DEPARTMENT OF EDUCATION (CASE)
FACULTY OF EDUCATION AND PSYCHOLOGY
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
VADODARA

Date: 13/12/2017

To
The Dean (Academics),
National Institute of Fashion Technology,
New Delhi.

Sub: Permission to collect the relevant data regarding the Academic Management of Fashion Education in NIFT for my doctoral research work.
Ref: No. 1400(26)/NIFT/Head-AA/Study Leave/2015 dated 18th August, 2017.
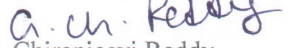
Respected Madam,

I am G. Chiranjeevi Reddy, Associate Professor, NIFT, Hyderabad, pursuing Ph.D. entitled **"The Academic Management of Fashion Education in India"** at the Centre of Advanced Study in Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara under the supervision of Prof. K.Pushpanadham, professor of Educational Management.

It is an interdisciplinary research focussing on the Academic Management in terms of curriculum design and delivery, profile of the students and faculty members, learning culture and student learning approaches and resources in NIFT campuses. I have developed research tools in consultation with the experts in the field to collect the relevant data. The tools used for the data collection are questionnaires, interview schedules, classroom observation schedules and focused group discussions with the students and the faculty members.

I have planned to collect the data during 2018 from the selected students, faculty members, academic heads, senior administrates across all the NIFT campuses as per the sample for this research work. You are requested to grant me the permission to collect the data for this research endeavour. The data will be kept confidential and exclusively used for this research work only.
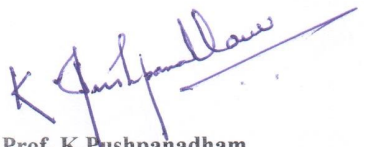
Thanking you,
Yours sincerely

G. Chiranjeevi Reddy,
Associate Professor, NIFT, Hyderabad.

Through Proper Channel

Prof. R.C.Patel
Dean and Head

Prof. K.Pushpanadham
Research Guide

Head
Centre of Advanced Studies in Education
Faculty of Education & Psychology
The Maharaja Sayajirao University of Baroda,
Vadodara.

Prof. K. PUSHPANADHAM Ph.D.
Professor Educational Management
Department of Educational Administration
Faculty of Education & Psychology
The M. S. University of Baroda
Vadodara, Gujarat, India.

NIFT/Dean(A)/AMS/2017/Gen./1204

20th December 2017

Sub: Permission to collect the relevant data for PhD research by Mr. Chiranjeevi Reddy, Assoc. Prof., NIFT Hyderabad campus on the topic "The Academic Management of Fashion Education in India" from NIFT Head Office and campuses

This is with reference to the email dated 13th December 2017 received from Mr. Chiranjeevi Reddy, Assoc. Prof., NIFT Hyderabad campus regarding the above.

This is to inform that DG-NIFT has granted permission to collect the relevant data for PhD research by Mr. Chiranjeevi Reddy, Assoc. Prof., NIFT Hyderabad campus on the topic "The Academic Management of Fashion Education in India" from NIFT Head Office and campuses.

This is for your information please

प्रोफेसर डॉ. शर्मीला जे. दुआ, डीन (शैक्षणिक)
Prof. Dr. Sharmila J. Dua, Dean (Academics

To
Mr. Chiranjeevi Reddy, Assoc. Prof.
NIFT Hyderabad campus

Copy to

Additional Director General
All Campus Directors
Registrar & Bd. Secy.

Centre of Advanced Study in Education (CASE)
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda
Vadodara - 390 002

Date: 30/03/2018

Dear student,

I have taken up a research study titled *"A Study on the Academic Management of Fashion Education in India"* as a Ph.D. scholar at the Centre of Advanced Study in Education (CASE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. For this study purpose, a questionnaire was developed for students viz., Academic Management of Fashion Education Questionnaire (AMFEQ-S) to study the academic management in the institution. We request you to duly fill the questionnaire and submit back.

While responding to the Questionnaire, feel free and be assured that this would be very confidential and will be used only for research purpose. Your cooperation will be highly appreciated.

Thanking you.

Sincerely
Prof. K. Pushpanadham
Guide
Department of Educational Administration.

G. Chiranjeevi Reddy
Research Scholar.

Questionnaire for Students

Academic Management of Fashion Education (AMFEQ-S)

SECTION - A
BACKGROUND INFORMATION

Please, give your response by putting a tick (√) in the appropriate option ☐ box or write your response in the space provided.

1. Programme: ☐ F.D ☐ T.D ☐ A.D ☐ F.C
2. Contact details of students (Only for official use. Personal identity will be kept confidential):
   a. Name: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   c. Gender: ☐ Male   ☐ Female
   b. Email address: _ _ _ _ _ _ _ _ _ _ _ _ _   e. Mobile No.: _ _ _ _ _ _ _ _ _ _
3. I have passed 10+2/ Intermediate with _ _ _ _ _ % of marks and _ _ _ _   grade/CGPA /class with _ _ _ _ _ _ _ _ _ _ _ _ main subject.
4. Medium of instruction in my school education (up to 10th Standard) ☐ Regional language ☐ English
5. The geographical location of my school (up to 10th Standard):
   ☐ Village (Rural)   ☐ Town (Semi-Urban)   ☐ City (Urban)
6. Fashion education has been my first choice of study: ☐ YES   ☐ NO
7. My first choice of programme while joining NIFT:
   ☐ F.D   ☐ T.D   ☐ A.D   ☐ F.C   ☐ Other _ _ _ _
8. The main consideration why I took this course at this campus:
   ☐ Home place   ☐ Have relatives   ☐ Hostel facility   ☐ Programme popularity
   ☐ Other _ _ _ _
9. I am the first member from my family to study in the fashion education: ☐ YES   ☐ NO
10. My main occupation choice after this programme would be : ☐ Job   ☐ Self-employment
    ☐ Further studies   ☐ Don't know   ☐ Other _ _ _ _
11. My main focus in education is to:
    ☐ Get degree ☐ Score high grades ☐ Gain Knowledge ☐ Don't know   ☐ Other _ _ _ _ _
12. I have chosen this course mainly because :
    ☐ Advise by friends ☐ Advise by school teachers ☐ Insistence by parents ☐ Advise by a councillor
    ☐ Advise by relatives   ☐ Other _ _ _ _ _ _ _ _
13. I am residing: ☐ at Institution hostel ☐ With parents ☐ With relatives   ☐ In leased residence
    ☐ In private hostel   ☐ Other _ _ _ _ _ _ _
14. My final goal is to settle in abroad: ☐ YES   ☐ NO
15. I am availing financial assistance: ☐ NO   If YES: ☐ Bank loan   ☐ Institution concession
    ☐ Scholarship   ☐ Other _ _ _ _ _ _   details _ _ _ _ _ _ _ _ _ _ _ _ _ _
16. My family annual income (from all sources):
    ☐ Below 1 lakh ☐ 1-5 lakhs ☐ 5-10 lakhs ☐ 10-20 lakhs ☐ 20-40 lakhs ☐ above 40 lakhs

17. Highest level of education of my parents:

Relation	Uneducated	Primary (up to 5th standard)	School (up to 12th standard)	Diploma	Bachelors	Masters	Ph.D.
Mother	☐	☐	☐	☐	☐	☐	☐
Father	☐	☐	☐	☐	☐	☐	☐

18. My parents main occupation:

Relation	House making	Government employee	Private employee	Own business	Politician	Social activist	Other _ _ _ _ _ _
Mother	☐	☐	☐	☐	☐	☐	☐
Father	☐	☐	☐	☐	☐	☐	☐

SECCTION –B
ACADEMIC FOCUS OF TEACHERS

Please make a tick (√) in the appropriate option ☐ box

Whereas the corresponding values for each number in the scale of agreement are:

1- Strongly Disagree   2 – Disagree   3 – Undecided;   4 – Agree;   5 – Strongly Agree

Key Aspect	Defining Term	Scale of agreement				
		1	2	3	4	5
1. Creativity	Teachers encourage students to come up with new ideas.	☐	☐	☐	☐	☐
2. Innovation	Teachers encourage students to implement creative ideas.	☐	☐	☐	☐	☐
3. Capability	Teachers prepare students to meet challenging situations.	☐	☐	☐	☐	☐
4. Self-confidence	Teachers encourage students to believe in their own abilities.	☐	☐	☐	☐	☐
5. Interdisciplinary Knowledge	Teachers promote students to use different subjects' knowledge to understand fashion education.	☐	☐	☐	☐	☐
6. Team Work	Teachers encourage students for collaborative learning.	☐	☐	☐	☐	☐
7. Autonomy	Teachers give freedom to choose the product area student prefer to learn.	☐	☐	☐	☐	☐
8. Critical Abilities	Teachers encourage students to think rationally.	☐	☐	☐	☐	☐
9. Availability	Teachers always available to students for academic interactions.	☐	☐	☐	☐	☐
10. Reading Habits	Teachers encourage students to read reference books.	☐	☐	☐	☐	☐
Any other	*Which you think very important in Fashion Education.*					
11. _ _ _ _ _ _	_ _	☐	☐	☐	☐	☐
12. _ _ _ _ _ _	_ _	☐	☐	☐	☐	☐

SECTION-C
ACADEMIC CULTURE

Please provide your response against each statement by a tick (√) in the appropriate ☐ box of your choice.

Whereas the corresponding values for each number in the scale of agreement are:

1 – Strongly Disagree   2 – Disagree   3 – Undecided   4– Agree   5 – Strongly Agree

Statement / Opinion	Scale of agreement				
	1	2	3	4	5
1. Institution has conducive teaching-learning environment.	☐	☐	☐	☐	☐
2. Students of different departments collaborate in academic work.	☐	☐	☐	☐	☐
3. Majority of the teachers teach with passion.	☐	☐	☐	☐	☐
4. Majority of the teachers' exhibit social concern.	☐	☐	☐	☐	☐
5. Majority of the teachers' exhibit environmental concern.	☐	☐	☐	☐	☐
6. All Students respect diversity of fellow-members in the institution (gender, race, culture, language, ethnicity etc.)	☐	☐	☐	☐	☐
7. Students learn more outside the classrooms.	☐	☐	☐	☐	☐
8. In the institution students and teachers usually get on well with each other.	☐	☐	☐	☐	☐
9. A cordial relation among administrative staff and teachers.	☐	☐	☐	☐	☐
10. Students respect each other's differences in academics matters.	☐	☐	☐	☐	☐
11. Teachers are competent to meet the programme objectives.	☐	☐	☐	☐	☐
12. My institution adequately meets my learning needs.	☐	☐	☐	☐	☐
13. Labs are available with machinery and tools to meet the programme objectives.	☐	☐	☐	☐	☐
14. Institute has adequate administrative staff to meet the needs of education	☐	☐	☐	☐	☐
15. Institute has adequate academic staff to meet the needs of education.	☐	☐	☐	☐	☐
16. The purpose of the programme is properly addressed in the curriculum with adequate academic standards.	☐	☐	☐	☐	☐
17. Curriculum/Syllabus is revised regularly to facilitate learners to keep pace with the recent developmnts.	☐	☐	☐	☐	☐
18. The weighatege (credits and no of sessions) among the subjects in the curriculum are well balanced.	☐	☐	☐	☐	☐
19. Course objectives are clearly articulated in the courses.	☐	☐	☐	☐	☐
20. The programme and various course objectives are very clearly articulated in the curriculum.	☐	☐	☐	☐	☐
21. Knowledge component of curriculum is clearly articulated.	☐	☐	☐	☐	☐
22. Skill component of curriculum is clearly articulated.	☐	☐	☐	☐	☐
23. Teachers encourage students to evaluate their own learning.	☐	☐	☐	☐	☐
24. Teachers encourage students to evaluate and reflect upon their peers academic works.	☐	☐	☐	☐	☐
25. Appropriate teaching and learning strategies are used to fulfil the objectives of the courses.	☐	☐	☐	☐	☐
26. There are adequate opportunities for students to engage in active learning	☐	☐	☐	☐	☐

Statement / Opinion	Scale of agreement				
	1	2	3	4	5
27. Teachers keep pace with recent developments in Information and Communication Technology (ICT).	☐	☐	☐	☐	☐
28. Students are mostly overloaded by assignments.	☐	☐	☐	☐	☐
29. Methods of assessment employed in the programme are in- line with programme objectives.	☐	☐	☐	☐	☐
30. The forms of assessment sufficiently valid and reliable in measuring student performance.	☐	☐	☐	☐	☐
31. Students have fear of failure in examinations including juries.	☐	☐	☐	☐	☐
32. Students demonstrate definite purpose and understanding in the evaluation.	☐	☐	☐	☐	☐
33. Students' academic outputs are mostly found creative.	☐	☐	☐	☐	☐
34. Students' time is effectively utilized at the Institution.	☐	☐	☐	☐	☐
35. Most of the students show sufficient self-confidence while attending assessments.	☐	☐	☐	☐	☐
36. Teachers give on-time useful feedback for students' professional growth.	☐	☐	☐	☐	☐
37. Students can easily follow administrative procedures.	☐	☐	☐	☐	☐
38. The Assessment criteria communicated clearly to students in advance.	☐	☐	☐	☐	☐
39. Teachers discuss students' performance with them.	☐	☐	☐	☐	☐
40. Students' assessment practices are fair and unbiased.	☐	☐	☐	☐	☐

1 – Strongly Disagree   2 – Disagree   3 – Undecided   4– Agree   5 – Strongly Agree

SECTION – D
STUDENTS LEARNING APPROACHES

Please provide your response against each statement by a tick (√) in the appropriate ☐ box of your choice.
Whereas the corresponding values for each number in the scale of agreement are:

1 – Strongly Disagree   2 – Disagree   3 – Undecided   4– Agree   5 – Strongly Agree

Statement / Opinion	Scale of agreement				
	1	2	3	4	5
1. I am a self-learner.	☐	☐	☐	☐	☐
2. I largely depend on teacher assistance in my learning process.	☐	☐	☐	☐	☐
3. I spend adequate time in the library.	☐	☐	☐	☐	☐
4. I use e-resources for my learning.	☐	☐	☐	☐	☐
5. I prefer to study with friends.	☐	☐	☐	☐	☐
6. I regularly study the class books including class notes.	☐	☐	☐	☐	☐
7. I read reference books beyond my curriculum for my further learning.	☐	☐	☐	☐	☐
8. I focus on long-term achievements (like goals, relationships and networking).	☐	☐	☐	☐	☐
9. I prefer to learn for my professional development rather than scoring marks.	☐	☐	☐	☐	☐
10. I consult other department teachers for interdisciplinary learning.	☐	☐	☐	☐	☐

1 – Strongly Disagree   2 – Disagree   3 – Undecided   4– Agree   5 – Strongly Agree

SECTION-E

EXPERIENCE AND EXPECTATIONS

Please mark a circle on the appropriate number on both columns of current situation and importance as shown in below example.

Example Statement	Current Situation	Importance
E. Hands on experience of students in the fashion education	①- 2 - 3	1 -②- 3

Whereas the corresponding values for each number are: **1 – Low   2 – Medium   3 – High**

Statement	Current Situation	Importance
1. Physical ambience of the institution for effective learning.	1 - 2 - 3	1 - 2 - 3
2. Celebration of festivals in the campus (like religious, seasonal, historical, cultural etc.).	1 - 2 - 3	1 - 2 - 3
3. Knowledge-sharing avenues (for group discussion, seminars, symposiums etc.) are supported by the institution.	1 - 2 - 3	1 - 2 - 3
4. Appreciation for accomplishments in the campus (for students, teachers, other staff).	1 - 2 - 3	1 - 2 - 3
5. Participation of students in the extracurricular activities.	1 - 2 - 3	1 - 2 - 3
6. Freedom of students to question and challenge teacher on academic matters.	1 - 2 - 3	1 - 2 - 3
7. Mistakes of students are viewed as a part of the learning process by teachers.	1 - 2 - 3	1 - 2 - 3
8. Willingness of students towards challenging design tasks.	1 - 2 - 3	1 - 2 - 3
9. Seriousness of students towards assessment (like juries, submissions, exams etc.).	1 - 2 - 3	1 - 2 - 3
10. Students' welfare activates in the campus (like counselling, placements, mentoring etc.).	1 - 2 - 3	1 - 2 - 3
11. Research culture among the teachers.	1 - 2 - 3	1 - 2 - 3
12. Addressing students' discipline and behaviour problems by the institution.	1 - 2 - 3	1 - 2 - 3
13. Involving parents in improving the students' performance in the campus.	1 - 2 - 3	1 - 2 - 3
14. Inviting suggestions from students for betterment of academics by the institution.	1 - 2 - 3	1 - 2 - 3
15. Adaption of specific strategies to facilitate slow learners in the institution.	1 - 2 - 3	1 - 2 - 3
16. Institutional network with reputed organisations (like Universities, institutions of national and international importance).	1 - 2 - 3	1 - 2 - 3
17. Use of modern classrooms with teaching aids (like smart boards, LCD projectors, LCD screens etc.).	1 - 2 - 3	1 - 2 - 3
18. Availability of updated ICT facilities (like computers, software, Wi-Fi connections, AV rooms etc.).	1 - 2 - 3	1 - 2 - 3
19. Use of Digital resources (e.g. online library, journals, videos, lectures, MOOCs, e-learning, open educational resources).	1 - 2 - 3	1 - 2 - 3
20. Amenities for physical fitness in the institution (like sports, gym, yoga etc.)	1 - 2 - 3	1 - 2 - 3
21. Display facilities to showcase student design works.	1 - 2 - 3	1 - 2 - 3

Statement	Current Situation	Importance
22. Emphasis on related fashion "Trends and Forecast" in the curriculum.	1 - 2 - 3	1 - 2 - 3
23. Integration of "Design Elements and Principles" in the curriculum.	1 - 2 - 3	1 - 2 - 3
24. Application of "Design Methodology" in the curriculum.	1 - 2 - 3	1 - 2 - 3
25. Provision for industry (real-life exposure) visits to students.	1 - 2 - 3	1 - 2 - 3
26. Opportunities for international exposure to students in the curriculum.	1 - 2 - 3	1 - 2 - 3
27. Provision for the understanding of craft clusters.	1 - 2 - 3	1 - 2 - 3
28. Provision of sufficient group assignments to facilitate collaborative working of students.	1 - 2 - 3	1 - 2 - 3
29. Provision for interdisciplinary collaborative learning.	1 - 2 - 3	1 - 2 - 3
30. Teachers' exposure to current international trends of teaching-learning.	1 - 2 - 3	1 - 2 - 3
31. Interactive teaching methods for more active student engagement by teachers.	1 - 2 - 3	1 - 2 - 3
32. Traditional lecture method of teaching is practiced.	1 - 2 - 3	1 - 2 - 3
33. Handicrafts designing through field visits.	1 - 2 - 3	1 - 2 - 3
34. Students visit industry as per the course objectives (like industry orientation, internship and graduation project etc.).	1 - 2 - 3	1 - 2 - 3
35. Teamwork by the students is a part of regular learning activity.	1 - 2 - 3	1 - 2 - 3
36. Interdisciplinary learning through projects, teamwork are encouraged by teachers.	1 - 2 - 3	1 - 2 - 3
37. Participation of students in special lectures (by outside experts).	1 - 2 - 3	1 - 2 - 3
38. Support of administration to students needs.	1 - 2 - 3	1 - 2 - 3
39. Academic plans are provided to all students at the beginning of the semester.	1 - 2 - 3	1 - 2 - 3
40. Teachers follow academic plans strictly.	1 - 2 - 3	1 - 2 - 3

Whereas the corresponding values for each number are:　　　　**1 – Low　　2 – Medium　　3 – High**

--- end ---

Centre of Advanced Study in Education (CASE)
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda
Vadodara - 390 002

Date: 30/03/2018

Sir/Madam,

I have taken a research study titled *"A Study on the Academic Management of Fashion Education in India"* as a Ph.D. scholar at the Centre of Advanced Study in Education (CASE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. For this study purpose, a questionnaire was developed for teachers' viz., Academic Management of Fashion Education Questionnaire (AMFEQ-T) to study the academic management in the institution. We request you to duly fill the questionnaire and submit back.

While responding to the Questionnaire, feel free and be assured that this would be kept confidential and will be used only for research purpose. Your cooperation will be highly appreciated.

Thanking you.

Sincerely

Prof. K. Pushpanadham
Guide
Department of Educational Administration.

G. Chiranjeevi Reddy
Research Scholar.

1

Questionnaire for Teachers
Academic Management of Fashion Education (AMFEQ-T)

SECTION - A
BACKGROUND INFORMATION

Please give your response by making a tick (√) in the appropriate option ☐ box or write your response in the space provided.

1. Name of the Campus: ☐ New Delhi   ☐ Mumbai   ☐ Bangalore   ☐ Chennai
2. Programme: ☐ F.D   ☐ T.D   ☐ A.D   ☐ F.C   **3.** Age _ _ _ _ Years
4. Contact details of teacher (Only for official use. Personal identity will be kept confidential)
   a. Name: _   **b.** Gender: ☐ Male   ☐ Female
   c. Designation: ☐ ASST. PROF.   ☐ ASSO. PROF.   ☐ PROF.   ☐ SR.PROF.
   d. Category: ☐ Regular   ☐ Long-term Contract   ☐ Short-term
   e. Email address: _ _ _ _ _ _ _ _ _ _ _ _   **f.** Mobile No.: _ _ _ _ _ _ _ _ _ _
5. Highest educational qualification: ☐ Diploma   ☐ Bachelor   ☐ Masters   ☐ Ph.D. completed
   ☐ Ph. D pursuing   ☐ Other _ _ _ _ _
6. The geographical location of my school (up to 10th Standard):
   ☐ Village (Rural)   ☐ Town (Semi-Urban)   ☐ City (Urban)
7. Medium of instruction in my school education (up to 10th Standard): ☐ Regional language ☐ English
8. My disciplinary background at highest educational level:
   ☐ Design   ☐ Technology   ☐ Business/Management   ☐ Fine Arts   ☐ Other _ _ _ _ _
9. I am teaching the subject specialization/s (please tick all applicable)
   ☐ Design   ☐ Technology   ☐ Business/Management   ☐ Fine Arts   ☐ Other _ _ _ _ _
10. I have an industry experience of _ _ _ years, NIFT teaching experience of _ _ _ years and other academic experiences of _ _ _ years
11. Academic administrative posts held by me:
    At Campus level;   ☐ CC, no. of years _ _ _ _   ☐ Unit Coordinator, no. of years _ _ _ _ _ _
    At H.O. level;   ☐ CP, no. of years _ _ _ _   ☐ Unit Head, total no. of years _ _ _ _ _ _
    ☐ Unit in-charge, no. of years _ _ _ _   ☐ Other _ _ _ _ _ _ _ _ no. of years _ _ _ _ _
12. I am willing to take additional academic leadership posts at the institution:
    (Like: C.C, Unit Coordinator, C.P, Unit Head, etc.) :   ☐ YES   ☐ NO
13. Fashion Education has been my first choice of career option: ☐ YES   ☐ NO
14. I am the first member of my family to be a teacher: ☐ YES   ☐ NO
15. NIFT is providing excellent opportunities for professional development: ☐ YES   ☐ NO

SECCTION –B
ACADEMIC FOCUS OF TEACHERS

Please mark a tick (√) in the appropriate option ☐ box.

Whereas the corresponding values for each number in the scale of agreement are:

1- Strongly Disagree	2 – Disagree	3 – Undecided	4 – Agree	5 – Strongly Agree

Key Aspect	Defining Term	Scale of agreement				
		1	2	3	4	5
1. Creativity	I encourage students to come up with new ideas.	☐	☐	☐	☐	☐
2. Innovation	I encourage students to implement their creative ideas.	☐	☐	☐	☐	☐
3. Capability	I prepare students to meet challenging situations.	☐	☐	☐	☐	☐
4. Self-confidence	I encourage students to believe in their own abilities.	☐	☐	☐	☐	☐
5. Interdisciplinary Knowledge	I encourage students to use different subjects' knowledge to understand fashion education.	☐	☐	☐	☐	☐
6. Team Work	I encourage students for collaborative learning.	☐	☐	☐	☐	☐
7. Autonomy	Students are given freedom to choose the product area/s that they prefer to learn.	☐	☐	☐	☐	☐
8. Critical Abilities	I encourage students to think rationally.	☐	☐	☐	☐	☐
9. Availability	I am always available to my students for academic interactions.	☐	☐	☐	☐	☐
10. Reading Habits	I encourage students to read reference books.	☐	☐	☐	☐	☐
Any other	*Which you think very important in Fashion Education*					
11. _ _ _ _ _ _	_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _	☐	☐	☐	☐	☐
12. _ _ _ _ _	_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _	☐	☐	☐	☐	☐

SECTION-C
ACADEMIC CULTURE

Please mark a tick (√) in the appropriate option ☐ box.

Whereas the corresponding values for each number in the scale of agreement are:

1- Strongly Disagree	2 – Disagree	3 – Undecided	4 – Agree	5 – Strongly Agree

Question/ Opinion	Scale of agreement				
	1	2	3	4	5
1. My institution has conducive teaching-learning environment.	☐	☐	☐	☐	☐
2. Teachers of different departments have close academic working relationship.	☐	☐	☐	☐	☐
3. Majority of the students learn with passion at this institution.	☐	☐	☐	☐	☐
4. Majority of the students' exhibit social concern in the campus.	☐	☐	☐	☐	☐
5. Majority of the students' exhibit environmental concern.	☐	☐	☐	☐	☐
6. All Students respect diversity of fellow-members in the institution (gender, race, culture, language, ethnicity etc.).	☐	☐	☐	☐	☐
7. Students learn more outside the classrooms.	☐	☐	☐	☐	☐
8. In the institution students and teachers usually get on well with each other.	☐	☐	☐	☐	☐
9. Cordial relations exist among administrative staff and teachers.	☐	☐	☐	☐	☐
10. Students respect each other's differences in academics matters.	☐	☐	☐	☐	☐
11. Teachers are competent to meet the programme objectives.	☐	☐	☐	☐	☐

Question/ Opinion	Scale of agreement				
	1	2	3	4	5
12. Labs are available with machinery and tools to meet the programme objectives.	☐	☐	☐	☐	☐
13. Institute has adequate administrative staff to meet the needs of education	☐	☐	☐	☐	☐
14. Institute has adequate academic staff to meet the needs of education.	☐	☐	☐	☐	☐
15. Curriculum/Syllabus is revised regularly to facilitate learners to keep pace with the recent developments.	☐	☐	☐	☐	☐
16. The purpose of the programme is properly addressed in the curriculum with adequate academic standards.	☐	☐	☐	☐	☐
17. The weighatege (credits / no of sessions) among the subjects in the curriculum are well balanced.	☐	☐	☐	☐	☐
18. Course objectives are clearly articulated in the curriculum.	☐	☐	☐	☐	☐
19. Various courses/subjects objectives are aligned with programme objectives.	☐	☐	☐	☐	☐
20. Knowledge component of curriculum is clearly articulated.	☐	☐	☐	☐	☐
21. Skill component of curriculum is clearly articulated.	☐	☐	☐	☐	☐
22. There is sufficient breadth and depth in the important concepts and theories of the various courses.	☐	☐	☐	☐	☐
23. I am fully aware of the mission and the objectives of the institution.	☐	☐	☐	☐	☐
24. I encourage students to evaluate their own learning.	☐	☐	☐	☐	☐
25. I encourage students to evaluate and reflect upon their peers works.	☐	☐	☐	☐	☐
26. Appropriate teaching and learning strategies are used to fulfil the objectives of the courses.	☐	☐	☐	☐	☐
27. There are adequate opportunities for students to engage in active learning.	☐	☐	☐	☐	☐
28. Teachers keep pace with recent developments in Information and Communication Technology (ICT).	☐	☐	☐	☐	☐
29. Methods of assessment employed in the programme are in- line with programme objectives.	☐	☐	☐	☐	☐
30. The forms of assessment sufficiently valid and reliable in measuring student performance.	☐	☐	☐	☐	☐
31. Students have fear of failure in examinations / juries.	☐	☐	☐	☐	☐
32. Students' academic outputs are mostly found creative.	☐	☐	☐	☐	☐
33. Most of the students show sufficient self-confidence while attending assessments.	☐	☐	☐	☐	☐
34. After joining the institution I have got required orientation to Fashion Education.	☐	☐	☐	☐	☐
35. I feel proud to be an educator at this institution.	☐	☐	☐	☐	☐
36. Teachers on time feedback to students.	☐	☐	☐	☐	☐
37. My professional capability has been fully utilized by the institution.	☐	☐	☐	☐	☐
38. The Assessment criteria communicated clearly to the students in advance.	☐	☐	☐	☐	☐
39. Teachers discuss students' performance with them.	☐	☐	☐	☐	☐
40. Students' assessment practices are fair and unbiased.	☐	☐	☐	☐	☐

1 – Strongly Disagree   2 – Disagree   3 – Undecided   4– Agree   5 – Strongly Agree

PROFESSIONAL DEVELOPMENT

Thinking of your own professional development needs, please indicate the extent to which you have such needs in each of the areas listed by a tick (√) in the appropriate ☐ box

Whereas the corresponding values for each number in the extent of need are:

1–No need   2–low level of need   3–Moderate level of need   4–High level of need   5–Very high level

Need/ Opinion	Extent of need				
	1	2	3	4	5
1. Recent developments in the content of the subjects I take.	☐	☐	☐	☐	☐
2. Student assessment and evaluation practices.	☐	☐	☐	☐	☐
3. Classroom management (like effective engagement of students, discipline, positive work environment, time management, etc.).	☐	☐	☐	☐	☐
4. Curriculum delivery (teaching methods, pedagogy, etc.).	☐	☐	☐	☐	☐
5. ICT proficiency (computers, software, web-based knowledge etc.).	☐	☐	☐	☐	☐
6. Students discipline including behaviour counselling.	☐	☐	☐	☐	☐
7. Academic management and administration.	☐	☐	☐	☐	☐
8. International exposure.	☐	☐	☐	☐	☐
9. Research methodology and practices.	☐	☐	☐	☐	☐
10. Industry exposure.	☐	☐	☐	☐	☐
11. Management of information system (development, documentation and publication).	☐	☐	☐	☐	☐
12. Craft culture activities.	☐	☐	☐	☐	☐
13. Any other pl. specify _ _ _ _ _ _ _ _ _ _ _ _ _ _	☐	☐	☐	☐	☐
14. Any other pl. specify _ _ _ _ _ _ _ _ _ _ _ _ _ _	☐	☐	☐	☐	☐

SECTION-E

EXPERIENCE AND EXPECTATIONS

Please mark a circle on the appropriate number on both columns of current situation and importance as shown in the below example.

Example Statement	Current Situation	Importance
E. Hands on experience of students in the fashion education	①2 - 3	1②3

Whereas the corresponding values for each number are: **1 – Low   2 – Medium   3 – High**

Statement	Current Situation	Importance
1. The Physical ambience of the institution for effective learning.	1 - 2 - 3	1 - 2 - 3
2. Celebration of festivals in the campus (like religious, seasonal, historical, cultural etc.).	1 - 2 - 3	1 - 2 - 3
3. Knowledge-sharing avenues (for group discussion, seminars, symposiums etc.) are supported by the institution.	1 - 2 - 3	1 - 2 - 3

Statement	Current Situation	Importance
4. Appreciation for accomplishments in the campus (for students, teachers, other staff).	1 - 2 - 3	1 - 2 - 3
5. Participation of students in the extracurricular activities.	1 - 2 - 3	1 - 2 - 3
6. Freedom of students to question and challenge teacher on academic matters.	1 - 2 - 3	1 - 2 - 3
7. Mistakes of students are viewed as a part of the learning process by teachers.	1 - 2 - 3	1 - 2 - 3
8. Willingness of students towards challenging design tasks.	1 - 2 - 3	1 - 2 - 3
9. Seriousness of students towards assessment (like juries, submissions, exams etc.).	1 - 2 - 3	1 - 2 - 3
10. Students' welfare activities in the campus (like counselling, placements, mentoring etc.).	1 - 2 - 3	1 - 2 - 3
11. Research culture among the teachers.	1 - 2 - 3	1 - 2 - 3
12. International visits by teachers for global exposure.	1 - 2 - 3	1 - 2 - 3
13. Consultancy services by teachers.	1 - 2 - 3	1 - 2 - 3
14. Addressing students' discipline and behaviour problems by the institution.	1 - 2 - 3	1 - 2 - 3
15. Involving parents in improving the students' performance in the campus.	1 - 2 - 3	1 - 2 - 3
16. Inviting suggestions from students for the betterment of academics by the institution.	1 - 2 - 3	1 - 2 - 3
17. Students focus on long-term achievements (like goals, relationships and networking).	1 - 2 - 3	1 - 2 - 3
18. Institutional network with other reputed organisations (like Universities, institutions of national and international importance).	1 - 2 - 3	1 - 2 - 3
19. Use of modern classrooms with teaching aids (like smart boards, LCD projectors, LCD screens etc.).	1 - 2 - 3	1 - 2 - 3
20. Availability of updated ICT facilities (like computers, software, Wi-Fi connections, AV rooms etc.).	1 - 2 - 3	1 - 2 - 3
21. Use of Digital resources (e.g. online library, journals, videos, lectures, MOOCs, e-learning, open educational resources).	1 - 2 - 3	1 - 2 - 3
22. Amenities for physical fitness (like sports, gym, yoga etc.).	1 - 2 - 3	1 - 2 - 3
23. Display facilities to showcase student design works.	1 - 2 - 3	1 - 2 - 3
24. Curriculum is designed in a dynamic way to build analytical skills.	1 - 2 - 3	1 - 2 - 3
25. Emphasis on fashion "Trends and Forecast" in the curriculum.	1 - 2 - 3	1 - 2 - 3
26. Integration of "Design Elements and Principles" in the curriculum.	1 - 2 - 3	1 - 2 - 3
27. Application of "Design Methodology" in the curriculum.	1 - 2 - 3	1 - 2 - 3
28. Provision for industry and real-life exposure visits to students.	1 - 2 - 3	1 - 2 - 3
29. Opportunities for international exposure to students in the curriculum.	1 - 2 - 3	1 - 2 - 3
30. Provision for understanding of craft clusters.	1 - 2 - 3	1 - 2 - 3
31. Provision of sufficient group assignments to facilitate collaborative working of students.	1 - 2 - 3	1 - 2 - 3
32. Provision for interdisciplinary collaborative teaching.	1 - 2 - 3	1 - 2 - 3
33. Teacher exposure to current international trends of teaching-learning.	1 - 2 - 3	1 - 2 - 3

Statement	Current Situation	Importance
34. New forms of interactive teaching methods for active student engagement in learning.	1 - 2 - 3	1 - 2 - 3
35. Traditional lecture method of teaching is practiced.	1 - 2 - 3	1 - 2 - 3
36. Adaption of specific strategies to facilitate advanced and slow learners in the institution.	1 - 2 - 3	1 - 2 - 3
37. Handicrafts designing through field visits.	1 - 2 - 3	1 - 2 - 3
38. Teaching of soft skills (like communication, presentation, leadership, sportiveness etc.).	1 - 2 - 3	1 - 2 - 3
39. Students visit industry as per the course objectives (like industry orientation, internship and graduation project etc.).	1 - 2 - 3	1 - 2 - 3
40. Teamwork by students in the teaching-learning activity.	1 - 2 - 3	1 - 2 - 3
41. Interdisciplinary learning through projects, teamwork etc.	1 - 2 - 3	1 - 2 - 3
42. Teachers keep pace with the Industry Development.	1 - 2 - 3	1 - 2 - 3
43. Participation of students in special lectures by outside experts.	1 - 2 - 3	1 - 2 - 3
44. Time provided for preperation and planning for teachers.	1 – 2 – 3	1 – 2 – 3
45. Time provided for teachers collaboration.	1 – 2 – 3	1 – 2 – 3
46. Support of administration to teachers.	1 – 2 – 3	1 – 2 – 3
47. Peer-assessment is encouraged in the institution (assessment by colleagues).	1 – 2 – 3	1 – 2 – 3
48. Students well prepare for assessments and evaluations.	1 – 2 – 3	1 – 2 – 3
49. Students maintain appropriate conduct while attending assessments (like dress code, etiquette etc.).	1 – 2 – 3	1 – 2 – 3
50. Students follow academic plans strictly	1 – 2 – 3	1 – 2 – 3

Whereas the corresponding values for each number are: **1 – Low   2 – Medium   3 – High**

--- end ---