

## EDITORIAL PREFACE

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It is my great pleasure to present the fourth issue of second volume of the *International Journal of Quality Assurance in Engineering and Technology Education* (IJQAETE) to our readers and contributors.

This issue includes topics related to very diverse issues related to quality assurance of engineering and technology education and I am sure readers would enjoy these scholarly contributions.

A paper, *Students' Expectations About Their Grades Versus Course Expectations From Them: Will the Mismatch Ensure Quality Education?* by Satya Sundar Sethy, presents a research study on the reasons for mismatch between students' grade expectations and actual grades they were awarded in the "Ethics" course at an engineering education institution in India which created the social and political stigmas among the authorities to opt for the re-evaluation of students' answer sheets. In the world of academia, examinations and grades are important aspects of learning and teaching. A reliability, quality and integrity of examinations and assessment are key factors. This paper has also elaborated a study which examined the reliability and viability of criteria-based grading against norm-based grading model with possible impacts of authoritarian intervention in distorting the course instructor's grade sheet, and its implications on quality retention in higher education.

Kamath, Dongale and Kamat have outline that the virtual reality (VR) can reduce the gaps between imagination and real time problems of different engineering areas in a paper, *Development of Virtual Reality Tool for Creative Learning in Architectural Education*. The paper further explores a research on VR development tool for improving architectural design education. The system uses a general purpose computer, ceiling-mounted projector and passive glasses for Three Dimensional (3D) viewing. The research work also shows that virtual reality technology can considerably progress the learning efficiency by allowing young architects to apply theoretical knowledge to real world problems. It also helps developing creativity, innovation, communication, problem solving approach, team-working and business skills.

A paper, *a study on Adaptability of Total Quality Management in Engineering Education Sector* by Chandra Sekhar Patro, focuses on a research study in Total Quality Management (TQM) in engineering education sector with a case study undertaken in various engineering colleges in the city of Visakhapatnam in India. This study identifies and analyses the quality of engineering education at the educational institutions which adopt the total quality management system and finally recommends useful ingredients to improve the quality.

Problem based and project based learning (PBL) are widely used in engineering and technology education whereas Six Sigma approaches are common approaches in industries. Both PBL and Six Sigma utilize problem solving by executing projects in a systematic way. Baral et al. in the paper, *Introducing Problem Based Learning (PBL) in Textile Engineering Education and Assessing its Influence on Six Sigma Project Implementation*, explore the methodology which has adopted PBL approach in textile engineering education at “Lucian Blaga” University of Sibiu (LBUS). The paper also highlights its potential influence on Six Sigma projects implemented in a textile manufacturing industry in collaboration with the University. The study presented in this paper contributes to effective utilization of PBL in implementing Six Sigma projects in industry. The survey results in this study revealed that the students’ performance has been progressed

through PBL activities and the PBL has shown a positive impact on executing Six Sigma project successfully which also helped in shortening the project duration.

I would like to acknowledge a strong and consistent support of IJQAETE Editorial Board members and reviewers. A special gratitude to the IGI Global Publishing Team including Journal Development Team for their quality and timely support for this issue.

I am sure that this issue will bring scholarly value to engineering education community around the globe.

Finally, I would urge all engineering and technology educators to consider submitting your valuable contribution to this Journal.

*Arun Patil*  
*Editor-In-Chief*  
*IJQAETE*

*Arun Patil has over 23 years of teaching, research and managerial experience in higher and further education. He holds a PhD, the Master of Engineering Science, both from Monash University, Australia and a Masters in Physics in the specialization of applied electronics from India. Dr. Patil has published widely, and his publications include edited books, book chapters, conference proceedings, refereed journals, conference papers. He is a Founder Editor-in-Chief of the International Journal of Quality Assurance in Engineering and Technology Education and an Associate Editor of the International Journal of Online Pedagogy and Course Design (IJOPCD). Dr. Patil has published several scholarly referenced books in engineering and technology education including, Engineering Education Quality Assurance: A Global Perspective; which is highly accepted, cited scholarly publication in engineering education community around the globe. Dr. Patil is a recipient of a prestigious Australian Government's Endeavour Executive Award (2011) as well as a Silver Badge of Honour from the Monash University (the UNESCO International Centre) (2004). Dr. Patil has coordinated and organized several International Conferences in various parts of World and is a Founder General Chair for International Engineering and Technology Education Conference Series (IETEC). He is an active member of several professional organizations including, Engineers Australia (EA), World Association for Cooperative Education (WACE), the Australian Collaborative Education Network (ACEN) and the Australasian Association for Engineering Education (AAEE).*