Title of the Practice 1-

ACADEMIC- INDUSTRY INTERFACE
Goal –

The AIFD aim is – "To produce graduates who are ready to integrate seamlessly into the industry".
One of the main goals stated in the Institution's vision is - To Approach/Engage the Industry in order to establish AIFD as the leading provider of programs, services & learning opportunities for students, faculty and the public. As the Principal and most of the faculty have a strong background of working in and for the textile industry and Government agencies in promoting Textile Sciences, they have a great rapport with the stalwarts of the Industry. They have built on this rapport by creating a strong Academic Advisory Committee, with a good percentage of representation from the top managerial level of the Textile and Fashion Design Industry. The Committee reviews the progress of the Institution and constantly offers advice to upgrade the infrastructure through the introduction of several innovative practises. As the Chairman of the Institution and the Principal of the Institution are also part of the AAC, it is easy to implement these suggestions. The members also address the students and send their best people to conduct workshops in the institute. Being part of our Institute they also allow a good percentage of our students to do internships in their branches. They also help out in placements.
The Context and the Practice
It was on the advice of the Academic Advisory Board that the institute started subscribing to the expensive forecasting website, WGSN- which is renewed regularly. This is used professionally at many leading design houses like Reliance Trends and Shahi Exports. In fact we have had requests from leading fashion designers to allow them to access the site, as they found it a steep proposition, due to its prohibitive cost. This website predicts the various trends, colors, materials (from the fibre to the fabric, to trimmings and laces) that fashion will attain for the next five years. The information is updated 24 X 7, so that students get to

understand the trends for menswear, womenswear, kidswear, across all categories of clothing like formals, informals, bridal, corporate and nightwear. There is a strong archive as well so students can understand the history of fashion and textiles. Every designer of note with his latest shows are updated. Students can watch the latest fashion show in any part of the world within 24 hours of it happening. Some shows can be watched live on the website. It is a useful tool for designers, comparable to information from a thousand books.

It was on the suggestion of the AAC that the digital garment printing machine and heat setting machine was purchased. The Lab Assistants and the textile faculty were trained in the use of this machine, which can print any design of any color width within a short period of time. All one had to do was to feed the design into the computer. The major plus point of this machine is that it caters to the latest digitalization trend in the industry. The Academic Advisory Committee also aids the institute in placing students by absorbing them into the workforce. The suggestions to do several internships in various departments, instead of the single internship demanded by the University, came from the Committee. This makes the student aware of the various possibilities that are open as career options, instead of following set notions about design and industry practice. By participating in road shows conducted by some industries, the student gets to know and understand back office logistics and account keeping as well. It was again on the advice of the AAC that several value addition courses were introduced. The feedback from the industries about the poor communication skills of some students was conveyed to the AAC. They recommended that the institute introduce business communication and soft skills training. Later personality development classes were also suggested especially for bookworms. These courses have helped build their confidence. The certificate courses suggested by the AAC have helped the students in building better CVs and hence more competent in joining the industry. Various workshops are organized along with the academic curriculum to groom the overall personality of the students. Personality development programmes, communication skills and English language proficiency workshops and a few foreign language courses are conducted for   wider   benefits. The support of the AAC has also greatly helped in the Research Development projects bagged   by   the   college. Evidence   of   Success
 1. Subscribing to the Fashion Forecasting Website: The primary goal of design is change and acceptance. Design has to constantly change and evolve and find acceptance. Change because

people need an excuse to buy new clothing. Clothing is no longer a need; it has become a status symbol. As incomes soar and people become aware of trends, the fashion designer has to constantly innovate and provide new styles for the market. The fashion forecasting website not only provides new trends and directions, it also offers the rationale behind the trends. For example, the IPL season, Olympics and World Cup Football will definitely show as a trend for sportswear and the colors of favorite teams. This would have been identified over three years back by the forecasters and hence the designers would have already produced the sportswear.

2. With the embroidery machine, students can develop and implement designs using up to 17 colors, within a short period of time. While hand embroidery is the Indian USP, the machine mimics any type of embroidery. It is a very useful machine and students can easily implement the same in the industry.

3. The digital garment printing machine and heat setting machine was purchased. The Lab Assistants and the textile faculty were trained in the use of this machine, which can print any design of any color width within a short period of time. All one had to do was to feed the design into the computer. The major plus point of this machine is that it caters to the latest digitalization trend in the industry.

4. While most institutes offering the same course allow the student to do their internship after the fourth semester, the AIFD practice of sourcing internships for their students right from the first semester vacations, using the good offices of the AAC, has paid rich dividends in the form of excellent placement of the students due to the practical knowledge that the student gains by the time he graduates.

5. The Value added courses add to the curriculum framed by the university. While the curriculum gives the students a strong theoretical foundation, the value added courses, enrich the student's personality and polish or indeed create their soft skills. The Communication classes help them function better as a leader or as part of a team.

6. Visual merchandising is one of the main careers of the future. Our students are encouraged and guided by our efficient faculty to participate in World skills. The 10 window VM Lab is one of the only kind in a fashion institute in the country.

Problems Encountered and Resources Required

Main problem institute face is the time of industry human resource. University involvement to promote the course and strengthen the course in association with industry is also another major problem.

2. DYNAMIC LEARNING & INTEGRATED TEACHING

Goal: 'The aim is focussed on overall learning'

Indian education system has focused on rote learning for the longest of times. Here at AIFD we focus on bridging this gap of studying and learning seamlessly. To provide students with a learning package so that thye not only learn from the point of examination, but learn the real life applications as well. During the pandemic we have kept our students sane by adopting dynamic learning systems to keep thme engaged and ensure they are making optimum use of the various programmes we offer. AIFD has gone a step further and worked on integrated learning systems. For example: i. WGSN website: Our institution boasts of having subscription to WGSN website which helps students to understand fashion and fashion forecasting. (During the webinar the design concepts were downloaded from WGSN by the concerned faculty and sent by email and Whatsapp to the students, as the website is only sourced in th institute registered IP address).A step ahead compared to syllabus based learning. ii. Digital garment printing machine and garment embroidery machine: we have procured these two machinery for our students to get a real time view of the current trends and the machinery used in the industries. iii. A string of webinars were conducted every saturday to keep them engaged and giving them inputs and exchanges from Alumnus, Industrial experts, Eminent academicians, etc. Internships and craft documentation were arranged for studetns to get some experience.

This has helped students in the following ways:

1. Understanding of the various career aspects in the field

2. Gaining experiences and anecdotes from speakers through webinars and internships

3. Skill development

4. Perking thier interests in research

3.   **MENTORING**

Goal - The AIFD aim is "Academic and Creative Excellence " Another of the main goals stated in the Institution's vision is, "to provide a rigorous learning experience built on the highest standards of academic and scholarly excellence; an environment that promotes creativity and experimentation; and diverse experiential learning with a variety of industry partners" The underlying principle is laying a strong foundation for the teaching- learning experience, by developing an excellent rapport with the students and understanding the way they function, their strengths and drawbacks. This is only possible because of the strong mentoring programme introduced by the institute. 60 students arrive for the B.Sc FAD course every year. 90% are from the Army background with roughly 50 % being from the Kendriya vidyalayas and Army Public Schools. The rest, though wards of the Army are from rural backgrounds. For the majority, Hindi is the language of communication. Though they have studied English they do not really converse in it and have difficulty understanding the teacher. Added to this is the fact that 95% of the students are boarders and away from their families, it is easy for them to

- suffer separation anxiety from their home and parents(mother)
- feel lost and left out in class due to lack of communication skills
- feel embarrassed by their lack of conversational English
- feel overawed by the cosmopolitan city
- Feel the peer pressure and the need to dress like a "fashion" student.
- Give in to peer pressure and start using intoxicant and many such problems.

The institute implemented the mentoring system in 2010, at first as a measure to keeping a check on student's activities. As it was difficult for a class teacher to get to know 60 students immediately, the 60 freshers were divided into groups of 15 and each group was mentored by a member of the faculty. Over the period of a semester it was decided that the mentor would remain the same over the next two year, even if the mentor did not teach the student in that particular semester. This helped the student develop confidence in the mentor. Many students started confiding their personal problems and grievances to the mentor, who would be able to convey   the   same   to   the principal (only if necessary). The Parent is given the phone number of the mentor (along with other faculty and the warden's) and told to keep in touch. The mentor thus forms a bridge between the parent and the institution, and between the student and the institution. In the

initial stages the mentor regularly checks on the progress of the student. The student has to meet with the mentor at least once a week if there are no problems, more frequently if there are grievances to look into. The mentor conveys to the teachers if there is a learning disability or communication problem, so that each teacher can handle the student in a better manner. The mentor is also responsible for verifying the students activities like going to the local guardian's place for a night out. By introducing the practice of verifying each request with the parent, much of the anxiety about student's delinquency has come down. There is a fool – proof system, including verifying phone calls to the local guardian at night to check if the students are indeed at the Guardian's place. Mentors have been even more helpful in counseling students about department, dress and imbibing intoxicants. The system has been useful in curbing incidents of harassment of fresher's. While strong checks in the form of anti-ragging committees and squads and surprise checks have greatly curbed ragging, there is always the danger of stray incidents of mocking and harassment. The fact that the student can immediately call the mentor has resulted in the seniors treading with caution. Mentors have a free hand in reprimanding and calling parents of offenders. Mentors are also the guides for the student's project dissertations in the sixth semester. By this time, the mentors have developed a keen idea of the student's capacities and hence can advise and guide the student for his project. At times, this mentorship has carried over after the student graduates, with the student updating the mentor on his progress through his career. This is one of the main rewards of a teaching career – the shaping of another's future.

Evidence of Success

By developing a personal rapport with the mentee, mentors have done much to shape the future of the student. Many problems (as in taking intoxicating substances) have been averted with swift and compassionate counseling. At times a gentle scolding is all that is needed to bring the student back on track. At other times it is the interaction with the distressed student that gives the mentor the idea of reshaping the value added courses or even rethinking the teaching-learning methodology. When conveyed to the Principal, the mentors immediately find support in changing or developing new modules for either professionals or the faculty themselves to teach. For example, the obvious nervousness of the student when facing campus interviews and the feedback of the potential employer has led to the formation of a new module called "Interview Skills".

Problems Encountered and Resources Required

The problems that were encountered were rectified at the mentors level itself. A few cases

needed psychiatric counseling. For this they were referred to the Command Hospital, for professional counseling. An example of this was a boy who refused to attend classes. After counseling he was persuaded to complete his studies.