Objective

The scope of this research is an empirical study of Software Testing and education strategies using active learning from IT industry. There are lots of difficulties faced by the tester during testing of their projects. During their academic, he/she may not be familiar with the actual Software Testing Life cycle. The major problems are Software Testing techniques where and when we need to apply; Software Testing Phases and Software Testing Education which is differ from the Academic and the IT industry.

The motive of the dissertation is to present empirical comparison of the Software Testing in IT industry and Software Testing in Academic. The benefit and advantage of this research will be to identify the knowledge and skills that are required to advance the measurement component of software testing from a craft to a profession. Rather than focus on the coding phase of the development process, as has been the case historically, it is important to identify how Testing can be applied throughout the process and to key the requisite knowledge to the process phases. This approach is important for three reasons.

First, early detection and resolution of reliability problems can save considerable time and money in software development.

Second, product and process measurements must be integrated so that the interaction between the two can be assessed throughout the life cycle.

Third, software engineers must have comprehensive knowledge of the role of Testing in Contributing to the development of high reliability products and the processes that produce them.