CHAPTER- 2

Research Design and Methodology

2.1 Research

Research is a logical and systematic search for new and useful information on a particular topic. In the well-known nursery rhyme Twinkle Twinkle Little Star How I Wonder What You Are the use of the words how and what essentially summarizes what research is. It is an investigation of finding solutions to scientific and social problems through objective and systematic analysis. It is a search for knowledge, that is, a discovery of hidden truths. Here knowledge means information about matters. The information might be collected from different sources like experience, human beings, books, journals, nature, etc. A research can lead to new contributions to the existing knowledge. Only through research is it possible to make progress in a field. Research is indeed civilization and determines the economic, social and political development of a nation. The results of scientific research very often force a change in the philosophical view of problems which extend far beyond the restricted domain of science itself. Research is not confined to science and technology only. There are vast areas of research in other disciplines such as languages, literature, history and sociology. Whatever might be the subject, research has to be an active, diligent and systematic process of inquiry in order to discover, interpret or revise facts, events, behaviours and theories. Applying the outcome of research for the refinement of knowledge in other subjects, or in enhancing the quality of human life also becomes a kind of research and development. Research is done with the help of study, experiment, observation, analysis, comparison and reasoning. Research is in fact ubiquitous. For example, we know that cigarette smoking is injurious to health; heroine is addictive; cow dung is a useful source of biogas; malaria is due to the virus protozoan plasmodium; AIDS (Acquired Immune Deficiency Syndrome) is due to the virus HIV (Human Immune Deficiency Virus). How did we know all these? We became aware of all these information only through research. More precisely, it seeks predictions of events, explanations, relationships and theories for them.

Every research is based on the previous studies. The prior studies enlighten the researcher to understand the problem regarding their research work and help to preparing proper guideline for their studies.
It is very important for a researcher who will work on any subject firstly he must known that how much work has been completed and area of scopes and also known what research techniques were used, what are the results and conclusion of that.

### 2.1.1 Meaning and Concept

Research in common parlance refers to search for knowledge. It is also defined as original investigation undertaken in order to gain knowledge and understanding. Research in this context specifically excludes routine testing and routine analysis of materials, components and processes (such as for the maintenance of national standards), as distinct from the development of new analytical techniques. It also excludes the development of teaching materials that do not embody original research. Research simply put, is an endeavour to discover answer’s to problems (intellectual and practical). Through the application of scientific method to the knowable definition of research as “A careful critical inquiry or examination in seeking facts or principles; diligent investigation in order to as contain something.”¹ Research is essentially a systematic enquiry seeking facts through objectives verifiable methods in order to discover the relationship among them and to deduce from them broad principles or laws. It is really a method of critical thinking. It comprises defining problems, formulating by hypothesis or suggested solutions, collecting organising and evaluating data conclusion to determine whether they fit the formulated hypothesis. Thus, the term ‘research’ refers to a critical, careful and exhaustive investigation or inquiry or experimentation or examination having as its aim the revision of accepted conclusion, in the light of newly discovered facts. The main purpose of research is to discover answer to questions through the application of scientific procedures. The main aim of research is to find out truth which is hidden and which has not been discovered as yet.

i. **Definition of Research Methodology**

According to Rickman H.P., Methodology is defined as “The study of methods by which we gain knowledge – it deals with the cognitive processes imposed on research by the problems arising from the nature of its subject – matter.”²

---

1. The advance learner’s Dictionary of English, Oxford 1952, p1069
According to Kenneth W. Eckhardt and M. David Ermann, “The motive of a social investor is to uncover truth and fact. Method’s comprise the procedures used for generating, collecting and evaluating data. Method is ways of obtaining information useful for assessing explanations.”

According to Abraham Kaplan, “Research methodology is the description, explanation and justification of various methods of conclusion research.”

Different stages of research

![Stages of the Research Process](image)

**Figure 2.1: stages of Research process**

### 2.1.2 Advantages & Disadvantages of Research

Research have various advantage and disadvantage, some is as follows

---

2.1.2.1 Advantages

a. Development of general research qualifications

Another aim of going abroad is to take courses or attend seminars to learn new theories, perspectives, methods, etc. in order to develop one's research qualifications independently of the scope of the dissertation. Some students mentioned that they wanted to become more acquainted with theories and the most recent findings in their field. It would be easier for them to do this in countries (especially the USA) where departments are larger and may be better than in their home country, and where research traditions may be different.

b. Personal development

In addition to the directly measurable academic results of a visit abroad, the interviewees mentioned many other conditions which were important and which we can relate to the concept "personal development". Many students seem to mature faster during such a stay than they otherwise would have done, and adapt more easily to the international scene. When looking at experiences in retrospect, research students typically attach great importance to the more general aspects of their experience; to having overcome all kinds of obstacles and grown through their experiences. They also mention that their improved language skills are a personal gain, and that learning to manage in an international research environment has strengthened their self-confidence.

c. Impact of stays abroad on publishing behavior

Although opinion regarding the benefits of research visits abroad is overwhelmingly positive, the consequences for a (research) career are a different matter. To our knowledge no study has been undertaken that examines whether postgraduate students with a stay abroad have different careers than those who spent the entire research training period at their own university.

2.1.2.2 Disadvantages

a. Delays in work on a thesis

A stay abroad will often result in delays in time to degree. Several of those interviewed mentioned that the frame of three years is too short to complete course work and thesis
requirements, and study abroad. Several of the research fellows who had been abroad said that they were delayed in working on their theses. They pointed out many practical matters that had to be arranged when they arrived, and that these could often take time: getting established in an unfamiliar place; looking for a place to live; finding a day care centre or school for their children; getting used to the routines at the new institution, etc.

b. Poor contact with professors at foreign institutions

Another common problem is that it is not always easy to have good contact with professors at the host institution. This limits the academic benefits which could be gained from the visit. Some students therefore become disappointed because "the famous professor" did not have much time for them. In addition, students holding status as visiting scholars are not enrolled in the ordinary PhD programme, and the host department has no responsibility for their training. Several students mentioned that it had been difficult for them to become part of the research milieu, and that it was very frustrating that nobody seemed to feel responsible for them. Several of the interviewees argued that it is very important that there should be a mentor at the foreign department who has agreed to take care of the students intellectually and socially. It should be the supervisor's responsibility to assure such an arrangement.

c. Family and social problems

In addition to problems of a more practical nature which can delay work on a thesis, personal problems may also occur which can reduce the utility of a stay abroad. These usually concern family situations and the lack of a social network. Many postgraduates have families which they take with them. In such cases, several interviewees reported difficulties in getting adjusted.

d. Tensions and dilemmas within the research training programme

What should a visit abroad be used for - work on a thesis or taking doctoral degree courses? This seems to be a dilemma for some students, and there are different opinions about priorities. The general impression from the interviews is that in general students should do research while abroad, but that this must depend on the length of the stay and on other circumstances. There is, however, no clear consensus on whether students should concentrate
on taking courses while staying at a foreign university, or whether they should give priority to their dissertation.

a. **Lack of time and funding**

This argument is twofold. Some candidates do not go abroad because they cannot finance their stay, others stay at home because they fear that a visit abroad will delay their studies, and that they will have problems financing the extra time they will need to complete their theses. Lack of time and funding are thus problems which can be viewed independently of each other, or as two sides of the same coin.

b. **Lack of motivation and internal support**

The motivation to go abroad is connected to the expectations which lie in one's own culture. In other words, these are conditions at individual departments and supervisors' ability and will to set up and prioritise such visits. Few of the departments visited prioritised sending students abroad. In addition, an individual student may not see the need for a stay at a foreign university, or may simply lack the motivation to go abroad, relatively independently of the expectations of his/her department.

c. **Nationally oriented thesis**

Not all students work on thesis that warrants a stay abroad. Several of the interviewees said that it would be better for some students to stay at home, either because they are studying Nordic conditions or because the expertise is here. The topic of theses may make it less relevant to travel abroad.

2.2 **Review of Previous Studies**

The purpose of this topic is to determine the effectiveness of various teaching methods used for teaching students at graduate level and also to know the factor considered by the educational institutions in formulation of enrolment strategies. Students evaluate the institute on the basis of their perception and effective teaching methods and the reason for that. Sixty one national and international literature has been reviewed for the study, that provide solid base for formulating the objectives of the study as well as also for finding the areas which are
most and least considered by the institutions in formulating the strategies for enrolling students.

Study of various literatures will definitely help in paving the way for the thesis. Through review of various literatures it can be concluded that for evaluating teaching effectiveness different methods can be used like peer review, self-evaluation, teaching portfolios, student achievement and students’ ratings of teaching methods used by their teachers. Educational institute must ensure that students must be assured that the information they are giving is welcomed by the faculty and will be used to improve the teaching and learning in the course; otherwise they are unlikely to take the rating process seriously. Teachers need to educate students in effective ways of giving precise feedback that addresses specific aspects of their learning experience. Educational institute must fulfill need to continually assure students throughout the semester that the ratings will be used for productive changes in teaching/learning process and that there will be no chance of retribution to the students.

Every research work is directly or indirectly related with previous research studies, research papers articles, related magazines and books are providing me guidelines for my research studies.

**Hanssens D. M. & Weitz B. A.** (1980), Researchers have investigated the effect of print advertising characteristics. Advertising is becoming an increasingly important part of industrial marketing programs. With the cost of a sales call rising dramatically, industrial marketing managers are investigating the use of more economical communication vehicles to perform tasks now assigned to salespeople. The study demonstrates that the recall and readership of industrial ads are strongly related to mechanical and format characteristics of the ad, as has been shown previously for consumer product ads. Inquiry generation is also related to ad characteristics, but the relationship is not as strong. Because inquiry generation is an important function of industrial advertising, further research is needed to uncover advertising mechanisms related to effectiveness measures. The industrial ads examined are from a single trade publication during a six-month time period.

**Petty Richard E. et. al** (1983), Researchers are convinced that the persuasiveness of a communication can be increased much more easily and dramatically by paying carefully
attention to its content than by manipulation of credibility, attractiveness of the other myriad factors that have caught the fancy of investigator in the area communication and persuasion. present study of them suggest that, although the informational content of an advertisement may be the most important determinant of product attitude under some circumstances, in other circumstances such non content manipulations as the celebrity may be even more important concerned a product of low involvement the celebrity status of the product the products.

**Homer P. H. (1990),** According to researcher advertising and marketing researchers have directed considerable attention to attitude toward the ad as an affective construct and mediating influence on brand attitudes and purchase intention. They concluded that a dual mediation hypothesis (DMH), which posits influence brand attitudes both directly and indirectly through brand cognitions, “best” accounting for the observed relationships under the particular set of conditions in the pre-test setting. Contrary to predictions of the DMH, a significant relationship between brand cognitions and brand attitudes did not emerge, motivating speculation about (1) the possibility of a better explanation (2) Methodological limitations. Re-planetary factor using a different database may lead to resolution of these unanswered questions about the roles of cognitions and as influence of brand attitude and purchase intentions.

**Woodside A. G. (1990),** Advertising conversion research is the most widely used method to measure the impact of advertising in the travel and tourism industry. Advertising conversion research studies include surveying a sample of inquirers generated from advertising and asking the surveyed inquirers whether they visited the destination they requested information from; the inquirers are surveyed several month after their inquiries are received from toll-free telephone calls, coupons appearing in the ads, and reader response cards.

**Yi Youjae (1990),** This study has investigated the effects of ads that varied in 1 the way an intended message is conveyed with verbal claims (directly or indirectly) whether or not an intended message is suggested by visual stimuli. It was hypothesized that visual stimuli triggering an intended attribute would facilitate the advertising effect on the intended belief. As hypothesized, an intended belief was higher when visual cues were present that suggested
or hinted at the intended attribute than when such visual cues absent. Visual cues increased persuasion either by reinforcing the effect on the mentioned intended attributes, as in the indirect approach

**Rosen D.L. & Singh S. N. (1992),** Researchers finding indicated no statistically significant effects for embeds at any level of advertising effectiveness that we measured. Naturally =, there are limitations to our study, such as the single exposure involved, the lack of a realistic advertising presentation environment, and the limited product categories covered. These limitations reflect the practical limitations of laboratory research and the need to maintain Internal Validity of the findings. With these limitations, however, our study does show that simply embedding sex – or death related words or pictures in advertising is not likely to create the substantial positive attitude and behaviour change professed by key (or negative effect, for that matter).

**Dunnett J. & Hoek J. (1996),** purpose of researcher’s this study was to explore the effectiveness of cinema advertising in a more robust manner. The study had the following objectives: 1. To quantify the proportion of cinema audiences who had an opportunity to see advertising messages screened prior to a movie. 2. To calculate the number of brands recalled by movie goers exposed to advertising messages. 3. To detail the level of advertisement recognition displayed by movie goers exposed to advertising messages. These findings raise some questions about the effectiveness of cinema advertising. First, a reasonable proportion of the audience was not exposed to any advertising, although this is, arguably, also a characteristic of other media. The absence of some potential viewers could be offset by evidence of knowledge amongst those present during the advertising feature. Overall, it seems reasonable to conclude that, while cinema may fulfil a useful role as a support medium, media schedules in which it is the dominant medium may be unable to generate high frequency.

According to **Kutner M., Sherman R., Tibbetts J. and Condelli L. (1997),** in his study “Evaluating Professional Development: A Framework for Adult Education”, they find that professional development for adult educators is basically a process in which instructors gradually acquire a body of knowledge and skills to improve the quality of teaching for
learners and, ultimately, to enhance learner outcomes. Many adult education programs require instructors to participate in a minimum number of professional development activities each year. In order to improve program quality, system of teacher certification standards or competencies have been developed to meet within a specific time frame, and involve a specific number of hours of instruction. Very little is known about the impact of professional development activities and certification standards on quality of teaching and student outcomes. Evaluations of professional development should involve an assessment of instructor reactions to a specific professional development activity immediately upon its completion. Evaluations of professional development are needed to assess changes in instructors’ knowledge, skill levels, and behavior, as well as to document changes in program practices and student outcomes. Study consistently identifies evaluation as a critical component in the delivery of professional development to adult education instructors and other staff, evaluation is typically overlooked. Evaluation plan to ensure the success of a professional development must include components like: (1) determining the evaluation’s objectives, audience, and specific evaluation questions; (2) evaluation strategies to be used; (3) evaluation methodology, including data collection procedures; (4) person and fiscal resource requirements; and (5) time frame for collecting data and reporting results.

Spotts H. E et. al (1997), According to research they find every year more than 150 billions of dollars are spend on advertising in national media on an annual basis, with between 10% and 30% of that amount going for the placement of ads that are intended to be humorous to sell products in research area.

Shachar R. & Anand B. N. (1998), Television networks spend about 16% of their revenue on tune-ins, which are previews or advertisements for their own shows. In this paper, we examine two questions. First, what is the informational content in advertising? Second, is this level of expenditures consistent with profit maximization? To answer these questions, we use a new and unique micro-level panel dataset on the television viewing decision of a large sample of individuals, matched with data on show tune-in advertisements.

Ludeman R. B. (2001), finds in his study” The Role of Student Affairs and Services in Higher Education: A Practical Manual for Developing, Implementing, and Assessing Student
Affairs Programmes and Services”, that new concept of student service and student affairs profession is discussed in the paper. Current higher education trend did not focus on the whole student and access to an education is now persistent and available to all. Type and number of student coming to higher education has increased up like anything. Because of that burden on academicians has increased as they have to handle administrative function along with handling academic function. In the late nineteenth century lot of teacher/scholar and research models were adopted all over world, moving away from the main purpose being teaching and service. Number of student services and program has been developed so as to fulfill the demands for and access to higher education. The paper advocates policy making for adult students and designing of facilities as well as instructional programs.

Chung C. & Kaiser H. M. (1999), The assumption of a constant impact on sales per dollar expended on advertising can be divided into two assumptions: a) the cost per exposure is constant, and b) the relationship between an exposure unit and its impact on sales is constant. And also this study was to examine if alternative measures of advertising exposure could lead to different evaluation results for generic advertising programs. To meet the objective, this study used quarterly data of post-buy actual GRPs and corresponding advertising expenditures for the New York City fluid milk market. First, the correlation was tested between GRP and expenditure series. Then, advertising effectiveness was evaluated using these two series. Correlation tests suggested no correlation between GRP and expenditure variables was highly unlikely. However, the econometric analysis with these two variables found quite different evaluation results in terms of advertising elasticity and rates of return.

Cao J. (1999), we are all surrounded by a vast amount of advertising. Nearly everybody, therefore, has some thoughts on the subject. The tendency is to judge advertising as good or bad, to single out advertisements that one likes or dislikes, to wonder if advertising is worth the large sums of money spent on it, to question the contribution advertising makes to social welfare, and so on. Advertising research also aims to answer these questions in academic ways mainly within the fields of social science. The social simulation research community has developed rapidly in recent years. Computer simulation has proved useful for modelling phenomena of traditionally social scientific interest. This work is to use agent-based social modelling and simulation approach to evaluate the effectiveness of advertising.
Baker W. E. & Lutz R. J. (2000), there are three immediate implications of the relevance-accessibility model for advertising decision-makers. First as target market BRI increases, it is prudent to shift advertising message appeal strategy from generating good feelings about the brand, to establishing brand credibility, to demonstrating brand superiority. If the advertising target market is expected to be made up primarily of indifferent decision-makers, then a message strategy that maximizes the generation of affect and builds awareness is necessary and sufficient to influence brand choice.

Flores L. (2000), Over the years and since its birth in early 1994, the online advertising industry has grown and changed and continues to change every day. According to a recent projection from Jupiter Communications, ‘the global online ad spending is poised to grow from $7 billion in 2000 to almost $28 billion by 2005. Online ad spending will represent almost 6% of total advertising expenditures in 2005, up from 1.9% in 2000’. However, although the medium continues to enjoy dramatic growth, advertisers still have some concerns about the real effectiveness of online advertising. According to researcher Internet Advertising and measuring its Branding Effects 1Ads placed within web site content. These can be banners, full page advertising (interstitial), ‘rich media’ ads, pop up ads, buttons, animated cursors etc 2. Sponsored elements within web sites, such as paid product placements or content designed around a sponsor. 3. E-mail advertising, inserted in e-mail newsletters or direct marketing types of messages. 4. Corporate or product specific company websites.

Mehta A. (2000), In Her research print advertising performance is influenced by consumers’ attitudes towards advertising in general, respondents with favourable attitudes towards advertising recalled a higher number of advertisements the day after exposure and were more persuaded by them. And her findings clearly show that individual attitudinal factor related to advertising in general do influence how a respondent reacts to any particular advertisements, reinforcing expectation by other researchers previously. Specially, amount of attention that respondents, measured as recall of the brand in the advertisement the day after exposure, is influenced by how much they like to look at advertising, believe advertising helps them stay informed about developments in the marketplace, and see it as not being manipulative.
Pavlou P. A. & Stewart D. W. (2000), In general, the goals of interactive advertising tend to be similar to the traditional objectives of advertising. This means that many of the traditional measures of advertising effectiveness remain relevant, even in a world of interactive media. However, interactive advertising also has some properties that expand the range of potential objectives and that facilitate the acquisition of traditional measures of advertising effectiveness. Interactive advertising also has the potential to lessen the 'process loss' associated with uncoordinated advertising, to reduce the difficulties commonly encountered in clearly communicating an advertising message and to help overcome resistance to new products. Interactive advertising poses new and difficult challenges related to the measurement of its effects and effectiveness. The reciprocal communication between marketer and consumer will make it difficult to isolate the influence of any one advertising exposure. This means that the focus of advertising evaluation will need to shift from a focus on outcomes to a focus on both process and outcome. It is also likely that as the marketing mix becomes increasingly integrated and the same vehicles assume multiple functions (communication, distribution etc.), it will become increasingly difficult to conduct relevant research on advertising without consideration of the larger context of the full marketing mix.

Turley L.W. & Shannon J. R. (2000), Explores the effects of advertising in a sports arena on message recall, purchase intentions, and actual purchase behaviour. The findings from this study suggest that consumers can recall at least some of the ads they are exposed to in these captive situations but most do not produce any lasting memory trace. One of the most important findings associated with this study is that although people in a captive service setting notice the ads in a facility, they obviously do not process very many of them. As mentioned previously, the average respondent in our sample could recall 2.68 ads, which indicates that they are not processing very many of the ads in the environment since on an average game day at this arena fans are exposed to about 45 advertising messages. This estimate, which was provided by the athletic office, includes about 35 signs and 10 p.a. announcements per game.

& Assessment” And this study shows that in higher education there is an increasing demand for systematic and thoughtful assessment of student learning. Student learning assessment is considered important by the state legislators, state higher education boards and administrators. The assessment that has been done till now, focused more on issues of external accountability than on developing assessment activities that directly improve educational practices. Efforts made for assessment of student learning has not been so successful because of the lack of faculty involvement in identifying relevant assessment questions or in developing appropriate assessment methods that could indeed inform teaching and learning. The current study analyzes the ongoing ways to assess student learning throughout the semester including techniques for structuring and scheduling course assignment. Specific objectives should be established so as to completely demonstrate the achievement. There is need to incorporate assessment in classroom teaching and curriculum design to obtain the desired result.

According to Harwell S. H. (2003), in “Teacher Professional Development: It’s Not an Event, It’s a Process”, that now-a-days more emphasis is being given on students performance measurement and consequently on teaching and teacher. There is need to develop models for teachers to use the findings of research to determine how best to teach content. Professional development programs should be implemented for the development and empowerment of teachers. Professional development programs should focus on how people learn in a world of unbounded information, and they should give teachers time to reflect and interact within learning communities. Available technology can be used to create virtual collaborative learning schools and one of the good thing is that time is not the constraint in virtual learning programs. Online collaboration provides the venue for thinking about and reflecting on teaching and student learning. Professional development for teachers must be part of the process of quality improvement in education. Recommendations made in the paper are creating learning schools, providing time for teacher professional development and professional development on the collaboration model—teachers learning from each other.

Norris C. E. et. al (2003), The majority of the programme-induced involvement, entertainment, and enjoyment scores correlated positively with recall, recognition, and global memory scores for the advertisements. Three correlations reached significance. Involvement
was positively and significantly correlated with recall and memory for the advertisements in the first commercial break, and enjoyment with recognition of advertisements in the second commercial break. The more the participants rated the programmes as involving, the better they recalled the advertisements from the first commercial break, and the more they rated the programmes as enjoyable, the more they recognized advertisements from the second commercial break.

Kapur D. and Mehta P. B. (2004), studies in his paper “Indian Higher Education Reform: From Half-Baked Socialism to Half-Baked Capitalism”, and paper investigates the political economy of Indian higher education. Investigation reveals that higher education in India is being privatized on a massive scale. There is crisis of quality higher education in India because of the narrow success of professional schools in India. Higher education institutes in India are incapable of producing skilled and knowledgeable students. Education process is not preparing students to be productive and responsible citizens as a result of this student are spending more and more years in acquiring postgraduate professional qualification, which is one of the desperate ways to show their qualities to potential employers. The most acute weakness plaguing India’s higher education is a crisis of governance. Its most visible manifestation is a crisis of faculty. Analysis of the suggests that private sector investment in education has been confined to professional streams, bypassing the majority of students, furthermore, it is plagued by severe governance weaknesses, raising doubts as to its ability to addresses the huge latent demand for quality higher education in the country.

Li H. & Leckenby J. D. (2004), In his study revealed that the issue of internet advertising effectiveness is part of the broader question about the effectiveness of advertising in general. That internet advertising effectiveness should be examined in a similar fashion as traditional advertising. However, internet advertising is different from traditional advertising in that the internet has capacities to extend the function of advertising far beyond what traditional media are able to accomplish. For example, consumers can click on a banner ad for an e-book, check the table of contents or review others’ comments, place an order, and download the e-book to their computers, all through the internet. None of traditional advertising media could offer such a combined channel capacity of communication, transaction and distribution. The expanded function of internet advertising comes from its horizontal integration of three key
marketing channel capacities (communication, transaction and distribution) and vertical integration of marketing communications, including advertising, public relations, sales promotion and direct marketing.

Leithwood K., Louis K. S., Anderson S. and Wahlstrom K. (2004), investigated in the topic of “Learning from Leadership Project: Review of Research How leadership Influences Student Learning”, and finds that educational efforts are aimed at improve teaching and learning. But there are huge differences in how they go about it. Some reforms, for example, attempt to improve all schools in a district, state or country at the same time. Other reforms attempt to influence the overall approach to teaching and learning within a school, but do so one school at a time. Still others, focused on innovative, typically address one part of a school’s program and aim for widespread implementation, while innovative approaches to instruction, such as cooperative learning, hope to change teachers’ practices one teacher at a time. As there are different approaches, but they all depend for their success on the motivations and capacities of local leadership. There seems little doubt that both district and school leadership provides a critical bridge between most educational-reform initiatives, and having those reforms make a genuine difference for all students. Such leadership comes from many sources, not just superintendents and principals. But those in formal positions of authority in school systems are likely still the most influential. Efforts to improve their recruitment, training, evaluation and ongoing development should be considered highly cost-effective approaches to successful school improvement. These efforts will be increasingly productive as research provides us with more robust understandings of how successful leaders make sense of and productively respond to both external policy initiatives and local needs and priorities. Such efforts will also benefit considerably from more fine-grained understandings than we currently have of successful leadership practices; and much richer appreciations of how those practices seep into the fabric of the education system, improving its overall quality and substantially adding value to our students’ learning.

According to Noeth R. J. and Volkov B. B. (2004), in his study “Evaluating the Effectiveness of Technology in Our Schools”, that issues involved in evaluating the effectiveness of technology in education is complex. Yet technology as a primary educational tool and major school expenditure must be held accountable to its promise of
enhancing teaching, learning, and achievement. While information is accruing, available evidence indicates that technology generally has demonstrated positive but limited results on improving the educational achievement of all students. Clearly, more information of a more rigorous nature is needed. Each day, educational leaders and policymakers at all levels are faced with questions and decisions about technology. Reliable information to help answer the questions and guide these decisions comes from comprehensive planning with key technology stakeholders and sound evaluation plans and practices. Given the critical need to effectively evaluate the teaching, learning, and achievement outcomes of technology, we offer three recommendations that educational leaders and policymakers can include as part of all technology planning and evaluation. Though not exhaustive, they can serve as reasonable benchmarks for those faced with the challenges of assessing the accountability of their schools and district’s applications of technology. Every technology plan should include an evaluation component, and multiple evaluation methods should be considered, specified, and employed to assess agreed-upon outcomes. Schools and districts should have manageable technology plans that include a major focus on evaluation activities and outcomes—keeping the perspective that technological applications are one element within a complete instructional process. The discussion and design of the evaluation component should begin when technology programs are conceptualized and continue throughout (and beyond) program implementation. The evaluative element in technology programs should not be considered an add-on after the fact. Its components (e.g., goals, activities, measures, indicators, benchmarks, reporting methods) should be developed and agreed on by stakeholders.

Silvera D. H & Austad B. (2004), according to researcher the high costs associated with products advertising make it imperative that advertising messages effectively increase consumers’ interest in the products. With that in mind studies that examine characteristics of advertisements that make them effective are especially valuable. The present experiments represent a first step in identifying what makes endorsement advertisements effective based on work in attribution theory within social psychology. The result suggest that endorsement advertising effectiveness can be strongly influenced by consumers’ inferences concerning whether the endorser truly likes the product
Berk Ronald A. (2005), studied on the paper “Survey of 12 Strategies to Measure Teaching Effectiveness” and paper critically reviews the twelve potential sources of evidence to measure teaching effectiveness which are as student ratings, peer ratings, self-evaluation, videos, student interviews, alumni ratings, employer ratings, administrator ratings, teaching scholarship, teaching awards, learning outcome measures, and teaching portfolios. Author tried to propose a unified conceptualization of teaching effectiveness to provide an accurate and reliable base for formative and summative decisions. Teaching practice is not just a list of courses and student rating summaries which are based on synthesis of components appearing in teaching portfolios. Teaching portfolio requires considerable time in preparation. Primary use of teaching portfolio is for career decisions – promotion and tenure. Teaching portfolio is self-evaluation and therefore the teacher requires taking major responsibility in documenting their accomplishments and practices. The teaching portfolio should be reserved primarily for summative decisions to present a comprehensive picture of teaching effectiveness to complement the list of research publications.

Cohen A. D., Paige R. M., Shively R. L., Emert H. A. and Hoff J. G. (2005), studies on “Maximizing Study Abroad Through Language and Culture Strategies: Research on Students, Study Abroad Program Professionals, and Language Instructors” and the primary goal of the study was to determine the impact that the use of the LIG (Language Instructor Guide) had on teacher efforts to improve student understanding and utilization of language and culture learning strategies. The instructors found the Learning Style Survey, Language Strategy Survey and the Culture - Learning Strategies Inventory to be beneficial for their students, although instructors cautioned against using them without forethought as to how they best fit the curriculum. With regard to specific language learning activities, the instructors focused on efforts to promote student vocabulary learning. Instructors also took time to familiarize themselves with the materials even when they did not have plans to use them with their students. They found that doing so gave them a greater understanding of the potential uses of the LIG in general, which further helped them incorporate LIG activities later in the semester. Instructors stated that results from the use of the survey and inventories were useful in helping students place their learning in context and in making learning a personal, interactive process with the instructor. The challenges that they encountered centered on integrating new materials into an already-full curricula, finding time to update
and choose materials that were as relevant as possible to students, and helping students to realize that language learning could be strategic as well as to keep the strategies fresh in mind for them as learning tools. Several of the instructors taught courses with mandated curricular goals and discovered that the first time using the LIG caused them to fall behind their colleagues, a not unexpected result. Another challenge related to choosing materials that were most appropriate for the students’ needs, such as the necessity to translate LIG materials into the Training Language so that they were appropriate for the third- or higher-semester-level of language that they taught. Despite knowing that the LIG is a culture-general tool, this was a frustration for several instructors and they suggested that the development of multiple-language versions of the LIG activities would be helpful. Another challenge encountered was integrating strategies-based instruction into the language curriculum in a sustained fashion, such that students would continually reassess their language learning habits in efforts to be as successful as possible.

**Harrington C. F. and Reasons S. G.** (2005), investigated in his journal “Online Student Evaluation of Teaching for Distance Education: A Perfect Match?” and find that university faculty and administrators realize that student evaluation of teaching is critical for the continued improvement and success of distance education courses. We are giving careful attention to this issue by the development of a new and improved evaluation system. Prior studies on this topic have examined institutional evaluation practices and instruments used for student evaluation of teaching in distance education courses; however, opportunities exists for institutions to examine their own practices and compare them with benchmark institutions, whether statewide, nationally, or both. Higher education institutions have a responsibility to their students for ensuring effective and quality teaching practices, and this can be a complex and difficult matter for distance education courses. There is continuous need to provide attention and focus in an attempt to exploit this Internet-based assessment and evaluation approach as a way to improve curricular and pedagogical quality. Embedding classroom assessment items in the formative survey items, helping faculty discover ways in which they can capitalize on the results of these assessments to make immediate and substantive improvements in their teaching, developing a longitudinal assessment and evaluation database, and increasing faculty and student satisfaction and comfort with this new evaluation approach will dominate our project agenda in the near term. Given the
limited number of currently available resources, one public mid-western university is working to develop and implement an effective and appropriate means for online student evaluation of teaching in distance education courses that is useful and beneficial for all stakeholders - student, faculty, and administration. This paper outlines the issues considered and challenges faced in the search to employ reliable and valid online student evaluation for distance education courses, to maximize the benefits associated with electronic data gathering and reporting, and to meet the organizational and logistical challenges inherent in such an endeavor.

John T. E. Richardson (2005), studies on “Instruments for obtaining student feedback: a review of the literature”, and finds that paper reviews the research evidence concerning the use of formal instruments to measure students’ evaluations of their teachers, students’ satisfaction with their programmes and students’ perceptions of the quality of their programmes. The paper concludes by discussing several issues affecting the practical utility of the instruments that can be used to obtain student feedback. Many students and teachers believe that student feedback is useful and informative, but for a number of reasons many teachers and institutions do not take student feedback sufficiently seriously. Primary emphasis is given on sources that have been subjected to the formal processes of independent peer review, but there is also a ‘grey’ literature consisting of conference proceedings, in-house publications and technical reports that contain relevant information even if they are lacking in academic rigor. The feedback in question usually takes the form of students’ ratings of their level of satisfaction or self-reports of other attitudes towards their teachers or their course units. The feedback is obtained by means of standard questionnaires, the responses are automatically scanned, and a descriptive summary of the responses is returned to the relevant teacher and, if appropriate, the teacher’s head of department. The process is relatively swift, simple and convenient for both students and teachers, it appears to have been accepted as a matter of routine and precisely for that reason it may not always be regarded as a serious matter by those involved. In many institutions, the instruments used to obtain student feedback have been constructed and developed in-house and may never have been subjected to any kind of external scrutiny.
Piller B. and Jo Skillings M. (2005), studies on “English Language Teaching Strategies Used by Primary Teachers in One New Delhi, India School”, and current study examines teacher behaviors, lesson delivery and sequence of content and learning expectations used by teachers at one school in New Delhi, India. The study will help in developing strategies for teaching English reading and writing to students whose first language is not English. Author presents external validity, or the generalizability of the study to other contexts as the limitation. This study has revealed some evidence to support the idea that effective instruction for English learners does the following (1) develops proficiency in natural language or conversation through activities that are related to the children's everyday experiences, (2) provides ample opportunity for learning, even over-learning, through recitation, repetition, and practice toward automaticity of knowledge and skills, and (3) scaffolds for understanding and development of thinking skills through the methods of demonstration, modeling and questioning. As far as English language is concerned, very little research has been conducted that examines the teaching practices of elementary teachers providing instruction in English in India or other countries where English is the official language, but not necessarily the first language of the majority. Author stated that it is compulsory in country like India where, English has become the medium of all relevant social interactions.

Shannon G. Sue, Bergeson T., Heuschel M. A. and Bylsma P. (2005), investigated on the topic “Promising Programs and Practices for Dropout Prevention”, and finds that there are lot of reasons for drop-out of students from educational institute which may be classified as external to schools and some education related. Lot of work and research is being done to reduce drop-outs from educational institute. Implementation of some strategy may vary from place to place and therefore the programs may differ for a particular place. Study drags attention that programs and practices can be categorized into two categories: comprehensive school-wide strategies (e.g., educational reform models and strategies to increase a student’s sense of belonging and engagement), and those that focus on meeting the needs of individual students. Implementation of these strategies requires commitment and efforts from policy makers, academicians, families, and communities over time. Students not graduating high schools will have serious impact on society as a whole. This report provides information to reduce the drop-out. Specifically, it contains information on (1) comprehensive strategies
that help prevent students from dropping out, (2) promising dropout prevention and recovery programs, and (3) the implications for educators and policymakers.

According to Balakirev V., Bickel S., Borovykh A., Frants I., Greshnova E., Konovalova E., Kushner S., Kuzmin A., Palvoda L., Quesnel J. S., Segone M. (2006), on the topic of “New Trends in Development Evaluation” that people who are engaged in designing, conducting and managing evaluation activities should aspire to conduct high quality and ethical work guided by professional standards and ethical and moral principles. Evaluation competencies refer to the qualifications, skills, experience and attributes required by those employed within the evaluation function to carry out their duties as stipulated and to ensure the credibility of the process. Competencies are required for all those engaged in designing, conducting and managing evaluation activities, managing evaluators, conducting training and capacity development and designing and implementing evaluation methodologies and systems. Some skills are particularly useful for persons conducting evaluations as “evaluators”, while others are needed for persons who manage evaluations as “evaluation managers”. The term “evaluators” used below encompasses both roles. Evaluators should declare any conflict of interest to clients before embarking on an evaluation project, and at any point where such conflict occurs. This includes conflict of interest on the part of either the evaluator or the stakeholder. Evaluators should accurately represent their level of skills and knowledge. Similarly, evaluators should practice within the limits of their professional training and competence, and should decline to conduct evaluations that fall substantially outside those limits.

Evaluators should have relevant educational background, qualification and training in evaluation. Evaluators should preferably have an advanced university degree or equivalent background in social sciences or other relevant disciplines, with specialized training in areas such as evaluation, project management, social statistics, advanced statistical research and analysis.

Braun H., Kanjee A., Bettinger E. and Kremer M. (2006), investigated on “Improving Education through Assessment, Innovation, and Evaluation” and finds that review of randomized evaluations of educational programs about how best to increase school participation has been done in the paper. The paper discussed the two types of programs that
have been found to be extremely cost-effective and that could be implemented even within a very limited budget: school-based health programs and remedial education programs. The study also outlines a series of programs that aims at lowering costs of schools and even paying students for attending school. General lessons about the contribution of randomized evaluations to understanding the cost effectiveness of various interventions are discussed in the paper. In practice it can be quite difficult to construct a credible comparison group retrospectively, because individuals who did not participate in a program are most often not a good comparison group for those who did. Any differences between the treatment group and the comparison group can be attributed to two separate factors: pre-existing differences (the “bias” term) and the actual impact of the program. Because of no reliable way to estimate the size of this bias, we typically cannot decompose the overall difference between the treatment and comparison groups into a treatment effect and a bias term.

Bruun Inger., Rovde Anne-Elisabeth., Rislund A., Kumar Rita (2006), studies on “The system of education in pakistan” and it has been mentioned in the report that the authority of implementation of curriculum and quality assurance is within the provinces and the boards of secondary and higher secondary education. This is the main reason that education standards varies from province to province as well as from board to board in Pakistan. It has been found that the quality of secondary and higher secondary education depends factors like that economic resources, economic research, in-service teacher training facilities, text books, the means of conveying new curricula to all stakeholders, school facilities, teaching methods, teachers' education etc. Many official reports generated by the Governments of Pakistan and international community showed that Pakistan is lack the above stated factors. HEC (Higher Education Commission) in Pakistan has replaced the UGC (University Grants Commission) and has been given a board mandate in order to develop and improve higher education and research. In general, reports about education in Pakistan stress the great differences in quality of secondary and higher secondary education closely linked to the type of school: semiautonomous schools for the elite, rural and urban government schools, with rural schools in particular lacking equipment and trained teachers, private schools including those established by Non-Governmental Organizations (NGO), for-profit organizations (e.g. private English language schools) as well as the religious communities.
Kaul Sanat (2006), studies on “Higher Education In India: Seizing The Opportunity “, and presented the fact in their study that India is well known for its large pool of technical manpower, considerable youth finds employment in developed countries of the world. Recent trends in globalization witnessed a big boom in the service sector in India. In order to maintain such a pace it is necessary to continue to produce highly skilled manpower at an accelerated rate. Academic and economic settings play a key role in maintaining pace of production of highly skilled manpower. The study investigates the prevailing environment in this context to evaluate its effectiveness in ensuring that India remains ahead of the curve in the service sector which has been growing exponentially in recent years. The paper recommends that growth of India is directly linked to construction of quality Higher Education Institutions in a big way to meet the challenge of the knowledge Hub.

Taylor C. R. et. al (2006), Recent years have seen growth in outdoor advertising revenues. According to the Outdoor Advertising Association of America, annual revenues were $2.8 billion in 1993; over the following 10 years, expenditures almost doubled, increasing to $5.5 billion in 2003. This rise has occurred in spite of the loss of cigarette advertising on billboards due to the Master Settlement agreement of 1998 and a decline in the relative proportion of billboards for alcoholic beverages (OAAA 2004). In recent years, a broader range of product categories has been advertised on billboards, led by a variety of retail and service businesses.

Lombardi M. M. and Oblinger D. G. (2007), investigated on “Authentic Learning for the 21st Century: An Overview”, and finds that learning-by-doing is generally considered as the best way to learn effectively. Emerging communication, visualization and simulation technologies has made the learning more efficient. Current study explores the constituents of authentic learning and technology support in learning. It is imperative that student should have necessary will, desire, commitment, mental energy, and self-determination to actually perform at the highest disciplinary standards. Innovative learning strategies must be form in such a manner that these adjust assessment strategies accordingly. Lectures should be replaced by the problem-based activities so as to ensure more effective learning. There is need to recognize whether a problem is an important problem, or a solution an elegant solution, or even what constitutes a solution in the first place. Authentic learning may be
more important than ever in a rapidly changing world, where the half-life of information is short and individuals can expect to progress through multiple careers. Expert thinking involves the ability to identify and solve problems for which there is no routine solution. Another differentiator is complex communication, such as persuading, explaining, negotiating, gaining trust, and building understanding. Although foundational skills (reading, writing, mathematics, history, language) remain essential, a more complex set of competencies are required today.

According to Manikutty S., Anuradha N.S., Hansen K. (2007), on the study “Does culture influence learning styles in higher education?” that current study develops framework for understanding the relationships between approaches to learning adopted by students in the context of higher education and the culture of the country they were brought up in. Paper contributed in generation of a stream of research to link cultural attributes to learning preferences using a conceptually different, though much less used approach. Effect of cultural variables to learning approaches will help in understanding students’ problems when they are reoriented into alien learning environment. This will help in preparatory activities so as to acclimatize students to new learning environment which is aimed at reducing culture shock and enabling a quicker adjustment. The cultural context of education plays an important role in understanding how and why students react in a particular manner to a learning environment. Since students need to understand the learning environment, especially when they are in a new environment, if they wish to maximize their academic success, the framework developed here would, if validated through an empirical study, help them to better understand how their own cultural predilections may need to change and what kind of changes are needed, and how they can adapt their approaches to learning to match the expectations of a particular learning environment.

Palmer R., Wedgwood R., Hayman R., King K. and Thin N. (2007), studies on “Educating out of Poverty? A Synthesis Report on Ghana, India, Kenya, Rwanda, Tanzania and South Africa”, and it has been observed that the poorest countries have made quick progress towards providing access to primary education for all citizens. Foreign donors have increased their support to the provision and monitoring of this. Sometimes this has meant shifting both donor and government funds away from other levels of education. Study shows
that much of this effort could be wasted, and even directly damaging to the interests of poor people, if there is inadequate complementary attention paid to systems of post-basic education and training (PBET). Even if poor people had access to good quality primary education at minimal cost, they would be rational in rejecting it if post-basic learning systems are weak, or the socio-economic context did not reward those who completed primary education. Without questioning the intrinsic value of UPE, we are here concerned with the challenges of providing further education and supportive contexts that make primary education sustainable and valuable. The World Bank’s early research has been taken to show that so many years of education directly translate into increased agricultural productivity, or, for girls, into reduced fertility. This research has been used to establish and support the common assumption of a linear relationship between investment in education and a set of positive economic and social consequences. Analysis, by contrast, points to a less ‘educentric’ relationship between education and development. For there to be the many economic and social gains so widely associated with education, there needs to a supportive environment within the education sector, as well as a positive political, macroeconomic and social environment. In other words, education cannot achieve these gains on its own. Free Primary Education will not automatically create a series of developmental benefits, even if it responds to the rights to education of tens and hundreds of thousands of children. From a poverty perspective, similarly, our analysis does not suggest that education can, on its own, somehow break the cycle of poverty. Emphasis here is the potential indirect educational contributions to poverty reduction of PBET. Even if PBET is largely inaccessible to poor people, it can still make two kinds of indirect contribution to poverty reduction, one within and one beyond the education sector. First, PBET is essential to the wider educational environment that makes basic education possible and sustainable. Maintenance and improvement activities in this educational delivery context include training teachers, developing new curricula, training educational managers and supervisors at all levels, and ensuring that parents and children see clear evidence of improved opportunities at the post-basic level.

Sliburyte L. (2007), Topicality of analysis of psychological aspects of advertising research is revealed, nature of advertising research is discussed, is gone deep into importance of psychological aspects of advertisement carrying out advertising researches in this study and
regarding to theoretical decisions quantitative research of psychological aspects of advertising researches is performed and its findings are described in this study. Generalising accomplished analysis of data we may say that perception of product brand personality in the advertisement depends on who is the person in advertisement communication process – sender or receiver of advertisement.

**Zegarac G. and Franz R. (2007), investigated on the paper “Secondary School Reform in Ontario and the Role of Research, Evaluation and Indicator Data”, and paper discusses the critical, and planned, role that research, evaluation and key indicator data have played in the strategy. It describes how external research and evaluation have helped shape the focus and elements of the strategy, and the effect that key indicator data have had on the engagement of educators and policy makers in “owning the problem” in constructive ways. As well, this paper will describe some of the barriers that have been encountered to the effective use of research, evaluation and data. It will conclude with a reflection on directions for future research, evaluation and use of indicator data to inform the Student Success strategy. The Student Success strategy is motivated by a belief that every student deserves a good outcome from his or her education, that the outcome should be the best fit possible for each student’s potential, willingness and capacity for further learning, and that all students should have a core of common knowledge, skills and values. The strategy is not only about “closing the gap” between youth who complete high school and those who do not; it is also about “raising the bar” for all secondary school students. The Student Success strategy gets its bearings from a set of principles that apply to Ontario’s approach to education change in general. These principles discussed in the paper are: a strong focus everywhere on success for students – “success” meaning more than just test results or short-term achievement measures, effective team leadership in schools, boards and the Ministry, respect for diverse views among the parties, and a commitment to resolving differences through dialogue, an approach to policy and practice that is based on research and evidence, building on and sharing the may excellent practices and ideas in Ontario schools, respect for professional skills, and giving people flexibility in the routes they choose to achieve goals, investment in building capacity at all levels and among all parties, seeing students, parents and the broader community as vital partners in the work of education and additional resources targeted to meeting key objectives.
Dahlman C. (2008) discuss on the topic “Technology, globalization, and international competitiveness: Challenges for developing countries”, it has been witnessed that the international environment is very unstable and it is becoming more competitive, demanding and fast paced day by day. Current study traces the role of technology in economic growth, competitiveness and summarizes some of the key global strategies and trends which have made it more difficult for developing countries to maintain such a fast pace of growth. Technology has been portraying as the important element of globalization and competitiveness and is definitely the critical element in accelerating the globalization. It has been suggested in the paper that developing countries must develop more technological capability and greater flexibility in order to stand at par with the pace of globalization. Pressures of globalization and greater international competition results in retrenchment in both developed and developing countries. These should be opposed. The world as a whole will be better off if developed countries focus on increasing their flexibility to adjust to changing comparative advantage resulting from rapid technical change, and developing countries focus on increasing their education, infrastructure, and technological capability.

Glenn M. (2008), studies on “The future of higher education: How technology will shape learning”, and paper examines the role of technology in shaping the future of higher education. A technological innovation has now become a characteristic of academic research and definitely has impact on the way that universities teach and students learn. Today the academic institutions are equipping graduates to compete in today’s knowledge economy, the possibilities are great. Learning-management systems and the opportunity to collaborate with research partners from around the world are just some of the transformational benefits that universities are embracing. Teachers used to teaching in one way may be loath to invest the time to learn new methods, and may lack the budget for needed support. Findings of the study show that technology has had and will continue to have a significant impact on higher education, online learning is gaining a firm foothold in universities around the world, corporate-academic partnerships will form an increasing part of the university experience, university respondents view technology as having a largely positive impact on their campuses and higher education is responding to globalization. As an agent of immense change, technology has heralded our present knowledge economy and given rise to a
generation of students who have never known life without a computer. These changes will have a significant ripple effect on higher education.

As ever, administrators will need to weigh carefully how budget funds are spent, decide what emerging technologies show the most promise, and determine how best to support these technological advances while avoiding the ever-present risk of obsolescence. Study indicates, these sweeping technological changes will effectively change the skill-sets of the future workforce, as well as its approach to work in general. As a result, societies around the world will need to consider how to make the most of these new opportunities and thus ensure that they remain competitive in the global marketplace.

Gravestock P. and Greenleaf E. G. (2008), investigated on “Student Course Evaluations: Research, Models and Trends”, and finds that in spite of the fact that there are now thousands of articles devoted to the topic of student course evaluations, there is still much research to be done. Within this vast body of scholarship particular attention has been paid to issues related to validity and reliability: in fact, a significant majority of the studies and literature reviews have focused on these areas and continue to do so. However, as we have demonstrated in this review, the reliability and internal validity of course evaluations are now widely accepted by numerous scholars as evidenced by scores of grounded empirical evidence. It is perhaps now time to turn our attention toward some of the other issues that have received repeated calls for further consideration. These include improving information for and education of evaluation users and tested results; developing and testing effective means of reporting results and tools for interpretation; ensuring faculty and student commitment to the evaluation process; and, regular review of evaluation instruments based on institutional needs and goals and in relation to current research findings. While researchers must refocus their scholarship about course evaluation validity away from the investigation of individual survey items and towards these broader issues of survey design, implementation and interpretation, institutions must also adapt their view and use of evaluations. Research has clearly identified that evaluations are valuable and important tools for the assessment of teaching – but only if they are developed and supported with the understanding that validity is determined by much more than simply the ways students respond to individual items on a survey.
Shenoy R. et al (2008), Advertising is a method of marketing that provides information about the product, service and the business itself. The purpose of advertisements can mainly be summarised as building a product image and stimulating direct purchase. As time passes and technology evolves, new types of advertising media have been introduced. Billboards, newspapers and magazines are the first generation of advertising media. Radio and TV followed as the next generation and are now the most prevalent method of advertising. Recently, Internet and mobile networks have emerged as a new type of advertising media. These two media are rapidly growing; however, the cost per view and the electiveness are still in question. Therefore, it has become an important issue for advertising agencies to find an adequate strategy for new advertising media.

Hampton-Reeves S., Mashiter C., Westaway J., Lumsden P., Day H., Hewertson H. and Hart A. (2009), studies on “Students’ Use of Research Content in Teaching and Learning” and finds that internet has changed the way of discovering, assessing and using the research content. Varied contents are widely available on internet and thus learners and teachers need to differentiate information, to recognize research content and to sort out relevant material. Universities are also putting in lot of efforts to design and facilitate research contents for teaching and learning. Results of the study show that 1 in 10 student uses undergraduate work as research content and that 2-3 in 10 use postgraduate work depending on their institutional background. All the content is very easily available for students on internet. Students overwhelmingly use Google for initial searches but have problems sifting through all the answers. Google Scholar and Google Books are becoming more important to the process of discovering research content. The library remains an important institution for most students and forms part of their discovery process. Students will use reading lists but often as a source text for keywords to enter into databases. They tend to use tutors as a back-up or last resort. Disciplines vary in what they define as research content, but the process for discovering it remains much the same: keywords, reading lists, Google, library, tutor. Students privilege ease of access when looking for research content and prefer to access content directly online.

Harms Brenda K. (2009), studies on his research paper “Wise Moves…Strategies To Increase Adult Student Enrollment, Now!” and finds that economic undulation have affected
the traditional trend of higher education which in turn affected the school education. If the educational institution serves like most of the institution in the country, author mentioned that such institutions are serving only the secondary population. Such population is restricted to graduate population and when the focus is on recruiting and educating traditional students such focus is merely given consideration. Institutions should change their primary focus away from traditional one of educating the students. Paper suggests that there is an urgent need of making some changes and adjustments in the higher education programs that may help institutions to overcome this challenging time. Institutions main aim is to get more students rather than doing something different as an institution. There are too many institutions, but to sustain in the field, institution need to willing put some efforts into doing so.

James T. Kenneth, Melmer R., Gendron S., Wilhoit G. and Blank R. K. (2009), studies on “Effects of Teacher Professional Development On Gains In Student Achievement”, and shows that meta analysis of studies of teacher professional development programs in mathematics and science found that there is significant effects of teacher development on improving student achievement. Study reported effect sizes for student achievement gains for a treatment group as compared to a control group and the studies provided adequate data and documentation to compute or re-analyze effect sizes. Result of the study indicating that student achievement is higher for students of teachers receiving professional development in education than for students of comparable teachers who did not participate in professional development. The professional development program designs included strong emphasis on teachers learning specific subject content as well as pedagogical content for how to teach the content to students. The implementation of professional development included multiple activities to provide follow-up reinforcement of learning, assistance with implementation, and support for teachers from mentors and colleagues in their schools. Study uses multiple measures allowed use of different types of test items. A majority of the studies analyzed professional development for elementary and middle grades teachers. The analysis of effects showed a pattern of stronger effects for elementary level professional development than for middle or high school teachers. The results demonstrate to evaluators and decision-makers that professional development can be measured with readily available data through annual student assessments. However the outcomes are not likely to appear as positive or consistent
as an outcome measure specific to the treatment goals. Based on the results of the meta-analysis of findings from teacher professional development studies, several recommendations for how the results and processes from the meta-analysis can be useful to researchers, evaluators, and state education leaders are made.

Kane T. J. and Cantrell S. (2009), investigated on “Learning about Teaching: Initial Findings from the Measures of Effective Teaching Project” and they observes that the evidence of wide differences in student achievement gains in different teachers’ classrooms is like a colossal divining rod, pointing at the ground, saying, “Dig here.” Dig here if you want to learn what great teaching looks like. Two types of evidence—student achievement gains and student feedback—do seem to point in the same direction, with teachers performing better on one measure tending to perform better on the other measures. In other words, it is possible to combine in a coherent package a teacher’s student achievement results with feedback on specific strengths and weaknesses in their practice. The public debate over measuring teacher effectiveness usually portrays only two options: the status quo (where there is no meaningful feedback for teachers) and a seemingly extreme world where tests scores alone determine a teacher’s fate. Reinventing the way we evaluate and develop teachers will eventually require new infrastructure, perhaps using digital video to connect teachers with instructional coaches, supervisors and their peers. However, there are some obvious places to start now: working with teachers to develop accurate lists of the students in their care, so that value-added data are as accurate as possible; using confidential surveys to collect student feedback on specific aspects of a teacher’s practice (which could reach virtually every classroom, including those in non-tested grades and subjects); retraining principals and instructional coaches to do classroom observations in a more meaningful way; and delivering such data in a timely way to school principals and teachers. These are all fairly low-cost ways to get started (especially important in this time of austerity). Report tried to explain that states and districts need to be disciplined enough to regularly check—in those classrooms where student achievement measures are available along with the other aspects of the evaluation, such as classroom observations and student perceptions—that the collection of measures they assemble allows them to “explain” some minimum amount of the variation in student achievement gains between teachers and that the measures continue to point in the same direction. Even a great classroom observation tool can be implemented
poorly (if principals are poorly trained or if they are unwilling to provide honest feedback). Even a great instrument for collecting student feedback can be distorted (if students do not take it seriously or if students do not trust that their answers will be kept confidential). The best way to ensure that the evaluation system is providing valid and reliable feedback is to verify that—on average—those who shine in their evaluations are producing larger student achievement gains. There is need to assemble the evidence on student achievement, ask students to help by providing their own confidential feedback, refine our approach to classroom observation—to find those teachers who truly excel, support them and develop others to generate similar results.

**Muresan L.** (2009), focus on the topic” Quality Enhancement in Higher Education Through Self-Evaluation and Targeted Professional Development“ and shows that strategic importance of quality assurance and enhancement in higher education has been discussed in the paper. Improve the quality of educational processes and outcomes; involve the grassroots level - both teachers and students, role of reflective practice and self-evaluation and teacher development for the consolidation of a quality culture are the main points assesses and discussed in the paper. Innovative methodological approaches must be inculcated in the master programs through practice of 'out of the box' thinking, project work in interdisciplinary teams. Special focus should be given on English language proficiency and improving communication skills for academic and specialized professional purposes in master programs. Paper also pinpoints the importance of self-evaluation at individual and institutional level for quality assurance and quality enhancement purposes. Self-evaluation and the development of self-assessment skills can contribute to more effective self-development, including targeted improvement of language competencies, as well as for quality assurance purposes.

**Paul S.** (2009), presented the paper “Internationalization of Higher Education: Strategic Implications”, and article has presented an overview of the modes of internationalization in higher education. Paper argues that India’s strategy with regard to internationalization should be based on its potential to be an effective aid to the mitigation of the basic problems facing our higher education sub-sector. Liberalization policies have induced foreign providers to focus only on certain technical and professional fields of study that can earn them good
market returns. In such a situation it is advisable to devise a strategy that enforce foreign universities and institutes to reform acceptable quality to work together with Indian universities/institutes to improve both access and quality. This approach, however, will call for strategic investments by governments in these universities and to pay for the services of the foreign partners. A few Indian education institutions have joined this venture, mainly to cater to NRI students. Recent central government budgets have allocated larger amounts for specified higher education institutions. As noted earlier, there is also the risk of brain drain in this mode. It is a problem faced by all developing countries. At present the Indian regulations require that the foreign partners be accredited.

**Ravenscroft M. and Enyeart C. (2009),** studies on “Online Student Course Evaluations: Strategies for Increasing Student Participation Rates”, and finds that since the 1960’s, student course evaluations have been used to evaluate faculty teaching. With institutions pressing for increased standards for faculty teaching, student course evaluations are fast becoming the primary tool for formal evaluations of faculty teaching. Traditional paper-based course evaluations bear numerous institutional costs. Compiling results and student comments from paper-based course evaluations requires a substantial investment of staff time and resources. Administering course evaluations in the classroom setting limits the amount of time students are able to dedicate to the evaluations and requires devoting a portion of class time to completing the evaluations. Additionally, the classroom setting poses limitations on the effectiveness of the evaluations. Students often complain of being unable to contribute thoughtful comments in a short timeframe. Additionally, when the results of course evaluations are not available to students, students often question the impact course evaluations have on faculty teaching.

**Transitioning to Online Course Evaluations**

Institutions began experimenting with online course evaluation systems in the late 1990’s, and online course evaluations are becoming increasingly popular for several reasons, including substantial savings to the institution, lower turnaround time to deliver results to faculty and students, and increased ability to perform statistical analyses with course evaluation data. Additionally, research suggests online course evaluations provide more substantive feedback from students. The primary drawback to converting to an online course evaluation system is the significant decline in student participation rates that institutions often experience. The absence of a controlled environment in which to administer course
evaluations leaves institutions with the burden of working to increase student participation rates in order for the course evaluations to be valid for formal evaluations of faculty teaching. Low participation rates for student course evaluations reflect student perceptions that the evaluations are not valued by the institution. As such, institutions can improve participation rates by demonstrating that course evaluations are important to both the institution as a whole, as well as to individual faculty members.

Stewart A. M., Bowman K., Buckley S., Graves M., Landis C., Patterson N., Rivera Y. and Werner N. (2009), studies on “A Research Guide for Students and Teachers”, and research provides the tool to start the research project. General steps in the research process and different ways to conduct research should be understood. The goal of this research project is to teach how to apply a scientific approach to thinking about the world around you. This project is an opportunity for you to immerse yourself in a topic that you are passionate about. You will conduct independent research that will require creativity, critical thinking, brainstorming, collaboration and organization. There is need to formulate general research topics include, but are not limited to, alternative energy, biodiversity, natural history, ecological economics, sustainable food systems, ecology and climate change, pollution and remediation, ecological footprint, and globalization. One of the most important aspects of research is sharing what you have learned with other scientists and the public. When you share your research, you are contributing to the scientific process by adding more information to a larger body of knowledge about a given topic. There is need of proper understanding of how to develop research questions and hypotheses and how to collect data to test your hypothesis. Researchers are not only expected to share their findings in print, but also orally, the last part of this section presents tips on preparing effective presentations.

Tellis G. J. (2009), Based on over 260 estimates, the mean elasticity of sales or market share to advertising is 0.1 percent. Another 450 field experiments suggest that changes in media, product, target segments, advertising scheduling, and advertising content are more likely to yield changes in sales than do changes in advertising weight. Numerous other studies suggest that advertising wear-in does not exist or occurs quite rapidly while advertising wear-out occurs more slowly. For this essay, I define the meaning of six terms: “product,” “firm,” “brand,” “consumer,” “market,” and “sales.” Specifically: (1) “Product” refers to any good,
service, idea, or person being advertised. (2) “Firm” refers to any organization that advertises, whether a for-profit commercial organization, governmental agency, or not-for-profit organization. 1 “Brand” refers to the label used for the product being advertised. (3) “Consumer” refers generically to the audience of the advertising—buyers, voters, members of organization, citizens, etc. 3 “Market” refers to the aggregate of consumers. 4 “Sales” refers to the object of transaction that the advertiser desires from the consumer, such as product purchases, votes, attendance at organizational meetings, good citizenship, etc.

Alison J. and Eisenberg M. B. (2010), impact on the topic “Truth be Told: How College Students Evaluate and Use Information in the Digital Age” and in their study researched about college students and their information-seeking strategies and research difficulties. Respondents reported taking little at face value and were frequent evaluators of Web and library sources used for course work, and to a lesser extent, of Web content for personal use. Most respondents turned to friends and family when asking for help with evaluating information for personal use and instructors when evaluating information for course research. Respondents reported using a repertoire of research techniques—mostly for writing papers—for completing one research assignment to the next, though few respondents reported using Web 2.0 applications for collaborating on assignments. Even though most respondents considered themselves adept at finding and evaluating information, especially when it was retrieved from the Web, students reported difficulties getting started with research assignments and determining the nature and scope of what was required of them. Overall, the findings suggest students use an information-seeking and research strategy driven by efficiency and predictability for managing and controlling all of the information available to them on college campuses, though conducting comprehensive research and learning something new is important to most, along with passing the course and the grade received.

Mizell Hayes (2010), presented the paper on “Why professional development matters”, and paper suggests that teaching quality and school leadership are the important factors that must be considered in raising student achievement. Teachers should continuously put in efforts to expand their knowledge and skills so as to be effective and for best implementation of best educational practices. Author suggests that professional development is the only strategy that educators have to focus in order to strengthen educators’ performance level and raise student
achievement. There is lot of chaos about the professional development, its purpose and functioning. The paper tries to answer some basic question about the personal development and suggests the engagement of more people in strengthening the quality and improving the professional development. Parents and pupils must demand for intensive, high-quality professional development so as to achieve better teaching, improved leadership and high student performance.

**Purdie N. and Buckley S. (2010)**, studies on “Closing the gap School attendance and retention of Indigenous Australian students” and finds that the key factor in education is engagement or participation. Regularity in schools that is attendance in school is important for achieving core skills, such as literacy and numeracy, and achieving adequate levels of education. Home, schools and individual factors have combined effect on students’ absence from school. Study focuses that parents and students tend to stress school-related factors (for example, poor teaching and failure to engage students); educators tend to stress parental attitudes and the home environment (for example, poor parental attitudes to school). The current study provides information on the different approaches that have been used to improve attendance and/or retention. Various programs that directly or indirectly address attendance have been exemplified in the study so as to improve literacy and numeracy outcomes; improve teacher quality; develop culturally relevant curricular. Though common feature described in the study for successful educational programs was to build collaboration between public agencies and the community often by engaging parents or community-based organizations. Study recommended that any new programs or strategies for improvement should build in monitoring and evaluation components.

**Steele J. L., HamiltonL. S. and Stecher B. M. (2010)**, studies on the topic “Incorporating Student Performance Measures into Teacher Evaluation Systems” and current study intends to guide policymakers who wish to incorporate student achievement measures into teachers’ evaluation systems. Study recommends creating comprehensive evaluation systems that incorporate multiple measures of teacher effectiveness. Report portrays the importance of evaluating teachers along multiple dimensions. These include not only value-added estimates of student achievement growth but also observational evidence of teacher effectiveness in the classroom and evidence of their professional contributions to their
schools. Policy makers should attend not only to the technical properties of student assessments but also to how the assessments are being used in high-stakes contexts. There is a need to promote consistency in the student performance measures teachers are allowed to choose and use multiple years of student achievement data in value-added estimation, and, where possible, average teachers’ value-added estimates across multiple years. Find ways to hold teachers accountable for students who are not included in their value-added estimates.

In the case of students who cannot reasonably be included in teachers’ value added estimates because they spent only a small part of the year in their current classroom, because they lack prior test scores, or for other reasons, teachers should be encouraged to demonstrate these students’ progress in other ways. In a growing effort to recognize and reward teachers for their contributions to students’ learning, a number of states and districts are retooling their teacher evaluation systems to incorporate measures of student performance. This trend stems from evidence that teacher evaluations and reward structures have not sufficiently distinguished teachers who are more effective at raising student achievement from those who are less effective.

Sutcliffe, N. (2010), impacts on “The State of The Art: Development of the Research Degree in the UK. Assessment” and study notify the introduction of a taught element alongside a research element to research degrees would give UK PhDs and similar research degrees a structure similar to those of research degrees in the USA, where a formal ‘training’ element in research methodology accompanies the traditional research-based component of the degree. Progression of research degrees is relatively a recent phenomenon and definitely it is more complicated to evaluate post graduate and doctoral programs. Many of the professional bodies both nationally and internationally are trying to develop quality and standards framework for research-based degrees. Universities should concentrate on the above stated and should investigate into the development of research student and supervisor training.

Trowler V. (2010), has studies on “Student engagement literature review”, and attention on student engagement has been paid attention only since the mid 1990’s. Student engagement has become the latest focus of attention among those aiming to enhance learning and teaching in higher education. Higher education institutions are facing increasingly straitened economic conditions, attracting and retaining students, satisfying and developing them and
ensuring they graduate to become successful, productive citizens’ matters more than ever. Author has made few recommendations for future research like comparative studies, finer-grained studies on student engagement in structures and practices, including student governance, student voices in curriculum-shaping and the perennial problem of ‘closing the feedback loop, the development of a robust body of evidence built up through small-scale local studies etc.

Aslam H. D. (2011), presented the paper on “Performance Evaluation of Teachers in Universities: Contemporary Issues and Challenges”, and he shows that basic goal of every organization is to achieve effective performance of their human resources. With such objective performance management practice of human resource management should provide the sound basis of evaluating and developing employee performance in order to achieve organizational excellence. In a similar manner educational institutions and universities evaluates the performance of their teaching and non-teaching staff. Teachers are the considered as the human resources of the higher education sector and performance evaluation of teachers in terms of their teaching and research outcome is the primary area of concern for any university. Current study tries to explore the performance evaluation mechanisms of public and private universities of Pakistan which they employ for their teaching faculty. Performance evaluation procedures and various strategies that poses challenges which are faced by these universities regarding performance evaluation systems are discussed in the study. Results of the study shows that factors like decreased motivation for evaluation, least participation in decision making, organizational competitive culture, semester system norms, obsolete performance evaluation method and lack of training for evaluating performance proves to be potential barriers for effective performance evaluation system in universities of Pakistan.

Hightower A. M., Delgado R. C., Lloyd S. C., Wittenstein R., Sellers K. and Swanson C. B. (2011), investigated on the topic “Improving Student Learning By Supporting Quality Teaching: Key Issues, Effective Strategies”, and observed that institutions face several key decision points when they have to devise investment strategies in the area of teaching quality and effectiveness. Paper identified a series of considerations or recommendations based on analysis of the research-based literature, prominent reform and intervention strategies, and
the philanthropic landscape. Engagement with the major decision points, consideration of the benefits and limitations presented by each, and evaluation of their alignment with an institution’s mission and established priorities will provide a constructive next-step in its investment strategy. Some key areas have been identifies where the knowledge base could be stronger and where the field would benefit from added or more nuanced understandings. Result of the study shows that prioritizing grant making to explore human capital investments such as the recruitment, retention, and distribution of talent, including the use of salaries and incentives to reward excellence. Author recommends that additional research is also needed on the relationship between teacher characteristics and student achievement in reading and at the elementary school level in all core academic subjects. A replication-focused strategy might entail bringing successful programs to new locations or schools, involving new individuals in pre-existing efforts, or some combination of those approaches. Investment in program replication may be a relatively low-risk proposition, provided that the program or model selected is a sound one with an adequate grounding in research-based knowledge and a track record of effectiveness in well designed evaluations. New program development, as a strategy, might couple well with a desire to build new knowledge in an important area. This might involve, for example, investing in a pilot program that seeks to enact (and evaluate) substantially unproven interventions for improving the quality of teaching and enhancing its impacts on student learning.

Hill, S. and T. Chalaux (2011), studies on “Improving Access and Quality in the Indian Education System”, and shows that education has been given very high priority in Indian by the state and central governments. In the past few years lot of investment in education infrastructure and teachers recruitment has rapidly increased. Many policies have been formulated in India in this regard and laws have been formulated for providing free and compulsory education to all children so as to fulfill the government’s goal of universal elementary education of eight years of elementary education. High drop-out rates and low attendance continues to be a challenging task to deal with. Private sector involvement in elementary education is at boom in India. Poor learning outcomes amongst school students and mediocre higher education provision call for more effective government regulation and funding arrangements. Resources need to be effectively employed and professional teachers need to strengthen and develop themselves. In higher education the government has proposed
reforms which have the potential to bring about much-needed improvements in regulatory effectiveness. The need for effective quality assurance mechanisms is particularly strong in India given the rapid expansion of private providers.

According to Inter-professional Education Collaborative Expert Panel (2011), the transformation of health professions education is attracting widespread interest. The transformation envisioned would enable opportunities for health professions students to engage in interactive learning with those outside their profession as a routine part of their education. The goal of this inter-professional learning is to prepare all health professions students for deliberatively working together with the common goal of building a safer and better patient-centered and community/population oriented U.S. health care system. The move to encourage team-based education at that time grew out of several assumptions made by that IOM Committee: that there were serious questions about how to use the existing health workforce optimally and cost-effectively to meet patient, family, and community health care needs; that educational institutions had a responsibility not only to produce a healthcare workforce that was responsive to health care needs but also to ensure that they could practice to their full scope of expertise; that optimal use of the health professions workforce required a cooperative effort in the form of teams sharing common goals and incorporating the patient, family, and/or community as a member; that this cooperation would improve care; and that the existing educational system was not preparing health professionals for team work. The competencies identified in this report do not address either the unique aspect of each health profession or the common clinical and public health knowledge base that health professionals share. Report recognizes that greater awareness of shared areas might lead to greater efficiencies in health professions education. The uniqueness of professional expertise is fundamental to teamwork and team-based care. We recognize the dynamic nature of this evolving knowledge base in a climate that increasingly values interdisciplinary/inter-professional translational research, and the ways this type of research will help close the gaps between research and practice going forward.

Kish M. (2011), studies on “India Opens its Doors”, and study drags attention towards the fact that India will surpass China by 2025 with more than 30 percent of its 1.1 billion people being less than 14 years old. At that time India will have shortage of higher education
Institutions to meet the needs of its growing college-age population. Article also mentions the statement delivered in speech of the Central Advisory Board of Education in June 2010, India’s Minister for Human Resource Development Kapil Sibal stated a goal of increasing India’s college enrollment rate, among eligible students, from 12 percent to 30 percent by 2020 and increasing the number of students attending higher education from 14 million to 40 million. But that will require building 800 to 1,000 universities and 35,000 colleges. And it would still leave 150 million students out in the cold. Government is also planning in that direction but the main thing to be considered is quality education not just access to higher education. It has been assumed that partnerships can bring quality education to India and improve access. There is need of entrepreneurial will and patience to forge and sustain quality collaborations. There is need to attract better teacher in higher education system in India. Foreign collaboration in Indian institution has wide scope but it could be a complicated process and the definitely attractive to foreign corporations and universities. Some foreign universities have set up shop in India without waiting for government approvals. These include GD Goenka

**Lim Yet-Mee et. al (2011)**, The focus of the present study is to examine the effectiveness of online advertising in terms of consumer response and its impact on online purchase decision-making. It has been found that Malaysian consumers are quite receptive to Internet advertising with a positive attitude towards Internet advertising. They are quite active in searching for information on products and services by clicking through the online ads (with an average of interaction rate of 23.8%). The research findings imply that marketers should include online advertising in their advertising media mix as online advertising promotes online buying or online shopping. Online marketers and retailers should place more attention on the design, usefulness, and integrity of the online ads to promote a positive attitude toward online ads among the consumers. A favorable response to online ads will encourage consumers buy product and service via the Internet.

**Lettmayr C. F. and Nehls H. (2011)**, presented the paper on “Evaluation for Improving Student Outcomes Messages for Quality Assurance Policies” and show that lot of developments are taking place to ensure quality in education and vocational training. Different and complex quality assurance mechanism is needed according to social, economic
and political context. Decision makers should decide on which mechanism can fit best in the local context and what can be applied to implement a culture of evaluation and continuous improvement in education institutes. Current study focuses on number of key messages for policy and decision makers who need to set a culture of evaluation in schools and training institutes. The recommendations presented in this publication are based on experience in developing and implementing quality assurance policies in education and vocational training. They reflect the views of different stakeholders in education and vocational training: ministry officials, representatives of local authorities and national agencies responsible for external evaluation and providing guidance for self-assessment, educational and vocational training inspectors, directors and quality assurance managers in education and vocational training institutions. To ensure smart growth and achieve the strategy goals it is important to improve the quality of education and training, with access for all citizens, strengthen research and business performance, and promote transfer of innovation throughout.

Meganathan R. and Coleman H. (2011), studies on the paper “Language policy in education and the role of English in India: From library language to language of empowerment”, that paper explores language policy-making processes in the Indian context, implementation issues and the place and role of English in school education. In India adaptation of language policy have been observed, language policy has adapted itself to the changing demands and aspirations of people. English is no longer considered as an issue for a national language in India, it is been widely accepted in India. Author states that India does not need a national language since there are not functions which a national language might play that are not already fulfilled in some other way. In a way an associate official language, English knowingly or unknowingly has played an instrumental role in maintaining the diversity of India’s language scene because the existence of English has meant that it has not been necessary to select any one Indian language as a national language. English today has become a compulsory second language in India. Equipping English language education with the essentials in the native medium schools would benefit learning in general and language learning in particular. But converting schools to become English medium without proper support would be detrimental and counterproductive. Schools can be developed as multimedia schools where both the content subjects and the language are taught and learnt well in a complementary and supplementary manner. Deprived sections of the society now
perceive the English language as an instrument for progress. The recent news of a temple for English language in a village in the Hindi heartland (Pandey 2011) tells the thing.

**Moe W. W.** (2011), research provided information about targeting risk the targeting of display ads has greatly improved the ROI of online display advertising. However, this practice is not without its risks. These risks range from those associated with ignoring sentiment to missed cross-selling opportunities to privacy concerns. In December 2006, Reuters.com ran a story with the headline, “Over 250 sick after eating at Indiana Olive Garden.” On the left side of the page was a contextually targeted ad that read, “Free Dinner for Two at Olive Garden” (Aker 2008). While the targeting algorithm correctly identified the topic featured on the webpage, the sentiment in the content was ignored. Often times the text analysis conducted to categorize webpage content focuses exclusive on identifying the interest category without any consideration of the sentiment expressed in the content. This can lead to inappropriate, distasteful and sometimes comical results that may draw unwanted attention to the advertiser.

**Palit P. S. and Palit A.** (2011), studies on “Strategic Influence of Soft Power: Inferences for Indi from Chinese Engagement of South and Southeast Asia”, and finds that India is increasingly becoming a part of an Asia that has experienced dense economic integration between its Northeast and Southeast parts. Such integration and robust maintenance of economic activity, notwithstanding the temporary setback inflicted by the global financial crisis of 2008, makes the region one of the world’s most strategically vital geographical territories. China and India’s growing strategic presence in Asia has been accompanied by a relative decline in influence of the United States in the region. These gradual but far-reaching processes have impacted the balance and structure of power in Asia. India’s efforts to strengthen its soft power in Asia have interesting strategic implications for a region that is perceived as becoming China-dominated. Both India and China are extending their strategic reach in the region by using economic incentives, and political and cultural tools, relegating forceful means to the background as much as possible. The use of force as a foreign policy tool is gradually losing ground. India needs to learn from the Chinese experience in using soft power as a critical tool of regional strategy. While it does possess an edge in the cultural and educational dimensions, it is almost impossible for India to match China in economic
assistance at this stage of economic development. It therefore has to follow a carefully thought out strategy for optimizing its soft power leverage in the region. Financial limitations must be offset by cultural and educational advantages, with country-specific variations wherever required. There is however no gainsaying much larger outlays on economic assistance in select areas where there is convergence of interests. India’s aid to South Asia should have greater strategic focus, like Chinese aid, on building infrastructure for expanding production networks and exchange relationships with the neighborhood. Adjunct components of the policy include encouraging Indian industry and business to invest in the neighborhood.

**Ranjbarian B.** (2011), An important part of organization’s marketing activities refers to designing and implementation of appropriate advertising programs in order to introduce company’s products and services to target markets and influence consumers. Even though appropriate advertising programs can lead to favourable results such as higher profit driven by higher levels of sales, but it is costly. If an advertisement program fulfils its goal, the company could manage the costs and benefits and it can be considered as an investment. Advertising will only survive and grow if it focuses on being effective. Every advertiser is expecting specific results, based on their stated objectives. Clients expect assurance, and, for the most part, that assurance must lead to or actually produce sales. Advertising must be effective. It must achieve its objectives. Effectiveness of an advertisement is not limited to simply the purchase of a product but rather is extended to a range of psychological and cognitive aspects related to awareness and intention that may play an important role in the purchase decision in a longer time frame.

**Rizvi F. and Gorur R.** (2011), paper argued that faced with a growing policy anxiety in India about the risks it confronts of losing its advantage in the fiercely competitive global knowledge economy unless its universities are re-engineered, the Indian Government has at last unleashed a series of reforms to its system of higher education. It has begun to view these reforms as inextricably linked to the requirements of the global economy and the shifting architecture of global higher education. The Government has therefore greatly increased its level of investment in higher education, and has also begun to loosen some of the bureaucratic rigidities in the system, giving universities greater organizational autonomy. As overdue and welcome as these initiatives are, we have argued that while additional
resources are clearly necessary to reform Indian higher education, they are not sufficient. This is so because the problems of the Indian system of higher education are deep, and relate to a range of dilemmas arising out of the historical constitution of Indian higher education, and to the organizational traditions and cultural attitudes about its nature and functions in society. We have suggested that unless these dilemmas are squarely addressed, the Indian system of higher education will continue to struggle, producing isolated pockets of academic excellence but leaving the nation as a whole poorly served.

Santiago P., Donaldson G., Herman J. and Shewbridge C. (2011), reviews on the “Reviews of Evaluation and Assessment in Education”, and observes that Australian education standards are very good in comparison to international standards. National agenda was established with the framework for reforming education through NEA (National Education Agreement). The management of curriculum, assessment and reporting are brought together and there is national leadership in the profession of teaching and school leadership. The NEA also brings an obligation to meet a common set of national school performance and reporting requirements. There is now a clearer framework of national expectations together with new national infrastructure and a firm commitment to improved transparency and accountability. In this context, the national agenda for education reinforces the role of evaluation and assessment as key tools to achieve quality and equity in education. The major challenge was in determining what constitutes a desirable measure of consistency as against legitimate diversity; this in turn will strengthen the national agenda on education.

Tavor T. (2011), The Internet has become a major source of information consumption, and to some extent, has replaced old media such as the radio, television and the newspaper. The main advantages of the Internet include its mass availability and its almost instant access to current information. As a result of the public's reaction to these advantages, Madison Avenue realized the potential of the new media and soon incorporated it to its budget. Convinced by the initial web publications of the early '90s, companies soon instilled momentum in the new channel. The most popular uses of the Internet are searching through data and information, and the purchasing of products and services. In addition, advertisers can quickly benefit from changing advertising scripts, from the possibility of better segmenting their market, and from relatively low costs. Due to Internet advertising's
proliferation, it is important to examine the factors that affect its effectiveness. Advertising on television, radio, newspapers, billboards or direct mail is based on large exposure and a particularly wide audience. Internet advertising, on the other hand, is based on relatively few channels that coalesce to bring forth a maximized target customer.

Tianji L. (2011), Advertisement is one of the means of competition. In the modern times, the competitions among different enterprises are often reflected on the advertisement campaigns. Advertisement is able to improve their positions by means of the authority of media, and changes into the primary method for all kinds of enterprises to market their products and establish their images. From the perspective of the consumers, they are willing to purchase the renowned commodities in general and have a common belief that the enterprises which frequently release the advertisements possess a certain credit and economic strength, while they will be susceptible to the commodities which have never appeared in advertisements. Therefore, the advertisements are the essential edge tools to enlarge the market share, improve the enterprise credit and triumph over the competitors.

Volkwein J. F. (2011), studies on the paper” Gaining Ground: The Role of Institutional Research in Assessing Student outcomes and Demonstrating Institutional Effectiveness”, and paper suggests that the student learning outcomes are the basic purpose of the educational institutions; the assessment of the student learning outcomes proves the effectiveness of educational institutions. Study describes the varied organizational characteristics and their analytical activities paying special attention in addressing and assessing students’ outcome. The current study also identifies some of the complexities and challenges associated with the assessment, evaluation and accreditation as impel of assessment activity. Paper also suggests few of the strategies for demonstrating institutional effectiveness and varied mechanism of quality control. Paper concludes that various assessment strategies may be useful for assessing student learning but most of them are appropriate for assessing student knowledge but definitely it will be more difficult to assess the institution as a whole. To overcome such hurdles, many of the institutions conduct their assessment activities into two areas: decentralized department efforts (for assessing the outcomes of individual students and programs) and centralized institutional efforts (for assessing the outcomes of large population of undergraduates).
Pashkevich M. et al (2012), Online video advertising often is presented as a zero-sum game in which the interests of advertisers and users are inherently at odds. In the current study, the measurements of search activity before and after video advertisements on YouTube suggest that this need not be the case. In fact, YouTube’s True View in-stream video advertisements appear to have succeeded in substantially reducing the negative user impacts of online advertising without sacrificing the value of such advertisements to advertisers. This is a substantial accomplishment. Furthermore, these data imply that online video advertising really does work: Viewing such advertisements affects later user behavior and causes users to pursue relevant search queries in the future.

Chandrakekhar, Michelle Minear (2012), focus on his research paper "Socialization of U.S. Doctoral-Degree Students into Evaluation Professionals: The Use of Evaluator Competencies and Experiential Learning Strategies in Selected Programs" and shows that demand for the evaluation of programs across disciplines and fields of work is increasing. A reflection of this demand for effectiveness and efficiency can be seen in the wording of the 1993 Government Performance and Results Act (GPRA) which requires that federal government agencies, such as the Environmental Protection Agency and the Department of Education to plan, implement, and make use of evaluation and evaluators and submit annual evaluation reports to the President and Congress. These reports are used to address a growing attitude towards accountability in spending and program implementation. This mandate drives a growing need for evaluators with graduate degrees to provide quality evaluation services, staff academic programs, train new evaluators, and develop theory and research in the field. Recognizing this, and the inherent diversity of experiences this need implies, the American Evaluation Association (AEA) in concert with the National Science Foundation (NSF) funded an international survey of evaluation degree programs in 2002. The survey identified the characteristics of current evaluation programs and briefly described the common course offerings. A movement towards greater accountability in government, education, as well as in private and non private corporations has led to a demand for context-specific evaluators. In effect, there is a need for evaluators with knowledge of evaluation methods as well as a degree of subject matter expertise in various content areas. The additional government accountability requirements require employers to seek trained evaluators who can work in
different content areas. This study focused instead on the processes used in programs to socialize doctoral-degree students. The results were surprising – programs were much more similar than they were different. Future studies will likely look for different processes in different types of programs and degrees. But a utility perspective would suggest we look as well to the impact university-based and other venues have in developing evaluation professionals. This process and impact focus becomes increasingly important as evaluation becomes more mainstream, attracting more students outside of education and psychology.

**Choudaha, R. and Kono, Y. (2012)**, studies on the topic of “Beyond More of the Same: The Top Four Emerging Markets for International Student Recruitment”, and finds that significant decline has been observed in the number of prospective students from these traditional markets. Turbulent global economy and global environment draws attention to institutions’ over-reliance on these sources. There is need to deduct the risk of limited recruitment strategies but on the contrary there is an increasing necessity to recruit from emerging markets. Recruitments are basically done from the countries based on anecdotal evidence, which is neither efficient nor cost-effective. The current study identifies gap by systematically identifying key emerging markets and suggests approaches to navigate these markets. The best way for universities to navigate the challenges and opportunities of recruiting from emerging markets is to adopt a portfolio approach for more effective risk management and growth. Insight for higher education professionals should be to prioritize more effectively their efforts towards their goal of recruiting. The study addresses the following three questions: 1) Other than the largest markets of China, India, and Korea, from which emerging markets should institutions recruit? 2) What makes these emerging markets promising for recruitment? 3) How can institutions navigate these emerging markets to achieve their recruitment goals?

**Darling-Hammond L** (2012), impacts on his research paper “Creating a Comprehensive System for Evaluating and Supporting Effective Teaching”, and this paper drags the attention towards teacher evaluation system. Teacher evaluation systems need to be considered not only in terms of evaluation instruments or procedures, but also in terms of the policy systems in which they operate and the school-based conditions that are needed to stimulate continuous learning and improvement. Various conditions that are discussed in the paper are
teacher participation in developing the system and supporting the ongoing decision-making processes; recognition and encouragement of collegial contributions and teacher effectiveness etc. Most of the initiatives taken for improving teachers’ effectiveness somehow correlate with the student achievement. Such measure stimulate practices known to support student learning and are embedded in systems that also develop greater teaching competence. They will make intense use of coaching and offer extensive opportunities for teachers to help their colleagues and their schools improve. Policies that create increasingly valid measures of teaching effectiveness—and that create innovative systems for recognizing, developing and utilizing expert teachers—can ultimately help to create a more effective teaching profession.

Greenberg Alan D. and Zanetis J. (2012) investigated on “The Impact of Broadcast and Streaming Video in Education” and observes that in the past few decades’ globalization, technology, and demographic shifts have dramatically redefined economic development, business, and societies. The world economy leaders have contributed to a complex web of economic interdependence, while countries like developing countries have emerged as significant engines of growth. In the era of social interconnectedness worldwide, education also has undergone equivalent shift: the two shifts observed and discussed in the paper are pedagogical and technological shift. Schools and higher education institutions in developed countries are faced with challenge to address their missions in a rapidly changing world. On the contrary while in developed nations, a newfound emphasis on globalization and competitiveness. Communication and collaboration skills in such a global perspective are considered very important by most educational theorists. Adoption of visual media is evolved as essential instruction mechanism, with increasing numbers of educators using video in the classroom. At the same time, the research indicates that children today are fundamentally different from previous generations in the way they think and in the way they access, absorb, interpret, process and use information, and above all, in the way they view, interact, and communicate in the modern world.

Hénard F. and Roseveare D. (2012), focus on the paper “Institutional Management in Higher Education Fostering Quality Teaching in Higher Education: Policies and Practices”, that quality teaching is basically the use of pedagogical techniques to produce learning
outcomes for students. It involves several dimensions, including the effective design of curriculum and course content, a variety of learning contexts (including guided independent study, project-based learning, collaborative learning, experimentation, etc.), soliciting and using feedback, and effective assessment of learning outcomes. It also involves well-adapted learning environments and student support services. Experience showed that fostering quality teaching is a multi-level Endeavour. Support for quality teaching takes place at three inter-dependent levels: (1) At the institution-wide level: including projects such as policy design, and support to organization and internal quality assurance systems. (2) Programme level: comprising actions to measure and enhance the design, content and delivery of the programmes within a department or a school. (3) Individual level: including initiatives that help teachers achieve their mission, encouraging them to innovate and to support improvements to student learning and adopt a learner oriented focus. These three levels are essential and inter-dependent. However, supporting quality teaching at the programme level is key so as to ensure improvement in quality teaching at the discipline level and across the institution. Support for quality teaching can be manifested through a wide range of activities that are likely to improve the quality of the teaching process, of the programme content, as well as the learning conditions of students. Hybrid forms often prevail in institutions. These can include initiatives such as: centre for teaching and learning development, professional development activities (e.g. in-service training for faculty), teaching excellence awards and competitions for remarkable improvements, teaching innovation funds, teaching recruitment criteria and support to innovative pedagogy. A number of factors have brought quality teaching to the forefront of higher education policies. Almost every education system has experienced substantial growth of student numbers in recent decades and the student profile has become more diverse. At the same time, higher education faces greater from students, parents, employers and taxpayers to account for their performance and demonstrate their teaching quality.

Hénard F., Diamond L. and Roseveare D. (2012), studies on the topic “Approaches to Internationalization and Their Implications for Strategic Management and Institutional Practice”, and find that globalization of higher education has been discussed in the paper. Initiatives such as the Fulbright Scholars Program in the United States and the Erasmus Mundus Programme in Europe have aimed to promote mutual understanding and encourage
collaboration among higher education institutions. Accelerating rate of globalization has made it imperative to concentrate on student mobility and international research collaboration. Education has become an export industry and in such a case there is need of interconnected network for sharing global knowledge and technology. With the current labour market requiring graduates to have international, foreign language and intercultural skills to be able to interact in a global setting, institutions are placing more importance on internationalization. The number of students enrolled in higher education outside their country of citizenship practically doubled from 2000 to 2010 (OECD, 2012a) and this trend is likely to continue. The landscape of internationalized higher education is rapidly evolving. New countries and institutions are entering the global talent pool and challenging the established position of the traditional champions of international education. The English language is dominating new programmes and campuses are being built to welcome an increasing number of students from emerging economies.

Madhava Menon N.R. (2012), presented the research paper on “The Transformation of Indian Legal Education” and focuses that higher education and legal education in India are in a continuing process of far-reaching changes in organization, management, content and delivery. The author quote that the basic factor in this transformation is the constitutional mandate to build a social order based on democracy, human rights and rule of law securing to all of its citizens justice, liberty, equality and dignity. The study discusses the legal education reforms should include rapid expansion of law teaching institutions, development of core curriculum and establishment of a compulsory one year apprenticeship. There should be collaboration with foreign law schools, government should be willing to finance law schools and improve faculty salaries as well as on-campus recruitment should be there for transformation of law education. It has been proposed in the paper that the Bill on National Commission on Higher Education and Research will restore university autonomy and allow experimentation and competition in individual institutions, possibly resulting in academic excellence at least in some law schools. It has been also suggested that the Foreign Educational Service Providers’ Bill may induce some world famous universities to set up their own campuses in India or enter into twinning arrangements compelling structural and functional changes in the delivery of education in other law teaching institutions.
Robert J. Marzano, Ph.D., Michael Toth, Peggy Schooling (2012), studies on “Examining the Role of Teacher Evaluation in Student Achievement Contemporary Research Base for the Marzano Causal Teacher Evaluation Modelin Student Achievement”, and finds that teaching strategies better executed by the teachers results in greater students achievement in terms of both status and growth. Paper discusses the 41 strategies which are being employed by the observer with a relatively high degree of accuracy. Teachers perceive that the Marzano Causal Teacher Evaluation Model is helping them develop as teachers. It’s a high time to meet the educational goals established by the governments and academicians. In such a situation it is imperative to develop advanced predictive and diagnostic metrics that can assess both teacher classroom behavior and teacher improvement over time. Evaluation instrument should be capable of identifying strengths and weaknesses in teacher practice with the goal of growth. As teachers become better teachers, improves themselves their students will become better students. Identification and development of the resources is needed that significantly impact teacher growth and student achievement.

Sharma P.B. (2012), studies on ,”Globalization and Higher Education in India Challenges and Strategies”, and finds that India is meeting the requirement of quality manpower for fulfilling the global demands. The current study addresses the issue of meeting the challenge of the knowledge age in India. In such a scenario, there is thrust on higher education to create synergy between science and engineering, research and innovation in Indian universities and educational institutions. On the contrary Indian higher education requires a serious assessment of the processes that are employed for creation and dissemination of knowledge in higher education institutes and universities. Current study advocates the creation and implementation of troika in the universities and higher education institutes and there should be existence of synergy between the elements of troika – education, research and innovation.

Sharma P. (2012). In today’s media landscape where it’s very difficult to shape consumers attitude and intentions and move them to next level of buying process, advertisers find it even more difficult and challenging to break through the clutter of competing advertisement. The advertising industry has experienced dynamic changes over the last several decades. The changes have been good in terms of Technology advancement, Medium and more methods to attract consumers and on Creativity. Advertising business involves people & creative
advertising is one that sells through people’s efforts, and appropriate market demand. In advertising business creativity resulting from great team efforts, effective idea and communicate exactly same to the audience, these are the key factors in successful advertising campaigns.

C. Vijayalakshmi (2013), focuses on “Prospects and Strategies of Public Private Partnership in Higher Education in India”, and shows that India has the largest higher education system in the world when measure up to number of educational institutions. Study put forth the data of enrollment of students in higher education system like enrolment in Arts and Science courses account for more than 60% of the total enrolment in higher education and undergraduate students account for 85% of the total enrolment in higher education. Basic objective of the research is to study the trends in higher education in India and to identify the role of public private partnership in higher education. Number of enrollment in the public and private higher institution has increased, with Uttar Pradesh having the highest number of central universities, Andhra Pradesh has the highest number of State Universities and Rajasthan has the highest number of private universities. Higher education sector has emerged as the most promising sector in India. As per FICCI, demand for higher education is growing at 20% a year, while the supply of higher education is growing at just 11% a year. This gap in demand and supply has created a vast potential to be utilized by the private higher education institutions. According to Bloomberg Business Week, achieving this target would require an additional 6,000 universities and 35,000 colleges over the next 12 years.

Daugherty L., Miller T., Dossani R. and Clifford M. (2013), studies on “Linking Funding and Quality to Improve Higher Education in India”, and finds that decline in enrollment, declining education quality and increasing financial pressure has been reflected in the India’s key policy document for economic development through 2017, the 12th Five-Year Plan. It has been recommended in the 12th Five year plan the country’s higher education institutions be granted more autonomy over curriculum, staffing, and programs offered. In return, these institutions would be more accountable for their performance and subsequent funding levels. This recommendation reflects a worldwide trend of creating policies that explicitly link quality and funding, other countries are encouraging their institutions to pursue innovative strategies to improve quality. But transitioning India’s higher education system to a
decentralized model will require substantial shifts in the way the system is governed and funded. Study proposed a course of action to help India implement policies and reforms that link education quality to funding in a way that will hold the country’s newly autonomous institutions accountable for their performance, encourage greater innovation, and contribute to national goals. The 12th Five-Year Plan proposes a “steer and evaluate” role for the government that allows a greater degree of self-regulation—and enforces higher levels of accountability—across the system’s institutions. As in other countries, these reforms could include approaches that link quality measures to funding rates, grants for innovation and improvement in teaching and research, and requirements that institutions meet minimal accreditation and quality standards before they can receive public funding. Research proposes additional resources will be needed to support these stakeholders; these are to continue to develop and implement a robust accreditation system to develop, implement, and publicize a quantitative system to measure the quality of higher education institutions and establish policies for continuous quality improvement, to gradually phase in methods to link funding to quality measures, to continue efforts to develop and implement a student financial aid system, and gradually tie eligibility to accreditation and quality measures, to continue efforts to expand funding for competitive grants to individual researchers, to develop a system to provide competitive grants to states, institutions, and academic departments to spur innovation and achieve specific national and state goals, to provide funding to states and institutions to build capacity for self-governance under the new “steer and evaluate” model.

Kemp N. and Lawton W. (2013), investigated on “A Strategic Analysis of the Scottish Higher Education Sector’s Distinctive Assets”, and finds that study identified institutions, organizations and activities that might be described as distinctive assets of the higher education sector. The specific areas examined in the study are - the primacy of the learner and stress on life-long learning, an enhancement-led approach to quality assurance and the Scottish Credit and Qualifications Framework (SCQF), an integrated and inclusive sector with examples of shared values and decision-making, a sector which is internationally active, including with Scottish government support, a notable willingness to develop new international partnerships, a no-fees policy for Scottish and EU-domiciled undergraduates which has resonance internationally, a high employability rate for graduates of Scottish universities, established links with business and industry in Scotland, the wider UK and
internationally, research pooling, government investment in research and a focus on areas of priority for Scotland, research impact, including a number of spinoff companies. Even very recent studies covering the life sciences indicated that Scotland continues to improve while the rest of the UK is faring less well, research income won from the UK Research Councils and elsewhere, success in the recruitment of international students across disciplines and levels, Scotland’s global ranking position, in particular the ratio of top 200 universities to national population – higher than that of any other country. This study confirms that the reputation of the Scottish higher education sector for quality research is justified. It was suggested that a more focused approach to marketing and communications, including developing collaborative activities, would deliver additional benefits.

Usman M. (2013), the researchers have shown the positive relationship between the variables and the proposed framework for the present research question is seemed to be very good as the factors that can influence the audience more successfully are standardized. The proposed hypothesis is Ho: The combination of factors such as humors, medium uniqueness, marketing strategy, national cultures and consumer motives all constitute the effective advertising in order to persuade the target audience, and the previous literature have sufficient evidences which shows the relationship among every variable. Although the study is not practically tested through the surveys but the literature posits that humor can entertained the audience, the medium through which the ads or campaigns are driven are well updated i.e. consumers are attached with the media, the marketing strategy enables the advertiser that to easily gain the interests of consumers, the national cultures would added to the campaigns can be helpful to create effective advertising and the consumer motives that influences the consumer toward the products or services is also the aim of researchers can be a leading factor to create the effective advertising.

2.3 Objectives of the Study

Main objective of the study is to understand the impact of Enrolment Strategies adopted by Professional Institutions in Gwalior and Chambal Region as there is less or more awareness of Current Status of Institutions may affect the student registration. The study is an approach
to explore and describe their attention, influence and mindset regarding different strategies.

a. To design and develop a measure to Evaluate Enrolment Strategies of Professional Institutions situated in Gwalior & Chambal Region
b. To identify the underlying factors evaluate Enrolment Strategies of Professional Institutions situated in Gwalior & Chambal Region
c. To identify the difference between different Parents income groups, age, gender, occupation, education level and marital status on Enrolment of Students in Professional Institutions
d. To find out the most effective means of Enrolment Strategies of Professional Institutions situated in Gwalior & Chambal Region
e. To open the new vistas for further research

2.4 Methodology

The study was exploratory and descriptive in nature. The data was collected through survey and interview method, and relationships among demographic variables were evaluated by using statistical tools.

2.4.1. Sample Design

Sample design includes population, sampling frame, sampling techniques, sampling elements and sample size

2.4.1.1 Population

According to Jenning (2001), defined population as “all the study subjects (research and academic environment, infrastructure and development, extracurricular activity and marketing practices) that are the focus of the research problems” In this research works the target population for the study is include students and management staff (teaching and non teaching staff) of professional institutions in the both regions i.e. Gwalior and Chambal Region of the Madhya Pradesh.
2.4.1.2 Sampling Frame

All individuals of rural & urban from Madhya Pradesh were sampling frame. According to copper and Schindler (2001) described a sample frame as “a list of elements in the population from the sample is actually drawn”. According to Sekaran (1992), a source of concern when using a sample frame to provide a listing of each element in the population is that it may not always be a current, updated document. Hence although the sample frame may be available as in this case, there is no guarantee that the list is comprehensive.

In such cases the researcher has to make a choice between trying to obtain an updated sample frame, use the sample frame as it is, or discards the frame and use a different frame Sekarna (1992), argues that trying to obtain an updated or a new sample frame does not guarantee that the new frame will give an accurate listing of all the elements for reasons stated above.

The study was conducted through personal contact by the researcher with the respondents, therefore, the sample frame for the study include the student and management staff of organizations at Gwalior and Chambal region those who were willing to meet the researcher and were ready to give their valuable time.

2.4.1.3 Sampling Technique

Various techniques are available for selecting a sample to be analyzed. These techniques are generally grouped into two main categories (each having different sampling strategies) namely probability and non–probability sampling. The choice of method and strategy is normally influenced by the extent of generalization desired, the availability of time and other resources, and the purpose for which the study is done (Sekaran, 1992).

Non-probability purposive sampling techniques were used to identify the respondents for the study. The study included equal representation of employees and students include the demographic variable gender, Age Groups, Academic Qualification, Occupation of Father, and Marital Status etc. The large sample size has been taken to ensure that the results of the study are suitable for drawing generalizations for at least Gwalior and Chambal.
2.4.1.4 Sampling Elements

Individual respondent was sampling element of the study.

2.4.1.5 Sample Size

Researchers seems to agree that the question of how large a sample should be is a difficult one, according to Huysamen (1997), unless the sample size is decided in an entirely arbitrary way, consideration such as availability of subjects, economic consideration and population size usually dictate how large it should be.

The population is Sample size was 540 respondents from Students which is seeking admission and also they have enrolled himself in professional institution of Gwalior and Chambal division, and 100 respondent from college staffs included teaching and no teaching in professional institution which is situated in Gwalior and Chambal region in Madhya Pradesh. The data was collected by the researcher himself after developing rapport with the respondents.

2.4.2 Data Collection Method

Data is collected through mainly primary sources like questionnaire, survey and interview methods but some secondary data also be used. Secondary data has been collected secondary data from various literatures to various sources such as research paper in Journals or Research articles and Books, Magazines, Reports (Government/Corporate, News Paper, & Internet etc).

2.4.3 Tools to be Used for Data Collection

Self design questionnaire was used to measures for variables that is filled by student himself or herself. One variable has been filled by Institution’s marketing staffs. The data is collected on the bases of scale of 1-5 Likert’s scale.

2.4.4 Tools Used for Data Analysis

These are following tools used for data collection in this study
2.4.4.1 Internal consistency & Reliability:

The reliability of all the measures were computed to check whether data items measured the variables they were supposed to measure and that the measures were stable when used for repeat measurements. Cronbach’s alpha and Gutman reliability coefficients were computed using SPSS 20.0 version on data collected through Student and College staffs questionnaires. All the reliability coefficients have been included in the study. Reliability when item deleted was also calculated to see if item deleting any from the questionnaire increased the reliability.

2.4.4.2 T-test

This test using for evaluate the gender and Marital Status difference, on Academic and Research Environment, Infrastructure and development, extracurricular activity and Marketing Strategies.

2.4.4.3 Post-Hoc

These tests using for evaluate the Academic Qualification, Age Groups and Fathers Occupation difference, on Academic and Research Environment, Infrastructure and development, extracurricular activity and Marketing Strategies.

2.4.4.4 Frequency Analysis

All the test applied for explain demographic detail of respondent according to gender, qualification, age groups of respondent, father occupations, marital status of respondent, with help of well leveled pie-charts or graphs.

2.4.4.5 Factor Analysis

Factor analysis was using to identify and underlying factors of Academic and Research Environment, Infrastructure and development, extracurricular activity and Marketing Strategies, also further establish the validity of the measures used for collection data. These techniques also know as data reduction.
2.4.4.6 Structure equation modeling (Confirmatory Factor Analysis)

CFA was used to evaluate causal relationship among Academic and Research Environment, Infrastructure and development, extracurricular activity and Marketing Strategies with structure format.

2.4.4.7 Regression

Analysis used for evaluated causal relationship between all variable i.e. Academic and Research Environment, Infrastructure and development, extracurricular activity and Marketing Strategies to each other.

2.4.5 Software Used for Statistical Analysis

Collected data has been analyzed by researcher himself with the help of different statistical calculations using SPSS 20.0 trial version software. Statistical package for social science (SPSS) version 20.0 for windows seven will be used for data analysis and hypotheses testing.

2.4.6 Sampling Description

Data has been collected from the 20 selected Professional Institutions from all the ten 10 division of Madhya Pradesh, the description of sampling are: ITM, Prestige, BVM, NITM, GICTS, IIITM, Aditya, IIITM, IPS, Vikrant, MPCT, MITS, Boostan, Amity university, HICT, Jain, MKTM, LNUPE, GEC, GRMC College Gwalior (M.P.).

This chapter is concluding that the researcher has used all tool and techniques in data collection and data analysis for research. Researcher told the entire thing about research in systematically. Collected data how to analyze this is also a big challenge but now these days SPSS is popular software in social science research for easily analysis data. This software gives immediate output with well-designed tables formats and pie chart, bar charts etc. All types of test can be easily operated with SPSS. According to researcher, this is most important chapter for research.