



STUDENTS ASSESSMENT AND EVALUATION IN FASHION COLLEGES IN INDIA: A STUDENT'S PERSPECTIVE

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Abstract- The students pursuing fashion education are from various disciplines, sociocultural and linguistic backgrounds. These students are to be groomed towards the specific objectives of the fashion programs they pursue. It is interesting to know how these institutions are providing learning experiences and how students are able to comprehend and acquire adequate knowledge, creative skills, and attitude towards fashion education. This study has made an attempt to critically analyze various fashion education programs in terms of curriculum inputs, approaches to learning and learning outcomes. Fashion education needs inputs broadly in the areas of fine arts, design, technology, and management. Accordingly, multi-disciplinary teachers are recruited to teach. It is interesting to know how NIFT campuses are accomplishing their academic planning and curriculum transaction with the teachers of varying backgrounds, experiences, and profiles. The teaching methodologies and modes of students' assessment are also the focus of the present research study.

Keywords: fashion education, student assessment

I. INTRODUCTION

Fashion programs are popular among the Indian students because of their fame, status, and appealing career opportunities. In order to keep in pace with the demands of the fashion institutions, the students need to compete and clear entrance examinations or admission procedures to enroll in these institutions. The present status and future prospects of fashion education in India in terms of various specializations and levels of education was an important aspect in the present study.

Fashion education as a multidisciplinary subject has got its prominence in the academic field across the globe. In India, after the establishment of NIFT, it has become popular and appealing in terms of job prospect. The growing demand and the global developments in the fashion industry stress the need for quality curriculum and its transaction. The interdisciplinary nature of the subject requires a thorough upgradation and a high degree of integration by blending the different disciplinary knowledge into unified perspective to understand fashion education. Hence, it is interesting and important to study the nature and process of fashion education as an academic program in India, especially in NIFT and its campuses.

NIFT continues to be a center of excellence over the years by designing need based and relevant programs for developing fashion professionals. Innovative curriculum with learner-centered instructional designs and practices are the best suited approaches for 21st-century education. NIFT is one of the very few institutions in India having such a paradigm. How these NIFT campuses have continued to remain centers of excellence in fashion education in India while maintaining their quality with innovative instructional practices is an important aspect of the study. Fashion is a dynamic and ever-changing field. Based on the prevailing market trends and influences, the fashion education needs to upgrade continuously in terms of its resources that include professional development of teachers, infrastructure development and institutional linkages etc., to predict the future trends and to facilitate them. It is also an important aspect of the study to understand how these institutions cope with such challenges in the areas mentioned above

NIFT campuses in India are under the aegis of the Ministry of Textiles, Government of India. The peculiar feature of NIFT campuses is that the institutions do not require affiliation under any university as these have statutory status with the center of excellence. NIFT has seventeen campuses across India and Head Office at New Delhi. It was one of the aspects of this study to know how Head office and the NIFT campuses are sharing the authority and responsibilities in terms of autonomy, accountability, equity and equality which are important priorities of any institution of higher education. According to the enlisted

functions in the NIFT-Act 2006, the institution mandate is to; promote quality and excellence, lay down various degrees, awarding degrees and honorary degrees, undertake research, establish modern information center, organize national and international events, act as a nucleus for interaction between academia and industry. It is an important aspect to understand how these institutions are managing in the above areas.

It is observed from NIFT's placements cell reports (2013 to 2018), that in last few years, NIFT is unable to provide 100 percent placement to its graduates and on the other hand NIFT campuses have increased from seven to seventeen and more campuses will come in the future. The numbers of courses offered in the institutes are also increased, leading to the generation of more number of graduates every year. As for the NIFT vision statement, it should proactively develop fashion business. Development of fashion business includes employment generation, exports development, fashion design consultancy, and entrepreneurship development, etc. The present study has examined these aspects in NIFT campuses as perceived by the students, teachers, academic administrators, and policymakers.

The researchers have not come across any research study on academic management of Fashion Education in India specific reference to NIFT. Considering the above points in mind, the investigator as conceptualized the research problem, formulated the research questions and objectives of the study with appropriate methodology.

II. ACADEMIC MANAGEMENT AND ITS PURPOSE

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

III. RESEARCH METHODOLOGY

3.1 Population of the Study

The population of the present study covers all the campuses of National Institute of Fashion Technology. There were a total 16 NIFT campuses spread across all over India and Head Office located at New Delhi, under the aegis of the Ministry of Textiles, Government of India.

3.2 Sample of the study

No of campuses selected: 4

Four year UG programme is divided into eight semesters. The first two semesters are common for all students and then the 3rd semester they attend their respective departments. These students are of the age group 18-19 years. The sample size of the students pursuing 3 rd year i.e. sixth semesters in all selected programmes of the sample campus was 568.

3.3 Statistical Analysis

A Microsoft Excel format was designed and given to the assistants at each department to enter the received data. The data was collected during years 2018 and 2019.

The quantitative data obtained from students and teachers were analysed through descriptive and inferential statistics and presented in tables and graphs.

IV. RESULTS & DISCUSSION

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

Table 1: 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. |
| 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. |

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.

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

| Aspects | Frequencies in # | | | | |
|--|------------------|----|-----|-----|----|
| | SD | D | UD | A | SA |
| Methods of assessment employed in the programme are in-line with programme objectives. | 38 | 70 | 147 | 122 | 25 |
| The forms of assessment sufficiently valid and reliable in | 60 | 84 | 135 | 107 | 16 |

| | | | | | |
|--|----|----|-----|-----|-----|
| measuring student performance. | | | | | |
| The Assessment criteria communicated clearly to students in advance. | 48 | 70 | 115 | 143 | 26 |
| Most of the students show sufficient self-confidence while attending assessments. | 40 | 63 | 122 | 146 | 31 |
| Students have fear of failure in examinations including juries. | 31 | 52 | 75 | 133 | 111 |
| Teachers give on-time useful feedback for students' professional growth. | 63 | 62 | 95 | 148 | 34 |
| Teachers encourage students to evaluate their own learning. | 42 | 65 | 107 | 146 | 42 |
| Teachers encourage students to evaluate and reflect upon their peers academic works. | 35 | 50 | 123 | 148 | 46 |
| Teachers discuss students' performance with them. | 45 | 65 | 112 | 146 | 34 |
| Students' assessment practices are fair and unbiased. | 77 | 78 | 106 | 107 | 34 |
| Students demonstrate definite purpose and understanding in the evaluation. | 23 | 58 | 149 | 146 | 26 |
| 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.

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

| S.No | Category | Group | N | Chi-square value at $p=0.05$ | | H0 | % of students among the category opined effective |
|------|----------------|-----------|-----|------------------------------|-------|----------|---|
| | | | | Calculate | Table | | |
| 1 | Gender | Male | 87 | 12.66 | 9.49 | Rejected | 45 |
| | | Female | 315 | | | | 47 |
| 2 | Programme | FD | 134 | 208.89 | 21.03 | Rejected | 40 |
| | | TD | 82 | | | | 56 |
| | | AD | 93 | | | | 53 |
| | | FC | 93 | | | | 41 |
| 3 | HSS stream | Sciences | 270 | 15.32 | 15.51 | Accepted | N.A |
| | | Commerce | 88 | | | | |
| | | Fine Arts | 84 | | | | |
| 4 | Aspiration for | Yes | 176 | 25.85 | 9.49 | Rejected | 47 |

| | | | | | | | |
|--|--------------------------|----|-----|--|--|--|----|
| | International relocation | No | 226 | | | | 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.

V. CONCLUSION

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

The study found that over the years, fashion education has been exponentially grown across India in terms of its scale, rigour, novelty, and popularity. At the time of inception, fashion design was the only diploma programme offered by the NIFT 194 and now the number of programmes has been increased as a response to the needs and demands of all the stakeholders. Programmes such as accessory design and fashion communication were evolved as allied programmes to the fashion education.

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