1. **AWALE S.D, ET AL (1996)**, the modern cult of technical education began in India with the establishment of “Survey School” at Madras (Now Chennai) by the English traders in 1794. Besides assisting the British surveyors, the School provided training to Indian personnel in modern land survey. Later on, technical education spread to other parts of the country and was transferred from generation to generation.

2. **AWALE S.D, ET AL (1996)**, If we examine the historical development of technical education, it will be discovered that the foundation of technical education in India was laid almost at the same time as in Europe but its growth in India was very restrictive and slow till India became Independent. Soon, after the battle of Plessey in 1754, the status of presence of Bruiers was changed from traders to colonizers. Therefore, to rule the country, it was essential that they should have an intimate knowledge of the country’s topography through physical survey of the land. For achieving this object, the English traders established a survey school in Madras (Chennai) in 1794 to train Indian personnel in land survey to assist British Surveyors.

3. **ELTON, L., ET AL (1998)**, Individual teaching excellence is a necessary, but not a sufficient condition for an excellent student learning experience. In addition there must be excellences at departmental and institutional levels. They can however be developed on the foundation of individual excellence.

4. **SEMIRE DIKLI (2003)** Assessment is one of the crucial components of the instruction. People within the educational community, i.e. policymakers, educators, students, parents, administrators, have different ideas regarding the implementation of assessment strategies (Diesel, Herman, and Knuth, 1991). While some believe traditional assessment methods are more effective, others think that alternative assessment tools are superior. This article is written to inform people particularly in the field of distance education about assessment practices at a distance.

5. **PETER BLAZE CORCORAN ET AL (2004)** In this paper we raise serious concerns about existing case-study research on sustainability in higher education. Our key concern is that the research does not live up to its potential for improving the field of sustainability in higher education. We have argued that case-study research in
the field falls short of its promise due to a lack of theorizing about the research methodology or an understanding about the methodology. If case-study research is to lead to an improvement in the way universities respond to sustainability in their curriculum, activities, policies and functions then researchers need to address the manner in which they conduct and report their research.

6. **D. ROYCE SADLER (2005)** This article is based on a review of the most common grading policies that purport to be criteria-based. The analysis shows that there is no common understanding of what criteria-based means or what it implies for practice. This has inhibited high-quality discourse, research and development among scholars and practitioners. Additionally, the concepts of ‘criteria’ and ‘standards’ are often confused and, despite the use of criteria, the fundamental judgments teachers make about the quality of student work remain subjective and substantially hidden from the students’ view.

7. **DAVID BOUD AND NANCY FALCHIKOV (2006)** Assessment in higher education is commonly held to contribute to feedback to students on their learning and the certification of their achievement. This paper argues that this short-term focus must be balanced against a longer-term emphasis for learning-oriented assessment to foster future learning after graduation. The paper proposes that students need to become assessors within the context of participation in practice, that is, the kinds of highly contextualised learning faced in life and work. It discusses the kinds of practices that are needed to refocus assessment within higher education courses to this end.

8. **BULENT TARMAN (2010)** There have been noticeable developments in technology and knowledge all over the world which have created an amazing learning environment and impacted teaching and learning. As globalization and knowledge societies expand, reform on the teacher education programs is becoming an important issue because teachers are always seen as moderators of a changing society. Consequently, countries had to improve their educational systems in order to provide their people enough knowledge to use this technology. Paralleling fast changes in Turkish society, like in other countries, there have been some changes in the purpose of the functioning of education. Hence, the necessity to make improvements in teacher preparation and training is a current issue.
9. **LA JOLLA (2010)** The Journal is a forum to share faculty research and scholarship, which will ultimately benefit both the university’s academic community, as well as our students. The Editorial Board is composed of top scholars and administrators from National University, as well as several internationally acclaimed academicians. The Review Board includes both internal and external reviewers. Thus, the third issue of the JRIT published by National University demonstrates a steady progress in establishing a research culture at this institution. This volume includes 16 articles that were accepted after a rigorous double review and that include studies from individual members of the National University faculty, other US researchers and international writers, and joint projects between National University researchers and outside scholars.

10. **VICKI L. BAKER AND LISA R. LATTUCA (2010)** The authors draw on two families of theories – developmental networks and sociocultural perspectives on learning – to develop an interdisciplinary approach to the study of doctoral education as a path to the professoriate. This approach seeks to elucidate the connection between doctoral students’ developmental networks, what they learn during their graduate experience (including their learning about the faculty role) and how they develop a professional identity. The authors first discuss the key tenets of the developmental networks and sociocultural perspectives, before exploring their alignments and explaining how the combination might remedy the limitations inherent in each approach.

11. **SHIVANI AND SHASHI KHURANA (2012)** The real challenge is how to reposition it in response to the global forces driving change in a knowledge based economy. Since Independence in 1947, the Technical Education System has grown into a fairly large-sized system, offering opportunities for education and training in a wide variety of trades and disciplines at certificate, diploma, degree, postgraduate degree and doctoral levels in institutions located throughout the country. Even though the system boasts of institutions comparable to the best in the world, quality of education offered in majority of institutions leaves much to be desired.

12. **HIRAM E. FITZGERALDINING (2012)** The centrality of engagement is critical to the success of higher education in the future. Engagement is essential to most effectively achieving the overall purpose of the university, which is focused on the
knowledge enterprise. Today’s engagement is scholarly, is an aspect of learning and discovery, and enhances society and higher education. Undergirding today’s approach to community engagement is the understanding that not all knowledge and expertise resides in the academy, and that both expertise and great learning opportunities in teaching and school also reside in non-academic settings.

13. **LIUDMILA FILATOVA, ET AL (2012)** The study of the segmentation of the higher education sector involve a combination of theoretical developments in economics and the modelling of the economic behaviour of universities on the market for educational services, procedures for the evaluation of transaction costs in the markets with asymmetric information and recent conceptions of the interrelation of factors affecting quality and accessibility of higher education.

14. **SUELLEN SHAY (2012)** this paper offers an empirically derived emerging framework for conceptualizing differentiated higher education curricula with a particular interest in occupationally and pro-fissional oriented curricula. The framework illuminates the principles underlying curriculum differentiation, thus enabling a richer conversation about epistemological access and progression. Sociologists of education rooted in social realism have for more than a decade argued that knowledge matters in education, there are different kinds of knowledge, not all forms of knowledge are equal and that these differentiations have significant implications for curriculum. While this argument has made an important contribution to both theoretical and policy debate, the implications for curriculum have not been sufficiently addressed.

15. **NAFSIKA ALEXIADOU ET AL (2012)** Education Inquiry is looking for lucid and significant contributions to the understanding of contextual, social, organizational and individual factors affecting teaching and learning, the links between these aspects, the nature and processes of education and training as well as research in and on Teacher Education and Teacher Education policy. This includes research ranging from pre-school education to higher education, and research on formal and informal settings. Education Inquiry welcomes cross-disciplinary contributions and innovative perspectives. Of particularly interest are studies that take as their starting point, education practice and subject teaching or didactics. Education Inquiry welcomes research from a variety of methodological and theoretical
approach- is, and invites studies that make the nature and use of educational research the subject of inquiry.

16. **CHESEREK G.J., AND MUGALAVAI, V.K. (2012)** This paper discusses current challenges, presents government proposals for reform and recommends way forward towards achieving an enabling education sector that supports industrialization by the year 2030, thus making Kenya a middle income nation. The purpose of this study is to understand the challenges facing education system arising from new needs and expectations. The findings show government has proposed development of a new education policy and legal framework to allow for accessible, efficient, effective and quality education for all children by the year 2015.

17. **JOEL M. DURBAN AND RUBY DURBAN CATALAN (2012)** The essay is an attempt to analyse, evaluate and criticize issues affecting the educational system through the years with the end view of recommending possible improvements. The metamorphosis of Philippine education through the years was a gradual process brought about by generations of colonialism and imperialism. From the Spaniards to the Americans, to the Japanese even during the Liberation period up to the EDSA revolution, changes in education did not match the high hopes of the Filipino people. Presently, the Philippine educational system needs to address issues not only of accessibility and quality in providing education for all. Other issues need to addressed involved the role of education in the national development, the unresponsive curriculum, improper monitoring of programs implemented, globalization of education and even politics in education.

18. **PARUL SINHA, MONIKA ARORA, N.M. MISHRA (2012)** This paper presents a framework which can be adopted for building a Knowledge Management platform in Higher Education Institutions. It lists the steps to implement a KM solution/portal and discusses the sub parts of the portal, which can cater to the needs of the stakeholders of an Academic Institution. It also discusses the factors influencing the success of knowledge management initiatives in a Higher Education Institution, which help them to distinguish themselves in the academic market place. Effective implementation of Knowledge Management is considered as an increasingly important tool facilitating organisations to gain a competitive
advantage. Educational Institutes are not far behind, they have also realised that knowledge is now a driving force for organisational change and innovation, which are a survival tool in today’s dynamic environment.

19. **RUCHI HAJELA (2012)** This paper argues that India lacks sufficient skilled workers as its existing vocational training system does not target the casual or informal workforce, which constitutes over 90 per cent of India’s working population. This paper examines the vocational training offered for specific skills in construction and highlights the lack of inclusiveness and poor coordination in the complex federal government structure.

20. **ELIZABETH PERRIN ET AL (2013)** Information communication technologies enable universities to offer online courses as well as blended learning courses. In the context of web-based learning, students work in distributed locations, separated from their lecturers or learning facilitators. Consequently, learner support should be integrated into the course design to promote engaged learning and to ensure maximum learning experience. Information communication technologies have support tools and strategies that enable scaffolding, metacognition and collaborative participation in a community of learners as well as provision for feedback mechanisms.

21. **DENISE BEDFORD (2013)** In 2001 Kent State University established a graduate level program that granted a Master of Science degree in Information Architecture and Knowledge Management. The Knowledge Management concentration was a cornerstone of that degree program. The Knowledge Management concentration has sustained and thrived over the past ten years, though the path has not always been easy or clear. This case study describes the challenges encountered and the solutions developed over the past ten years. The case study discusses nineteen challenges and their solutions, in hopes that other institutions may benefit from Kent State University’s lessons learned and successes. The case study highlights issues that arise as an academic program matures, including.

22. **FRANCESCO AVVISATI AND STÉPHAN VINCENT-LANCRIN (2013)** As innovation increasingly fuels economic growth, higher education institutions and systems face the challenge of equipping students with the skills required by innovative
economies. Using two international surveys of tertiary education graduates five years after their graduation, we show that the innovative, tertiary-educated workforce comprises a mix of graduates holding degrees from all disciplines. The contribution to innovation of different graduates varies by type of innovation. When they assess the strong and weak points of their university education, graduates give a mixed picture of the quality of the education they have received. We then link the propensity to participate in innovation to the relative emphasis on theory and practice in university programmes and conclude by highlighting the importance of a competence-based approach to curriculum and pedagogy.

23. **WANYAMA PIUS MURICHO AND DR. JOHN KOSKEY CHANG’ACH (2013)** This belief has made many countries, including Kenya, invest immensely in education to foster economic growth, productivity, contribute to national and social development thereby reducing social inequality. It is against this backdrop that the Government of Kenya, since independence, made education reform as its main objective since 1963. Arising from the above, education reform for innovation was investigated. Historical method of study was used which utilized mainly secondary and primary sources of data. The main sources of primary data were Government Commissions and other policy documents like Sessional Papers, Acts of Parliaments related to education in Kenya after independence.

24. **ELIZABETH CHINOMONA ET AL (2013)** In higher education worldwide, there has been a shift from quality control to quality assurance. Quality assurance in South Africa has been seen as an important element in the democratisation and transformation of education. The emphasis on quality assurance in education and training was seen as emancipatory because under apartheid the education which most of the population had access to was of very poor quality. The ‘quality’ discourse and quality assurance in higher education in South Africa shows that Quality Assurance (QA) is a focus area which is also relatively a new phenomenon and is still in its formative stages of development. This implies that educational institutions are required to establish their own quality management systems. A triangulation approach consisting of interviews, document exploitation and observations were used to collect the data from multiple sources in this qualitative study.
25. **AHMED EL-MOWAFY, MICHAEL KUHN AND TONY SNOW (2013)** The development of a blended learning approach to enhance surveying education is discussed. The need for this learning strategy is first investigated based on a major review of the surveying course, including analysis of its content, benchmarking with key national and international universities, and surveys of key stakeholders. Appropriate blended learning methods and tools that couple learning theory principles and developing technical skills are discussed including using learning management systems, flip teaching, collaborative learning, simulation based e-learning, and peer assessment. Two blended-learning tools developed for surveying units are presented as examples. The first is an online interactive virtual simulation tool for levelling, one of the key tasks in surveying. The second is an e-assessment digital marking, moderation and feedback module.

26. **RAM KOMAL PRASAD AND MANOJ KUMAR JHA (2013)** Among the entire services sector, the education sector particularly the higher education sector has direct bearing on society for its’ growth and socio-economic growth of the country. The proliferation of higher education institutions, though around phase in the economic regeneration of the country brought in its trial innumerable traits. The government at the centre and state level, though, various regulatory bodies, monitors the functions of the higher education institutions with a view to ensure higher calibre is delivered. Yet the quality of higher education falls short of attaining the global level excellence. This paper focuses on body of literature concerned with the factors which influence service quality in higher education. The objective of the paper is to present a holistic view of the factors that affect service quality in higher education.

27. **SHAMSUL KAMARIAH BT ABDULLAH (2013)** Teaching students to become effective thinkers is increasingly recognised as an immediate goal of education. If students are to function successfully in a highly technical society, they must be equipped with lifelong thinking skills necessary to acquire and process information in an ever-changing world. To keep up with the pace of development; students must be taught how to think, instead of just how to answer examination questions. One of the issues that have been a discussion in the Malaysian Education forum is the overwhelming emphasis on exam grades, which in turn encourages students and
teachers alike to get through the syllabus and memorised key points rather than taking the time to understand concepts.

28. NITYMOL ANTONY (2014) Education is an important human activity. It was born with the birth of the human race and shall continue to function as long as the human race lives. Man becomes 'man' through education. Education fashions and models man for society. Without education enlightenment cannot be possible and education is the only means which can address most of the human problems, as it gives the people an opportunity to improve their skills to move in the direction development. Since, education is important for the growth of developing nation like India, various steps have been devised to increase the number of children enrol for education.

29. M. A. ABDUL HAKEEM AND V. THANIKACHALAM (2014) In this article, the authors elaborate on several important issues regarding the accreditation and quality assurance of engineering education. The authors define internal quality assurance of an engineering programme as: enabled by certain quality enablers, a structured process of quality analysis (benchmarking, monitoring, evaluating, assessing, guaranteeing and improving the quality) of the design, resources, delivery and outcomes of the programme; resulting in defect avoidance, strategic alignment, continuous improvement, and stakeholder trust. A brief outline of a multidimensional framework for internal quality assurance of engineering programmes is provided in this article.

30. SUBRAHMANYAM AND B. RAJA SHEKHAR (2014) Management education in India is at crabby path today. After the deregulation of the education sector in 1991, there has been an extraordinary growth in the establishment of management educational institutions in India. Though, there is a large number of management institutions in the country, a few have been accredited with the international accredited bodies and maintain international standards. This paper is an attempt to provide conceptual framework presents the impact of globalization on accreditation and business school standards along with stakeholders. In last twenty years, globalization has highly impact on management education also there was a huge growth in management education in India. This development, though
satisfying the market demand for management education but also has to assure the quality and excellence in education.

31. GARY B. LAPIZ (2015) This is a technical research paper which aims to present the policy framework of Cebu Normal University, a state-owned university in the Philippines, regarding faculty qualifications across its “vertically articulated colleges” to meet in its attempt at par global educational standards. Along with the vision of Cebu Normal University is its mission that states, “to develop high performing professional educators that generate new knowledge and help build progressive communities” can be interpreted in various ways. The terms “quality” and “standard” simply describe the aforementioned line.

32. OMAR A. PONCE AND NELLIE PAGÁN-MALDONADO (2015) This means that the discussion centred on research designs with little or no relation to any particular disciplinary context. According to Creswell (2009), the development of literature in a particular discipline’s context, using mixed methods research, will help to strength the mixed research movement. In this article, the authors explain mixed methods research and its possible uses, strengths, and challenges in educational research.

33. ABHIJIT GANGULY (2015) Universally, the role of Higher Education is changing and getting more and more integrated with the process of economic development and prosperity by contributing to the intellectual capital of many a country and act as a source of physical and social capital. This integrated global phenomenon is throwing multitudes of critical challenges in terms of developing qualitative approach towards managing higher education in a global platform with a clear objective to bring uniformity in many critical areas and reduce the gap of discrimination in terms of quality of education towards knowledge and skill building.

34. PRAKASH MENON (2015) India’s Professional Military Education (PME) system is weighted towards the tactical level in all stages of professional development. This results in inadequate exposure of its senior leadership to strategic studies, thus inhibiting the provision of qualitative advice at the strategic level. While combat as an instrument of warfare is focused on at all levels, it fails to relate to war as an instrument of politics. It underlines the absence of an effort to build a broader
vision that incorporates the entire constellation of forces. As a general rule, technology has been privileged over humanities in PME.

35. **MAHESH ABALE ET AL (2016)** This present research paper explains the importance of quality and research in higher education and also suggests some models to finance researcher’s projects. In India, though several authorities and systems of accountability and accreditation are working which include UGC, AICTE, National Assessment and Accreditation Council (NAAC), National Board of Accreditation (NBA), Director of Higher / Technical Education at State Level etc., still we are facing the problem of quality in higher education. It indicates that there is a need of more research work to enhance the quality of education for sustainability. Therefore, it is necessary to involve all colleges, institutions, state and central government, industry persons for maintaining and enhancing the quality of education.

36. **KOTESWARA RAJU PENMETSA (2016)** To understand the scenario of higher education in India, with its inherent strengths as well the endemic weaknesses, the report on “Higher Education in India: Twelfth Five Year Plan and beyond”, astutely summed up by Ernst & Young in the FICCI Higher Education Summit 2012, an initiative in association with Planning Commission, is believed as one of the authentic sources.