Comparative study on fashion & textile design higher education system, Pakistan vs UK

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Abstract. Fashion clothing has a fundamental link to what is generally called global society. However, fashion as a social phenomenon does not only co-create and shape society’s image, it also reflects its current status and responds to the changes taking place in it.[1]In the past few years, Design Education has gained more and more importance. As our clothing consumption has reached an all-time high, and in response, advocates for creative, mindful, eco-friendlier design are screaming their message louder than ever. And it seems the fashion industry is finally listening: More and more fashion designers with formal education are engaging in the practical field .Thus as the demand for more creative designers increases among production side. [2].In the world of globalization almost every country in the world wants their education system to be the best, so their students can obtain the necessary skills and knowledge taught by the schools/universities that meets the challenges of the 21st century. [4].South Asian countries including Pakistan, Bangladesh and India play a very prominent role in cotton and Garnet production. The textiles and clothing sector has been one of the leading manufacturing sectors of South Asia in terms of its contribution to output, employment and trade. The sector collectively employs over 55 million people directly and more than 90 million indirectly in the region. [5].Besides the availability of raw material, south Asia still deprived in the value addition in Textile, Apparel and fashion products. Parallel to the other factors associated with competitiveness like poor state of trade facilitation, high transaction costs associated with cross-border exchanges and supply chains this region also lacks in creative, innovative and value added products. [6]The presented research explores how Pakistan and UK way of higher education system works in the domain of Apparel Design in which way both the countries differ and how they are leading in the field of higher education and it also highlight the different pathway that leads to the different type of man power in this domain. Presented research will focus on the study of different modules of textile & Apparel Design Higher Education in Pakistan & UK. Its relation and comparison will be an important area of study. Research work document the Educational modules, its implementation and impact on industry .Afterwards this data was used for comparative study between higher education systems in Textile & Fashion Design

1. Introduction

Besides many new inventions and technological advancements, Textile & Clothing is considered to be the largest industry with worldwide business networks. Substantially it is considered to be the milestone which triggered industrial revolution [6]. Brenton et al. (2007) discussed the various aspects
of Textile & Clothing and elaborate the importance of this sector in relation with our daily life. Textile & Clothing covers wide range of workmanship commencing from unskilled labour to technological trained human resource. It is rooted from agriculture to countryside and linked with civic lifestyle of fashion. Business of Textile & Clothing comprises of small entrepreneurship setups to giant industrial states. Contemporary textiles are beyond conventional material and technique. It involves Hi-tech value addition and many countries are generating revenue from export of garments and other value added products [7] Indisputably, Textile and clothing have been an important factor in economic growth of a country and it is equally important for developed countries to the developing nations. Trading in Textiles is influencing international policies and strategies [8]

Textile industry can be considered as the backbone of Pakistani economy. It engages 38 percent of the industrial labour and about one third of commercial productivity includes textiles and related goods. As far as the international scenario is concern, Textile business is a major contributor in total export of Pakistan which rose up to 60 percent in recent years. Besides very strong infrastructure, Pakistan is not playing a vital role in the Textile Sector of the world. Scenario of Value added products in Textiles and Garments is also very disappointing. Research and development lack in overall Textile sector of Pakistan [9]

Clothing industry has been revolutionized after amalgamation of Fashion Clothing. It has been persuading internationalization and globalization. Clothing and Textiles has become larger than the stereotype mage of this industry. Today Fashion clothing is shaping the society and working as catalyst in the social change of the modern world. Few decades back Fashion was restricted to specific class, higher end market and limited designers and fashion houses [10] Fashion has been evolved from exclusivity to mass market. Fashion system has become complex as its horizon broadens with the involvement of different social classes. Industries have been developing systems to regulate this business. Forecasting, Market segmentation, Production planning, costing, Marketing and merchandising have become essential part of Fashion Industry. Industries are developing liaison with academic institutions, Forecasting agencies, Social Media networks and research organizations to develop innovative products incorporate with market need [11]. Involvement of diversified manpower, technology and market diversity raised challenges to the Textile & Clothing Industry of the world [12].

Origins of Fashion Clothing relates with invention of sewing machine in 19th century. Designing in clothing amplified with the industrial settings after World War II. New materials and Stitching techniques gave freedom to designers and tailors to do experiment with clothing and garments. Evolution of the Fashion is much expanded But Central Europe specifically France remained the crèche for New Look in the Fashion scenario. Clothing transformed from aesthetics to practicality. UK can be considered as the Hub of modern fashion. Practicality met with beauty and explored new dimensions in the fashion arena [13]

Textile is a very vast field and it is difficult to conclude exact figure of the people associated to the field of Textile. According to various resources approximately 26 million people are associated to the textile sector. Shifting of Textile industry is evident in Asian countries for the last decade. China is leading with major chunk of the human resource in this textile & clothing followed by Pakistan, Bangladesh, India, Mexico, Romania, Cambodia and Turkey. Besides many factors, Labour cost is considered to the important factor in this change and employability in Textile sector decreased in Europe, USA and the Philippines from 1995 to 2005 and this process is still going on [14]. The present Global Scenario of Textile Industry with specific reference to the position of Pakistan in the International Textile Market is given here for the enthusiasm of our pursuers. The interest for materials on the planet is around $18 trillion, which is probably going to be expanded by 6.5% in 2005. China is the main Textile exporter of the world's aggregate fares of US$ 400 billion in 2002. Despite the fact that Pakistan has developed as one of the significant cotton material item providers on the planet advertise with a share of world yarn exchange of around 30% and cotton texture around 8%, having absolute fare of $ 7.4 billion which represents just 1.2% of the general share. Out of this Cotton texture is 0.02%, Made-ups are 0.18% and Garments is 0.15%. [15]
Specialized advance and existing quality models from material industry require a decent understanding and a mind boggling process situated considering. Advancement of strategies and settings for instructing and learning with a specific end goal to guarantee fabulousness in the instructive procedure, it is thusly of an awesome need. The need of these improvements is firmly identified with the significance of European material industry, considering the aggregate work drive measurement and yearly turnover on one hand, and the assortment of end uses applications, then again. [16]

The capability prerequisites have been changing all through the material and dress division, while the advanced education arrangement is not any more ready to offer appropriate arrangements. Consequently, dynamic measures must be actualized over the EU so as to give the part know-how for a superior reckoning and positive administration of progress and better adjusting to the area's future aptitudes require Participation as immediate and aberrant, individual and non-individual connections between advanced education foundations (HEI), look into focuses, industry and business with the support of government for common and societal advantage is the way to the new instructive projects and courses improvement,[17]

There are different methods of participation amongst colleges and business, which incorporate coordinated effort in innovative work, - versatility of understudies and scholastics, - educational modules advancement and conveyance, - long lasting learning, - commercialization of R&D results, - enterprise and - administration. The benefits of the co-operation for understudies, business, HEIs and society include: - increment of employability of future graduates, - increment of abilities and graduate advancement, - change of the business execution and - useful consequences for the neighbourhood business [18]

Textile Design study evolve from Art & Craft education in Pakistan. Pakistan came into being in 1947. Mayo School of Arts Lahore was the only art and design intuition at that time founded during British reign (1872) in subcontinent to promote art and craft in this region. Mayo School, of Arts always focused on oriental crafts. It passed through various titles such as, “Mayo Memorial School of Industrial Design, Industrial School of Art & Design, Lahore School of Arts and finally National College of Arts(NCA); suggested by its last British Principal, Sidney Spedding in 1954 which was [formally] adopted in 1958[19]

Figure 1. Employment in Clothing & Textiles by country

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Textile Design Education can be divided into two major Phases in Pakistan. In first Phase NCA can be considered as influential body in art and design education. NCA can be considered as pioneer in Textile Design Education in Pakistan and for many Years other intuitions remained influenced from the teaching methodology and learning settings of NCA. Initially NCA awarded 4 year diploma after matriculation (Grade 10 according to local route of Secondary education). In Late 80s Diploma was upgraded to Degree Program and eligibility requirements changed from Secondary education to higher secondary education(12 standard). 4 year bachelor program started and college offered Bachelor of Design Degree with the specialization in Textile, Graphic, Product and ceramic Design. Annual system of education was practiced and foundation year remained identical for all the students of Design. NCA remained the dominant institution in Art & Design Education.

Karachi is the largest city of Pakistan. Considering needs of the region and huge Textile industry in the city, another institution was founded in 1989 with the name of Indus Valley School of Art & Architecture. This institution contributed in Textile Sector of Karachi. Settings of Indus Valley resembles with NCA Lahore with focus on Craft of Sindh, traditionally rich land with the roots of Indus valley civilization.

Higher Education Commission Pakistan (HEC) formulated in 2000 result in major changes in education sector of Pakistan. Educational reforms were implemented with the proper planning on the curriculum. National Curriculum Revision Committee deliberated on the requirements. During this process curriculum of Textile Design was revised and compiled in 2008. This was done with the consent of various experts from different art & Design institution of Pakistan. Many new programs were purposed and approved including Fashion Design, Fashion Marketing & Merchandize, Textile Design, Jewellery Design & Gemmological Sciences, Furniture Design & Manufacture, and Leather Accessories & Footwear Design. Curriculum was design according to need of the market including e Learning techniques and other advanced courses of practical and theoretical side of the Textile & fashion Design.

2. Methodology
Mix method approach was adopted to conduct the current study. Three Basic tools were practices for data collection
- Survey through Questionnaire
- Observation

2.1 Institutions
Two institutions from Pakistan and two institutions from UK were selected for the study. Researcher prepared set of similar survey questions for recent graduates of selected institutions. Students of most senior class were also engaged during the data collection. Study focused on the students of undergraduate studies of Textile Design, Fashion Design and clothing Design. Study conducted in following institutions
- National College of Arts Lahore Pakistan (NCA)
- Pakistan Institute of Fashion & Design Lahore, Pakistan (PIFD)
- University of Leeds, UK
- University of Bolton, UK

2.1.1 NCA: Data have been shared about NCA in introduction.

2.1.2 Pakistan Institute of Fashion & Design Lahore, Pakistan (PIFD): It was in 1994 that an alliance was set up with the Ecole de La Chambre Syndicale de La Couture Parisienne initially created by the French Federation of Fashion Designers in 1927. Concentrated meetings were held to draw out a far reaching four year educational modules that would not just set up the understudies for the neighborhood requests additionally engage them to meet worldwide principles. In 2008, it got
subsidiary with the Asian Institute of Gemological Sciences (AIGS), to give essential introduction to understudies and personnel of Jewelry Design and Gemological Sciences. The huge point of interest in the historical backdrop of the organization is the degree granting status through PIFD Act of 2011. PIFD was upgrades as Degree awarding institute from HEC Pakistan. The graduates finishing their degree projects will now be perceived at national and universal level.

2.1.3 University of Leeds, UK, School of Design. The School of Design has a long and recognized history. Since our establishment in 1874, school claimed built up notoriety for being one of the world's driving Textile and material exercises. However later advancements have seen the School grow its center concentration to incorporate the element and continually developing zones of visual depiction, Fashion Design, contemporary workmanship practice and outline Textile innovation. According to information from website, Configuration, Color, Textile Materials and Sustainability are enter components in the progressing achievement of the School and the current interests in the School in offices and gear have fortified our dedication to make a fantastic domain for understudy advancement and improving graduate employability.

2.1.4 University of Bolton, Textiles & Surface Design - BA (Hons). As per Data accessible on University site, it give s chance to investigate and explore different avenues regarding an amazing blend of customary and advanced procedures for imprinting onto surfaces including papers, textures and earthenware production. Computerized advances incorporate the utilization of industry-standard programming, for example, Adobe Creative Suite and AVA CAD CAM. We likewise subscribe to the WGSN slant determining site so you will work with the most recent reports and bearings. This program covers outline for an extensive variety of plan and business settings - from plan for mold textures and adornments, stationery items and bundling configuration, outline for inside textures and divider covers to contemporary display/outline drove pieces. The course is educated by a group with broad experience of offering and displaying material/surface outline work professionally, and unites the College’s qualities in material plan, expressions, and innovative work.

2.2 Focal Points
Two aspects were emphasized during the present study

- Quality indicators
- Structure of the undergraduate program

2.2.1 Quality indicators. Naveda Department of education formulated Career and technical education. CTE is responsible for standardized education in six different domains. It work as facilitator to the management of the university and provide quality standards for the higher education. These indicators assess the quality of various programs and provide guidelines for better output of different universities. Continuous improvement in collaboration with academicians and stake holders is another objective of this program.

The development of Nevada career and technical standards and assessments is a community exertion supported by the Office of Career, Technical, and Adult Education at the Department of Education and the Career and Technical Education Consortium of States. The Department of Education depends on educators and industry delegates who have the specialized mastery and instructing knowledge to create gauges and execution pointers that really measure understudy aptitude achievement. Most essential, be that as it may, is acknowledgment of the time, skill and incredible tirelessness gave by the written work colleagues in building up the vocation and specialized benchmarks for Fashion, Textiles, and Design [22]

Quality standards were adapted to create understanding for the graduates and senior most enrolled students. Random sampling was done in execution of the study. Data of 10 respondents from each
institution were collected for the results. Following are the main components of questionnaire which further segregated into 20 dichotomous questions. Data was counted and converted to numeric and ratio method was used to elaborate the Data.

2.2.2 Career Path

![Figure 2. Comparison about awareness about career Path](image)

Sequence of the questions is designed in such a way that respondents can show his expression and opinion about his/her knowledge about the career path of selected field of domain. Opinion about entrepreneurial opportunities and information about potential employer are also discussed in this portion. Professional way to present the portfolio and necessary knowledge about career planning was thoroughly examined in the designing the questionnaire. This is the major difference between respondents of Pakistan & UK. Graduate and students of Leeds & Bolton are much aware of their career planning. They are familiar with different dimensions of the design in term of professional planning. Most of the graduates have developed linkage with professional organizations during their studies. On the other hand Pakistani Textile Design students lack in entrepreneurial skills. Positions of career consultant do not formally exist in the Design departments or higher institutions. Pakistanis students are not much familiar with modern techniques of market like e learning & E business.

2.2.3 Performance Standards

![Figure 3. Comparison of Performance Standards](image)

This series of questions can be considered as heart of the questionnaire. In this portion, respondents were asked about the key role and responsibilities of the Textile Designer. Information about Process of Design development and execution was collected through this series. Questions about mandatory skills of Designer were asked to analyse the competency of young Designers. Results of both the countries do not much vary in this area. Most of the graduates and senior students are satisfied about
the performance standards of the outcome of their undergraduate Study. There is a possibility of Numeric difference because of language barrier because mostly Pakistanis students are unable to answer complex questions like reflective learning/teaching and constructive criticism

2.2.4 Knowledge of Material

Contemporary Textiles is incomplete without knowledge of material, techniques, technology and legislative work regarding to design. Familiarity about the prominent features like spinning, weaving, knitting, embroidery and printing was arbitrated through sequence of queries. Information about practical experience was also gathered. Questions about legislation and Fabric care was also asked in this portion. According to collected data, there is a slight difference between Pakistani & UK Textile Design graduates. UK respondents are slight more conversant about Material and techniques. Data represent that Pakistani students have a deficiency in areas of textile legislation/standards, and labelling

2.2.5 Textile Product & Garment Detail

Information about product detail and development has become important phenomenon for the designer. Stitching, Flat patternmaking, Draping and machine sewing are the required skills for the successful industrial designer. Finishing in the products, garment cannot be achieved without acquaintance of product detail and development. Questions were asked to analyse the understanding about this side of the Textile & Clothing design. Data interpret the Product knowledge is quite frail in Pakistani graduates as compare to the UK. Graduates of PIFD are better than NCA in this area. This is
because presence of Fashion Department with in the campus and focus of PIFD is more towards garments and costumes

3. Structure of the undergraduate program
Structure of Bachelors Programs is quite different in UK & Pakistan. Basic difference starts from secondary education in both the countries. Secondary education in Pakistan goes on for a long time (review 9-12). It is cooked in government optional and higher auxiliary schools; the majority of these schools have working classes also. In every one of the areas practically similar sorts of schools and universities exist to provide auxiliary classes. In the UK, optional schools for the most part provide instruction of age gathering 12-16 or at times 12-17 or 18 wherein understudies join A-Leves. In UK, Students have the possibility to study Art & Design on secondary level of education. Options like GCSE in Art/Design, HND and other related programs are available for the students. Contrary to this, students in Pakistan have limited access to opt art and design on secondary level. Admission criteria in UK universities are based on Portfolio. Interview used to conduct in exceptional cases. In Pakistan, Eligibility criteria of admission are strictly related to drawing & aptitude test conducted by the university.

Difference in Secondary education creates variation in duration of Bachelor Degree of both the countries. Approximately completion time of the undergraduate degree in Pakistan is 4 years and 3 years in UK.

Credit which is considered to be the basic component also varies in two countries. 360 Credits are required to complete undergraduate studied in UK. On the contrary Higher education commission Pakistan (HEC) define limit of 131-138 credit hours to Textile Design undergraduate programs. At advanced education level, the colleges are absolutely independent bodies to build up their own particular educational program in the UK, however in Pakistan to a lesser degree, as HEC is settling least benchmarks for every degree program as far as least credit hours, nature and weightage of centre and different courses, and method of appraisal

Road map of the undergraduate Programs is obstinate in Pakistan. Accessibility of elective course is limited and students are bound to stick with the predefined scheme of studies .On the other hand students have handsome range of minor or elective courses during their studies. Variety of courses reflects in the professional capabilities of the graduates

Difference in nomenclature of the courses and modules is also evident from the comparison between institutions of both countrie. In Pakistan, title of courses seems to be indistinct where modules are updated and proficient. Courses resembles with contemporary education terminologies and modern technologies used in textile and clothing sector.

4. Results and Discussion
The results of the survey indicates that, the Bachelor Program in Textile Design have certain differences which effect the process of value addition in Textiles. The findings of the study appear to be in agreement with general perception about the system of education Knowles about the career path and legislation and Fabric care and are one of the most questioned issues for Pakistani Textile graduates. The involvement and competency of students as well as the supportive behaviour and capabilities of the trainers outstands as important success criteria for the undergraduate programme.

There are some other differences which are being observed during qualitative process of comparison

4.1 Faculty, Staff and other Resources
The quality and estimation of an undergrad training in the previous decade got, and keeps on getting, investigation by different partners related with the advanced education group. A significant part of the vitality encompassing the undergrad experience and understudy learning was set on the two noteworthy duties of personnel, educating and research
(Kezar, 1999). Kuh (2001) and Pascarella (2001) set that a quality undergrad instruction was one that drew in understudies in demonstrated great instructive practices (e.g., center and nature of undergrad instructing, associations with workforce and companions, and contribution in coursework) and that additional incentive to understudy learning. Concentrate self-revealed understudy engagement practices was critical and a vital stride in measuring the nature of undergrad instruction; yet, it was similarly imperative to comprehend and assess what personnel rehearses affected understudy learning picks up. [23][24][25]

Professional Divergence is evident between higher institution of Pakistan and UK. If we critically analyse the competency of faculty member in Textile Design Programs, Situation is pondering. In National College of Arts Lahore, there are very limited no Faculty members and none of them have relevant master's degree of Textiles as per data available on the website. According to primarily information department do not have any formal industrial collaboration. Pakistan institute of Fashion and Design has been striving to improve quality of Design education in the region. Faculty of PIFD is comparatively better then NCA with foreign qualified faculty. But still they lack experienced faculty in the domain of Textile Design. On the other side, Faculty of University of Leads is very strong with the relevant experience of Textile Design, Material, Marketing and technology. Diversity of Faculty is also manifest from the faculty profile. We can see Faculty members of different positions with different professional background and interests. Culture of research is also evident from the faculty introduction.

Striking difference between Pakistan and the UK can be seen with regard to resources in studio. In comparison to the UK, Pakistani Higher institutions lack in trained teachers, and handful teaching and physical resources

UK advanced education organizations are associated with industry and business, and assume a basic part in exchanging learning to these. Industry and the scholarly community in Pakistan are completely different, and don't hear each out other. The UK has received an entrepreneurial approach that doesn't block scholastic accomplishment. In any case, Pakistan's college pioneers think that it’s testing to adjust these two yearnings

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