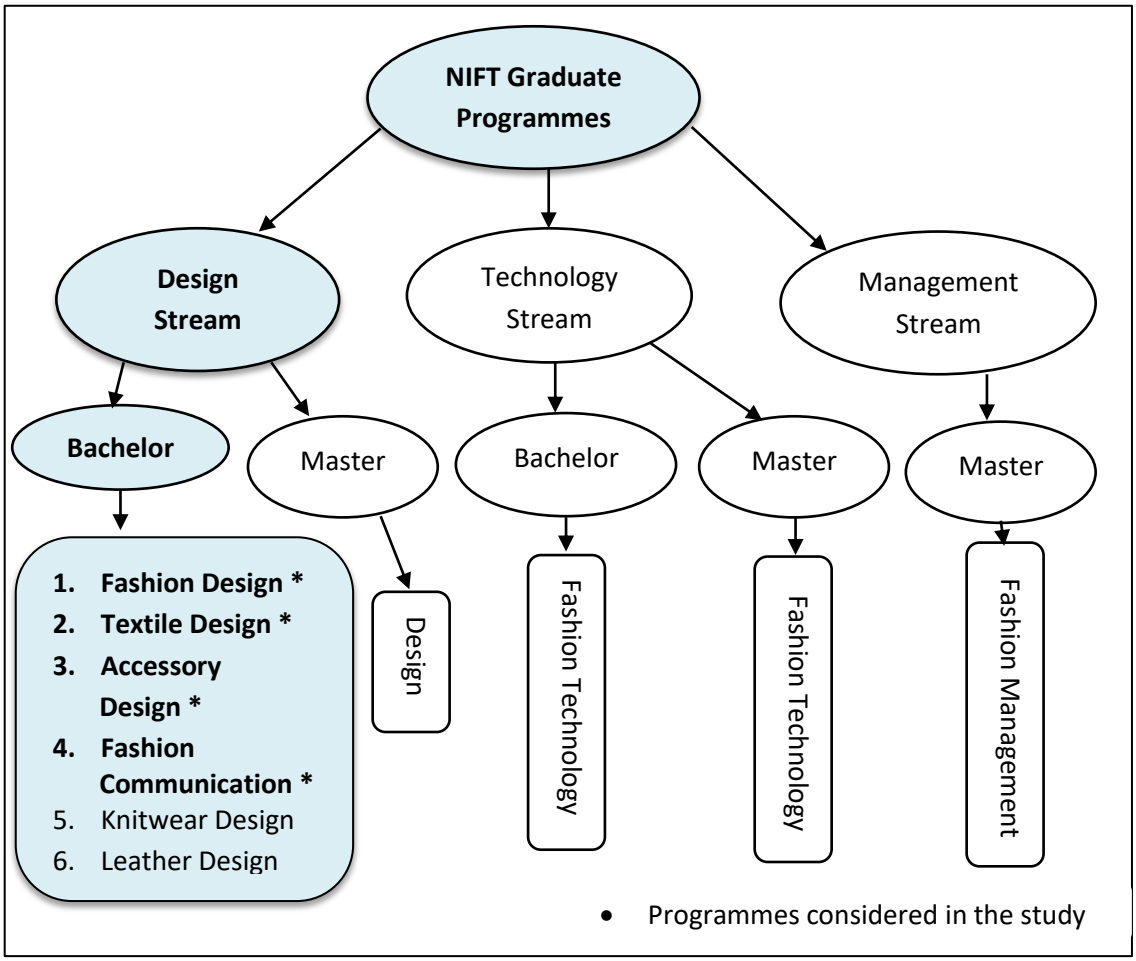


Fig-4.4: NIFT offered Bachelor's and Master's Programmes

The four bachelor programmes considered in the present study are highlighted with bold letters in the above figure. Total number of degrees awarded, Training of Trainers (TOT's) conducted and projects handled by the NIFT Institution during the last three academic years, are compiled from NIFT Annul reports and presented in the following table.

Fig-4.2: Total number of degrees awarded, TOT's conducted and projects handled by the NIFT Institution

S. No	Description	Academic Year		
		15-16	16-17	17-18
1	Total no of Bachelor Degrees awarded by NIFT in all six Design streams	1314	1372	1872
2	Total no of Bachelor Degrees awarded by NIFT in technology	259	260	334
3	Total no of Master Degrees awarded in Design	102	81	98
4	Total no of Master Degrees awarded in Management	363	287	398

S. No	Description	Academic Year		
		15-16	16-17	17-18
5	Total no of Master Degrees awarded in Technology	79	63	79
6	Total no of Ph.D. degrees award by NIFT Institution	4	3	6
7	No of Training of Trainers (TOTs) programmes organised by NIFT	8	24	7
8	Total number of projects handled above 5 Lakhs	5	10	10
9	Overall value of projects handled	50 lakhs	94 crores	100 crores

From the above table it is found that during the academic year 17-18, NIFT produced 2,206 bachelor degree students, 575 master degree students and 6 Ph.D. degree students. During this academic year NIFT handled Rs.100 crores projects out of which 10 projects were above 5 Lakhs value.

4.2.4 Teacher Composition and Competencies

The teachers in the institution are known as faculty members. Regular teacher posts in the institution are at four levels; Assistant Professor, Associate Professor and Professor and Senior Professor. The ratio of these levels is 2:1:1 respectively, whereas Professor and Senior Professor are grouped together as first level in this ratio. The prescribed teacher students' ration is 1:12. The ratio between regular and contract posts is 1:1. Based on these norms each department is having total eight teachers. Based on the curriculum requirements of each department the competency as per the requirement of each teacher has been decided. There are total eleven competences enlisted in the academic manual and the Office Memorandum circulated during 2017 on modification in the recruitment rules for the post of 'Assistant Professor' as shown in the following table 4.3. Competences A, B, D, J, K are further classified into subcategories that is catering to various specializations within the subcategories.

Table- 4.3: Teacher education qualifications at NIFT

S. No	Competency Code	Indicative qualification required with concerned experience	Further classification of competency
1	A	NIFT Design Graduates or Diplomas	A1,A2,A3,A4,A5,A6
2	B	M.Des from IIT/B.Arch./M.Arch./MFA	B1,B2,B3
3	C	M.Sc. in Clothing & Textiles / M.Sc. in Fabric & Apparel Science	NIL
4	D	UG/PG Diploma/Degree from NIFT/ NID	D1,D2,D3,D4,D5
5	E	B. Tech/ M. Tech in Mech. / Ind. /Prod.	NIL

S. No	Competency Code	Indicative qualification required with concerned experience	Further classification of competency
6	F	B. Tech/ M. Tech in Leather	NIL
7	G	B. Tech/ M. Tech / M.E. in Textile Technology	NIL
8	H	B. Tech / M.Tech./ BE/ME (IT) or MCA / MCM	NIL
9	I	UG/PG Diploma / Degree in GMT/ Apparel Production	NIL
10	J	PG Diploma in AMM/ MFM/ MBA	J1,J2,J3,J4
11	K	Diploma/ Degree in Gemmology/ Jewellery Production. 3-4 years Certificate / Diploma in Pattern Making / Garment Construction from ITI	K1,K2

Source: NIFT Office Memorandum (2019)

Further classification of competency in code A; A1, A2, A3, A4, A5 and A6 represents PG in (Design) with Fashion Design, Accessory Design, Leather Design, Textile Design, Knitwear Design, and Other Design disciplines respectively, classifications in Code B; B1,B2, and B3represents M.Arch, MFA with specialization in Commercial/Visual Arts, and MFA with specialization in Art History and Criticism/Museology respectively, Classification in Code J; J1,J2, and J3 represents MFM, MBA (Marketing), and MBA (Finance) respectively, competency in code K; K1 and K2 represents any PG/UG with CAD/3D-CAD for product Design and Jewellery Design respectively.

4.2.5 NIFT Admission Procedure and Norms

To get admission into NIFT offered programmes the aspirant students are required to clear a multi-level national entrance exam (two/three stages) depending upon the course they want to opt. As per the NIFT entrance merit list every year applied students are called for the e-counselling at NIFT campuses. Generally students of different regions are spread to different NIFT campuses based on their NIFT entrance CMS rank (Common Merit Rank), preferred course and the campus. The academic fee for the 2019 joining students (both graduating and post graduating) is about Rs.1,12,500/- per semester with an increase of 10% every year. Admission of Foreign Nationals, whether residing in India or abroad is done based on their SAT or GMAT score, 15 per cent of total seats (called paid seats) on supernumerary basis in each discipline seats are reserved for this category. The academic fee for the 2019 joining NRI students (both graduating and post graduating) is about Rs.5,47,500/- thousand per two semesters (a

year) with an increase of 10% every year. To maximize the potential of their students, the institutions' Means-cum-Merit Financial Assistance scheme allows students from the humble backgrounds to avail subsidized tuition fee at every Campus. Determined by the parental income, students can fall into three slabs of monetary assistance. NIFT has consideration for reserved categories of SC, ST, OBC, PHP, foreign nationals and State Domicile Candidates with 15, 7.5, 27, 3, 15% (supernumerary) and 20% (supernumerary) respectively. For Joining under graduate design courses the applicants are required to pass 10+2 with any discipline. For joining undergraduate technology courses the applicants must require to pass 10+2 with Maths, Physics and Chemistry. Similarly for joining post graduate design or management courses applicants are required to pass any undergraduate degree. But for joining post graduate technology course the applicants must require to pass B.E, B.Tech or B.F. Tech. Total intake of students during 2019 admissions in all the NIFT campuses in India is 3,547. It is interesting to note that the fashion educators at NIFTs comprising of inter-disciplinary professionals are Fine arts, Engineering, Management, Architecture, Design, Psychology, Home Science etc., and they do not fall under UGC guidelines for recruitment and promotion. Usually NIFT receivs every year around 30,000 applications for admission in various programmes however the total number of available seats are around 3,550. Looking into the demand for fashion education in India observed over the years and therefore the Government of India is planning to establish few more campuses in India.

There are various policies necessary for providing student support and welfare are Subsidy Scheme, Inter-Centre Transfer Policy; Inter-Discipline Transfer Policy. International semester exchange programmes, twinning programmes with many international renowned fashion institutions and dual degree program with Fashion Institute of Technology, New York.

4.2.6 Academic Calendar and Implementation

NIFT head office prepares the academic calendar and circulates to all the campuses for its implementation. The calendar has two semesters. The odd semesters (I, III, V and VII) starts from July and ends in December. And the even semester (II, IV, VI and VIII) starts from January and ends in June. Each semester is planned with at least 15 effective weeks for academic inputs excluding one week of exams. Other important

schedules of activities that are mentioned in the academic calendar are examinations, re-examinations, juries, fee depositing, semester break, Internship, graduation project, results, preparatory leave, and orientation programme.

The activities scheduled at campus level are; day wise time table, academic timings of each session, exact dates of semester break holidays, convocation date, graduation show dates, NIFT spectrum dates and holidays. Campus wise holidays are declared by the campus based on the Central Government Welfare Coordination Committee & Regional sports Boards of respective states. The list contains closed holidays and restricted holidays. Interdepartmental activities are discussed and finalized in the Local Academic Standing Committee (LASC) meetings where all the academic and administrative department heads are members of this committee.

4.2.7 Curriculum Management

Curriculum design plays a very important role in the effective teaching and learning. It acts as a base reference for all academic activities and defines competency requirements of teacher, resources requirement, order, depth, and transaction mode of content. The programme composition includes at NIFT has Core, Non-Core and Elective subjects. The core subjects comprise 40-66% of total subjects offered in a semester. The minimum direct teaching for all programmes shall be 30 hrs per a week and each semester consists 16 weeks. The number of credits for a semester in any programme should be 22 to 30. One credit is equal to one hour/week/semester for theory lectures or one and half hour/week/semester for practical (NIFT Academic manual, 2011). For detail course matrix of each programme refer Appendix-1. The progressive success of any educational institution also depends on the curriculum periodical review and restructuring. To bring the uniformity in learning across the various campuses same curriculum is followed across all campuses. Curriculum and its detailing play important roll to achieve similar level of inputs across all over the campuses. Curriculum instruction and feedback are two activities for continuous improvement of any curriculum. The management at NIFT is pictorially represented in the following figure.

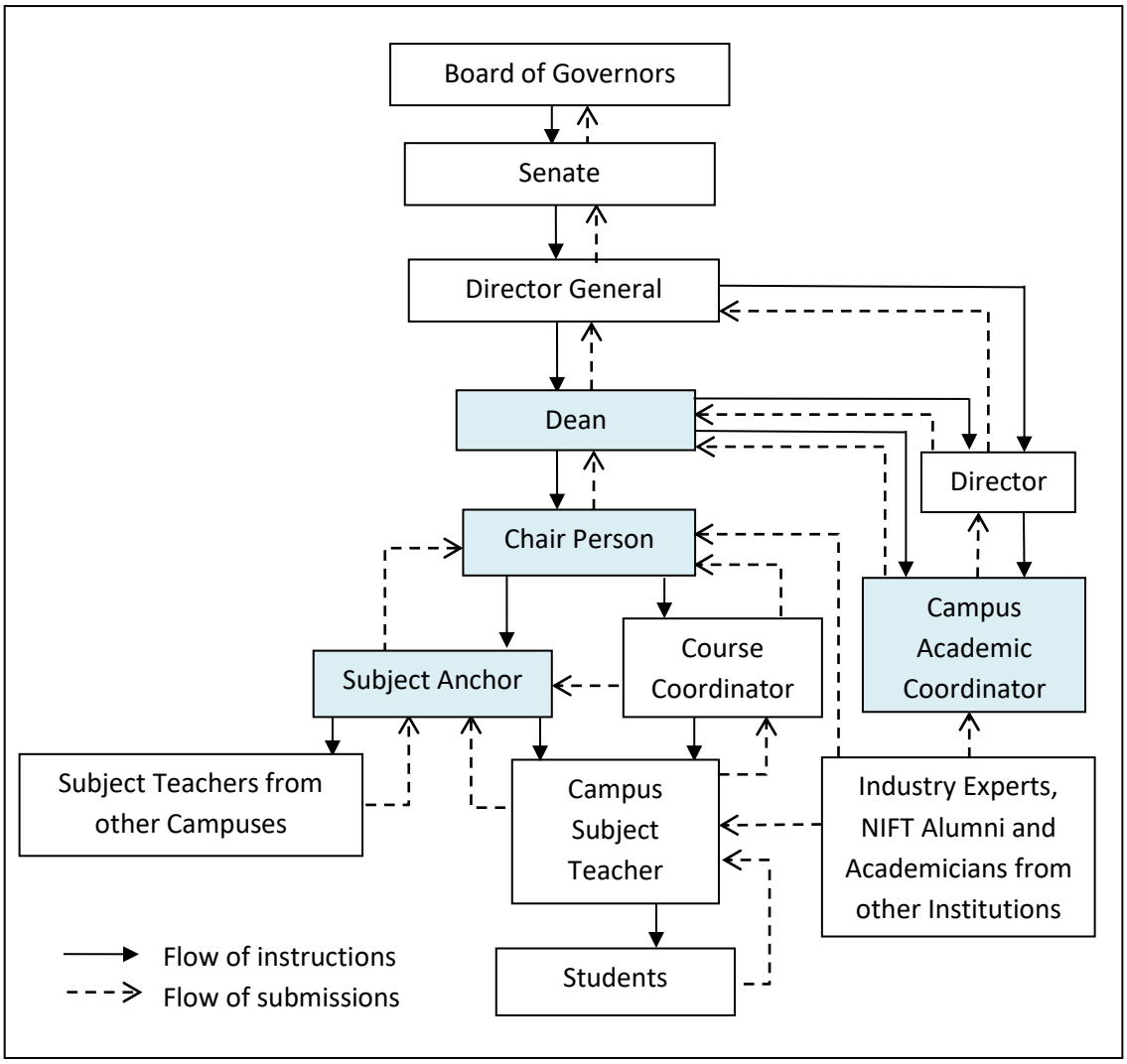


Fig-4.5: Curriculum management at NIFT institution

From the year 2018 onwards the subjects are offered under four major categories; Programme, Deepening Specialization, Interdisciplinary Minors, and General Electives. The General Electives are administered through the Campus Academic Coordinator and all other categories are through Course Coordinator. Based on the feedback from the teachers, their own teaching experience of the subject, alumni, and industry feedback and the subject anchor make the necessary restructure in the subject curriculum. As per the NIFT policy in every five years, the curriculum is redesigned/restructured based on the industry requirements, international trends, and aspiring students' social and cultural background. After every two years, based on the curriculum transection feedback necessary modifications are incorporated in the curriculum. Core team nominated by the Dean (academics) and approved by the Director General initially formulate basic structure and subject anchors develop detail curriculum with the

support of subject teachers. Similar procedure is followed while developing the new programmes or subjects.

The different stages of interdisciplinary curriculum, their description and how it is managed at NIFT campuses is tabulated in the following table.

Table- 4.4: Interdisciplinary curriculum management

S. No	Stage	General Purpose	Practices at NIFT, Hyderabad
1	Curriculum design/Redesign	Education philosophy of institution, previous experience and industry feedback is taken into consideration	Department chairperson, centre coordinators, senior teachers, alumni and industry experts together suggest the necessary changes in the existing curriculum. Every five years the curriculum to be resigned. However, based on industry feedback, director general and dean perception and international practices, it can be changed before the five years completion. The Anchor Teachers will propose the changes in the curriculum restructuring and improvement on regular basis.
2	Curriculum implementation	Training of teachers, Planning for supportive services are the important aspects	TOT's (Training of Trainers) are conducted during the semester breaks by senior teachers and experts. Interested Teachers can attend and update subject knowledge. Course coordinators initiate acquiring related support services. Planning for guest teachers, expert lectures, inter-centre teaching, and adjunct faculty.

S. No	Stage	General Purpose	Practices at NIFT, Hyderabad
3	Curriculum deliverance	Teachers delivery the curriculum in a way that will most benefit the student	Subject teachers have full freedom to deliver the curriculum. To maintain uniformity among the NIFT centres, bench mark assignments are planned in every subject. One Subject Anchor will own the subject and guide the teachers teaching at different centres. In each subject 10 per cent classes should be delivered by subject expert from outside. The delivery of curriculum happens in different ways and environment like classroom, studio, workshop, seminar hall, auditorium, field, industry etc.
4	Curriculum monitoring	Academic Administrators monitor curriculum delivery to ensure that it is taught in a way consistent with the curriculum design.	It is the responsibility of subject anchor and course coordinator. CC is nominated by Director General in coordination with Centre Director and department Chair Person on seniority bases for three years tenure. After every three years the next successive become next course coordinator. Subject anchors are nominated by CP based on the subject expertise. Each course has its specialized machine labs, workshops, computer lab and common a Recourse Centre.

S. No	Stage	General Purpose	Practices at NIFT, Hyderabad
5	Curriculum evaluation and Feedback (test run)	In general these two are interrelated and go hand in hand. Senior teachers based on their experience and industry experts based on student's performance in the field can evaluate the curriculum and also give the feedback. Sometimes curriculum evaluation happens before the implementation as test run.	Before curriculum implementation NIFT does not have any procedure of evaluation of curriculum. However the curriculum is circulated to all concern teachers within the NIFT during various development stages to get feedback. During the implementation CP evaluates during his visits to campuses. And the curriculum matrix is reviewed by an expert committee. Respective subject anchors also evaluate the deliverance with subject centre anchors which is introduced from year 2018.
6	Students feedback on curriculum deliverance	Students will give feedback on curriculum deliverance. This is totally based on the student's perception.	Every semester twice students are required to give the feedback on course deliverance one in midterm and another in end-term.
7	Students evaluation	The individual student learning is evaluated.	During the mid and end modules/semesters students are evaluated by assignments to know their learning. Common board, internal exam/jury, submission and juries are various means to evaluate the student. For the module based subjects evaluation modes are continuous as spot valuation, submission, etc. Those who are falling short of required learning need to appear for reexam/re-jury.

The designed curriculum of each semester and programme is circulated to respective department heads at all campus by the dean office. A standard format is followed in the curriculum for all subjects. The important details given in the curriculum are particulars of subjects like Subject Code, Subject Name, Total Duration, Core or Noncore, No Of Credits, Evaluation Type. In the body of the content the objectives, knowledge, skill components, lesson plans, assignment details, evaluation criteria are described. The subjects of each programme have been divided into various types based on the content

relevance and effective transaction; core and non-core, main and elective, theory based and practical based. Each subject has a total number of hours and credits which are calculated based on the duration of theory, practical and self-study hours. In the core and non-core subjects the passing grades are C- and D respectively. Theory based subjects contain end term exams, which are common board or campus based, whereas practical based exams contain jury or submission with 40% weightage. All subjects are evaluated for 100 marks with 60:40 ratio of continuous evaluation by subject teacher and end term by external teachers or by the composition of internal and external teachers. Continuous internal evaluations are divided into many parts with various categories evaluations; out of this one is of mid module or mid semester evaluation. Generally theory subjects are conducted weakly spreading throughout the semester and practical subjects are conducted module wise with full day or half-day classes continuously.

The following table describes the students assessment practices Reddy, G.C. (2014) had identified various practices used by teachers for students assessment are as follws.

Table-4.5: Students assessment practices

S.no	Assessment type	Evaluation criteria
1	Report / document submissions	Quality, representation and composition of the report
2	PPT presentations	Quality, representation and composition of PPT, articulation, communication and body language of the person.
3	Product submissions	Design methodology, development, quality and viability of the product.
4	Spot evaluation	Based on the students' instant performance a faculty or group of faculty evaluate the student. It may be a practical performance, theoretical understanding or quiz.
5	Common Examination board (CEB) theory exams	Exam conducted centrally with a single paper throughout all centers.
6	CEB practical exams	Exam conducted centrally with a single paper throughout all centers.
7	Non-CEB theory exams	Theoretical understanding and application of knowledge. Exam conducted with locally set exam papers.
8	Non-CEB practical exams	Practical understanding and skills. Exam conducted with centre wise set exam papers.

S.no	Assessment type	Evaluation criteria
9	Internal jury	A team of three to five internal faculties conducts jury to examine student's overall understanding and presentation skills.
10	External jury	A team of three to five faculties or subject expert, at least one expert from outside conducts jury to see student's overall understanding and presentation skills.

Source: Reddy, G. C. (2014)

The responsibility of curriculum mainly lies with teachers. Teachers have full freedom in executing the curriculum with the available resources. The teachers are required to get the formal approval from department head for field visits and any consumables required for students practice and material required for student's demonstration. Class Rooms, Studios and Labs are organised by the Department Assistant, Research Assistant and Lab Assistant.

The following section-2 of chapter-VI describes the analysis of quantitative data obtained from students as part of data analysis and interpretation.

Section - 2

4.3 Analysis of Quantitative Data Obtained from Students

The obtained quantitative data was presented in the following sections. The first aspect gives the profile of the students. The opinions and beliefs of the students on academics were surveyed on two scales. The first category was the analysis of perceptions related aspects that were collected through a five point scale. And then analysis of the current status related perceptions against the requirement that were collected through a three point scale, was presented.

4.3.1 Profile of students

The parameters studied under the profile of students are presented in the following table with the percentage scores.

Table-4.4: Educational and economic profile of students

S. No.	Parameter	Category	%	Category	%
1	Occupation choices	Job	46	Self-Employment	17.1
		Further Studies	26	Others	10.9
2	Willing to settle in overseas	Yes	43.9	No	56.1
3	Programme chosen mainly because	Friends	13.2	Relatives	10.3
		Teachers	6.1	Councillors	7.4
		Parents	6.1	Self	56.8
		Own Business	38.3	Others	5.2
4	Residing at	Institution Hostel	24.4	With Parents or relatives	20.3
		Leased residence	44	Others	11.3
5	Fashion education was first choice	Yes	66.3	No	33.7
6	First person to enter Fashion Education from my family	Yes	83.4	No	16.6
7	Got first choice of Programme at NIFT	Yes	85.3	No	14.8
8	Main consideration for the programme and the campus	Home Place	12.2	Program Popularity	64.3
		Hostel Facility	03.0	Any Other	20.5
9	First choice of programme.	Fashion Design	39.7	Accessory Design	12.1
		Textile Design	14.3	Fashion Communication	24.4
10	Main focus of students to	Get degree	11	Knowledge	80.7
		Get high grades	2.8	Any other	5.5
11	Mother's highest qualification	Up to +2/ Diploma	25.2	Bachelor	40.9

S. No.	Parameter	Category	%	Category	%
		Masters	28.2	Ph.D.	5.7
12	Father's highest qualification	Up to +2/ Diploma	15.4	Bachelor	43.1
		Masters	34.5	PhD	7
13	Mother Occupation	House making	55.2	Employee	27.7
		Own	11.5	Business or Others	5.6
14	Father Occupation	Government Employee	38.9	Private Employee	17.6
		Own Business	38.3	Others	5.2

From the above table, it was found that 46% of the students' occupational choice was to get a job. Only 17 % of students were interested in self-employment. On the whole, 56.8% students have chosen the respective programmes because of their self-interest. A maximum percent (44%) of students were residing in leased residences. In case of qualification of the parents, 40.9% mothers and 43.1% fathers had Bachelors as the highest degree. For 47% students, both the parents were government employees while for 55.2% students, fathers were employed but mothers were housewives. It can also be understood for the above table that for 66.3% students, fashion education was the first choice. In case of 83.4% students, he/she was the first child in their respective families, who have joined fashion education and 85.3% of students have got the programme of their own choice. About 63.4% students considered popularity of the programme and campus as the highest priority. For 64.1% students, the first preference of programme was Fashion Design or Fashion Communication. The national and international awards got by the students during the last three years were compiled from the NIFT annual reports and presented in the following table.

Table-4.7: No of award received by NIFT students.

S. No	Description	Academic Year		
		15-16	16-17	17-18
1	No of international awards got by students	1	2	1
2	No of national awards got by students	42	60	132

From the above table it is found that there was a sharp improvement in the number (132) of awards received by the students during the academic year 17-18 compared to earlier academic years.

The following paragraphs, tables and figures are related to the analysis of quantitative data collected from students about academic management. Stacked bar and clustered column charts were used for the graphical presentation of the surveyed data.

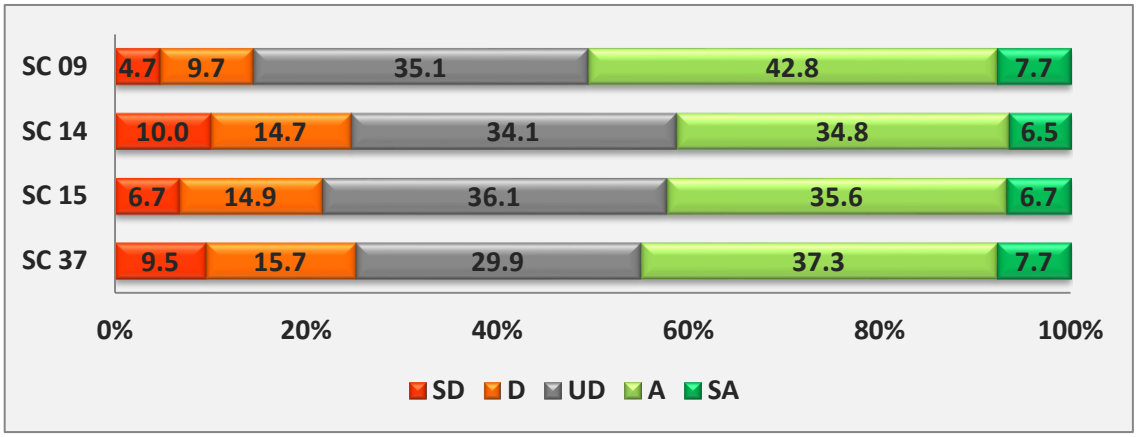
4.3.2 Academic Administration

The following table represents the list of surveyed aspects along with the opinion of students in terms of frequency.

Table-4.8: Opinions of the students on academic administration aspects (frequency).

Item No	Aspects	Frequencies in #				
		SD	D	UD	A	SA
SC 09	Cordial relations exist among administrative staff and teachers.	19	39	141	172	31
SC 14	Institute has adequate administrative staff to meet the needs of education	40	59	137	140	26
SC 15	Institute has adequate academic staff to meet the needs of education.	27	60	145	143	27
SC37	Students can easily follow administrative procedures.	38	63	120	150	31

The various aspects of academic administration are presented in a stacked bar chart representing the percentage of frequency in the following graph.



Graph-4.1: Opinions of the students on academic administration aspects in percentages

In all the academic administration aspects, the maximum percentage of agreed (or strongly agreed students) i.e., 41.3% - 51.5%, was more compared to the total

percentage of disagreed (or strongly disagreed students) i.e., 14.4% - 27.7%. Around 35% of students were undecided almost about every study aspect. The following table summarizes the Chi-square result of the significant correlation testing among various students' categories related to academic administration aspects.

Table-4.9: Chi-square results of student categories on Academic Administration related aspects.

S. No	Category	Group	N	Chi-square value at p=0.05		H_0	% of students between/among the category opined effective
				Calculate	Table		
1	Gender	Male Female	87 315	9.87	9.49	Rejected	42 46
2	Programme	FD TD AD FC	134 82 93 93	68.84	21.03	Rejected	40 51 51 37
3	Higher Secondary School (HSS) stream	Sciences Commerce Fine Arts	270 88 84	10.35	15.51	Accepted	N.A
4	Aspiration for International relocation	Yes No	176 226	19.89	9.49	Rejected	42 47

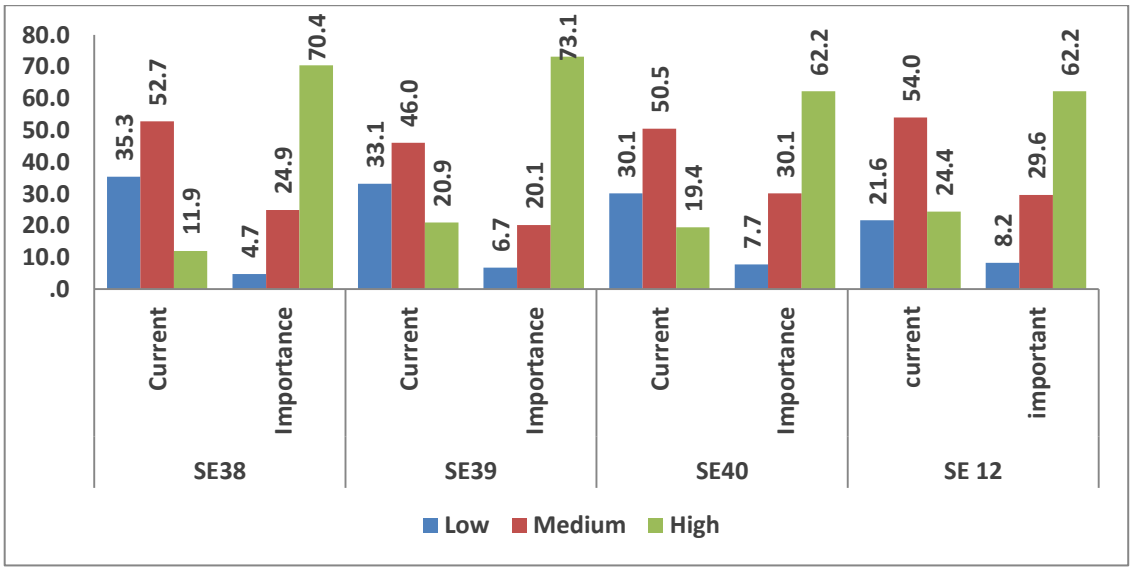
From the above table, it was found that except for HSS stream, there was a significance difference among gender, programme and aspiration for international relocation categories about the perception of students on academic administration. As compared to 42% of male students, 46% of female students felt that the academic administration was effective. About 10% more students of TD and AD students perceived academic administration more effective than FD and FC students. Around 42% of students aspiring for international relocation perceived academic administration was effective compared to 47% of non-aspiring students.

The aspects of the academic administration on a three point scale according to their current state and importance required were analysed. The following table represents the students' opinions in frequency counts of these aspects.

Table-4.10: Opinions of the students on current state and on preferred importance of academic administration aspects (frequency).

Item No	Aspect	Current			Importance		
		L	M	H	L	M	H
SE38	Support of administration to student's needs.	142	212	48	19	100	283
SE39	Academic plans are provided to all students at the beginning of the semester.	133	185	84	27	81	294
SE40	Teachers follow academic plans strictly.	121	203	78	31	121	250
SE12	Addressing students' discipline and behaviour problems by the institution.	87	217	98	33	119	250

The studied aspects of academic administration are presented as percentage of frequency scores in the following figure.



Graph-4.2: Opinions of the students on current state and importance of academic administration aspects in percentages

From the above table and the figure, it was evident that around 65% of the students believed that all the four aspects should be given high importance. Out of four studied aspects, strict adherence of teachers as per the academic plans was found highest in all and with 73.1% students considering it of having high importance. 35.5% of students stated that the support of administration to the students' needs was quite low.

About 65% of the students held the opinion that addressing students' needs, discipline, behavioural problems, providing academic plans at the beginning of the semester and strict adherence of academic schedules through the authority should be the first priority

of the institution. In addition, about 80% of the students felt that these aspects are either low or moderate in current practices. The following table describes the overall scores and percentage of improvement required in various aspects of Academic Administration as answered by the students.

Table-4.11: Obtained percentage of improvement required on aspects of Academic Administration as per the students.

S. No	Aspect	Overall score		% of Improvement required
		Current	Importance	
SE38	Support of administration to student's needs.	710	1068	50
SE39	Academic plans are provided to all students at the beginning of the semester.	755	1071	42
SE40	Strict adherence of teachers to academic plans	761	1023	34
SE12	Addressing students' discipline and behaviour problems by the institution.	815	1021	25
	Overall Academic Administration	3041	4183	38

From the above table, it was emerged that the overall improvement required in Academic Administration was 38%. Of the studied aspects, support of administration to student's needs was found to be highest at 50% and addressing students' discipline and behaviour problems by the institution was found to be the lowest at 25%. The following section deals with the analysis of the aspects related to curriculum design.

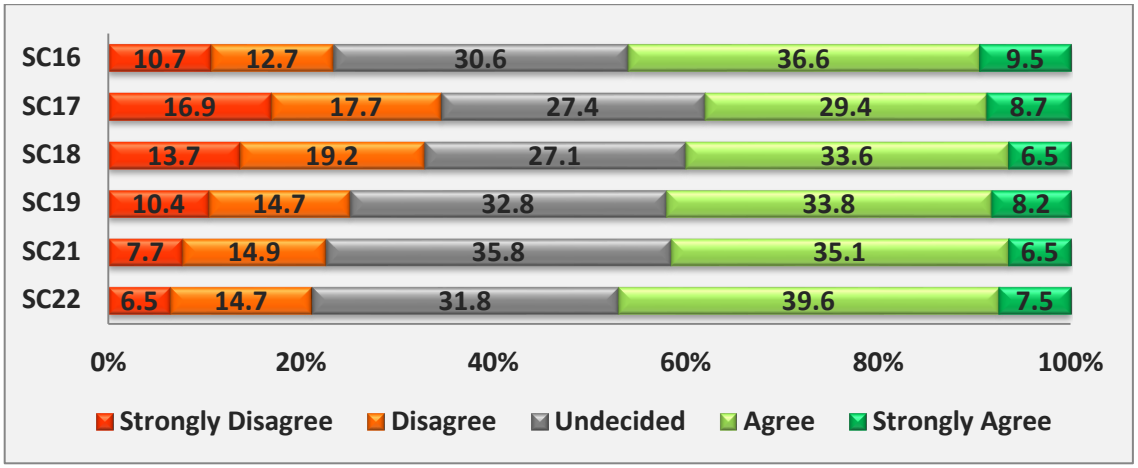
4.3.3 Curriculum Design

The aspects related to the curriculum design are presented in the following table. These aspects are chronologically arranged in the higher order of curriculum purpose and the frequency of its review from lower order of various aspects.

Table-4.12: Opinions of the students on curriculum design aspects (frequency).

Item No	Aspects	Frequencies in #				
		SD	D	UD	A	SA
SC16	The purpose of the programme is properly addressed in the curriculum with adequate academic standards.	43	51	123	147	38
SC17	Curriculum/Syllabus is revised regularly to facilitate learners to keep pace with the recent developmnts.	68	71	110	118	35
SC18	The weightage (credits and no of sessions) among the subjects in the curriculum are well balanced.	55	77	109	135	26
SC19	Course objectives are clearly articulated in the courses.	42	59	132	136	33
SC20	Knowledge component of curriculum is clearly articulated.	31	60	144	141	26
SC21	Skill component of curriculum is clearly articulated.	26	59	128	159	30

The aspects of curriculum design are graphically represented in the following graph as percentages of frequency scores.



Graph-4.3: Opinions of the students on curriculum design aspects in percentages

From the above table and figure it was evident that except in the first case, the percentages of strongly disagreed students were more in all most all aspects compared to the respective percentages of strongly agreed. A substantial percentage of students ranging between 27.1% and 35.8% opted for undecided in all aspects of curriculum design. However, the total percentage of students, who agreed or rather, strongly agreed, was more than the percentage of students who disagreed or rather strongly disagreed in each aspect.

The following table shows the various aspects surveyed about the current state and the preferred importance as stated by the students. Table 4.5 summarizes the Chi-square result of the signification correlation testing among various students' categories related to Curriculum Design aspects.

Table-4.13: Chi-square results of student categories on Curriculum Design related aspects.

S. No	Category	Group	N	Chi-square value at p=0.05		H_0	% of students between/among the category opined effective
				Calculate	Table		
1	Gender	Male Female	87 315	8.02	9.49	Accepted	N.A
2	Programme	FD TD AD FC	134 82 93 93	138.84	21.03	Rejected	40 53 47 32
3	HSS stream	Sciences Commerce Fine Arts	270 88 84	21.15	15.51	Rejected	43 41 39
4	Aspiration for International relocation	Yes No	176 226	30.01	9.49	Rejected	41 44

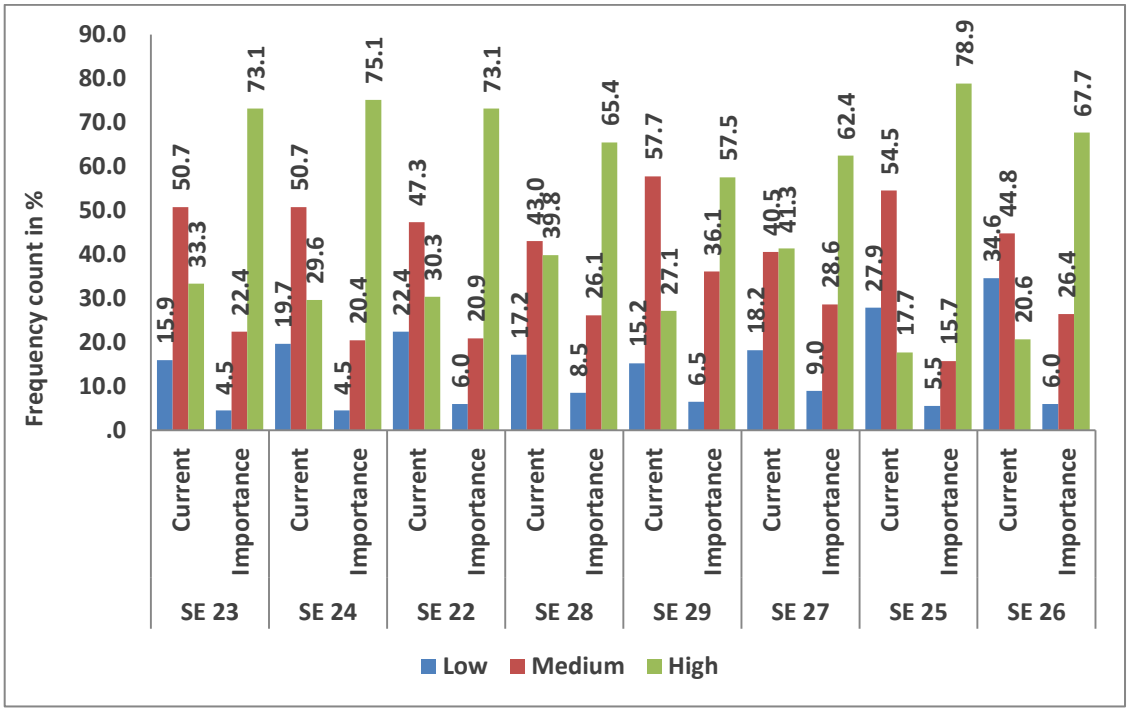
From the above table, it was found that except in case of gender, there was a significance difference among programme, HSS stream and aspiration for international relocation categories about the perception of students on curriculum design. About 15 % more students of TD and AD perceived curriculum design more effective than that of FD and FC students. 41% of students aspiring to international relocation perceived curriculum design as effective compared to 44% of non-aspiring students.

Table-4.14: Opinions of the students on current state and preferred importance of curriculum design aspects (frequency)

Item No	Aspect	Current			Importance		
		L	M	H	L	M	H
SE23	Integration of “Design Elements and Principles” in the curriculum.	64	204	134	18	90	294
SE24	Application of “Design Methodology” in the curriculum.	79	204	119	18	82	302
SE22	Emphasis on related fashion “Trends and Forecast” in the curriculum.	90	190	122	24	84	294
SE28	Provision of sufficient group assignments to facilitate collaborative working of students.	69	173	160	34	105	263
SE29	Provision for interdisciplinary collaborative learning.	61	232	109	26	145	231
SE27	Provision for the understanding of craft clusters.	73	163	166	36	115	251
SE25	Provision for industry (real-life exposure) visits to students.	112	219	71	22	63	317

Item No	Aspect	Current			Importance		
		L	M	H	L	M	H
SE26	Opportunities for international exposure to students in the curriculum.	139	180	83	24	106	272

Of all the studied aspects of curriculum design, the first two aspects are related to Basics of Design and third one was about Fashion Trends and Forecast. Group working and Interdisciplinary collaborations were the next two aspects. The last three aspects of curriculum design were understanding of Crafts, Industry and International Exposure. The obtained frequency scores related to these aspects (in percentages) are presented in the figure below.



Graph-4.4: Opinions of the students on current state and importance of aspects of curriculum design in percentages

From the previous graphs and the table shown above, it was quite evident that about three quarter (73.1 or 78.9%) of the students gave high importance to Design Elements and Principles, Design Methodology, and Trends and influences application in a curriculum content, industry exposure. And only about one third (29.6 to 33.33%) opined high in the current state. At present, in almost every aspect, about 50% of the students stated that only moderate importance was given for educational aspects by the institute. Over 34.6% of students suggested more opportunities for international

exposure that was high in practice out of eight aspects of educational opportunities. Almost 41.3% of students stated that craft-cluster aspect was given high priority in current practice.

It was quite evident from the above tables and graphs that the current curriculum design with these eight aspects of studies has sufficient scope in future for design students. The following table describes the overall scores and percentage of improvement required in various aspects of curriculum design as opined by the students.

Table-4.15: Obtained percentage of improvement required on Curriculum Design related aspects as stated by the students.

Item No	Aspect	Overall score		% of Improvement required
		Current	Importance	
SE23	Integration of "Design Elements and Principles" in the curriculum.	874	1080	24
SE24	Application of "Design Methodology" in the curriculum.	844	1088	29
SE22	Emphasis on related fashion "Trends and Forecast" in the curriculum.	836	1074	28
SE28	Provision of sufficient group assignments to facilitate collaborative working of students.	895	1033	15
SE29	Provision for interdisciplinary collaborative learning.	852	1009	18
SE27	Provision for the understanding of craft clusters.	897	1019	14
SE25	Provision for industry (real-life exposure) visits to students.	763	1099	44
SE26	Opportunities for international exposure to students in the curriculum.	748	1052	41
	Overall Curriculum Design	6709	8454	26

From the above table, it was evident that the overall improvement required in Curriculum Design was 26%. Of the studied aspects, Provision for industry (real-life exposure) visits to students was found 44% and the highest. Provision for the understanding of craft-clusters was found 14% and the lowest. The following description shows the curriculum transaction aspects of the study.

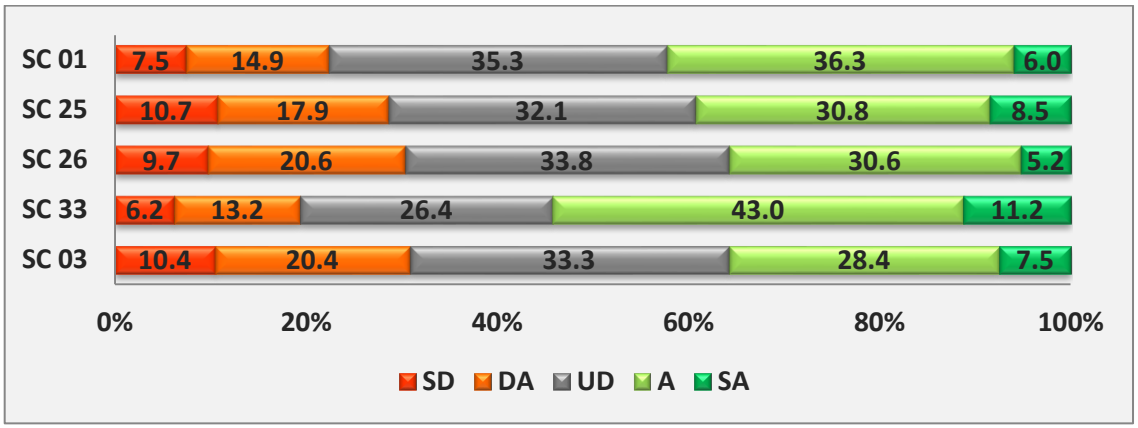
4.3.4 Curriculum Transaction

Transaction of curriculum is an important aspect in the system of academic management. All the academic management aspects facilitate curriculum transaction. The following table shows the aspects of present curriculum transaction.

Table-4.16: Opinions of the students on curriculum transaction aspects (frequency).

S. No	Aspect	Frequencies in #				
		SD	D	UD	A	SA
1	Institution has conducive teaching-learning environment.	30	60	142	146	24
2	Appropriate teaching and learning strategies are used to fulfil the objectives of the courses.	43	72	129	124	34
3	There are adequate opportunities for students to engage in active learning	39	83	136	123	21
4	Students' academic outcomes are mostly found creative.	25	53	106	173	45
5	Majority of the teachers teach with passion.	42	82	134	114	30

The above tabulated aspects related to curriculum transaction are presented in the following figure along with the perceptions of students in percentages.



Graph-4.5: Opinions of the students on curriculum transaction aspects in percentages

It was quite evident from the above graphs and tables that only one third of the students agreed or strongly agreed to conducive teaching-learning environment, appropriate teaching-learning strategies, active learning and passionate teaching by the teachers. But then, almost 50% of the students agreed to the fact that their academic outcomes are mostly creative and unique. About one third of the students left undecided on all the five aspects of the curriculum transaction.

Almost about 6–10% of the students disagreed on the academic aspects of the curriculum and a similar percentage of students disagreed with the curriculum transaction aspects. The following table summarizes the Chi-square result of the signification correlation testing among various students' categories on the aspects related to curriculum transaction.

Table-4.17: Chi-square results of student categories on Curriculum Transaction related aspects.

S. No	Category	Group	N	Chi-square value at p=0.05		H_0	% of students between/among the category opined effective
				Calculate	Table		
1	Gender	Male Female	87 315	14.07	9.49	Rejected	43 41
2	Programme	FD TD AD FC	134 82 93 93	147.14	21.03	Rejected	33 55 48 36
3	HSS stream	Sciences Commerce Fine Arts	270 88 84	14.53	15.51	Accepted	N.A
4	Aspiration for International relocation	Yes No	176 226	24.26	9.49	Rejected	40 43

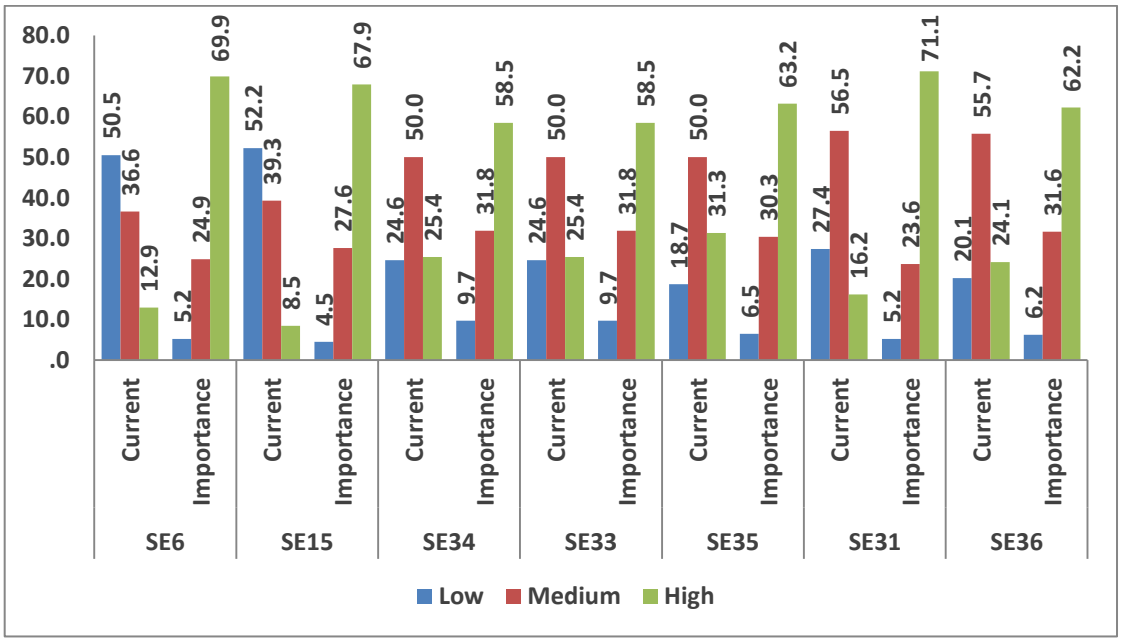
From the above table it was found that except for HSS stream, there was a significance difference among the categories of gender, programme, and aspiration for international relocation about the perception of students on Curriculum Transaction. About 43% male and 41% female students were of the opinion that Curriculum Transaction was effective. About 15% more students of TD and 10% more students of AD students perceived curriculum transaction more effective than FC and FD students. 40% of students aspiring for international relocation thought that curriculum transaction was effective as compared to 43% of non-aspiring students.

Table-4.18: Opinions of the students on current state and preferred importance of curriculum transaction aspects (frequency).

Item No	Aspect	Current			Importance		
		L	M	H	L	M	H
SE06	Freedom of students to question and challenge teacher on academic matters.	203	147	52	21	100	281

Item No	Aspect	Current			Importance		
		L	M	H	L	M	H
SE15	Adaption of specific strategies to facilitate slow learners in the institution.	210	158	34	18	111	273
SE34	Students visit industry as per the course objectives (like industry orientation, internship and graduation project etc.).	92	211	99	23	82	297
SE33	Handicrafts designing through field visits.	99	201	102	39	128	235
SE35	Teamwork by the students is a part of regular learning activity.	75	201	126	26	122	254
SE31	Interactive teaching methods for more active student engagement by teachers.	110	227	65	21	95	286
SE36	Interdisciplinary learning through projects, teamwork are encouraged by teachers.	81	224	97	25	127	250

The following figure shows students' opinion in percentages on the state of curriculum transaction aspects.



Graph-4.6: Opinions of the students on current state and importance of curriculum transaction aspects in percentages

Form the above table and figure, it was evident that 70-80% of the students suggested for the provision of Industry visits, Execution of Industry visits and Interactive Teaching and that these aspects should be given highest importance. Almost 60-70% of

the students believed that aspects such as freedom for students to ask questions and to challenge the authority, to have specific strategies to help slow learners, to develop integrated group work and interdisciplinary teamwork should be encouraged in the whole of academic aspects. Over 58.5% of the students opined that handicrafts design through cluster visits should be given high importance and more value while about 50% of the students held the opinion that there should be some unique and different strategies for slow learners to help them in a better way, and they also stated that such practices were low.

The following table describes the overall scores and percentage of improvement required in various aspects of curriculum transaction as opined by the students.

Table-4.19: Obtained percentage of improvement required on Curriculum Transaction related aspects by students.

Item No	Aspect	Overall score		% of Improvement required
		Current	Importance	
SE06	Freedom of students to question and challenge teacher on academic matters.	653	1064	63
SE15	Adaption of specific strategies to facilitate slow learners in the institution.	628	1059	69
SE34	Students visit industry as per the course objectives (like industry orientation, internship and graduation project etc.).	811	1078	33
SE33	Handicrafts designing through field visits.	807	1000	24
SE35	Teamwork by the students is a part of regular learning activity.	855	1032	21
SE31	Interactive teaching methods for more active student engagement by teachers.	759	1069	41
SE36	Interdisciplinary learning through projects, teamwork are encouraged by teachers.	820	1029	25
	Overall Curriculum Transaction	5333	7331	37

From the above table, it was evident that the overall improvement required in Curriculum Transaction was 37%. Of the studied aspects, adaption of specific strategies to facilitate slow learners in the institution was found 69% and the highest. Teamwork by the students as part of regular learning activity was found to be the lowest at 21%.

4.3.5 Students Assessment and Evaluation

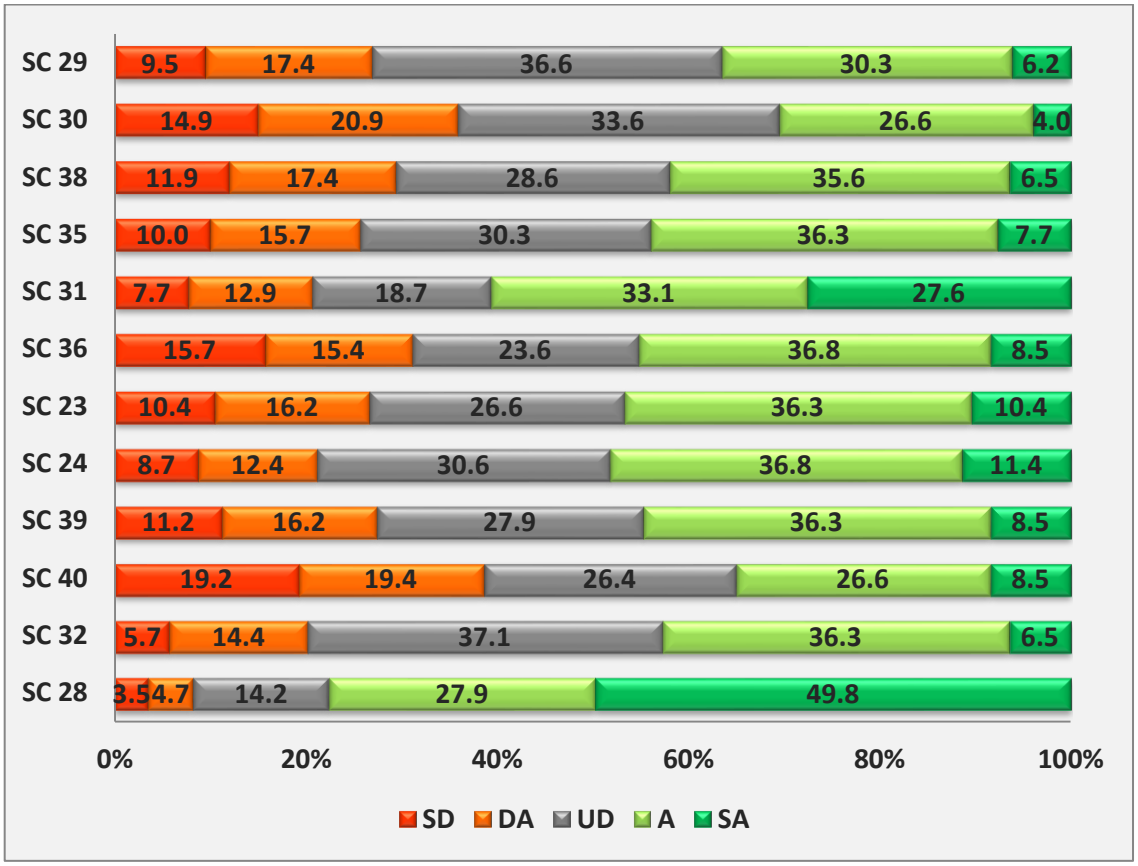
Assessment, evaluation and feedback of students are one among the final activities in the teaching-learning process. A right and transparent evaluation procedure was always

a challenging task to accomplish for educational institutions. The outcomes of the students' evaluation also reflect the efficacy of the institution in the education system that they are providing. The surveyed aspects are presented in the following table.

Table-4.20: Opinions of the students on Assessment and Evaluation Practices at NIFT (frequency).

Item No	Aspects	Frequencies in #				
		SD	D	UD	A	SA
SE29	Methods of assessment employed in the programme are in- line with programme objectives.	38	70	147	122	25
SE30	The forms of assessment sufficiently valid and reliable in measuring student performance.	60	84	135	107	16
SE38	The Assessment criteria communicated clearly to students in advance.	48	70	115	143	26
SE35	Most of the students show sufficient self-confidence while attending assessments.	40	63	122	146	31
SE31	Students have fear of failure in examinations including juries.	31	52	75	133	111
SE36	Teachers give on-time useful feedback for students' professional growth.	63	62	95	148	34
SE23	Teachers encourage students to evaluate their own learning.	42	65	107	146	42
SE24	Teachers encourage students to evaluate and reflect upon their peers academic works.	35	50	123	148	46
SE39	Teachers discuss students' performance with them.	45	65	112	146	34
SE40	Students' assessment practices are fair and unbiased.	77	78	106	107	34
SE32	Students demonstrate definite purpose and understanding in the evaluation.	23	58	149	146	26
SE28	Students are mostly overloaded by assignments.	14	19	57	112	200

The following figure shows the opinions of the students (in percentage) about their evaluation and feedback by the teachers.



Graph-4.7: Opinions of the students on their evaluation and feedback aspects in percentages

It was evident from the above tables and graphs that of all the studied aspects, close to 50% of students strongly agreed to the fact that they were overloaded with a number of assignments throughout the year. Over 28% of students strongly agreed that they had a fear of failure in final exams and juries. Only about 10% of students strongly disagreed to the aspects regarding the number of assignments and also about the fear of failure in the final exams and juries. They have also stated that teachers encouraged them to work hard and to give peer look on the assessment work of the students throughout the year.

In case of aspects related to validity and reliability of assignments, and fair and unbiased practices of assessment, there was more number of students who strongly disagreed than students who strongly agreed. The following table describes the opinions of students against the current status and preferred importance of aspects related to their evaluation and feedback of the academic curriculum. The following

table summarizes the Chi-square result of the signification correlation testing among various student categories on aspects related to assessment and evaluation of students.

Table-4.21: Chi-square results of student categories on Assessment and Evaluation related aspects.

S. No	Category	Group	N	Chi-square value at p=0.05		H_0	% of students among the category opined effective
				Calculate	Table		
1	Gender	Male Female	87 315	12.66	9.49	Rejected	45 47
2	Programme	FD TD AD FC	134 82 93 93	208.89	21.03	Rejected	40 56 53 41
3	HSS stream	Sciences Commerce Fine Arts	270 88 84	15.32	15.51	Accepted	N.A
4	Aspiration for International relocation	Yes No	176 226	25.85	9.49	Rejected	47 46

From the above table, it can be understood that except for HSS stream, there was a significance difference among categories of gender, programme, and aspiration for international relocation with regard to student perception on their assessment and evaluation. About 45% of male and 47% of female students were of the opinion that student assessment and evaluation was effective. About 15% more students of TD and 10% more students of AD students perceived assessment and evaluation of students more effective than FC and FD students. 47% of students aspiring for international relocation perceived student assessment and evaluation more effective compared to 46% of non-aspiring students.

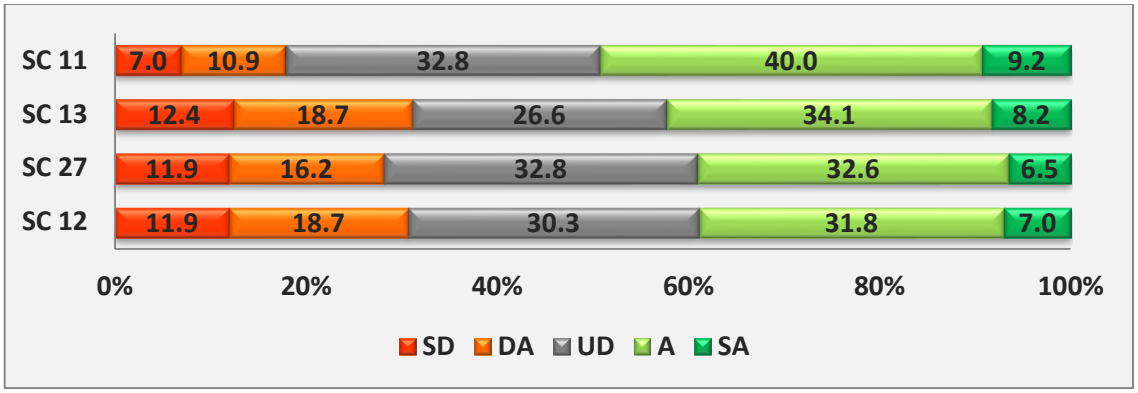
4.3.6 Academic Resources

In general, success of the curriculum transaction mainly depends on the appropriate resources. These include teachers, infrastructure, classroom equipment, workshop tools, machinery, supporting staff, library, e-resources, resource centres etc. There are few other resources that are quite important for the academic management such as procurement/sourcing, maintenance, upgradation and effective utilization. Students' opinions on the important aspects surveyed under academic resources are presented in the following table.

Table-4.22: Opinions of the students on academic resources related aspects (frequency).

Item No	Aspects	Frequencies in #				
		SD	D	UD	A	SA
SC11	Teachers are competent to meet the programme objectives.	28	44	132	161	37
SC13	Labs are available with machinery and tools to meet the programme objectives.	50	75	107	137	33
SC27	Teachers keep pace with recent developments in Information and Communication Technology (ICT).	48	65	132	131	26
SC12	My institution adequately meets my learning needs.	48	75	122	128	28

The opinions of students (in percentages) on the above aspects that are related to academic resources are presented in the following figure.



Graph-4.8: Opinions of the students on academic resources related aspects in percentages

It was found from the above table and figure that there were more students who agreed or strongly agreed than those who disagreed or strongly disagreed in the respective aspects. About one third (26.6% to 32.8 %) of the students have chosen undecided in all aspects. Regarding the competency of teachers, maximum number of students, i.e., 49.2% agreed or strongly agreed.

The current status and importance of the aspects related to academic resources as opined by the students are presented in the following table. The following table summarizes the Chi-square result of the signification correlation testing among various students' categories on aspects related to academic resources.

Table-4.23: Chi-square results of student categories on Academic Resources related aspects.

S. No	Category	Group	N	Chi-square value at p=0.05		H_0	% of students among the category opined effective
				Calculate	Table		
1	Gender	Male Female	87 315	3.55	9.49	Accepted	N.A
2	Programme	FD TD AD FC	134 82 93 93	119.20	21.03	Rejected	37 55 50 31
3	HSS stream	Sciences Commerce Fine Arts	270 88 84	13.03	15.51	Accepted	N.A
4	Aspiration for International relocation	Yes No	176 226	8.98	9.49	Accepted	N.A

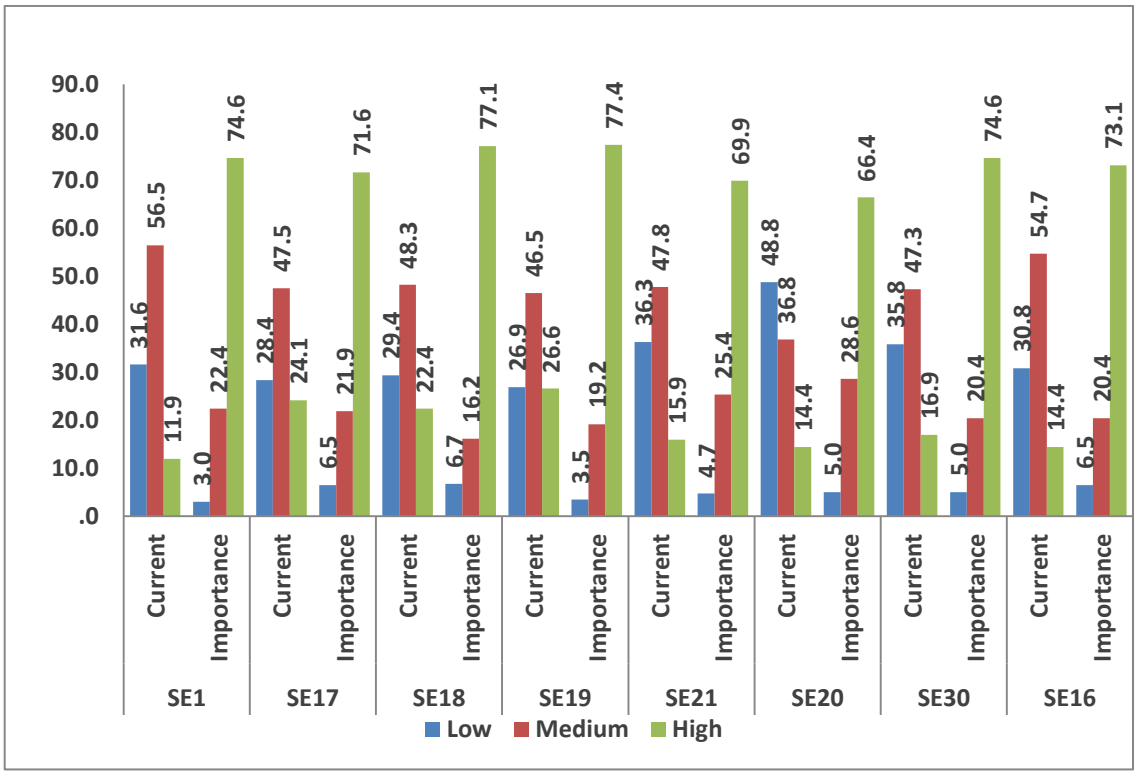
From the above table, it was found that except for the category of programme, there was no significant difference for categories of gender, HSS stream and aspiration for international relocation on the perception of students on academic resources. About 15% more students of TD and AD students perceived academic resources more effective than FD and FC students.

Table-4.24: Opinions of the students on current state and preferred importance of academic resources related aspects (frequency).

Item No	Aspect	Current			Importance		
		L	M	H	L	M	H
SE01	Physical ambience of the institution for effective learning.	127	227	48	12	90	300
SE17	Use of modern classrooms with teaching aids (like smart boards, LCD projectors, LCD screens etc.).	114	191	97	26	88	288
SE18	Availability of updated ICT facilities (like computers, software, Wi-Fi connections, AV rooms etc.).	118	194	90	27	65	310
SE19	Use of Digital resources (e.g. online library, journals, videos, lectures, MOOCs, e-learning, open educational resources).	108	187	107	14	77	311
SE21	Display facilities to showcase student design works.	146	192	64	19	102	281
SE20	Amenities for physical fitness in the institution (like sports, gym, yoga etc.)	196	148	58	20	115	267

Item No	Aspect	Current			Importance		
		L	M	H	L	M	H
SE30	Teachers' exposure to current international trends of teaching-learning.	144	190	68	20	82	300
SE16	Institutional network with reputed organisations (like Universities, institutions of national and international importance).	124	220	58	26	82	294

The various aspects of current status and preferred importance of curriculum have been presented in the following figure as a percentage graph.



Graph-4.9: Opinions of the students on current state and importance of academic resources related aspects in percentages

In general, 70-80% of the students believed that a few facts should be given high priority. These are physical ambience of the institutions, use of modern classrooms, ICT facilities, use of IT resources, exposure of teachers to current international trends, and institutional network with reputed organisations. Almost 60-70% of the students felt that display facilities to showcase students' works, amenities for physical fitness and international travel opportunities for students should be given more importance under Academic Administration. Less than 48.8% of students stated that amenities for physical fitness were low in the institution. About 30-40% of the students believed that

physical ambience of the institution, use of digital facilities, exposure of teachers to current international trends and institution network with reputed organisations were low in practice. Around 20-30% students said that modern classrooms, availability of updated ICT facilities, and use of digital facilities were really low in the current practice. The following table describes the overall scores and percentage of improvement required in various aspects of academic resources as opined by the students.

Table-4.25: Opinion of the students on the needed improvement of resources.

S. No	Aspect	Overall score		% of Improvement required
		Current	Importance	
SE01	Physical ambience of the institution for effective learning.	725	1092	51
SE17	Use of modern classrooms with teaching aids (like smart boards, LCD projectors, LCD screens etc.).	787	1066	35
SE18	Availability of updated ICT facilities (like computers, software, Wi-Fi connections, AV rooms etc.).	776	1087	40
SE19	Use of Digital resources (e.g. online library, journals, videos, lectures, MOOCs, e-learning, open educational resources).	803	1101	37
SE21	Display facilities to showcase student design works.	722	1066	48
SE20	Amenities for physical fitness in the institution (like sports, gym, yoga etc.)	666	1051	58
SE30	Teachers' exposure to current international trends of teaching-learning.	728	1084	49
SE16	Institutional network with reputed organisations (like Universities, institutions of national and international importance).	738	1072	45
	Overall Academic Resources	5945	8619	45

From the above table, it was evident that the overall improvement required in Academic Resources was 45%. Of the studied aspects, the category of amenities for physical fitness in the institution (like sports, gym, yoga etc.) was found to be 58% and the highest. Use of modern classrooms with teaching aids was found at 35% and the lowest.

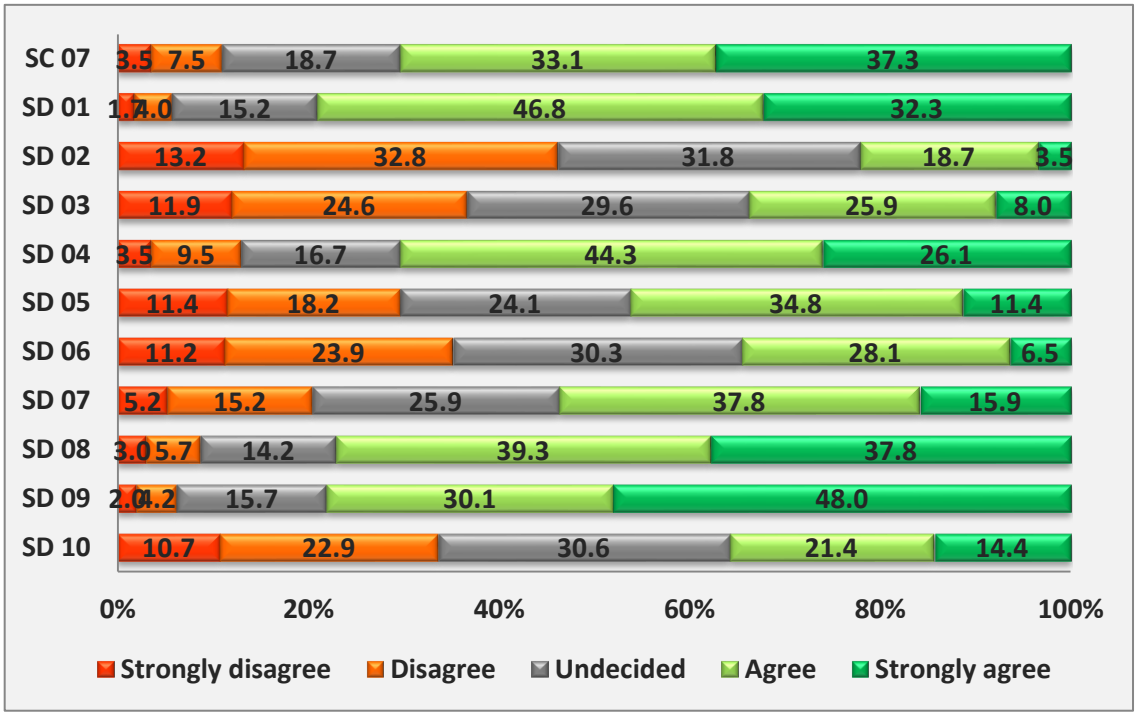
4.3.7 Student Approaches to Learning

The following table shows the data obtained through surveys against the aspects related to students' approaches to learning.

Table-4.26: Opinions of the students on their approaches to learning related aspects (frequency).

S. No	Item	Frequencies in #				
		SD	D	UD	A	SA
1	Students learn more outside the classrooms.	14	30	75	133	150
2	I am a self-learner.	7	16	61	188	130
3	I largely depend on teacher assistance in my learning process.	53	132	128	75	14
4	I spend adequate time in the library.	48	99	119	104	32
5	I use e-resources for my learning.	14	38	67	178	105
6	I prefer to study with friends.	46	73	97	140	46
7	I regularly study the class books including class notes.	45	96	122	113	26
8	I read reference books beyond my curriculum for my further learning.	21	61	104	152	64
9	I focus on long-term achievements (like goals, relationships and networking).	12	23	57	158	152
10	I prefer to learn for my professional development rather than scoring marks.	8	17	63	121	193
11	I consult other department teachers for interdisciplinary learning.	43	92	123	86	58

The various aspects related student approaches to learning have been presented in the following figure as a percentage graph.



Graph-4.10: Opinions of the students on their appropriate learning culture related aspects in percentages

It was quite evident from the above tables and graphs that about 80% of the students believed that they were self-learners, who mostly focus on long-term achievements and prefer to learn for professional goals rather than scoring good marks. Around 70% of the students agreed or strongly agreed to the fact that they preferred to learn more outside the classrooms and to use e-resources for learning. Almost 53.7% of the students agreed or strongly agreed to the fact they read reference books for their further learning. Around 30% of the students were undecided on larger dependence on teachers' assistance, spending adequate time in the library, regular reading of class books and notes, referring books beyond curriculum, and interdisciplinary learning through teachers of other departments.

Over 46% of students disagreed or strongly disagreed on the aspect of larger dependence on teachers. Around 35% of the students were against the majority of those who agreed or strongly agreed on the aspects of spending adequate time in the library, regular study of class books and notes, and consulting other department teachers for interdisciplinary learning. They felt that doing all these would not be very useful. Less than 11% of the students disagreed or strongly disagreed to the facts that they could earn more knowledge outside class room, that they were self-learners, that their focus was on long-term achievements, and that they preferred to learn for professional development.

The four aspects on current status of student-learning approaches are enlisted in the following table. The following table summarizes the Chi-square result of the signification correlation testing among various students' categories related to student approaches to learning related aspects.

Table-4.27: Chi-square results of student categories on Student approaches to learning related aspects.

S. No	Category	Group	N	Chi-square value at p=0.05		H_0	% of students among the category opined effective
				Calculated	**Table**		
1	Gender	Male Female	87 315	3.61	9.49	Accepted	N.A

S. No	Category	Group	N	Chi-square value at p=0.05		H_0	% of students among the category opined effective
				Calculated	**Table**		
2	Programme	FD TD AD FC	134 82 93 93	48.09	21.03	Rejected	57 57 57 49
3	HSS stream	Sciences Commerce Fine Arts	270 88 84	13.21	15.51	Accepted	N.A
4	Aspiration for International relocation	Yes No	176 226	9.91	9.49	Rejected	54 55

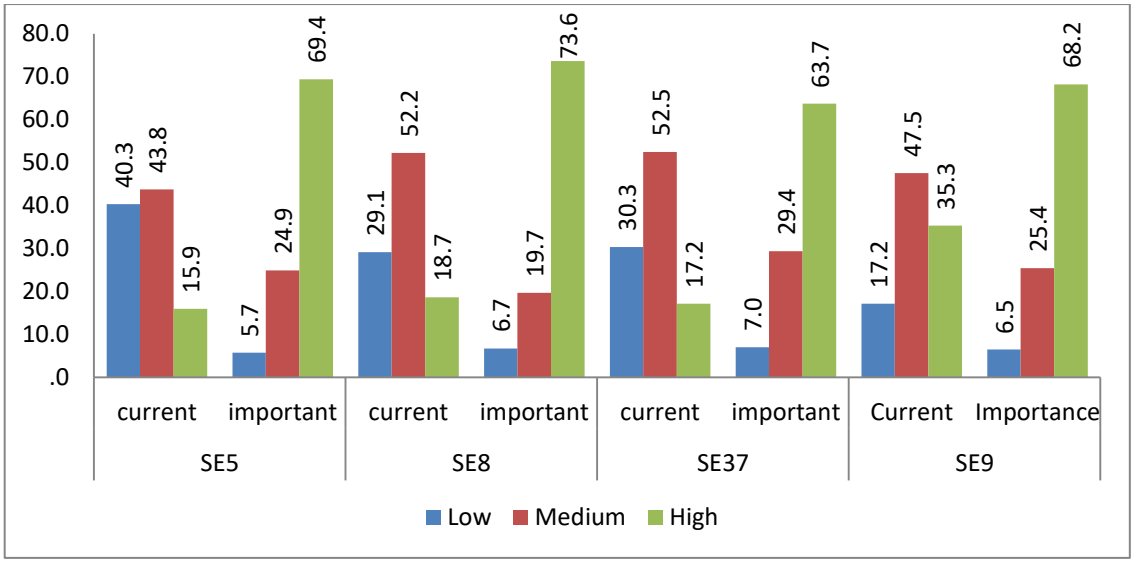
The pictorial representation of various students learning culture is shown in the following figure.

From the above table, it can be stated that except in case of gender and HSS stream, there was a significant difference among the categories of programme and aspiration for international relocation about the perception of students on student approaches to learning. About 5% more students of FD, TD and AD perceived students' approaches to learning more effective than FC students. Up to 54% of students aspiring for international relocation perceived student approaches to learning more effective compared to 55% of non-aspiring students. The following table present the opinion of the students on learning approaches in the institution.

Table-4.28: Opinions of the students on current state and preferred importance of learning approaches in the institution (frequency).

Item No	Aspect	Current			Importance		
		L	M	H	L	M	H
SE 05	Participation of students in the extracurricular activities.	162	176	64	23	100	279
SE 08	Willingness of students towards challenging design tasks.	117	210	75	27	79	296
SE 37	Participation of students in special lectures (by outside experts).	122	211	69	28	118	256
SE 09	Seriousness of students towards assessment (like juries, submissions, exams etc.).	69	191	142	26	102	274

The above aspects are presented in following figure as percentage graph.



Graph-4.11: Opinions of the students on current state and preferred importance of learning approaches in the institution in percentages

It was evident from the above table and figure that around 70% of the students opined that students' participation in extracurricular activities, willingness of students towards challenging design tasks, and participation of students in special lectures should be given greater preference. Around 40% of the students felt that there should be more participation of students in extracurricular activities. It was quite clear from the above graphs and tables that almost 50% of the students agreed to the fact that students' participation in extracurricular activities, willingness of students towards challenging design tasks, and participation of students in special lectures was given moderate importance in the current practice.

The following table describes the overall scores and percentage of improvement required in various aspects of student approaches to learning as opined by the students.

Table-4.29: Obtained % of improvement required on student approaches to learning related aspects.

S. No	Aspect	Overall score		% of Improvement required
		Current	**Importance**	
SE05	Participation of students in the extracurricular activities.	706	1060	50
SE08	Willingness of students towards challenging design tasks.	762	1073	41

S. No	Aspect	Overall score		% of Improvement required
		Current	Importance	
SE37	Participation of students in special lectures (by outside experts).	751	1032	37
SE09	Seriousness of students towards assessment (like juries, submissions, exams etc.).	877	1052	20
	Overall Student approaches to learning	3096	4217	36

From the above table, it was evident that the overall improvement required on student approaches to learning was 36%. Of the studied aspects, participation of students in extracurricular activities was found to be 50% and the highest while seriousness of students towards assessment (like juries, submissions, exams etc.) was found at 20% and the lowest.

4.3.8 Learning Culture

The learning culture has been divided into two categories: (i) Academic Culture and (ii) Academic focus. In the academic culture the general aspects like cordial relations among students and with teachers, social and environmental concern of the students and teachers etc. were considered. Where as in the academic focus specific fashion education domain related aspects like encouragement of creativity, innovation, teamwork, capability, critical abilities, reading habits etc.

A) Academic Culture of students:

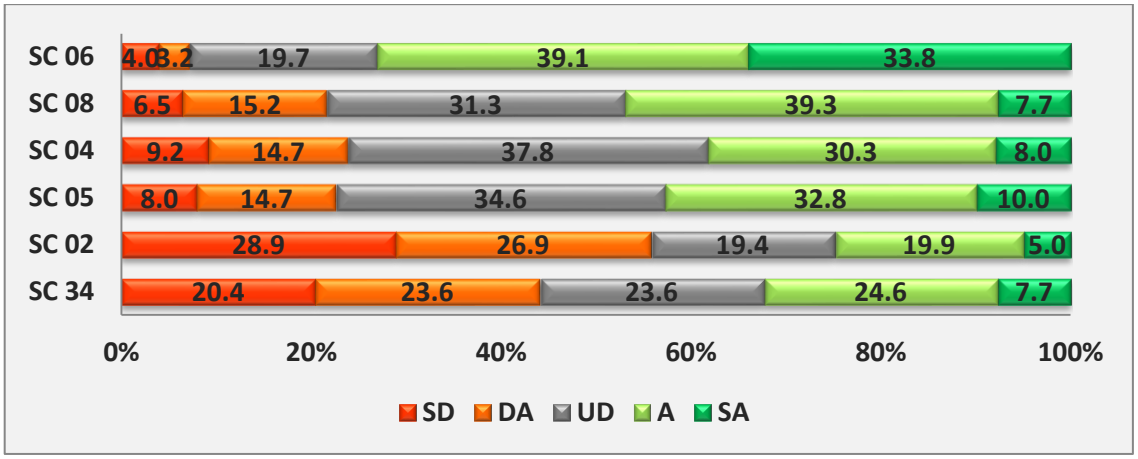
The opinions of the students on the various learning culture aspects that were surveyed and analysed are enlisted in the following table along with their frequencies.

Table-4.30: Opinions of the students on academic culture related aspects (frequency)

S. No	aspects	Frequencies in #				
		SD	D	UD	A	SA
1	All Students respect diversity of fellow-members in the institution (gender, race, culture, language, ethnicity etc.)	16	13	79	157	136
2	In the institution students and teachers usually get on well with each other.	26	61	126	158	31
3	Majority of the teachers' exhibit social concern.	37	59	152	122	32
4	Majority of the teachers' exhibit environmental concern.	32	59	139	132	40
5	Students of different departments collaborate in academic work.	116	108	78	80	20

S. No	aspects	Frequencies in #				
		SD	D	UD	A	SA
6	Students' time is effectively utilized at the Institution.	82	95	95	99	31

The above aspects of learning culture as opined by the students are represented in the following figure.



Graph-4.12: Opinions of the students on learning culture in percentages

It was clear from the above table and figures that more than 72.9% of the students agreed or strongly agreed that they respected the diversity of fellow-members. As per the data, more than 40% of students agreed or strongly agreed that students and teachers work well together, and that majority of the teachers exhibited social and environmental concern. Over 25% of the students strongly believed that their collaboration work with other department resulted in effective utilization of their time at the institution whereas about 55% of students felt that collaboration work may not be of great help. Almost 45% of the students stated that their time was effectively utilized at the institution. Around 25% of the students disagreed on the fact that students and teachers work well together, and that majority of the teachers exhibited environmental and social concern.

The following table shows the aspects related to state of learning culture as considered by the students. The following table summarizes the Chi-square result of the signification correlation testing among various students' categories related to learning culture related aspects.

Table-4.31: Chi-square results of student categories on Learning Culture related aspects.

S. No	Category	Group	N	Chi-square value at p=0.05		H_0	% of students among the category opined effective
				Calculate	Table		
1	Gender	Male Female	87 315	19.16	9.49	Rejected	42 43
2	Programme	FD TD AD FC	134 82 93 93	92.58	21.03	Rejected	39 50 50 37
3	HSS stream	Sciences Commerce Fine Arts	270 88 84	9.81	15.51	Accepted	N.A
4	Aspiration for International relocation	Yes No	176 226	13.10	9.49	Rejected	42 44

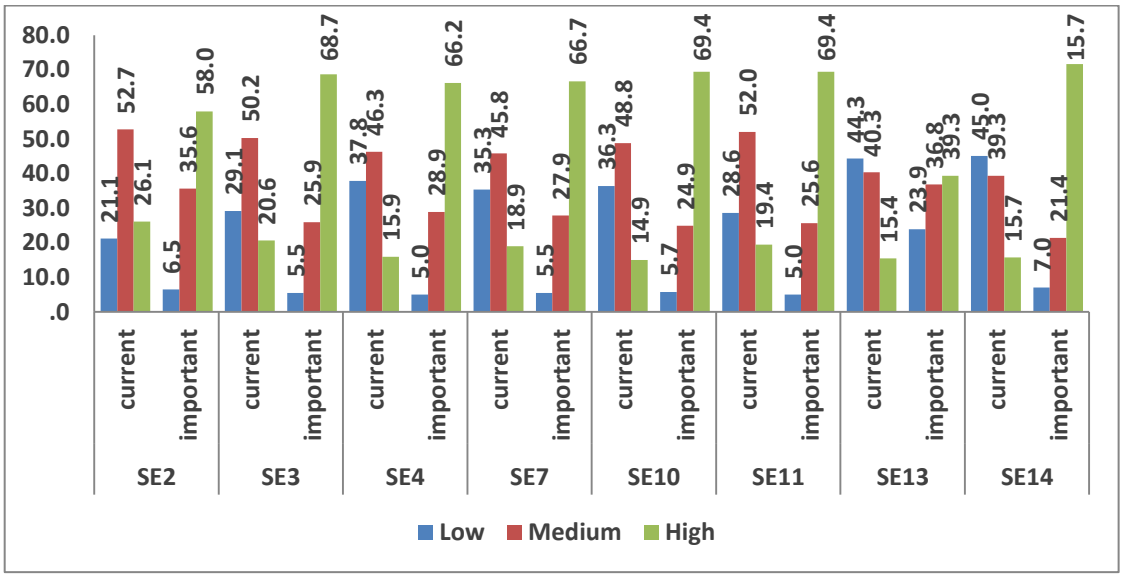
From the above table, it was found that except for HSS stream, there was a significant difference among the categories of gender, programme and aspiration for international relocation about the perception of students on learning culture. Around 42% male and 43% female students felt that learning culture was effective. About 10 % more students of TD and AD students perceived learning culture more effective than FD and FC students. About 42% of students aspiring for international relocation perceived learning culture to be more effective compared to 44% of non-aspiring students.

Table-4.32: Opinions of the students on current state and preferred importance of learning culture in the institution (frequency).

Item No	Aspect	Current			Importance		
		L	M	H	L	M	H
SE 02	Celebration of festivals in the campus (like religious, seasonal, historical, cultural etc.).	85	212	105	26	143	233
SE 03	Knowledge-sharing avenues (for group discussion, seminars, symposiums etc.) are supported by the institution.	117	202	83	22	104	276
SE 04	Appreciation for accomplishments in the campus (for students, teachers, other staff).	152	196	64	20	116	266

Item No	Aspect	Current			Importance		
		L	M	H	L	M	H
SE 07	Mistakes of students are viewed as a part of the learning process by teachers.	142	184	76	22	112	268
SE 10	Students' welfare activates in the campus (like counselling, placements, mentoring etc.).	146	196	60	23	100	279
SE 11	Research culture among the teachers.	115	209	78	20	103	279
SE 13	Involving parents in improving the students' performance in the campus.	178	162	62	96	148	158
SE 14	Inviting suggestions from students for betterment of academics by the institution.	181	158	63	28	86	288

Opinions of students (in percentages) of the various aspects of learning culture are graphically represented in the following figure.



Graph-4.13: Opinions of the students on current state and importance of learning culture in the institution in percentages

It was understood from the above tables and graph that around 70% of the students opined that aspects such as knowledge sharing avenues, appreciation for accomplishments, and mistakes of students viewed as part of the learning, students' welfare activities, research culture among the teachers, inviting students' suggestions are helpful for the betterment of academics. And almost 58% of students felt that

celebration of festivals in the campus should be given high importance. About 39.3% of the students believed that involvement of parents in improving the students' performance in the campus should also be given much importance.

Around 40% of the students suggested that some factors such as appreciation for accomplishments, mistakes of students as part of learning, students' welfare, parent involvement in improving the students' performance in the campus and inviting suggestions from students were really low in current practice and hence need a little more attention. Around 50% of the students believed that celebration of festivals, knowledge sharing avenues, appreciation for accomplishments, mistakes of students are viewed as part of the learning process, research culture among the teachers were at medium level in the current practice. The following table describes the overall scores and percentage of improvement required in various aspects of learning culture as opined by the students.

Table-4.33: Obtained % of improvement required on Learning Culture related aspects by students.

Item No	Aspect	Overall score		% of Improvement required
		Current	Importance	
SE02	Celebration of festivals in the campus (like religious, seasonal, historical, cultural etc.).	824	1011	23
SE03	Knowledge-sharing avenues (for group discussion, seminars, symposiums etc.) are supported by the institution.	770	1058	37
SE04	Appreciation for accomplishments in the campus (for students, teachers, other staff).	736	1050	43
SE07	Mistakes of students are viewed as a part of the learning process by teachers.	738	1060	42
SE10	Students' welfare activates in the campus (like counselling, placements, mentoring etc.).	718	1060	48
SE11	Research culture among the teachers.	767	1063	39
SE13	Involving parents in improving the students' performance in the campus.	686	866	26
SE14	Inviting suggestions from students for betterment of academics by the institution.	686	884	55
	Overall Learning Culture	5925	8222	39

From the above table, it was understood that the overall improvement required on Learning Culture was 39%. Of the studied aspects, inviting students' suggestions for the betterment of academics was found at 55% and the highest while celebration of festivals (like religious, seasonal, historical, cultural etc.) on the campus was found to be at 23 % and the lowest.

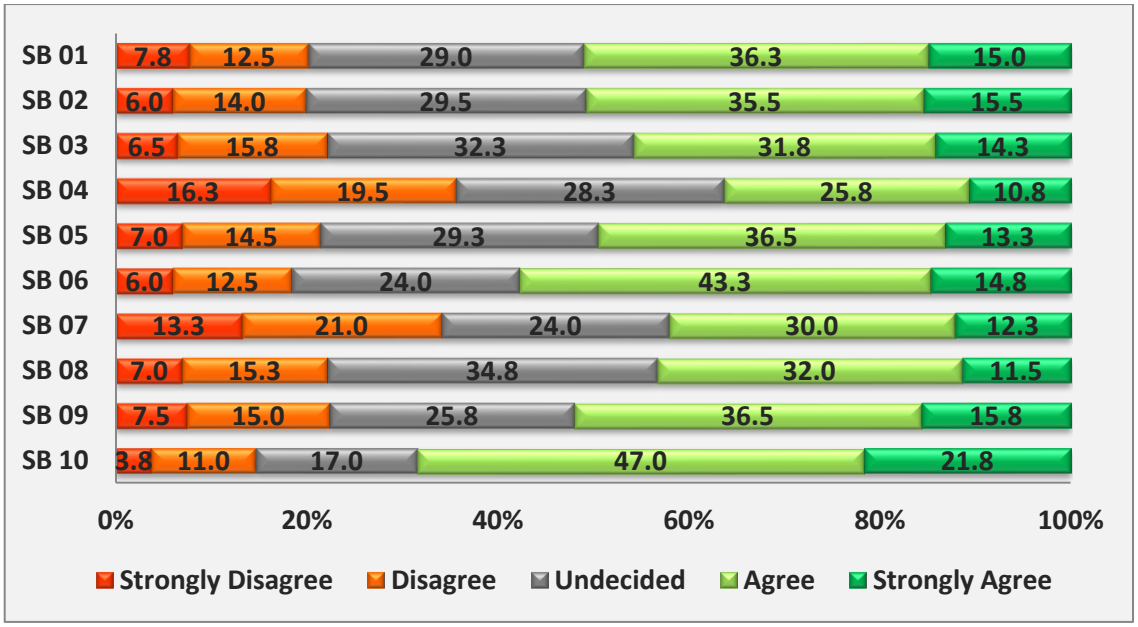
4.3.9 Opinion of students on the Academic focus of teachers

The following table present the list of ten aspects related to the academic focus in the institution as per the students' opinion in frequencies.

Table-4.34: Opinions of the students on academic focus related aspects (frequency).

Item No	Aspect	Frequencies in #				
		SD	D	UD	A	SA
SB 01	Creativity: Teachers encourage students to come up with new ideas.	31	50	116	145	60
SB 02	Innovation: Teachers encourage students to implement creative ideas.	24	56	118	142	62
SB 03	Capability: Teachers prepare students to meet challenging situations.	26	63	129	127	57
SB 04	Self-confidence: Teachers encourage students to believe in their own abilities.	65	78	113	103	43
SB 05	Interdisciplinary knowledge: Teachers promote students to use different subjects' knowledge to understand fashion education.	28	58	117	146	53
SB 06	Team work: Teachers encourage students for collaborative learning.	24	50	96	173	59
SB 07	Autonomy: Teachers give freedom to choose the product area student prefer to learn.	53	84	96	120	49
SB 08	Critical Abilities: Teachers encourage students to think rationally.	28	61	139	128	46
SB 09	Availability: Teachers always available to students for academic interactions.	30	60	103	146	63
SB 10	Reading habits: Teachers encourage students to read reference books.	15	44	68	188	87

Opinions of students on various aspects related to learning culture are shown in the following figure in the form of a chart.



Graph-4.14: Opinions of the students on academic focus related aspects in percentages

From the above table and figure, it was evident that about 68% of the students agreed or strongly agreed that teachers encourage students to refer to reference books for further knowledge. And about 58% of the students agreed or strongly agreed that teachers encouraged students to collaborate with students of other departments so that they could learn how to deal with different aspects of the industry. Around 50% of the students agreed or strongly agreed that teachers encouraged students for more creativity, innovation, capability, and learning of interdisciplinary knowledge. They also felt that teachers were generally available for academic interaction.

Around 40% of the students strongly agreed that teachers also encouraged students in developing self-confidence, autonomy, and critical abilities. There were 35% of the students who disagreed or strongly disagreed that teachers' encouragement was not up to the mark in developing self-confidence and autonomy in students. And only around 20% of the students opined that teachers' encouragement was not up to the mark in developing creativity, innovation, capability, interdisciplinary learning, team work, and critical abilities in students. And about 30% of the students were undecided in the most of the surveyed aspects.

The following table summarizes the Chi-square result of the signification correlation testing among various students' categories related to students' opinion on Academic focus of teachers and related aspects.

Table-4.35: Chi-square results of student categories on opinion of students on Academic focus of teachers and related aspects.

S. No	Category	Group	N	Chi-square value at p=0.05		H_0	% of students among the category opined effective
				Calculate	Table		
1	Gender	Male Female	87 315	9.68	9.49	Rejected	49 50
2	Programme	FD TD AD FC	134 82 93 93	326.61	21.03	Rejected	37 64 59 45
3	HSS stream	Sciences Commerce Fine Arts	270 88 84	37.09	15.51	Rejected	51 50 45
4	Aspiration for International relocation	Yes No	176 226	68.34	9.49	Rejected	47 53

From the above table, it was found that there was a significant difference in the categories of gender, programme, HSS stream and aspiration for international relocation about the perception of students on Academic focus of teachers. About 49% male and 50% female students were of the opinion that students' opinion on academic focus of teachers was effective. About 18% more students of TD and 15% more students of AD students perceived opinion of students on academic focus of teachers more effective than FC and FD students. About 4% more Science students considered opinion of students on academic focus of teachers as more effective than students of Commerce and Fine Arts. Around 47% of students aspiring for international relocation perceived opinion of students on academic focus of teachers was effective compared to 53% of non-aspiring students.

The next section-3 of chapter-VI describes the analysis of qualitative data obtained from students as part of data analysis and interpretation.

Section-3

4.4 Analysis of Quantitative Data obtained from Teachers

The quantitative data from the questionnaire survey was analysed and presented here in accordance with the objectives of the study starting with the profile of the teachers. All the aspects related to academic management had been divided into five major components such as 1) Academic Administration, 2) Curriculum Design and Development, 3) Curriculum Transaction, 4) Students Evaluation and Assessment and 5) Academic Resources.

4.4.1 Profile of the Teachers

Table 4.36: Quantitative Data analysis of the teachers working at NIFT Institution

S. No.	Parameter	Category	%	Category	%
1	Fashion career has first choice	Yes	69.4	No	30.6
2	First fashion teacher from the family	Yes	50	No	50
3	Willingness for academic leadership	Yes	66.7	No	33.3
4	Excellent opportunities at NIFT	Yes	77.1	No	22.9
5	Being proud as fashion educator	Disagree	0	Undecided	8.3
		Agree	27.3	Strongly Agree	63.9

From the above table it is evident that fashion career was the first choice for only 69.4% teachers but not for 30.6% teachers. 66.7% teachers expressed willingness to take academic leadership in the institution. 63.9% teachers agreed strongly that they were proud to be fashion educators. A good percentage, i.e., 77.1%, of teachers opined that there were excellent opportunities at NIFT.

The teachers participation in various professional programmes during the last three academic years were compiled from NIFT academic reports are presented in the following table.

Table- 4.37: Scholarly activities of NIFT teachers during last three academic years.

S. No	Description	Academic Year		
		15-16	16-17	17-18
1	No of international level research paper presentation by teachers	65	64	106
2	No of national level research papers presentation by teachers	77	74	96

S. No	Description	Academic Year		
		15-16	16-17	17-18
3	No of teachers attended Training of Trainers (TOTs) programmes	131	100	75
4	No of NIFT teachers pursuing Ph.D. at other Institutions	74	76	84
5	No of NIFT teachers Pursuing Ph.D. at NIFT Institution	6	17	8
6	Total number of teachers attended International conferences, fairs, exposure, trainings etc.	30	22	29

From the above table it is found that total 202 research papers were presented by NIFT teachers, total 92 teachers were perusing Ph.D., 29 teachers attended international conferences, fairs, exposure or training visits during the academic year 17-18.

The following sections give a detailed analysis of the present status of aspects related to academic management.

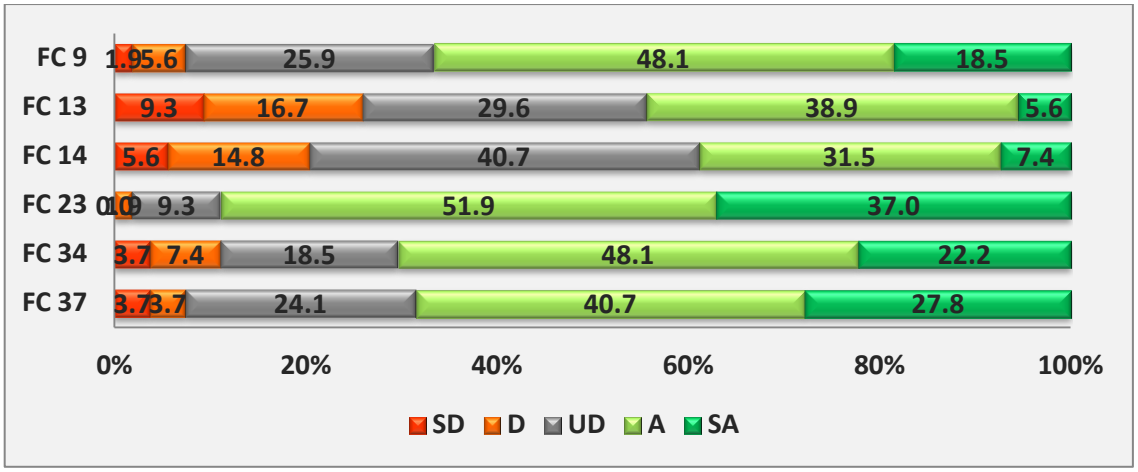
4.4.2 Academic Administration

Based on the teachers' opinions, the aspects studied under academic administration are listed in the following table along with their frequency.

Table-4.38: Opinions of the teachers on academic administration aspects in terms of frequency.

Item No	Aspect	Frequencies in #				
		SD	D	UD	A	SA
FC 09	Cordial relations exist among administrative staff and teachers.	1	3	14	26	10
FC 13	Institute has adequate administrative staff to meet the needs of education	5	9	16	21	3
FC 14	Institute has adequate academic staff to meet the needs of education.	3	8	22	17	4
FC 23	I am fully aware of the mission and the objectives of the institution.	0	1	5	28	20
FC 34	After joining the institution, I have got required orientation to Fashion Education.	2	4	10	26	12
FC 37	My professional capability has been fully utilized by the institution.	2	2	13	22	15

The diagram below shows pictorial representation of the analysed aspects of academic administration in percentages.



Graph-4.15: Opinions of the teachers on academic administration aspects in percentages

From the above table and figure, it can be understood that around 60% of the teachers felt or rather strongly felt that there were cordial relations between administration and the teachers and there were adequate staff in both administrative and academic fields to meet the needs of education. Almost 88.9% of the teachers stated that they were aware of the mission and objectives of the institution. A good percentage, i.e. 60-70%, of the teachers agreed or strongly agreed that they got the required orientation by the institution and that their professional capabilities had been fully utilised. However, in most of the cases, around 25% of the teachers were undecided. The following table summarizes the Chi-square result of the significant correlation testing among various aspects related to Academic Administration as answered by the teachers.

Table-4.39: Chi-square result of teachers' data on the various aspects of Academic Administration.

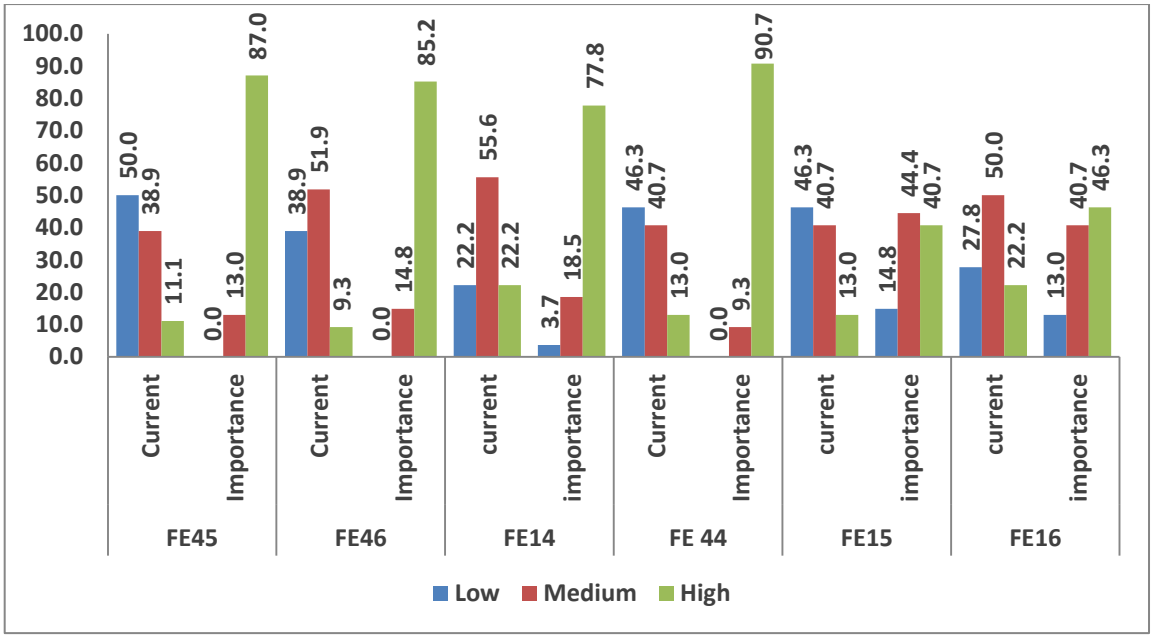
S. No	Category	Group	N	Chi-square value at p=0.05		H_0	% of teachers among the category opined effective
				Calculate	Table		
1	Gender	Male Female	27 27	5.748	9.49	Accepted	N.A
2	Programme	FD TD AD FC	10 14 23 7	53.99	21.03	Rejected	70 50 69 60
3	Designation	Asst. Prof.	39	16.44	9.49	Rejected	63

		≥ Asso. Prof.	15				63
4	Qualification	≤ Masters > Masters	34 20	4.64	9.49	Accepted	N.A
5	Educational specialization	Design Technology Management Fine Arts	26 13 8 7	20.20	21.03	Accepted	N.A

From the above table it is found that there is a significant difference in the perception of teachers on academic administration with regards to programme and designation. In case of programme, about 10% more teachers of FD and AD perceived Academic Administration to be effective than FC teachers and about 10% more teachers of FC considered Academic Administration effective than TD teachers. While in case of designation, even though the chi-square test seemed to reject the mean value percentage of teachers among the category opined effective, 63% of each of Assistant and Associate categories perceived Academic administration as effective.

Table-4.40: Opinions of the teachers on current state and preferred importance of Academic Administration aspects in terms of their frequency.

Item No	Aspect	Current			Importance		
		L	M	H	L	M	H
FE 45	Time provided for teachers' collaboration.	27	21	6	0	7	47
FE 46	Support of administration to teachers.	21	28	5	0	8	46
FE 14	Addressing students' discipline and behaviour problems by the institution.	12	30	12	2	10	42
FE 44	Time provided for preparation and planning for teachers.	25	22	7	0	5	49
FE 15	Involving parents in improving the students' performance in the campus.	25	22	7	8	24	22
FE 16	Inviting suggestions from students for the betterment of academics by the institution.	15	27	12	7	22	25



Graph-4.16: Opinions of the teachers on current state and importance of Academic Administration aspects in percentages

From the above table and figure, it is found that about 80% of the teachers are in the opinion that allotment of time for teachers' collaboration, support of administration to teachers and addressing students' disciplinary and behavioural issues should be of high importance. However, 46.2% of the teachers felt that time provided for teachers' collaboration was low, 57.7% of the teachers felt that support of administration to teachers was low and 15.4% of the teachers believed that addressing students' disciplinary and behavioural problems were low. The following table summarizes the overall scores and percentage of improvement required in various aspects of Academic Administration as answered by the teachers.

Table-4.41: Teachers' opinions on the percentage of improvement required in the aspects of Academic Administration.

S. No	Aspect	Overall score		% of Improvement required
		Current	**Importance**	
FE45	Time provided for teachers' collaboration.	87	155	78
FE46	Support of administration to teachers.	92	154	67
FE14	Addressing students' discipline and behaviour problems by the institution.	108	148	37
FE44	Time provided for preparation and planning for teachers.	90	157	74

S. No	Aspect	Overall score		% of Improvement required
		Current	**Importance**	
FE15	Involving parents in improving the students' performance in the campus.	90	122	36
FE16	Inviting suggestions from students for the betterment of academics by the institution.	105	126	20
	Overall Academic Administration	572	862	51

From the above table, it is evident that the overall improvement required in Academic Administration is 51%. Of all the aspects considered, time provided for teachers' collaboration was of highest significance with 78% and inviting suggestions from students for the betterment of academics by the institution was of least significance with 20%.

4.4.3 **Curriculum Design**

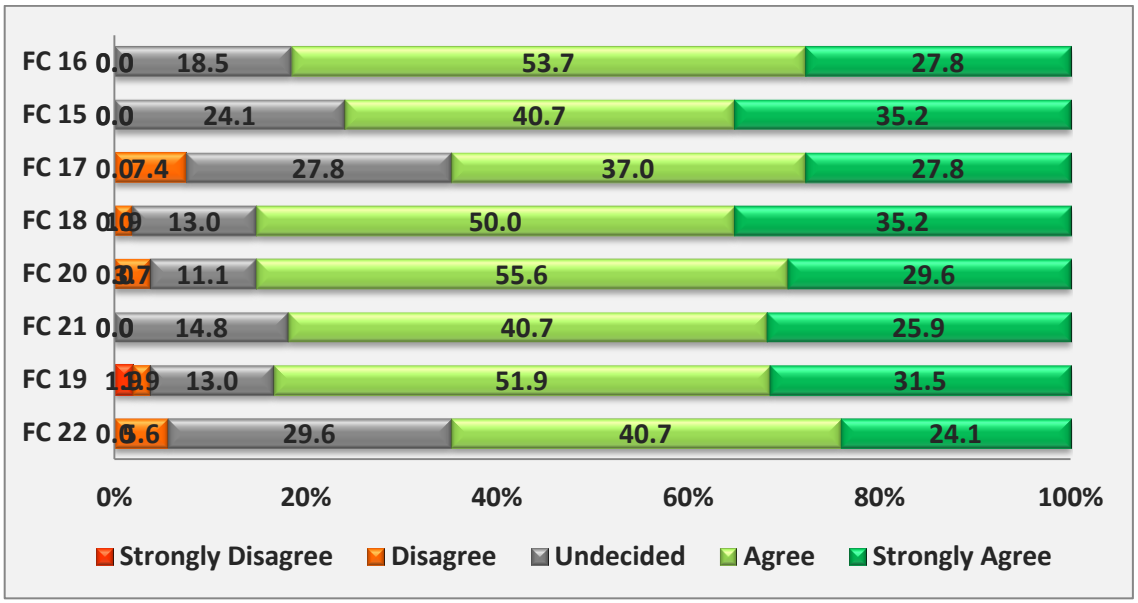
Based on the teachers' opinions, the aspects studied under curriculum design are listed in the following table along with their frequency.

Table-4.42: Opinions of the teachers on curriculum design aspects in terms of frequency.

Item No	Aspect	Frequencies in #				
		SD	D	UD	A	SA
FC16	The purpose of the programme is properly addressed in the curriculum with adequate academic standards.	0	0	10	29	15
FC15	Curriculum/Syllabus is revised regularly to facilitate learners to keep pace with the recent developments.	0	0	13	22	19
FC17	The weightage (credits / no of sessions) among the subjects in the curriculum are well balanced.	0	4	15	20	15
FC18	Course objectives are clearly articulated in the curriculum.	0	1	7	27	19
FC20	Knowledge component of curriculum is clearly articulated.	0	2	6	30	16
FC21	Skill component of curriculum is clearly articulated.	0	0	8	22	14
FC19	Various courses/subjects objectives are aligned with programme objectives.	1	1	7	28	17

Item No	Aspect	Frequencies in #				
		SD	D	UD	A	SA
FC22	There is sufficient breadth and depth in the important concepts and theories of the various courses.	0	3	16	22	13

The aspects of curriculum design that are considered for the study are pictorially represented in the following figure with percentages.



Graph-4.17: Opinions of teachers on aspects of curriculum design in percentages

For the above table and the figure, it can be understood that around 75% of the teachers agreed or rather strongly agreed for all the aspects of curriculum design surveyed in this study. The following table summarizes the Chi-square result of the significant correlation among various aspects related to Curriculum Design as answered by the teachers.

Table-4.43: Chi-square result of teachers' data on the various aspects of Curriculum Design.

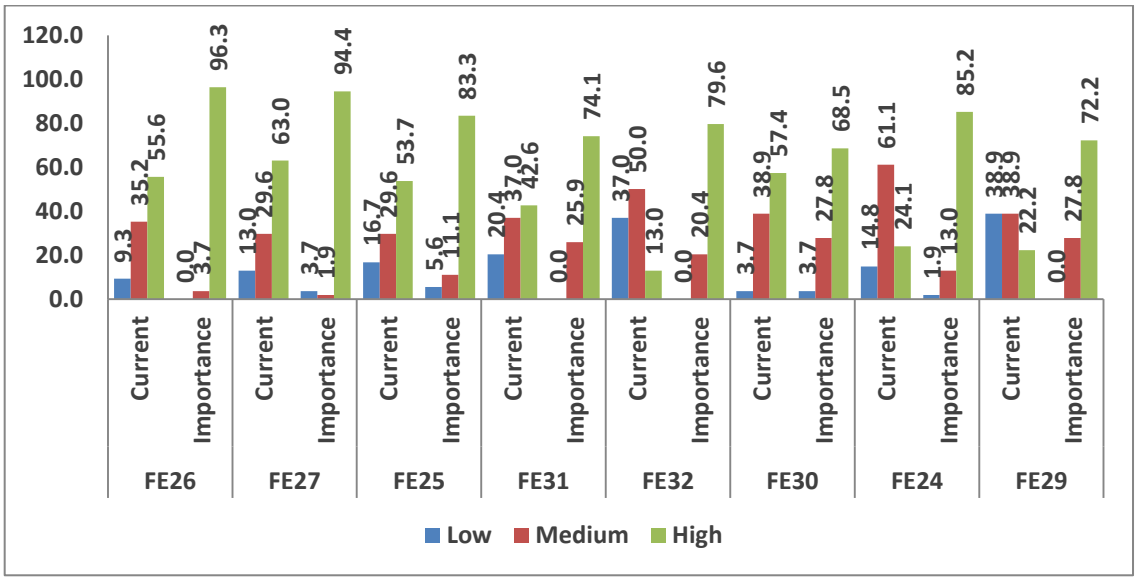
S. No	Category	Group	N	Chi-square value at p=0.05		H_0	% of teachers among the category opined effective
				Calculate	Table		
1	Gender	Male	27	6.84	9.49	Accepted	N.A
		Female	27				
2	Programme	FD	10	90.46	21.03	Rejected	93
		TD	14				60
		AD	23				81
		FC	7				82
3	Designation	Asst. Prof.	39	6.49	9.49	Accepted	N.A
		≥ Asso. Prof.	15				
4	Qualification	≤ Masters	34	10.78	9.49	Rejected	75
		> Masters	20				85
5	Educational specialization	Design	26	26.88	21.03	Rejected	75
		Technology	13				70
		Management	8				97
		Fine Arts	7				82

From the above table, it is found that there is a significant difference in the perception of teachers on Curriculum Design aspects with regard to programme, qualification and educational specialization categories. About 10% more teachers of FD perceived Curriculum Design aspects effective than AD and FC teachers. About 20% more teachers of AD and FC perceived Curriculum Design aspects effective than TD teachers. About 10% more teachers felt that teachers with Masters and above qualification are effective than teachers without a Master's degree. Of all the aspects considered for the study, teachers with specialization in Management were found to the highest with 97% and those with specialization in Technology were found to be the lowest with 70%.

Table-4.44: Teachers' opinions on the current state and preferred importance of Curriculum Design aspects (frequency).

Item No	Aspect	Current			Importance		
		L	M	H	L	M	H
FE 26	Integration of "Design Elements and Principles" in the curriculum.	5	19	30	0	2	52
FE 27	Application of "Design Methodology" in the curriculum.	7	16	34	2	1	51
FE 25	Emphasis on fashion "Trends and Forecast" in the curriculum.	9	16	29	3	6	45
FE 31	Provision of sufficient group assignments to facilitate collaborative working of students.	11	20	23	0	14	40
FE 32	Provision for interdisciplinary collaborative teaching.	20	27	7	0	11	43
FE 30	Provision for understanding of craft clusters.	2	21	31	2	15	37
FE 24	Curriculum is designed in a dynamic way to build analytical skills.	8	33	13	1	7	46
FE 29	Opportunities for international exposure to students in the curriculum.	21	21	12	0	15	39

The following figure presents teachers' opinions in percentages on the aspects related to the current state of Curriculum Design.



Graph-4.18: Opinions of the teachers on current state and importance related to Curriculum Design aspects in percentages

From the above table and figure, it can be stated that above 90% of the teachers were of the opinion that 'Integration of Design elements and principles' and 'Application of Design methodology' need to be given high importance. Only 80-90% of the teachers felt that emphasis on fashion trends and forecast, provision for interdisciplinary collaboration, opportunities for international exposure to students in curriculum and curriculum design should be given high importance. Up to 73.1% of the teachers believed that group assignments and collaborative working had to be given high importance. Around 61.5% of the teachers felt that provision for understanding of the craft clusters need to be given much importance. About 40% of the teachers opined that provisions for interdisciplinary collaborations and opportunities for international exposure to students in curriculum were low. Only 25% of the teachers believed that emphasis on fashion trends and forecast was given low importance.

The following table summarizes the overall scores and percentage of improvement required in various aspects of Curriculum Design as answered by the teachers.

Table-4.45: Teachers' opinions on the percentage of improvement required in the aspects of Curriculum Design.

Item No	Aspect	Overall score		% of Improvement required
		Current	Importance	
FE26	Integration of "Design Elements and Principles" in the curriculum.	133	160	20
FE27	Application of "Design Methodology" in the curriculum.	141	157	11
FE25	Emphasis on fashion "Trends and Forecast" in the curriculum.	128	150	17
FE31	Provision of sufficient group assignments to facilitate collaborative working of students.	120	148	23
FE32	Provision for interdisciplinary collaborative teaching.	77	151	96
FE30	Provision for understanding of craft clusters.	137	143	4
FE24	Curriculum is designed in a dynamic way to build analytical skills.	113	153	35
FE29	Opportunities for international exposure to students in the curriculum.	99	147	48
	Overall Curriculum Design	948	1209	28

From the above table, it is evident that the overall improvement required in Curriculum Design is 28%. Of all the aspects studied, provision for interdisciplinary collaborative

teaching was found to be the highest with 96% and provision for understanding of craft clusters was found to be the lowest with 4%.

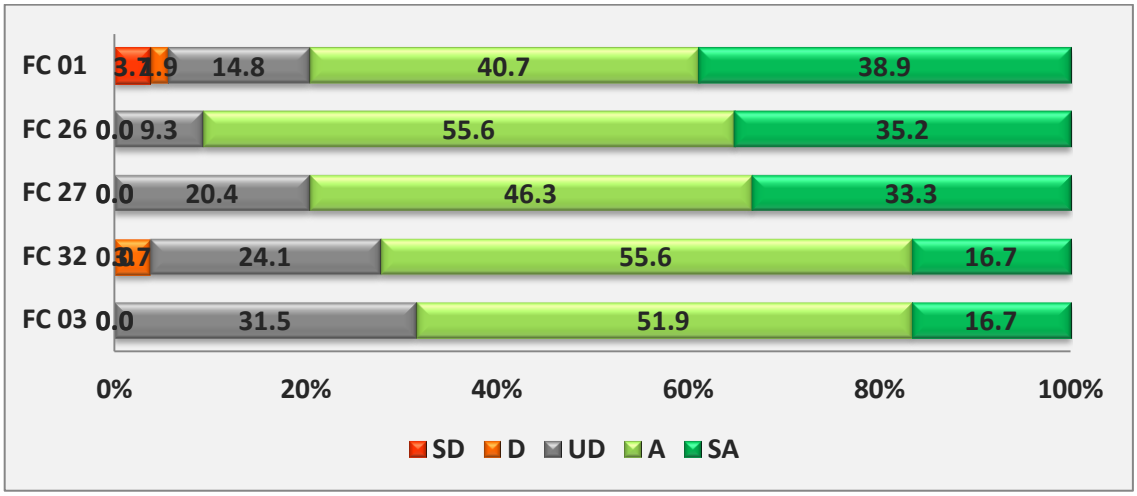
4.4.4 Curriculum Transaction

Based on the teachers' opinions, the aspects studied under curriculum transaction are listed in the following table along with their frequency.

Table-4.46: Opinions of the teachers on curriculum transaction aspects in terms of frequency.

Item No	Aspect	Frequencies in #				
		SD	D	UD	A	SA
FC 01	Institution has conducive teaching-learning environment.	2	1	8	22	21
FC 26	Appropriate teaching and learning strategies are used to fulfil the objectives of the courses.	0	0	5	30	19
FC 27	There are adequate opportunities for students to engage in active learning.	0	0	11	25	18
FC 32	Students' academic outputs are mostly found creative.	0	2	13	30	9
FC 03	Majority of the students learn with passion at this institution.	0	0	17	28	9

The above aspects of curriculum transaction along with the percentages are pictorially represented in the following figure.



Graph-4.19: Opinions of the teachers on curriculum transaction aspects in percentages.

From the above table and figure, it is evident that more than 68% of the teachers agreed or rather strongly agreed for all the five aspects of the curriculum transaction. The following table shows teachers' opinions on the curriculum transaction aspects and

their importance. The following table summarizes the Chi-square result of the significant correlation among various aspects related to Curriculum Design as answered by the teachers.

Table-4.47: Chi-square result of various categories of teachers' data about Curriculum Transaction.

S. No	Category	Group	N	Chi-square value at p=0.05		H_0	% of teachers among the category opined effective
				Calculate	Table		
1	Gender	Male Female	27 27	8.86	9.49	Accepted	N.A
2	Programme	FD TD AD FC	10 14 23 7	22.35	21.03	Rejected	68 71 83 88
3	Designation (Professor)	Assistant ≥ Associate	39 15	2.13	9.49	Accepted	N.A
4	Qualification	≤ Masters > Masters	34 20	2.37	9.49	Accepted	N.A
5	Educational specialization	Design Technology Management Fine Arts	26 13 8 7	30.47	21.03	Rejected	77 84 90 57

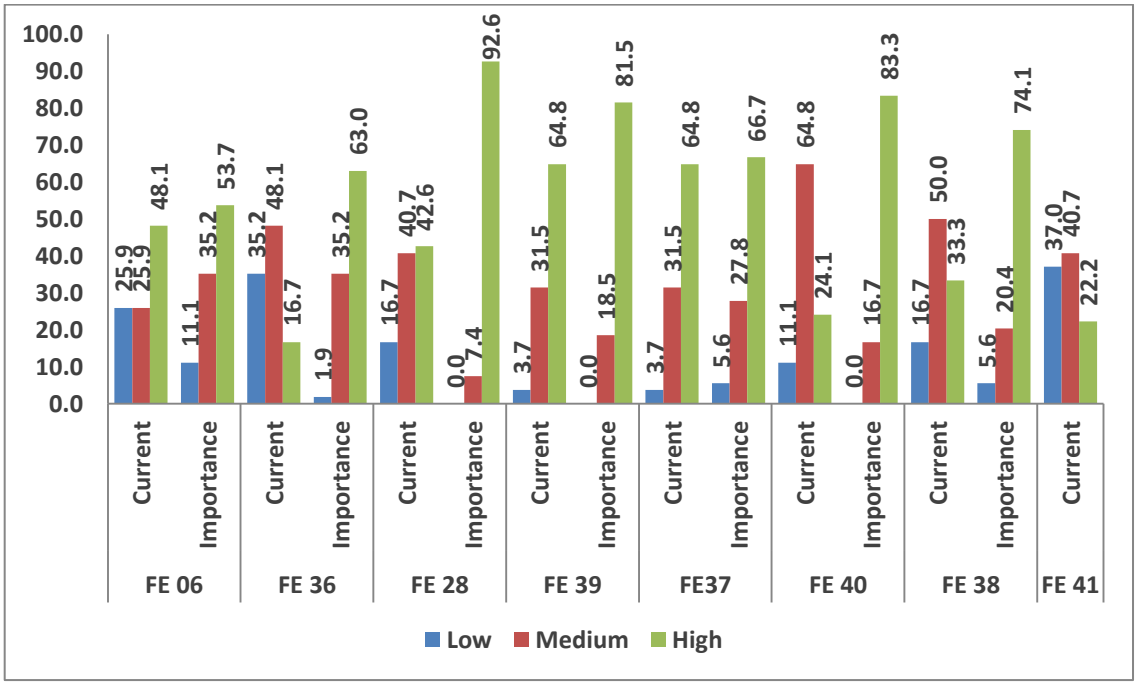
From the above table it is found that there is a significant difference, based on programme and educational specialization of teachers, on Curriculum Transaction aspect. About 10% more teachers of AD and FC had perceived Curriculum Transaction to be effective than FD and TD teachers. Of all the categories in Educational Specialization category, Management was found to be highest with 90% and Fine Arts was found to be lowest with 57%.

Table-4.48: Opinions of teachers on current state and preferred importance of curriculum transaction aspects (frequency).

Item No	Aspect	Current			Importance		
		L	M	H	L	M	H
FE 06	Freedom of students to question and challenge teacher on academic matters.	14	14	26	6	19	29

Item No	Aspect	Current			Importance		
		L	M	H	L	M	H
FE 36	Adoption of specific strategies to facilitate advanced and slow learners in the institution	19	26	9	1	19	34
FE 28	Provision for visits to students for industry and real-life exposure	9	22	23	0	4	50
FE 39	Students' visit to the industry as per course objectives (like industry orientation, internship and graduation project etc.)	2	17	35	0	10	44
FE 37	Handicrafts designing through field visits.	2	17	35	3	15	36
FE 40	Teamwork by students in teaching-learning activities	6	35	13	0	9	45
FE 38	Teaching of soft skills (like communication, presentation, leadership, sportiveness etc.)	9	27	18	3	11	40
FE 41	Interdisciplinary learning through projects, teamwork, etc.	20	22	12	2	10	42

The percentage scores of eight aspects related to the state of curriculum transaction by teachers are presented in the following figure:



Graph-4.20: Opinions of teachers on current state and importance of curriculum transaction aspects in percentage

From the above table and figure, it is found that for 90.4% of teachers provision of industry and visits of real life exposure to the students is of high priority, whereas only 42.3% of teachers are of the opinion that this exposure is of high priority. Then 86.5%

of teachers are of the opinion that the time provided for preparation and planning for teachers is of high priority and 82.7% feel that strict adherence of students to academic plans is of high priority. About 70-80% of teachers feel students' industry visits, teamwork by students, active student engagement through interactive teaching, and interdisciplinary learning to be of high priority. Handicrafts design through field visits, opportunities for international visits to students, and teaching of soft skills are given high priority by 60-70% of teachers. Around 50-60% of the teachers feel that freedom for student to question and challenge teacher, and adoption of specific strategies to facilitate advanced and slow learners in the institution are of high importance. Around 40% of the teachers opine that adoption of specific strategies for advanced and slow learners, opportunities for international exposure to students, interdisciplinary learning through projects, time for preparation and planning for teachers, and students' strict adherence to academic plans are currently low in practice. The following table describes the overall scores and percentage of improvement required in various aspects of Curriculum Transaction as opined by teachers.

Table-4.49: Obtained percentage of improvements required in Curriculum Transaction aspects as opined by teachers:

Item No	Aspect	Overall score		% of Improvement required
		Current	Importance	
FE06	Freedom of students to question and challenge teacher in academic matters	120	131	9
FE36	Adoption of specific strategies to facilitate advanced and slow learners in the institution	98	141	44
FE28	Provision for industry and real-life exposure visits to students	122	158	30
FE39	Students' visit to the industry as per course objectives (like industry orientation, internship and graduation project, etc.)	141	152	8
FE37	Handicrafts designing through field visits	141	141	0
FE40	Teamwork by students in the teaching-learning activity	115	153	33
FE38	Teaching of soft skills (like communication, presentation, leadership, sportiveness, etc.)	117	145	24
FE41	Interdisciplinary learning through projects, teamwork, etc.	100	148	48
	Overall Curriculum Transaction	954	1169	23

From the above table, it is evident that the overall improvement required in Academic Administration is 23%. Out of the aspects studied, Interdisciplinary learning through projects, teamwork, etc., was found to be the highest with 48% and Handicrafts designing through field visits was found at 0% and lowest.

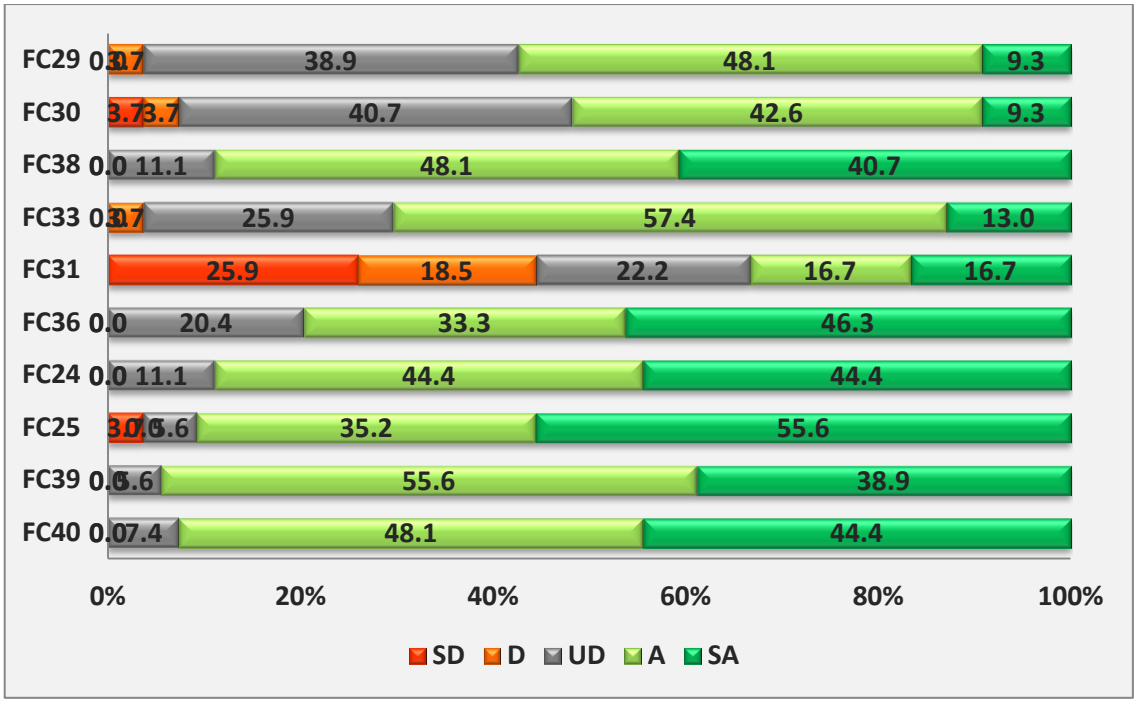
4.4.5 Students' Assessment and Evaluation

The aspects studied under Students' Assessment and Evaluation based on the teachers' opinion are listed in the following table along with the frequency:

Table-4.50: Opinion of the teacher on assessment and evaluation aspects (frequency)

Item No	Aspect	Frequencies in #				
		SD	D	UD	A	SA
FC29	Methods of assessment employed in the programme are in line with programme objectives	0	2	21	26	5
FC30	Validity and reliability of forms of assessment in measuring student performance	2	2	22	23	5
FC38	Assessment criteria communicated clearly to the students in advance	0	0	6	26	22
FC33	Students' confidence while attending assessments	0	2	14	31	7
FC31	Fear of failure in examinations including juries	14	10	12	9	9
FC36	On-time feedback from teachers to students	0	0	11	18	25
FC24	Teachers' encouragement to students to evaluate their own learning	0	0	6	24	24
FC25	Teachers' encouragement to students to evaluate and reflect upon their peers' works	2	0	3	19	30
FC39	Teachers discussion with students regarding their performance	0	0	3	30	21
FC40	Fair and Unbiased students' assessment practices	0	0	4	26	24

The above aspects of assessment and evaluation are pictorially represented in the following figure with percentages:



Graph-4.21: Opinion of teachers on assessment and evaluation aspects in percentages

From the above table and figure it has emerged that above 90% of the teachers agreed or strongly agreed on students' self-assessment, peer-assessment, discussion of students' performance with them, and about the assessment being fair and unbiased in the institution. Then 82.7% of the teachers agreed or strongly agreed that assessment criteria are communicated clearly to the students in advance. About 60-70% of the teachers were in agreement or strong agreement that methods of assessment are in line with the programme, that students have self-confidence while attending assessments, and that teachers give students on-time feedback. Around 40% of the teachers agreed or strongly agreed that forms of assessments are valid and reliable in measuring students' performance, and students fear failure in examinations and juries. About 46.3% of the teachers disagreed or strongly disagreed that students have fear of failure in examinations and juries.

The different aspects related to the state of academic management as expressed by teachers are presented in the following table. The following table summarizes the Chi-square result of the significant correlation testing among various teacher categories related to Students' assessment and evaluation aspects.

Table-4.51: Chi-square result of various categories of teachers' data about Student Assessment and Evaluation:

S. No	Category	Group	N	Chi-square value at p=0.05		H_0	% of teachers among the category opined effective
				Calculate	Table		
1	Gender	Male Female	27 27	16.65	9.49	Rejected	73 77
2	Programme	FD TD AD FC	10 14 23 7	34.17	21.03	Rejected	72 71 76 81
3	Designation	Asst. Prof. ≥ Asso. Prof.	39 15	3.90	9.49	Accepted	N.A
4	Qualification	≤ Masters > Masters	34 20	8.60	9.49	Accepted	N.A
5	Educational specialization	Design Technology Management Fine Arts	26 13 8 7	25.05	21.03	Rejected	76 71 83 69

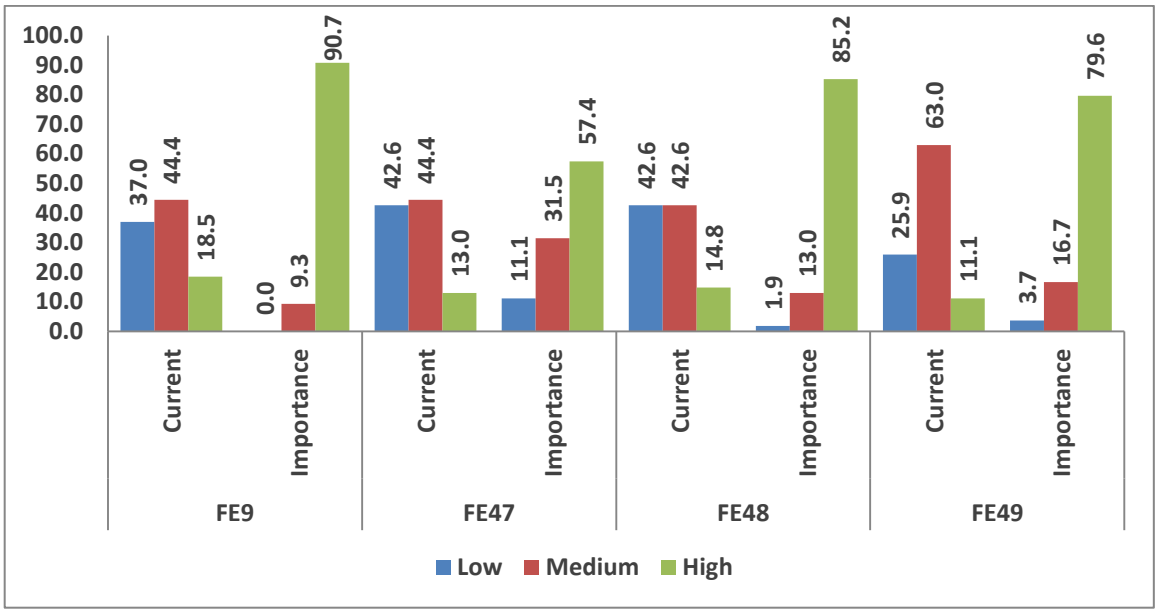
From the above table it is found that there is a significant difference, based on gender, programme and educational specialization categories, in the perception of teachers on Students' Assessment and Evaluation. Compared to 73% male teachers, 77% of female teachers were of the opinion that the Students' Assessment and Evaluation is effective. Out of the categories studied, in Programme category FD was found 81% and highest. TD was found 71% and lowest. In Educational specialization category, Management was found to be the highest with 83% and Fine Arts was found to be the lowest at 69%.

Table-4.52: Opinion of teachers on current state and preferred importance of Student assessment and evaluation aspects (frequency)

Item No	Aspect	Current			Importance		
		L	M	H	L	M	H
FE 09	Seriousness of students towards assessment (like juries, submissions, exams, etc.)	20	24	10	0	5	49
FE 47	Encouragement given to peer assessment in the institution (assessment by colleagues)	23	24	7	6	17	31
FE 48	Students' preparedness for assessments and evaluations	23	23	8	1	7	46

Item No	Aspect	Current			Importance		
		L	M	H	L	M	H
FE 49	Appropriateness of students' presentation while attending assessments (like dress code, etiquette, etc.)	14	34	6	2	9	43

The percentage scores of four aspects related to the state of assessment and evaluation as expressed by the teachers are presented in the following figure:



Graph-4.22: Opinion of teachers on current state and importance of assessment and evaluation aspects in percentages

Form the above table and figure it is found that 88.5% of teachers felt that seriousness of students towards assessments is of high importance, 84.6% felt that preparedness of students for assessments and evaluation is of high importance, and 78.8 % of them expressed that the appropriateness of students' conduct while attending assessments is given high importance. Only 53.8% of the teachers were of the opinion that peer assessment is given high importance, whereas around 40-50% of the teachers were of the opinion that seriousness of students towards assessments, peer assessments, and preparedness of students for assessments and evaluation are of low importance in the current education. About 21.2% of the teachers were of the opinion that appropriate conduct while attending assessment is given low importance in the current education. The following table describes the overall scores and percentage of improvement required in various aspects of Students' Assessment and Evaluation as opined by the teachers:

Table-4.53: Obtained percentage of improvement required in Students' Assessment and Evaluation aspects as opined by teachers:

Item No	Aspect	Overall score		% of Improvement required
		Current	Importance	
FE09	Seriousness of students towards assessment (like juries, submissions, exams, etc.)	98	157	60
FE47	Encouragement given to peer assessment in the institution (assessment by colleagues)	92	133	45
FE48	Students' preparedness for assessments and evaluations	93	153	65
FE49	Appropriateness of students' presentation while attending assessments (like dress code, etiquette, etc.)	100	149	49
	Overall Student Assessment and Evaluation	383	592	55

From the above table it has emerged that the overall improvement required in Student Assessment and Evaluation is 55%. Out of the aspects studied, Students' preparedness for assessments and evaluations was found to be the highest at 65% and encouragement of peer assessment in the institution was the lowest with 45%.

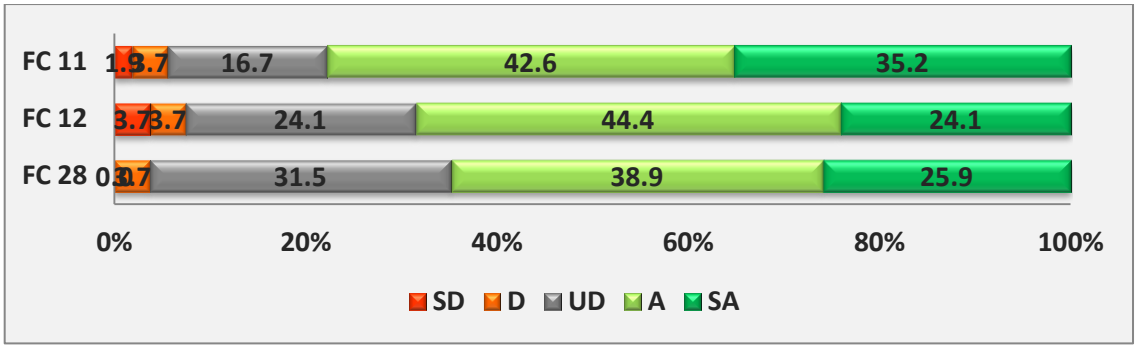
4.4.6 Academic Resources

The aspects studied under academic resources based on teachers' opinions are listed in the following table along with the frequency:

Table-4.54: Opinion of teachers on academic resources aspects (frequency)

Item No	Aspect	Frequencies in #				
		SD	D	UD	A	SA
FC11	Teachers are competent to meet the programme objectives	1	2	9	23	19
FC12	Labs are available with machinery and tools to meet the programme objectives	2	2	13	24	13
FC28	Teachers keep pace with recent developments in Information and Communication Technology (ICT)	0	2	17	21	14

The above aspects of academic resources are pictorially represented in the following figure with percentages:



Graph-4.23: Opinion of teachers on academic resources aspects in percentage

From the above table and figure it has emerged that about 77% agreed or strongly agreed about their competence, 68% of them agreed or strongly agreed that labs are adequate and available, and 63% of teachers agreed or strongly agreed that they stay abreast of the latest ICT developments. Only 1 or 2 teachers disagreed or strongly disagreed on the above aspects. Around 15-30% of the teachers were undecided in these aspects.

Various aspects related to state of academic resources opined by the teachers are presented in the following table. The following table summarizes the Chi-square result of the significant correlation testing among various teacher categories related to Academic Resources aspects:

Table-4.55: Chi-square result of various categories of teachers' data about Academic Resources aspects

S. No	Category	Group	N	Chi-square value at p=0.05		H_0	% of teachers among the category opined effective
				Calculate	Table		
1	Gender	Male Female	27 27	6.43	9.49	Accepted	N.A
2	Programme	FD TD AD FC	10 14 23 7	14.96	21.03	Accepted	N.A
3	Designation	Asst. Prof. ≥ Asso. Prof.	39 15	3.003	9.49	Accepted	N.A
4	Qualification	≤ Masters > Masters	34 20	6.83	9.49	Accepted	N.A

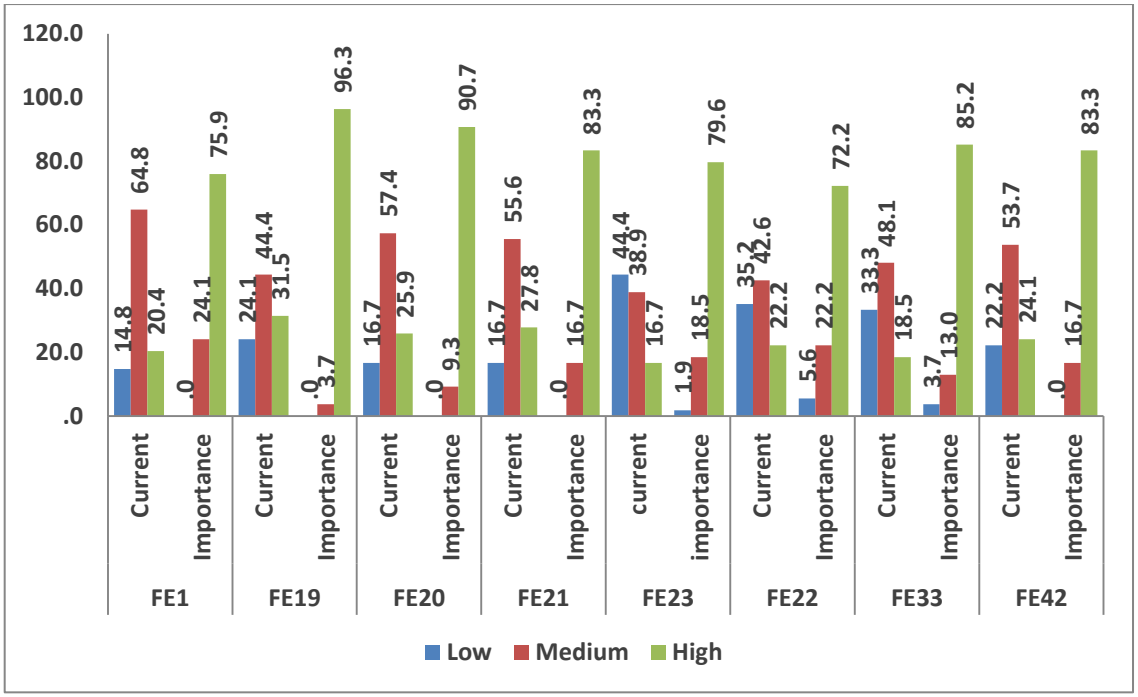
S. No	Category	Group	N	Chi-square value at p=0.05		H_0	% of teachers among the category opined effective
				Calculate	Table		
5	Educational specialization	Design Technology Management Fine Arts	26 13 8 7	15.39	21.03	Accepted	N.A

From the above table, it was found that the chi square tests of all the categories of Academic Resources were accepted.

Table-4.56: Opinions of teachers on the current state and preferred importance of academic resources related aspects (frequency)

S. No	Aspect	Current			Importance		
		L	M	H	L	M	H
FE 01	The physical ambience of the institution for effective learning	8	35	11	0	13	41
FE 19	Use of modern classrooms with teaching aids (like smart boards, LCD projectors, LCD screens, etc.)	13	24	17	0	2	52
FE 20	Availability of updated ICT facilities (like computers, software, Wi-Fi connections, AV rooms, etc.)	9	31	14	0	5	49
FE 21	Use of Digital resources (e.g. online library, journals, videos, lectures, MOOCs, e-learning, open educational resources)	9	30	15	0	9	45
FE 23	Display facilities to showcase students' design works	24	21	9	1	10	43
FE 22	Amenities for physical fitness (like sports, gym, yoga, etc.)	19	23	12	3	12	39
FE 33	Teacher exposure to current international trends in teaching-learning	18	26	10	2	7	46
FE 42	Teachers' knowledge about Industry Development and trends	12	29	13	0	9	45

The percentage scores of eight aspects related to state of academic resources as expressed by teachers are presented in the following figure:



Graph-4.24: Opinions of teachers on current state and importance of academic resources aspects in percentages

From the above table and figures it is found that over 90% of the teachers were of the opinion that use of modern classrooms with teaching aids and availability of updated ICT facilities is given high importance. Around 80-90% of the teachers were of the opinion that use of digital resources, teacher exposure to current international trends in teaching-learning, teachers' industry exposure is given high importance. About 75% of the teachers were of the opinion that physical ambience of the institution and display facilities to showcase students' design works are given high importance.

However 48.1% of the teachers were of the opinion that display facilities are given low importance, whereas 40.4% of the teachers felt that amenities for physical fitness are low in practice, and 34.6% of the teachers perceived that teacher exposure to current international trends in teaching-learning is given low practice. The following table describes the overall scores and percentage of improvement required in various aspects of Academic Resources as expressed by teachers.

Table-4.57: Obtained percentage of improvement required in Academic Resources aspects as opined by teachers

Item No	Aspect	Overall score		% of Improvement required
		Current	Importance	
FE01	The Physical ambience of the institution for effective learning	111	149	34
FE19	Use of modern classrooms with teaching aids (like smart boards, LCD projectors, LCD screens, etc.)	112	160	43
FE20	Availability of updated ICT facilities (like computers, software, Wi-Fi connections, AV rooms, etc.)	113	157	39
FE21	Use of Digital resources (e.g. online library, journals, videos, lectures, MOOCs, e-learning, open educational resources)	114	153	34
FE23	Display facilities to showcase students' design works	93	150	61
FE22	Amenities for physical fitness (like sports, gym, yoga, etc.)	101	144	43
FE33	Teacher exposure to current international trends in teaching-learning	100	153	53
FE42	Teachers' knowledge about Industry Development and trends	109	153	40
	Overall Academic Resources	853	1219	43

From the above table, it is evident that the overall improvement required in Academic Resources is 43%. Out of the studied aspects, display facilities to showcase students' design works were found to be the highest at 61%. Both the physical ambience of the institution for effective learning and use of digital resources were found to be the lowest at 34%.

4.4.7 Need for teachers' professional development

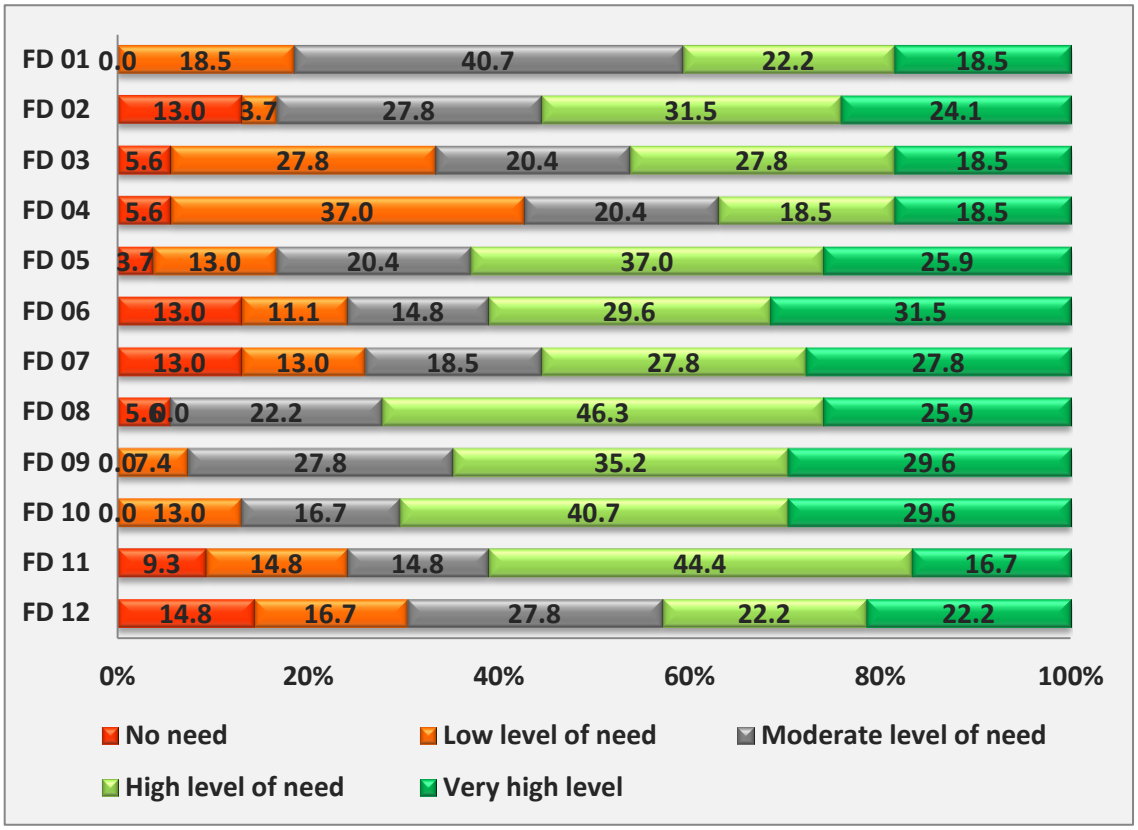
Various aspects were studied under the need for teachers' professional development. Teachers' opinions are listed in the following table along with the frequency:

Table-4.58: Opinions of teachers on professional development aspects (frequency)

Item No	Aspect	Frequencies in #				
		SD	D	UD	A	SA
FD 01	Recent developments in the content of the subjects I take	0	10	22	12	10
FD 02	Student assessment and evaluation practices	7	2	15	17	13

Item No	Aspect	Frequencies in #				
		SD	D	UD	A	SA
FD 03	Classroom management (like effective engagement of students, discipline, positive work environment, time management, etc.)	3	15	11	15	10
FD 04	Curriculum delivery (teaching methods, pedagogy, etc.)	3	20	11	10	10
FD 05	ICT proficiency (computers, software, web-based knowledge, etc.)	2	7	11	20	14
FD 06	Disciplining students, including behaviour counselling	7	6	8	16	17
FD 07	Academic management and administration	7	7	10	15	15
FD 08	International exposure	3	0	12	25	14
FD 09	Research methodology and practices	0	4	15	19	16
FD 10	Industry exposure	0	7	9	22	16
FD 11	Management of information system (development, documentation and publication)	5	8	8	24	9
FD 12	Craft and cultural activities	8	9	15	12	12

The twelve areas that expect teachers' professional development are pictorially represented in the following figure with percentages:



Graph-4.25: Opinions of teachers on professional development aspects in percentages

From the above table and figure, it was found that around 70% of the teachers were of the opinion that the need for professional development in areas of ICT proficiency, international exposure to research methodology and practices and exposure to industry and management of information system is high or very high. Around 55% of teachers were of the opinion that the need for professional development is high or very high in the areas of students' assessment and evaluation, and academic management and administration.

Around 50% of the teachers felt that there is a high to very high need for professional development in the areas of classroom management and craft and cultural activities, and 44.2% of the teachers expressed an opinion of high or very high need for professional training in the area of subject content, but 40.3% of the teachers were of the opinion that they have no need or a low level of need for professional training in curriculum delivery. The following table summarizes the Chi-square result of the significant correlation testing among various teacher categories related to the need for teachers' professional development aspects.

Table-4.59: Chi-square result of various categories of teachers' data about the Need for Teachers' Professional Development.

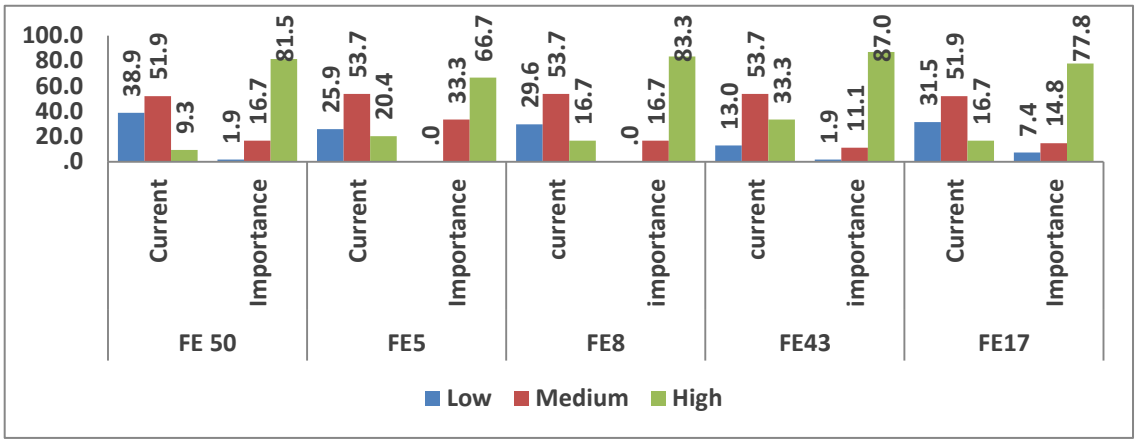
S. No	Category	Group	N	Chi-square value at p=0.05		H_0	% of teachers among the category opined need of training
				Calculate	Table		
1	Gender	Male Female	27 27	6.28	9.49	Accepted	N.A
2	Programme	FD TD AD FC	10 14 23 7	59.87	21.03	Rejected	42 66 49 77
3	Designation	Asst. Prof. ≥ Asso. Prof.	39 15	9.26	9.49	Accepted	N.A
4	Qualification	≤ Masters > Masters	34 20	21.78	9.49	Rejected	52 62
5	Educational specialization	Design Technology Management Fine Arts	26 13 8 7	54.58	21.03	Rejected	57 69 32 54

From the above table it is found that there is a significant difference, based on programme, designation and educational specialization categories, about the perception of teachers on the need for their professional development in various aspects. Out of the studied categories in Programme, FC was found 77% and highest. FD was found 42% and lowest. About 10 % more teachers qualified with Masters degree and above perceived the need for their professional development when compared to teachers without a Masters degree. In educational specialization category, technology was found to e the highest at 69% and management was found to be the lowest at 32%.

Table-4.60: Opinions of teachers on current state and preferred importance of students' approaches to learning (frequency)

Item No	Aspect	Current			Importance		
		L	M	H	L	M	H
FE 50	Students following academic plans strictly	21	28	5	1	9	44
FE 05	Participation of students in extracurricular activities	14	29	11	0	18	36
FE 08	Willingness of students towards challenging design tasks	16	29	9	0	9	45
FE 43	Participation of students in special lectures by outside experts	7	29	18	1	6	47
FE 17	Students' focus on long-term achievements (like goals, relationships and networking)	17	28	9	4	8	42

The above aspects are of students approaches to learning is pictorially represented in the following graph.



Graph-4.26: Opinions of teachers on various aspects related to current state and importance of students approaches to learning in percentages

The following table describes the overall scores and percentage of improvement required in various aspects related to the need for teachers' professional development as opined by the teachers.

Table-4.61: Obtained % of improvement required on student approaches to learning related aspects as opined by teachers.

S. No	Aspect	Overall score		% of Improvement required
		Current	Importance	
1	Students following academic plans strictly	92	151	64
2	Participation of students in extracurricular activities	105	144	37
3	Willingness of students towards challenging design tasks	101	153	51
4	Participation of students in special lectures by outside experts	98	154	57
5	Students' focus on long-term achievements (like goals, relationships and networking)	100	146	46
	Overall Need for teachers' professional development	496	748	51

From the above table, it is evident that the overall improvement required in teachers' professional development is 51%. Out of the aspects considered, following of academic plans strictly by the students was found to be the highest at 64% and participation of students in the extracurricular activities was found at 37% and lowest.

4.4.8 Learning Culture

The learning culture has been divided into two categories one about teachers' academic focus and another on academic culture.

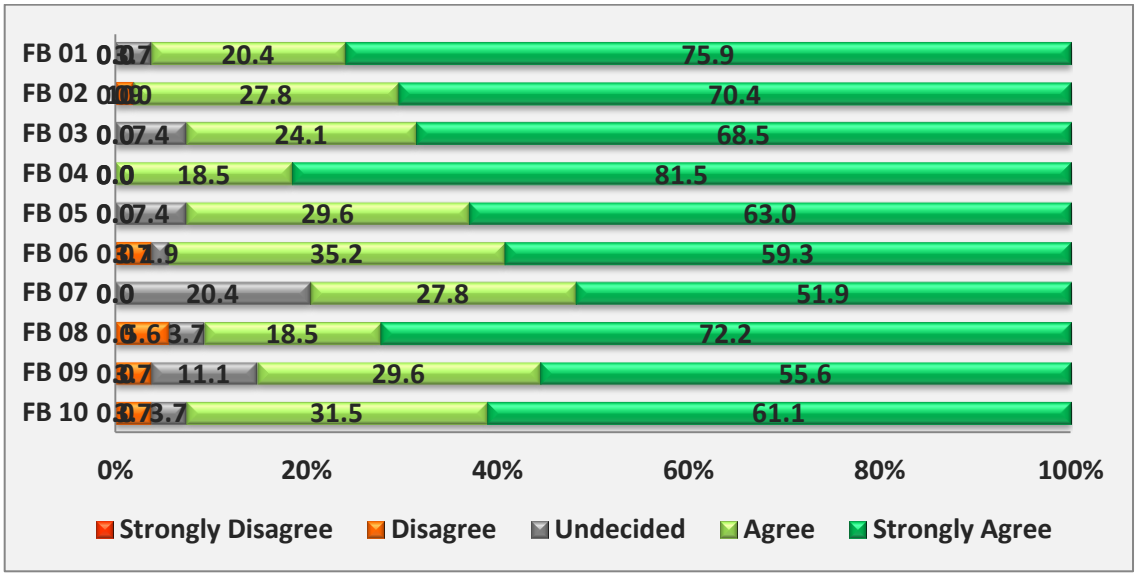
a) Perception of teachers on learning culture

The following table presents the list of aspects studied related to the learning culture in the institution, as per the students' opinion, in frequencies.

Table-4.62: Opinions of teachers on academic focus (frequency)

Item No	Aspect	Frequencies in #				
		SD	D	UD	A	SA
FB 01	Creativity: I encourage students to come up with new ideas.	0	0	2	11	41
FB 02	Innovation: I encourage students to implement creative ideas.	0	1	0	15	38
FB 03	Capability: I prepare students to meet challenging situations.	0	0	4	13	37
FB 04	Self-confidence: I encourage students to believe in their own abilities.	0	0	0	10	44
FB 05	Interdisciplinary knowledge: I promote students to use knowledge of different subjects to understand fashion education.	0	0	4	16	34
FB 06	Team work: I encourage students in collaborative learning.	0	2	1	19	32
FB 07	Autonomy: I give students the freedom to choose the product area they prefer to learn.	0	0	11	15	28
FB 08	Critical Abilities: I encourage students to think rationally.	0	3	2	10	39
FB 09	Availability: I am always available to students for academic interactions.	0	2	6	16	30
FB 10	Reading habits: I encourage students to read reference books.	0	2	2	17	33

The opinions of teachers in percentage on their academic focus are presented in the following figure:



Graph-4.26: Opinions of teachers on aspects related to academic focus in percentages

Most of the teachers were of the opinion that all aspects are encouraged by them in the institution. Teachers in the range of 70% - 80% strongly agreed that they encourage creativity, self-confidence and critical abilities. About 60% - 70% of the teachers strongly agreed on innovation, capability and interdisciplinary learning and 50% - 60% of the teachers strongly agreed that they encourage team work, academic interaction with students, and encourage students' reading habits.

Opinions of teachers on the frequency related to learning culture are enlisted in the following table. The following table summarizes the Chi-square result of the significant correlation testing among various teacher categories related to perception of teachers on the aspects of learning culture.

Table-4.63: Chi-square result of various categories of teachers' data about perception of teachers on Inculcation of Appropriate Academic Focus.

S. No	Category	Group	N	Chi-square value at p=0.05		H_0	% of teachers among the category opined effective
				Calculate	Table		
1	Gender	Male	27	10.29	9.49	Rejected	90
		Female	27				94
2	Programme	FD	10	38.63	21.03	Rejected	84
		TD	14				97
		AD	23				94
		FC	7				89
3	Designation	Asst. Prof.	39	18.43	9.49	Rejected	91
		≥ Asso. Prof.	15				95
4	Qualification	≤ Masters	34	8.41	9.49	Accepted	N.A
		> Masters	20				
5	Educational specialization	Design	26	71.73	21.03	Rejected	92
		Technology	13				96
		Management	8				100
		Fine Arts	7				77

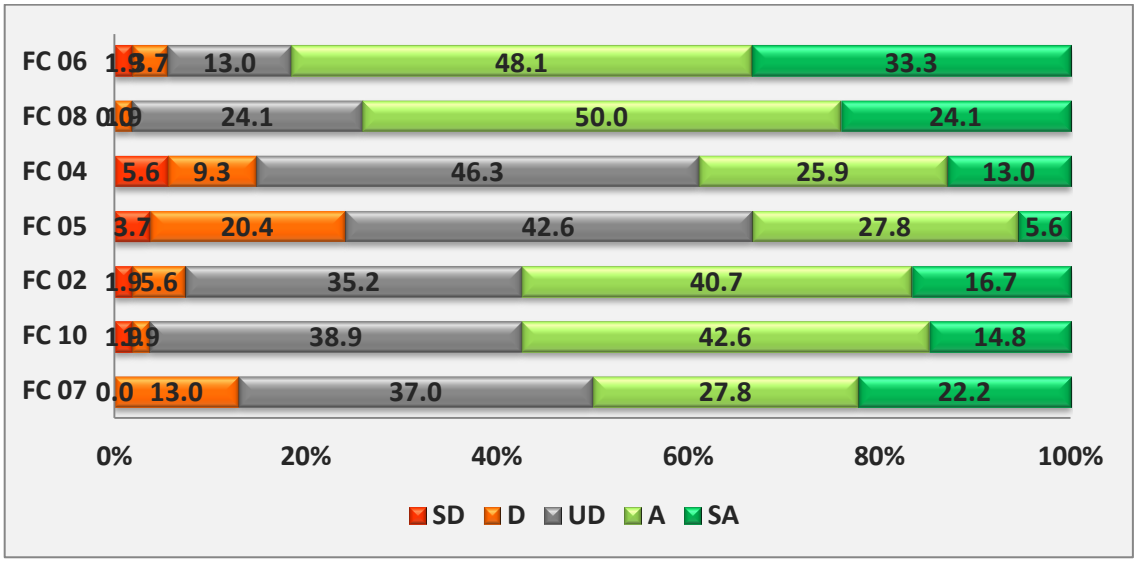
From the above table it is found that there is a significant difference, based on gender, programme designation and educational specialization categories, in the perception of teachers on aspects related to learning culture. Compared to 90% male teachers, 94% of female teachers were of the opinion that the learning culture is effective. Out of the studied categories in the programme, TD was found at 97% and highest. FD was found

at 84% and lowest. About 5% more Associate teachers perceived learning culture to be effective when compare to Assistant teachers. In educational specialization category, management was found at 100% and highest. Fine Arts were found at 77% and lowest.

Table-4.64: Opinions of teachers on various aspects of Students Approaches (frequency)

Item No	Aspect	Frequencies in #				
		SD	D	UD	A	SA
FC 06	Students' respect for diversity of fellow-members in the institution (gender, race, culture, language, ethnicity, etc.)	1	2	7	26	18
FC 08	Harmony between teachers and students in the institution	0	1	13	27	13
FC 04	Majority of students' awareness of social issues	3	5	25	14	7
FC 05	Majority of students' awareness of environmental concerns	2	11	23	15	3
FC 02	Close collaboration of teachers from different departments in areas of academic importance	1	3	19	22	9
FC 10	Mutual respect among students in differences in academic matters	1	1	21	23	8
FC 07	Greater learning outside the classrooms	0	7	20	15	12

The surveyed aspects of academic learning in percentage as felt by teachers are pictorially presented in the following figure:



Graph-4.28: Opinions of teachers on academic learning aspects in percentages

From the above table and figure, it is evident that about 80% of the teachers either agreed or strongly agreed that all students respect diversity of fellow members, and students and teachers get on well. Some 59.6% of teachers were of the opinion that students respect each other's differences in academics. Around 45% of the teachers were undecided on the majority of students' social and environmental concern or interdisciplinary collaboration by teachers. Around 25% of teachers disagreed that most of the students exhibit environmental concern, or that students learn more outside the classrooms. The following table summarizes the Chi-square result of the significant correlation testing among various teacher categories related to the opinion of teachers on academic learning aspects.

Table-4.65: Chi-square result of various categories of teachers' data about opinion of teachers on learning culture aspects.

S. No	Category	Group	N	Chi-square value at p=0.05		H_0	% of teachers among the category opined effective
				Calculate	Table		
1	Gender	Male	27	12.62	9.49	Rejected	59
		Female	27				53
2	Programme	FD	10	63.30	21.03	Rejected	40
		TD	14				48
		AD	23				61
		FC	7				80
3	Designation	Asst. Prof.	39	19.00	9.49	Rejected	56
		≥ Asso. Prof.	15				56
4	Qualification	≤ Masters	34	1.64	9.49	Accepted	N.A
		> Masters	20				
5	Educational specialization	Design	26	17.04	21.03	Accepted	N.A
		Technology	13				
		Management	8				
		Fine Arts	7				

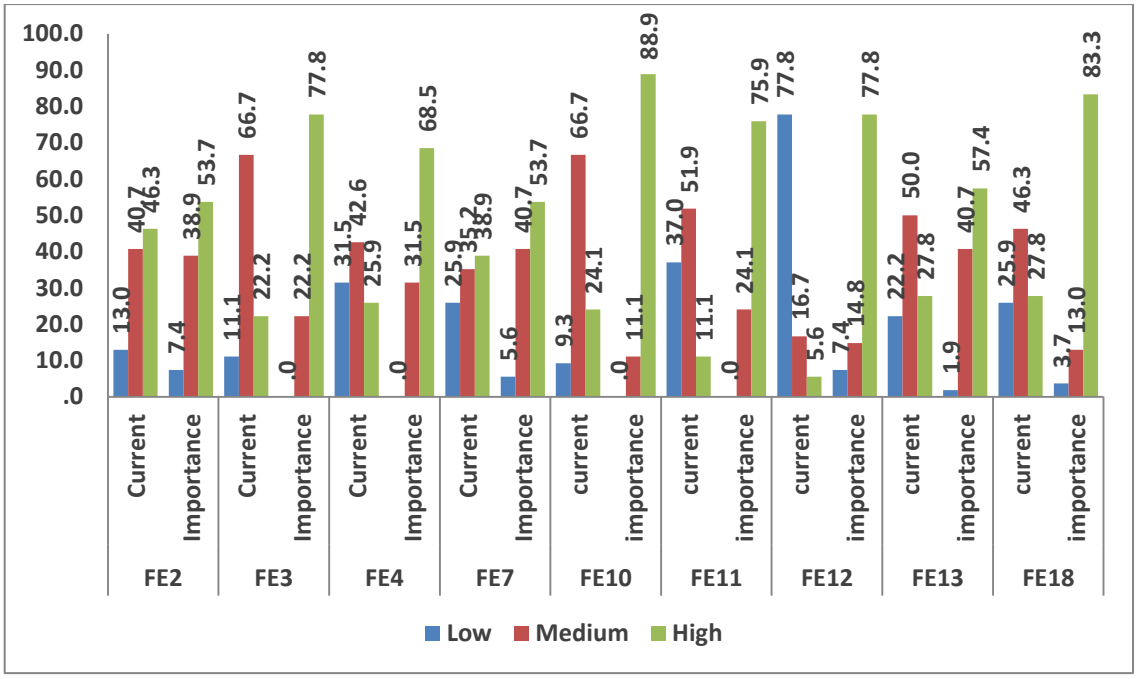
From the above table it is found that there is a significant difference, based on gender, programmes and designation categories, in the perception of teachers on various academic learning aspects. Compared to 53% male teachers, 59% of female teachers were of the opinion that academic learning is effective. Out of studied categories, in programme, FD was found at 80% and highest, FC was found at 40% and lowest. Even though the chi-square test seemed to reject the mean value percentage of teachers

among the category opined effective, 56% of each of Assistant and Associate categories perceived Academic learning as effective.

Table-4.66: Opinions of teachers on current state and preferred importance of academic culture aspects (frequency)

S. No	Aspect	Current			Importance		
		L	M	H	L	M	H
FE 02	Celebration of festivals in the campus (like religious, seasonal, historical, cultural etc.)	7	22	25	4	21	29
FE 03	Support for knowledge-sharing avenues by the institution (for group discussions, seminars, symposia, etc.)	6	36	12	0	12	42
FE 04	Appreciation for accomplishments in the campus (for students, teachers, other staff)	17	23	14	0	17	37
FE 07	Teachers' attitudes to mistakes of students as part of the learning process	14	19	21	3	22	29
FE 10	Students' welfare activities in the campus (like counselling, placements, mentoring etc.)	5	36	13	0	6	48
FE 11	Research culture among teachers	20	28	6	0	13	41
FE 12	International visits by teachers for global exposure	42	9	3	4	8	42
FE 13	Consultancy services by teachers	12	27	15	1	22	31
FE 18	Institutional network with other reputed organisations (like Universities, institutions of national and international importance)	14	25	15	2	7	45

The above studied aspects of academic culture are presented in the following figure:



Graph-4.29: Opinions of teachers on various aspects related to current state and importance of academic culture in percentages

From the above table and figures, it is evident that around 80% of the teachers were of the opinion that high importance is given currently to various aspects of academic administration, like willingness of students towards challenging design tasks, students' welfare activities in the campus, research culture among the teachers, international visits by teachers for global exposure, and international network with other reputed organisations. About 60-70% of teachers had a high opinion about appreciation for accomplishments and also that teachers view mistakes of students as part of the learning process. Around 40-50% of teachers felt that there was high importance given to celebrations of festivals in the campus**,** and mistakes of the students.

Around 60% percent of the students were of the opinion that, knowledge sharing avenues, participation of students in the extracurricular activities, student's welfare activities in the campus, and research culture among the teachers are medium in practice. Around 30% of the teachers were of the opinion that willingness of the students towards challenging design tasks, and research culture among the students are low in practice. The following table describes the overall scores and percentage of improvement required in various aspects of learning culture as opined by the teachers.

Table-4.67: Obtained percentage of improvement required in the aspects related to learning culture as opined by teachers.

S. No	Aspect	Overall score		% of Improvement required
		Current	Importance	
1	Celebration of festivals in the campus (like religious, seasonal, historical, cultural, etc.)	126	133	6
2	Support or knowledge-sharing avenues by the institution (for group discussion, seminars, symposiums, etc.)	114	150	32
3	Appreciation for accomplishments in the campus (for students, teachers, other staff)	105	145	38
4	Teachers' attitudes to mistakes by students as part of the learning process	115	134	17
5	Students' welfare activities in the campus (like counselling, placements, mentoring, etc.)	116	156	34
6	Research culture among teachers	94	149	59
7	International visits by teachers for global exposure	69	146	112
8	Consultancy services by teachers	111	138	24
9	Institutional network with other reputed organisations (like Universities, institutions of national and international importance)	109	151	39
	Overall Learning culture	959	1302	36

From the above table, it can be understood that the overall improvement required in Learning Culture is 36%. Out of the studied aspects, international visits by teachers for global exposure were found to be the highest at 112% and celebration of festivals in the campus was found at 5% and lowest.

The following section-4 of chapter-IV describes the analysis of qualitative data obtained from students, teachers, academic administrators and class observations.

Section - 4

4.5 Analysis of Qualitative Data obtained from Students, Teachers and Academic Administrators

Focused group discussions and interviews were conducted in various NIFT Campuses to capture the opinion of the students, teachers and academic administrators on Academic Management in NIFT. Researcher had initiated the discussion by posing pertinent questions to the students to elicit their spontaneous responses. The whole discussion was recorded with the prior intimation and then transcribed for purpose of analysis.

It was important to know what the students think are the required qualities to be a good student in this field. When this question was posed, more than half of the people agreed on one significant feature: that the student should be highly creative and it is the first and most important quality every design student should have. The second feature that many students agreed on was good communication skills. Most of them felt that being able to communicate well gives one the confidence to become a successful designer. Some of the students said that good personality and a right attitude is all that is required to be a good fashion design student while others said that a student can be a successful designer if he has the ability to convince others why his/her idea is good. Some felt that students are successful when they are ready to experiment. Such students very often push the boundaries, have the self-confidence to do so, and are hard working. They are very often open to new ideas and think out of the box.

> *"A good imagination and the urge to innovate are a must and every student aspiring to make a mark in this field must possess the same,"*

Said one student in the focus group discussion. One word that came up quite a few times in this focus group discussion was 'curiosity'. One student said,

> *"All it needs is the passion for your work and the curiosity to know new things, how things can be made differently, and experiment with them."*

The opinions of the focus group discussion that made sense and some of the important aspects that surfaced during the group discussion are as follows.

Fashion aptitude and a unique style of working, understanding the clients or the customer and understanding market trends are important to prove yourself a good design student.

"You should never get affected by any sort of criticism,"

said one student. This very often happens when students try to come up with a style of their own.

"We can prove ourselves if we are aware of the boundaries and know when and how to break them."

said another student.

Students have strongly expressed their views during the focused group discussions regarding the procedure for admission into NIFT programmes across the country. It was felt that the common entrance test and its format needs through revision to improve the standards. Presentation of portfolios at the time of admission would improve the quality of selection process as opined by the students.

Most of the students were opined that they were from science background as their parents and elders insisted them to choose science streams during higher secondary school education keeping in view the Medical and Engineering programmes popularity. However because of their strong aspiration and creative skills they joined fashion design programmes.

Academic Planning and Administration has been rigorous activity as the course objectivities, approaches to teaching, academic schedules, accessibility of teachers, provision of adequate resources etc. are well planned and systematically monitored well in advance, prior to the beginning of the academic year by the institution as opined by majority of the students. However it was noticed by the students that there was a shortage in subject specific teachers' availability.

Some students and teachers opined that the there is a scope for improvement in administrative personnel's accountability, effective working and cordial conduct in their work related areas to support the academic programmes at NIFT Institution.

Some students and teachers in various focused group discussions opined that certain topics and concepts were found repeated in the curriculum leading to wastes of time and ambiguity in the learning process.

Most of the students opine that the curriculum design in fashion education programmes are basically interdisciplinary in nature as several courses in the programme were designed with several disciplinary knowledge appropriately interfaced to promote creativity and innovation among the students. However students had expressed the need for practical and project based assignments as the mode of curriculum transection.

The study found that the students were overloaded with more number of assignments, on an average two assignments every week about 30 assignments in a semester of 16 weeks, leaving no time for creativity and innovation which are very essential aspects for fashion design programmes as opined by the students. Most of the assignments were predefined in the curriculum and have a narrow scope for interdisciplinary application and were too detailed and very structured and repeated in every batch with less scope for exploration as opined by some teachers.

Most of the students and teachers opined that interdisciplinary alliance and collaboration among various departments need to be strengthened for developing an integrated and holistic curriculum, research and development. It was also opined that such an alliance would enhance the professional competencies, knowledge synthesis and new knowledge development, and entrepreneurial opportunities.

With regards to the students assessment and evaluation the existing pattern of internal and external assessment system was found encouraging and provide students necessary feedback to improve their academics. The teacher student ration across the campuses provided ample opportunity for individual student mentoring and guidance. Some of the students raised the concern regarding the availability of time for nurturing their own interests apart from academics during the programme of study.

Students had expressed a strong desire for promoting institution-industry interface, peer learning and self-learning as apart of learning culture. It was observed by the students that NIFT encourages the teachers to participate in national and international seminars and conferences to improve their personal acumen. Similarly such opportunities can be

created and students be encouraged to participate to gain industrial trends and market forecast.

During the focused group discussions and interviews with the teachers on the academic management a positive expression was observed in terms of academic planning, curriculum design, learning culture in the NIFT campuses. They have attributed the positive environment to the dynamic academic leadership providing at the campus level as well as the leadership at head office. It was revealed from the discussion that NIFT as an organisation provides ample opportunities to the teachers for their professional development in the areas of specialization. Frequent meetings with the Department Chairperson and Anchors of various subjects, provision for curriculum revision and upgradation, academic autonomy and flexibility, encouragement for participation in national and international seminars and conferences with full funding etc. were the factors for teachers' job satisfaction.

It was also expressed by the teachers about the shortage of fulltime specialised teachers for offering malty disciplinary programmes in fashion education. It was observed by the researcher that the employee attrition rate at NIFT has been very low and therefore one finds experienced teachers in the campus. Such as environment is essential for mentoring young teachers to become proficient in; teaching, research, and development activities.

It was found during the study that there were only few teacher are having doctoral degree. Higher qualifications were not mandatory in the earlier NIFT policies of recruitment and promotions. However in the recent change of recruitment rules most of the teachers were compelled and eager to pursue doctoral degree despite of their busy academic routine. Most of the teachers requested for special provisions and relaxations in the existing policies to facilitate and encourage them to pursue higher qualifications.

It was mentioned that the opportunity for exercising academic leadership to all teachers for a specific period of time on rotational basis was found encouraging and motivating as every teacher in NIFT gain not only the academic knowledge but also administrative progress both at campus and head office level.

Most of teachers had expressed their satisfaction with regard to NIFT policy for promoting teachers professional development. It was observed that NIFT provides Rs. 3

lakhs to each teacher irrespective of their professional status in NIFT (regular or contract) for attending national and international workshops, seminars, conferences, trade fairs, faculty exchange programmes etc. in a period of every three years. It was observed that teachers have been making use of such provisions to develop professional development and networking. However, it was observed only few teachers availing these opportunities because of complex administrative procedures.

Teachers have expressed the need for systemic career advancement schemes for their promotion in NIFT, they were of the opinion that pending career advancement of the teacher/delaying the process sometimes lead to dissatisfaction and discouragement among the teachers.

It was expressed by the teachers that administrative decentralization is necessary for the smooth functioning of the campus. The campus director to be empowered with a certain powers and responsibilities to take institution need based decision in consultation with the teachers, students and other personnel. In order to improve the active participation of local industry, crafts sector, alumni and experts in fashion education, more academic autonomy to campuses was opined by some senior teachers.

It was mentioned during the interviews with the academic administrators that every teacher in NIFT gets the opportunity to become academic administrator (Chairpersons, Course Coordinators, Heads of Units, Incharge of units etc.) with a specific financial incentive or compensating with workload. It was opined that the academic administrators need training/orientation in the areas specific to their work areas. Teachers and academic administrators also opined that there should be an in built mechanism for regular induction, mentoring and guidance to groom the teachers towards sensitizing the vision, mission, objectives and current priorities of the institution.

Few academic administrators opined that 80% of their time has been consumed by administrative responsibilities and they only left with 20% of time for academic activities.

Students and teachers opined 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.

Regarding the developmental challenges of fashion education students and teachers were opined that 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. Academic administrators opined that development of specialized programmes of demand at Post Graduate and Doctoral levels was an important developmental challenge.

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.

Academic administrators and teachers opined that 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 are important issues to be addressed and developed.

4.6 Classroom Observations

A total of 14 class observations were conducted and recorded by the researcher by personally visiting the classes of the four sampled programmes of the four sampled NIFT campuses. The researcher prepared certain observation criteria on sheets beforehand and recorded important observations as per those criteria, by being a passive observer, without actually intervening with the on-going classes.

The observations were mostly recorded in theory lectures some times in practical classes. The main objective of these classroom observations was to directly witness how teachers manage their classes, what instructional strategies do they adopt to make the students understand a particular process, how curriculum transition was 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 during group discussions, and finally how far do students participate in different class activities.

A positive general observation was that in most of the classes, teachers have established certain standards and rules to be followed by everyone in order to create a positive atmosphere in the class, which facilitates the students to be sincere, attentive and be trained. Teachers were found to be continuously monitoring students' conduct and were instructing them whenever required. As a result, no major deviant behaviour was found among students in any of the classes. It was observed that the teachers try to relate classroom activities with students' daily life to make them contextually appropriate. Students understand each other and were positively connected to one another in planned activities.

As a general note, the teachers always communicated in English in explaining and giving examples to the students. However, Hindi is also used in certain conditions when providing alternative examples or detailed explanations. Also, teachers usually tried to help students, who approach them with academic queries or questions. In case of academic support, teachers occasionally provided multiple, varied, correct and age-appropriate examples to illustrate or demonstrate the use of procedure or a skill. Teachers certainly provided competent students with challenging and effective scenarios. A few students frequently volunteered for information or insights, sincerely responded to teacher prompts, and/or actively operated materials/equipment.

In case of technology use, PowerPoint presentations were used widely in the classroom presentations. Students used Laptops extensively in the classes to work on and to complete their assignments. Wi-Fi/internet connection is of utmost importance for both teachers and the students to search for and to understand specific processes. In some of the classes, when teachers assign certain tasks and leave, the students were found genuinely working on the assigned tasks.

The next chapter-V describes the summery and conclusions of the present research study.