ANALYSIS OF MS EDUCATION PROGRAM OF PUBLIC AND PRIVATE UNIVERSITIES OF ISLAMABAD AND RAWALPINDI: COMPARATIVE STUDY

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PAKISTAN

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A thesis submitted in partial fulfillment of the requirement for the degree of MS Education program.

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By

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This thesis has been accepted by the Department of Educational Leadership & Management (ELM), Faculty of Education, International Islamic University Islamabad in partial fulfillment of the degree of **MS Education**.
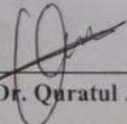
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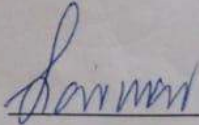
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AUTHOR'S DECLARATION

It is hereby declared that the author of the study has completed the entire requirement for submitting this research work in partial fulfillment for the degree of MS Education. This thesis, in its present form, is the original work of the author except those of which has been acknowledged in the text. The material included in the thesis has not been submitted wholly or partially for award of any other academic certification than for which it is being presented.

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Asma Mustafa

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DEDICATION

This thesis is dedicated to my mother who taught me how to hold a pen and to my father who taught me how to use it.

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Abstract

The main purposes of higher education include developing critical thinking skill in students, to make them able for market and to enable them to cope with the challenges of fast-moving world. Two-year MS education program intends to develop in students strong research skills, enable them to inquire base line issue from classroom practices to teaching learning process at the end of that program the expected outcome is that student become independent researcher and would have acquired all skills and expertise of that programs, this study aimed to analyze MS education program of public and private universities of Islamabad and Rawalpindi. The objectives of this study were(i) to compare MS Education program of public and private universities in terms of provision of instructional facilities (ii) to compare MS Education program of public and private universities in terms of research activities (iii) to compare MS Education program of public and private universities with reference to assessment process (iv) to compare MS Education program with reference to curriculum content This research was descriptive and quantitative in nature. Population of this study was 90 MS education students of batch (2021-2023) and 28 teachers of MS education program of (public and private) universities of Islamabad and Rawalpindi. This research study was descriptive and quantitative in nature. Universal sampling technique was used and all 82 students and 26 teachers of MS education Program of selected universities were included. Two self-developed questionnaires on five point Likert scale consisting of 46 items under 4 indicators (instructional facilities, research activities, curriculum content and assessment process) were used. Data were collected from students and teachers of MS education program of public and private universities of Islamabad and Rawalpindi. Data were collected by the personal visit of researcher in universities. Data were analyzed by using descriptive statistics (percentage, frequency) to compare both public and private universities of Islamabad and Rawalpindi. Major findings of the study showed public university classrooms are not large enough, facility of multimedia is not available, facility of LEDs in classrooms is not available whereas it is interpreted from responses of private university students that the internet facility is not available, it was also found from responses of public university student that students are not trained on data analysis technique, number of supervisors are not enough whereas the faculty members of both sectors give favourable response and it was also concluded from the responses of students of private sectors that curriculum content is not aligned with the objectives of

program. Based on the findings it is recommended to public universities to provide the facility of multimedia, LEDs in classrooms and private universities may address the issues on internet availability and provide access to digital library to students. Moreover, it is recommended to both sectors to maintain commonalities in areas like supervisors' encouragement for research publication, research seminars, and training in research ethics. It is recommended to stakeholders of public university to review curriculum content and make it more practical and teachers to address the issues of students regarding constructive feedback.

Key words: public private universities, instructional facilities, research activities, assessment process

CHAPTER 1

INTRODUCTION

The main purposes of higher education are firstly, to develop critical thinking skill in students, secondly to make them able for market and lastly to enable student to cope with the challenges of fast-moving world. Two-year MS education program intends to develop in students strong research skill, enable them to inquire base line issue from classroom practices to teaching learning process at the end of that program the expected outcome is that student become independent researcher and would have acquired all skills and expertise of that program and universities play a vital role as Universities are institutions of higher learning that offer courses at a higher level, hold exams, or both, and award degrees to students in a variety of faculties. In the modern period, a good university's main responsibilities include fostering human growth, producing various resources, facilities, and opportunities, and improving the quality of life for people in a given area. A university is committed to serving society and incorporates a lot of societal conjecture. It should prioritize issues of local and global importance while concentrating on its own family.

1.1   Background of the Study

Education is the most significant element for the development of any nation, in fact the progress and prosperity of every nation depends on the education system. In this regard, quality education is most concerned issue as it believed that only quality education brings forward the skilled and trained professionals which in return are the cause of nation to excel in every field (David, 2001).

To develop knowledge driven society, higher education institutions play a major role to develop critical thinking and innovative skills in graduated students, which is the need of time and society. The main purpose of higher education is to develop critical thinking skills

in students and secondly to make them able for market and lastly to enable students to cope with the challenges of fast-moving world (Brennan, 2004).

Ministry of planning development and reform's vision 2025 which is a roadmap to lead Pakistan on development path this vision has particularly emphasized on higher education and research development skills so in that context, universities offering M.phil and Ph.D. are responsible for the quality assurance and development of innovative skills in students which are the need of time. In Pakistan, according to HEC there are 242 universities 144 of these are in public sector while 98 are in private sector, the objective of these universities is to enable learners to achieve excellence, to have mastery of their field, to develop research skill and to develop leadership qualities (HEC, 2022).

According to Higher education commission there are 25 universities in Islamabad; 17 are in public sector while 8 are in the private sector and MS education program is one of the programs of higher education that is the research oriented and offered by both public and private universities of Islamabad. Two-year MS education program intends to develop in students strong research skill, enable them to inquire base line issue from classroom practices to teaching learning process at the end of that program the expected outcome is that student become independent researcher and would have acquired all skills and expertise of that program (HEC,2022).

Both public and private universities offer MS Education program, use challenging curriculum, provide number of facilities to students for their better learning and teachers also use variety of teaching methods and approaches for expected outcomes. Hence, this study intends to compare all these practices (i.e., instructional facilities, research activities and assessment process) of public and private universities offering MS education program.

1.2   Rationale of study

The Pakistani government wants both public and private universities to train highly skilled individuals within the country to help with its development. They want the universities to maintain high standards for MS programs, ensuring quality education. The students are also concerned about quality of education in both sectors. In order to analyze the contribution of the universities that have these universities meet the need of students and stakeholders there is need to conduct a study that analyze program offered by both sectors .

1.3   Problem Statement

MS Education program is offered by both public and private sector universities of Islamabad and Rawalpindi but, there exists a difference in terms of facilities provision, the processes followed in pursuing the program and the outcomes of the program. The research problem is that whether MS Education program in public universities focuses on the provision of instructional facilities, research activities and assessment process than the private universities. Therefore, this study intends to compare MS Education program of public and private universities of Islamabad and Rawalpindi with reference to instructional facilities, research activities, curriculum content and assessment process.

1.4   Objectives of the Study

The objectives of this study were to:

1.   Compare MS Education program of public and private universities in terms of provision of instructional facilities.

2.   Differentiate MS Education program of public and private universities in terms of research activities.

3.   Compare MS Education program of public and private universities with reference to

assessment process.

4.   Compare the MS Education program of public and private university with respect to curriculum content.

1.5   Research Questions

1. What are the differences between MS Education program of public and private universities in terms of instructional facilities?

2. What differences are there in MS Education program of public and private universities with reference to research activities?

3. How curriculum content of MS Education differ in public private sector?

4. How assessment processes of MS Education differ in public and private sector?

1.6   Significance of the Study

This study was useful for the university administrative (Deans, HOD, chair person and professors), concerned universities (IIUI and UOW), students, faculty members. The finding of this study will be a documented source for the stakeholders to revise policy and bring improvement in higher education. The comprehensive finding of proposed study will help the concerned universities to work on their strengths and weaknesses and make required improvements.

The study would provide the clear findings that will be used by students to analyze the practices of both public and private sector universities. This study has provided recommendation with the view that concerned universities management, stakeholders by knowing the findings will work to raise the quality of that program and most importantly to bring harmony in both public and private sectors.

1.7   Delimitations of the Study

This study was delimited to

- One public (International Islamic University Islamabad) and one private university (University of Wah).

- Students and Teachers of MS Education program.

1.8   Operational Definitions

1.8.1   Instructional Facilities

In this study, the instructional facilities refer to provision of conducive environment for learning, including well maintained classroom, well equipped library, seminar room, conference room, LCDs in classrooms, internet in campus, multimedia that increases learning of students of MS Education program

1.8.2   Research Activities

Research Activities in this study; refer to the procedures to be followed by students and teachers in connection with research plans like measure for research publication, organization of research workshop, research seminars, research conferences and training of research scholars on research skills.

1.8.3   Assessment Process

In this study, assessment refers to wide variety of methods, techniques and strategies used by teachers to assess the students of MS education program like Quizzes, presentation exams and feedback process.

1.8.4   Curriculum Content

In this study the curriculum content means the knowledge, skills and attitudes imparted by learning areas/subjects, cross-cutting approaches and extra-curricular activities in curriculum content of MS Education program.

1.9   Research Methodology

The research paradigm is positivist as it synchronizes with the study because positivist relies on the factual data and measurement. Quantitative approach was used to conduct this research. This study was descriptive in nature and survey method was used for research.

1.9.1   Research Paradigm

Positivist research paradigm as it synchronizes with the study. Positivism adheres to the view that knowledge is gained through factual data, findings must be quantifiable and the researcher being an objective analyst keeps away from personal values in conducting the study (Rayan ,2015).

1.9.2   Population

MS Education program was offered only by these universities so, the population of this study were 90 MS education students of batch (2021-2023) and 28 teachers of MS education program of (public and private) universities of Islamabad and Rawalpindi found by the personal visit of researcher in universities.

1.9.3 Sample and Sampling Technique

Universal sampling technique was used and all 82 students and 26 teachers of MS education Program of public and private universities of Islamabad and Rawalpindi was selected as sample of study.

1.9.4 Instruments

The researcher devised two questioners on five point Likert scale based on review of literature and in the light of objectives of study

A) Questionnaire is for students to examine the instructional facilities, research activities, curriculum content and assessment process about MS education program. The questionnaire included 4 statements related to instructional facilities , 13 statements related to research activities, 10 statements related o research activities and 14 statements related to assessment process

B) Questionnaire is for the faculty members of MS education program to find about research activities, instructional facilities, curriculum content and assessment process about MS education program. The questionnaire include 14 statements related to instructional facilities, 13 statements related to research activities, 10 statements related o research activities and 14 statements related to assessment process

1.9.5 Data Collection

The researcher collected data from the international Islamic university Islamabad, and the University of Wah. A letter seeking permission to conduct the study was composed by the researcher and submitted to the department heads of the selected universities. A questionnaire was distributed personally by the researcher for data collection. Data were collected through personal visits of the researcher. Survey method was used to collect data from the

respondents through above mentioned questionnaires. The participants were briefly instructed about the study.

1.9.6 Data Analysis

Data were analyzed through descriptive statistics (frequency, percentage) and to compare the responses of public and private universities' respondents' percentage was used

1.9 Conceptual Framework

Fig: 1.1

Conceptual framework
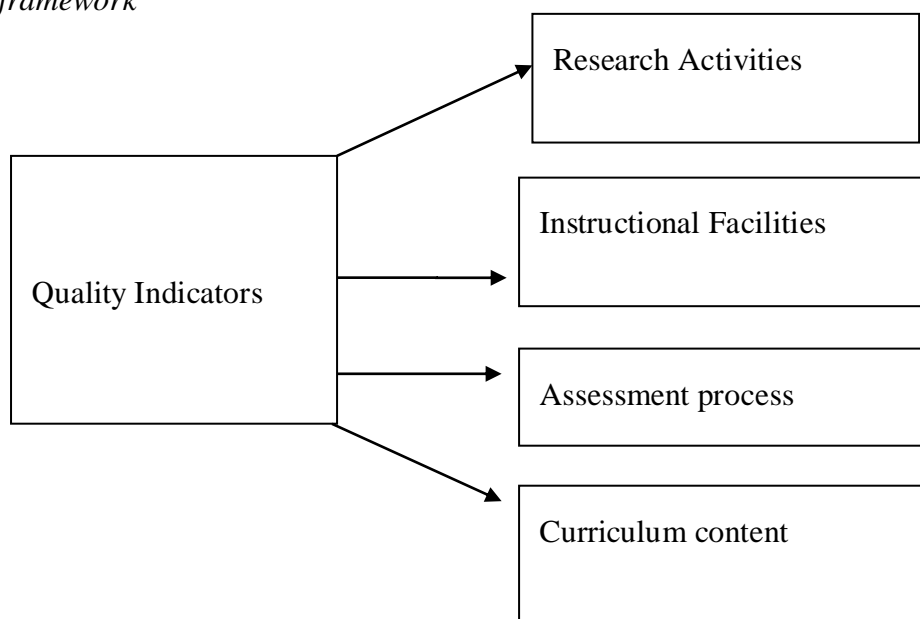
According to Thaung (2008) the quality indicator for educational program to followed are Procedures (measure for research publication, organization of research workshop, research seminars, research conferences and training of research scholars on research skills) for Curriculum (according to learner's and society needs materials are adequate, comprehensiveness, manageable, sufficiency of books, course content relationship annual) and for evaluation system (usage of assessment, regularity in assessing procedure, quizzes, transparency of evaluation system, verbal assessment system) and lastly for facilities (teaching books in library, multimedia facility, furniture's, building, classrooms, seminar rooms, and separate staffrooms)

CHAPTER 2

LITERATURE REVIEW

This section is about the review of literature related study of comparative analysis of MS education program of public and private universities of Islamabad.

2.1   Review of Related Researches

2.1.1 Higher Education

Higher education entails learning, acquiring outstanding talents, receiving training, and learning about various viewpoints and methods that can help one become more understanding and lead a respectable existence. People who are highly qualified are better able to utilize their abilities and the chances society provides for self-fulfillment. In order to ensure fairness in the distribution of opportunity and success among those in and around, it is thus a crucial tool. Higher education advances people's objectives, satisfies their thirst for knowledge, and fosters the growth of their intellectual capacities and aptitudes over the course of their life. Today's society is knowledge-driven and knowledge-dependent; to ensure the development and success of a contemporary society, individuals must develop advanced skills and people should be skillful to enter the learned professions, fulfill the use of technology, specialized energy functions, or pursue careers in administration, trade, industry, science, and the arts (Gupta, 2017).

According to Patel (2003) globally, higher education is the primary and most significant source for meeting some of a community's higher aspirations. Global university students and faculty members are constantly inspired to uphold the principles of liberty, individuality, and fraternity.

According to Crowley (2008) in both hypothetical and practical terms, the major role of advanced education requires a satisfactory experimental understanding of what is happening

inside learning organizations and to the learners, who spend a significant portion of their childhood and adult years in these learning organizations.

2.1.2 Role of Higher Education Commission

The Higher Education Commission (HEC) was established in Pakistan in 2002. Its principal objective is to evaluate the country's higher education system and improve it to match that of the industrialized nations. HEC examine every area in which there is room for improvement in the educational system. Additionally, it will offer recommendations and guidelines to all DAIs across the nation in an effort to help them grow and flourish so that they can provide their local residents with high-quality higher education. HEC also serves as a governing organization for higher education, assisting degree-awarding institutions in their pursuit of high-quality higher education in both the public and commercial sectors. In budget provision and making of other policies the Higher Education Commission's major objectives included the following points:

1. Encourage universities to pursue ongoing quality improvements and to strengthen their current quality standards in teaching, instruction, and research for the encouragement of cooperation and diversity.

2. To implement such plans and actions as will satisfy the requirements and aspirations of the learner market, local community, regional, national, and international societies.

3. Work to ensure that everyone has the same access to benefits and higher education opportunities.

4. By carefully investigating the issue and making appropriate use of the available resources with dedicated responsibilities while keeping in mind a separate institute location and autonomy for healthy rivalry to other DAIs, one can get value for government funding

5. To help all the brilliant researchers working in the fields of technology, science, computers, biological sciences, and social sciences enhance their credentials in their respective professions; HEC has launched a programme to offer financial aid and various types of educational scholarships.

6. HEC also gives peace of mind to teachers by stating that all institutions must offer an updated and modernized method of student evaluation, enabling all professors to participate in continuous educator critique. Projects to finance foreign PhDs have been developed to enhance Pakistan's research environment. The HEC has developed an innovative approach to support and encourage community-oriented examination among employees of Pakistani firms as well as for foreign employees. This programme encourages talented and deserving researchers to develop joint research projects with the local workforce in addition to using the universities for execution and needs, where the need is defined in terms of both the establishment's specific needs and the need for development in the advanced education sector at a full scale level. Additionally, while assisting less established organizations, the distribution of resources has made an effort to minimize obvious uneven qualities.

7. Emphasize that colleges and universities to continuously improve their quality standards in teaching, learning, and research in order to foster diversity and collaboration. To set up systems and practices that satisfy the objectives and goals of the learner market, as well as those of the local, regional, national, and worldwide societies. Make efforts to give everyone the same access to and gains from standard advanced education. Achieve value for government money by rigorous investigation and effective use of available resources with assigned duties, bearing in mind a separate institute location and autonomy for healthy competition (HEC, 2023).

2.1.3 HEC Guidelines for MS program

Criteria for MS Education program

1. Sixteen years of schooling or 4 year education (130 credit hours) after HSSC/F.A. /Fsc/Grade 12 equivalent will be required for admission in the M.Phil/MS.

2. The GAT-General (www.nts.org.pk/gat/gat.asp) conducted by the National Testing Service with a minimum 50% cumulative score will be required at the time of admission to M.Phil/M.S. The GAT-General test is valid for a period of two years.

3. For award of M.Phil/M.S/Equivalent degree, candidates will either need to complete 30 credit hours of course work or complete 24 credit hours of course work along with a minimum of 6 credit hours for research work/thesis.4.

4. 6 credit hours of research is mandatory for MS However, exemption may be allowed only for MS in those disciplines where research is not possible (HEC, 2023).

2.1.4 Role of University in Higher Education

Universities are institutions of higher learning that offer courses at a higher level, hold exams, or both, and award degrees to students in a variety of faculties. In the modern period, a good university's main responsibilities include fostering human growth, producing various resources, facilities, and opportunities, and improving the quality of life for people in a given area. A university is committed to serving society and incorporates a lot of societal conjecture. It should prioritize issues of local and global importance while concentrating on its own family. The community's advanced educational system should include a sense and attitude of encouraging research in all sectors, and specially emphasis on contemporary developing skills in instructors. For the benefit of the broader public, syllabi and material should incorporate references to professionalism, politeness, and conversation. The graduates ought to have a variety of creative abilities, the ability to promote world peace, a love of

humanity, and the capacity to foster inquiry and discovery. Additionally, they need to have strong analytical and problem-solving skills (Andersen, 2008).

There are four recommended major roles for universities that, in some form or another, apply to all societies. As ideological universities have always played a significant role in communicating the ideological conflicts found in all social regimes. Second, they have consistently served as the socialization and selection mechanisms for powerful elites. Third, the information age, which is frequently considered to be their most crucial skill, is actually only a minor one, with parts of investigative research frequently accepted by specific national organizations (in Europe and many developing countries) or in-house labs of private companies, like Japan. Fourth, the most common and frequently emphasized capability of colleges is the development of brilliant labour force known as university specialists. It has been suggested that colleges have created resources made up of partners who may not be associates and who are unable to evaluate one another's work or guarantee because they lack the necessary training or knowledge in the subject matter of the assessment. They said that universities needed to provide programmes for staff with various responsibilities and training to function as partners in all aspects of workforce activity (Greene, 2008).

According to Tomlinson (2008) regarding the usage of restricted open salaries for universities, there was strong national consensus. Given that it was a popular national pastime, the legislature oversaw higher education. The gap between the rapidly growing percentage of students and the resources available is very clear. The financial plan for higher education is gradually shrinking, which is having terrible effects on both its improvement and the sufficiency of colleges. The main causes of the decline in quality in higher education are excessive enrollment and a lack of human and material resources. The Pakistan Higher Education Commission

2.1.5 MS Education Degree Program

MS education is a postgraduate research degree. MS is completely made up of students own independent project, as opposed to finishing taught units and evaluations. Training in research methodologies, research ethics, and topics relating to proposal writing, grant applications, publishing, data analysis, and the evaluation of conflicting evidence are frequently included in the curricula of research-oriented programmes (Bennett, 2015).

Students in the MS Education program measurable to think critically and in-depth consider education as an area of study. A diverse spectrum of opposing disciplinary, political and philosophical viewpoints is covered in the vast field of education. Students in this program are encouraged to explain and communicate complicated and varied theories and practices in higher education around the world. Through scientific inquiry, the programme focuses on expanding students' knowledge and research skills. Students who complete the programme are equipped with the thorough understanding, information, and abilities needed to examine important educational concerns and issues and come up with creative solutions. The students can also provide useful knowledge and information for policymakers and practitioners in the field of education. Students who have the intellectual capacity for advanced research and want to support the further advancement of the education discipline should apply for this programme. The programme provides difficult curricula, a range of teaching-learning approaches, and a supportive academic environment to achieve this goal. Students in the degree program gain knowledge of the educational process, acquire methodological expertise for carrying out various forms of research, and are assisted in developing into competent educational leaders for both public and private sector institutions. Additionally, the program gives them the opportunity to learn about contemporary issues and various methods of assessment and instruction. The MS Education programme prepares graduates for a variety of professional disciplines, including work as research associates,

project officers, librarians, and in the publishing, education, and hospitality industries, among other professions (LUMS, 2022).

2.1.6 Development of Research at University Level

According to Altbach, (2012) the organizations involved in the promotion, creation, and distribution of education in various areas, such as information, social, cultural, and economic issues, as well as current trends and issues in education, are the research promoting and research creating universities. The labs, libraries, and other facilities that are necessary for effective teaching and advanced research are always present at these universities. Institutions dedicated to fostering research play a very complex role in the educational system around the globe, which focuses primarily on training students in the research process. Most research at research universities was done in conjunction with funding and sponsorship from other organizations or the government. This type of research institution is a multifaceted institution, which serve different societal aspects (Wilison, 2010).

According to the study, research universities are also involved in fostering the best networks, journals, and libraries in the world, creating societies for research scholars, and disseminating information about the burgeoning sciences, globalization, internationalization, and upcoming trends in education, language, and research (Gyuris, 2008).

According to Wilison, (2014) the standard of higher education is largely dependent on the environment for research and development, as well as the motivation of teaching staff to foster a culture of research by conducting top-notch studies that will help students improve their research writing abilities Knowledge and education. In addition to providing devoted teaching and guiding services,

Any educational institution's teaching staff had a crucial role to play in the development and production of the top researchers and studies. Find out that that a researcher can conduct

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research anywhere in the world more simply and independently than a researcher conducting research in Germany, where PhD candidates are required to serve as an assistant to a professor. The candidate will thereafter participate in the professor's research programme as an assistant (Garcia, 2016).

Blasi (2005) stated that The DAIs and research centres are locations for advancing education, promoting information and new technology development, conducting research, and introducing innovation and novelty to the fields of exploration and modernization. Through their ongoing efforts and ongoing research, universities are also accountable for working hard to provide rational solutions and treatments to the social, cultural, and economic issues that the world is currently facing. Therefore, the universities should make use of all the resources and funding provided to them by various (Venning, 2013).

2.1.7 Assessment of Research Skill

Even if the research techniques were incorporated into the exam-based social science courses, the teacher nevertheless evaluated the students' work. The depth of the teacher's instruction in research techniques will determine how effectively the students are able to use their knowledge and skills to analyze problems, come to informed conclusions, conduct in-depth research, summarize findings, create presentations, and start projects. A fresh approach to assessment needs to be created in order to complete it. The purpose of the new test is to gauge how pupils' research abilities are growing. The level depends on the adjustments made to instructors' lessons, whether they are in-depth or only surface-level, and on the quality of the supervision provided to guarantee that students completed their projects effectively or simply to satisfy the requirements of the Lower Secondary School Assessment (Stokking et al, 2014).

The purpose of higher education historically has been to prepare students for careers in public service, promote knowledge through research, and create leaders for various branches of the public service. However, universities today must equip their graduates with the information, abilities, and moral principles necessary to meet society's future labour demands and to fully engage in the new global economy. Since colleges and universities have started to operate as a corporate industry with predominately economic goals and market-oriented higher education has been reduced to a transactional process rather than maintaining its transformative potential These profound changes, in turn, have transformed higher education globally from an earlier state of being a public good to now being a private benefit This dual role has altered higher education's traditional mission and increased the mission differentiation in higher education systems in order to prepare all graduates for democratic participation, active citizenship, and personal development. It has also led to the rise of the new industrial model of privatization, commercialization, and corporatization. In other words, in today's uncertain future, colleges and universities are under pressure to promote college access, affordability, and completion in addition to enhancing students' core competencies and dispositions (i.e., "noneconomic" benefits), such as: the capacity to think logically, the desire to develop sophisticated values, and the capacity to challenge the status quo. In order to deal with fast industrialization in circumstances that are changing quickly, the labour market today needs highly skilled workers at all levels (Hoffmann, 2018).

Higher education institutions must redesign college curriculum, pedagogy, and assessment practices to meet contemporary societal needs. This will help to ensure that all students have the skills and knowledge necessary to participate fully in democracy and contribute to the global economy According to statistics from Hart Research Associates (2015), 91 percent of employers believe that a candidate's critical thinking, communication, and problem-solving skills are more significant than their college major. In addition, 87

percent of businesses favor recruiting college grads that have completed (Timmerman et al, 2013).

2.1.8 Curriculum content

The higher education (HE) curriculum is rapidly being co-opted for the creation of quantifiable results in response to the ongoing economic crisis and the politics of austerity. Such co-opting occurs as a result of marketisation and to promote a reorientation of higher education by producing data that can be traded as learning gains or teaching excellence. The tangled realities of the curriculum are lost as the interactions between teachers and students, as well as any hope for living more compassionately, are driven by a commodity-valuation based on the measurement of curriculum achievement. The pressure to generate and collect value overrides the concrete work that instructors and students carry out both within and outside of the classroom (Drake, 2017).

2.1.8.1 Conceptualizing Curriculum

The curriculum is developed and implemented by academics and students will determine how much education can be used to become a participatory, communal good. The general consensus up to this point has been that the curriculum consists of the variety of learning opportunities offered to students by their educational institution, within the framework of a planned course of study that is formally assessed and criterion-based. This general consensus may be seen as the foundation for the quantified curriculum. However, beyond this broad categorization, curriculum is a divisive concept that can be defined and applied in a variety of ways based on what it is, where it is located, for whom it is intended, and most importantly its social purposes ((Barkan,2018).

According to Byrane, (2015) made a distinction between curriculum as a body of knowledge to be transmitted, curriculum as a product, as a means to achieve certain ends

in/by students, curriculum as a process of interaction between teachers, students, and knowledge, and curriculum as praxis in a comprehensive an analysis of the curriculum's implications for both formal and informal education. The definition of curriculum within and for the purposes of formal HE, or outside the institution, and lastly where and with whom the ownership and management of the curriculum rests, serve as connecting factors between these conceptualizations.

According to Chemey, (2008) advocates expressly understanding the curriculum as praxis, the curriculum itself evolves through the dynamic interaction of action and reflection. The curriculum, then, is created through an active process in which planning, acting, and assessing are all mutually related and integrated into the process rather than simply being a series of plans to be implemented The manifestation of curriculum as praxis includes a focus on shared understandings, A variety of examples of curriculum as praxis, including learning and teaching initiatives that aim to investigate the experiences of various cultural, racial, or radicalized groups in society and within which academics and students would expect to confront the physical circumstances that shape social attitudes, are provided by a focus on human emancipation and interventions made with compassion for the "collective good.

The idea of education as product is dialectically opposed to curriculum as praxis growth of "scientific management" has had a significant influence and that the curriculum is built on ideals that are consistent with the division of labor and pays close attention to what students are expected to know. By portraying the curriculumand formal educationas a tool for enhancing society and the human condition. There are significant connections between this and the concepts of "public pedagogy" and "outside curricula as well as more generally to higher education as a social or communal benefit (sirrelkhatim, 2015).

However, there are inherent tensions and contradictions when conceptualizing and implementing the curriculum as praxis, particularly when it comes to the nature and worth of scholarly knowledge. There is an implicit assumption in the curriculum that academic knowledge is a byproduct. And the treatment of people likes commodities. However, academic knowledge is essential for the curriculum as praxis, in relation to the learner's becoming and in her questioning of unfairness and injustice, in disciplinary, vocational, and social contexts. Dewey (1916) highlighted the conflict between education's potential to democratise society and its ability to uphold hegemony. For the HE curriculum, the value and purpose of academic knowledge serve to define the relations of production (winfiled, 2003).

The curriculum is a contentious, critical area, and democratic forms are emerging there a starting point and a finishing line for the development of alternative sociability. Such a curriculum becomes a source for critical discourse, new democratic planning abilities, the development of academic and student networks, and a dedication to direct action that is "informed within this curriculum by the lessons learned from the history of struggle inside and outside of the academy" by rejecting the notion that the university is simply a node for the production and circulation of capital. A curriculum with such an emphasis on engagement indicates "the need for critical educators to act on the belief that academic work matters in its relationship to broader public practices and policies" The roles of academics and students as public scholars are affected by this, as is the degree to which the curriculum legitimizes or delegitimizes particular voices involved in social action. The question at hand is whether it is possible for universities to implement HE curriculum that are socially engaged, recognize various interests, and promote social change (Field et al, 2018).

2.1.9   Assessment Process

Gained knowledge should ultimately enhance learning. The effectiveness of classroom assessment is derived from its tight ties to instruction and teachers' familiarity with

students' educational backgrounds. Large-scale, standardized tests are able to communicate across space and time, but by limiting the message's content and timeliness, they frequently have little value in the classroom. The disparity between small-scale and large-scale assessments thus results from the various contexts and goals for which they are employed. Unavoidable part of assessment design (Miller, 2012).

If instruction and assessment are integrated, students will learn more. When it comes to classroom assessment, theories of cognition and learning can be especially helpful by painting a picture of intermediate states of student understanding on the pathway from novice to competent performer in a subject domain. The most efficient programmes are those that interpret as the part of the effort to improve education, educational evaluation aims to ascertain how effectively pupils are learning. It gives feedback on the efficiency of educational services to students, teachers, parents, decision-makers, and the general public. Education evaluation is now more important in decision-making than it has ever been as there was emphasize over it from past two decades towards setting challenging academic standards and tracking students' progress towards attaining those requirements. Education stakeholders are currently debating whether the methods used for large-scale assessments are producing the most pertinent data for informing and enhancing instruction. While this is going on, classroom assessments, which have the power to improve teaching and learning, aren't being fully utilized (Cox, 2014).

Rethinking the underlying scientific assumptions and philosophical presumptions that serve as the underpinnings for existing approaches to assessment is now possible because to developments in the cognitive and measuring sciences. The concept of the components of learning that are most crucial to developments in cognitive sciences, and improvements in measuring have increased our capacity to understand more nuanced types of evidence obtained from audience performance (Richardson et al.2012).

2.1.10 Comparison through Bereday's Comparison Method

George Bereday's is considered to be one of the pioneers of comparative methods in education. According to Kidd (1975) one of the most well-known systematic methods to comparative education, where an educational system is seen as a part of a larger cultural framework, is Bereday's technique. Bereday viewed comparative education as a political geography of educational institutions whose job is to look for lessons that might be drawn from the differences in educational practices across various cultures. Bereday recommended comparative educators to be aware of their own cultural and personal prejudices as well as becoming familiar with the cultures of the societies they intended to study. Bereday suggested a four-stage process for comparing educational systems.

Fig 2.1

Stages of beredyas
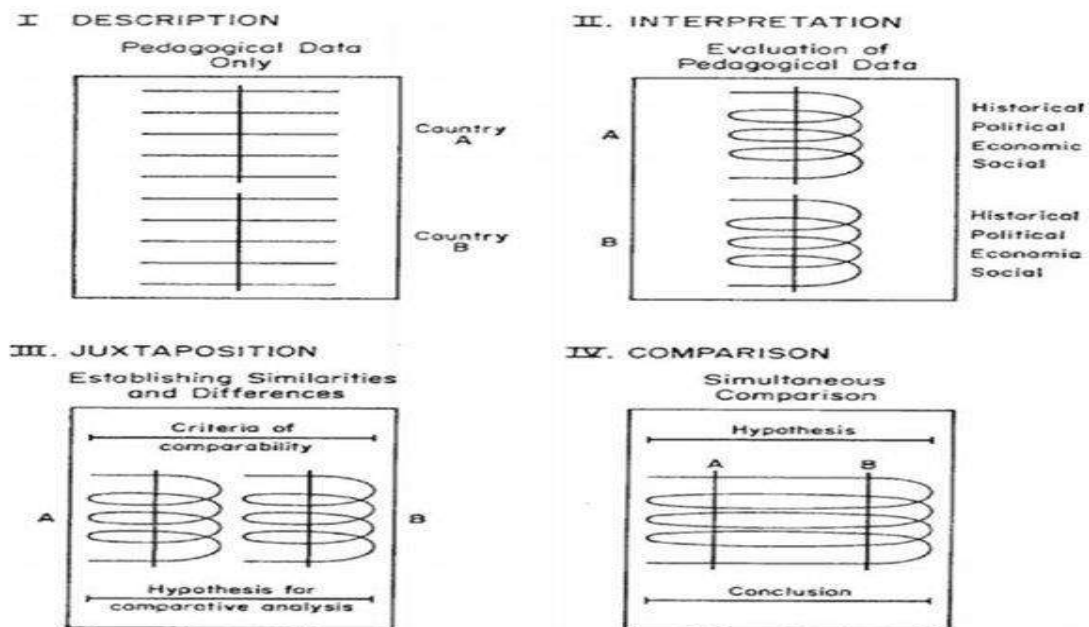
2.1.10.1Stages in Bereday's Comparison Method in Education

There are following stages in the Bereday's comparison method;

1. **Description and data collection**

In this phase, instructional information from the several study-relevant universities is gathered and displayed using tables and graphs. To make future analysis easier, the data should be provided in a descriptive manner.

2. **Interpretation**

In this phase, the facts are analyzed using various social science techniques. The researcher could, for instance, employ sociological approaches to explain why students have different attitudes toward social science education. The contextual background can be used to illustrate the problems that have shaped the educational system, including historical, geographic, socioeconomic, and political variables.

3. **Juxtaposition**

In this stage, preliminary comparisons of facts and findings, concepts and principles are used to classify data and process the data. The criteria for comparability are also set out during this stage.

4. **Comparison**

This is the last step in Bereday's comparative methodology, and it entails a final fusion of data from other universities for comparison and to generate action plans. Testing hypotheses is another phase in the process.

2.2 Empirical Researches

2.2.1 Problems in Higher Education

A study conducted by Siddiquah (2017) concluded that every country, educational institution, or organization, as well as those who benefit from it, places a high importance on the quality of education. Quality In relation to international, technological, and democratic

advancements, education is a key tool for socioeconomic and political transformation. Therefore, it is essential to raise the quality of education at all levels. One of the most crucial aspects of a system of education is quality. As many schools exist as there are varied perspectives about what constitutes quality. Quality means fostering a climate in which educators, parents, public servants, members of the local community, and business executives collaborate to give children the tools they need to succeed in today's and tomorrow's academic, professional, and societal changes. In addition to preparing people for higher education, the quality of basic education is crucial for providing them with the necessary fundamental life skills and social standards. Raising the bar for education has been endorsed by numerous international gatherings and declarations because, among other advantages, doing so ensures more access and equality.

A study conducted by Slaughter,(2001) concluded that It is crucial to note that there are three ways to evaluate educational quality: by the quality of the inputs, the quality of the process, and the quality of the results. The resources the government and society as a whole have devoted to the cause of education are reflected in the input; these resources include infrastructure teaching tools, curriculum, and other support materials (including various physical facilities). The delivery process' quality is reflected in the process' quality, which generally gauges what happens in the classroom and throughout the school as a whole. Exam systems and their outcomes is a good gauge of output quality because they show how well students' knowledge and skill levels align with well-established criteria. Any society in the world should place the utmost focus on raising and maintaining educational standards. The nations can steer people's economic, social, mental, psychological, and emotional development in the proper manner through delivering high-quality education. Primary education of high quality was deemed a fundamental right in the Universal Declaration of Human Rights (1948) also declared quality primary education as the basic right of all people

A study conducted by (Ameen 2017) Quality is becoming more of a concern, and healthy rivalry amongst institutions is on the rise. Formal, external, and internal assessment strategies are required and are now in the suggestive stage. Higher education and research possibilities are more numerous both inside and outside the nation. More money is available for building infrastructure and fostering group development. For quality assurance, however, significantly more work is required. The "M.phil Leading to Ph.D" programmes are expected to satisfy the demand for qualified faculty personnel in the future.

A study conducted by Lenn (2004) on problems of higher education found out that With accreditation, which is the process of reaching a decision after analyzing the advantages and disadvantages of an educational programme at a higher level, quality issues can be resolved. An educational programme is given the status of accreditation after being thoroughly examined and found to meet all norms and regulations for carrying out that particular programme. It is the ideal activity for informing outside observers and admission-seeking students because all of these students and other people can learn about the school's accreditation or lack thereof and can thereby save time and money by enrolling in a reputable and legitimate educational institution

2.2.2 Provision of Facilities at University Level

A study conducted by Bano (2013) on provision of facilities at university level found out that Academic facilities include academic libraries, lectures halls, display projectors, and lighting systems. They all perform specific academic functions and provide specific conveniences or services for academics. One of the most crucial components of any student's learning environment and experience is the academic atmosphere. They distinguish the higher education institution from other academic institutions by adding more value to it. Understanding what constitutes academic facilities and how they relate to student satisfaction

is crucial. -clean, peaceful, safe, and healthy school buildings are necessary for good teaching and learning

Study conducted by Rosmaizaura, (2019) on effect of facilities on the academic achievement found out that important information about the amenities that affect students' academic progress was given by one of the research. According to the findings, instructional aides and dormitories are the amenities that have the biggest an impact on students' academic success. Academic institutions should be aware of the amenities that are essential and most significant to students in the teaching and learning process, as well as campus life, which has a direct impact on their ability to achieve academic achievement.

Study conducted by price (2003) examined the value of physical amenities in raising senior secondary school pupils' levels of motivation and academic performance in South West Nigeria. The findings indicated a strong correlation between physical amenities and students' levels of motivation and academic achievement. In order to encourage children to learn, more high-quality physical, human, and material resources should be made available in public schools, according to the study's conclusions. Making the public school favorable to teaching and learning should be prioritized more because doing so will raise the academic standards of public schools

A study conducted by Iheanach (2003) on impact of facilities on student satisfaction level found out that the standard of the university's social spaces, auditoriums, and libraries has a significant impact on how satisfied students feel with its facilities. On the other hand, it is shown that having access to computers on campus has little effect on how happy students are. The purpose of this essay is to change that reality for UK higher education institutions. A survey of college freshmen beginning their studies in 2001 has amply supported earlier study with the 2000 intake. When given to a high standard, facility elements are seen by many

universities as having a significant impact on students' decision to attend a particular institution. Comparisons between years reveal significant agreement at the institutional level and, when data could be acquired, at the global level. Individual institutions display considerable variations that are significant at over 95% confidence levels. To distinguish the "brand" of various institutions, a comparison of "reputational pull" and "facilities pull" is proposed.

2.2.3   Research Development

Research can help students understand what works and why, what the short- and long-term ramifications are, and provide a justification and rationale for decisions and actions. It can also assist in dealing with the unexpected by identifying issues and encourage improvement. Therefore, the most important thing universities require is the efficient application of research in education. In order to improve the education sector, as well as our educational system and society as a whole, more research can be done to identify the research challenges and offer potential solutions and implementation strategies to deal with them (Bandaranaike, 2018).

Student who is skilled in research may be able to identify an issue, gather informational resources that can help address the problem, evaluate the quality and application of these resources, and develop a practical solution. These abilities not only enable people to produce better research papers, but also educate them how to solve problems effectively in the job. Every stage of your life, including school, college, and the workplace, requires the development of research skills, but it doesn't have to be time-consuming or challenging. Any challenging research endeavour can be made easier by prior planning and maintaining organization (Mataniari, 2020).

A study conducted by the Bandaranaike (2018) on research development skills found out that the development of skills may result from the critical thinking skills required for research procedures in higher education, enabling students to transition into the workforce more easily. Even though this transition may be aided prior to and throughout Work Integrated Learning will experiences, there is typically a gap between the skills taught in higher education and the skill requirements of industry. In order to overcome these difficulties faced by and better match students' needs we need to focus more on development of research skills in students.

Study conducted by Yeoman (2008) on research process at university level found out that the first study Students' opinions of research have changed qualitatively, according to phenomenographic data analysis. The majority of students expressed a very limited definition of research at the beginning of the semester, concentrating on the components and results of scientific study. End-of-course reflections revealed a greater focus on research processes, including mechanisms for knowledge generation, cooperation, and researcher autonomy. Additionally, the recognition of the connection between research and learning processes suggested an epistemological shift that prompted them to adopt a profound approach to learning in undergraduate research. The following themes were covered: an open mind, knowledge synthesis, active engagement, collaborative learning, and reflective learning. They did, however, also run into some issues when conducting group research projects. These were related to their prior educational experiences, disparities in interpersonal communication values, comprehension of the study method, and interpersonal connections with others (Yeoman, 2008).

According to Sepoy (2005), Pakistan's higher education system cannot be disregarded, and there is no clear plan in place to make it compatible or competitive with the

rest of the globe. In the fields of social science and natural sciences, Pakistan's research quality and education is subpar and far below that of industrialized countries. Through rote repetition, knowledge has been passed from instructor to student. The teachers do not take an interest in helping the students become creative thinkers and critical thinkers. It is crucial to have a teacher who is knowledgeable, skilled, and patient with students Essential for advancing high-quality education. Unsatisfactory performances and demoralization are the outcome of the teacher's lack of professional will, lack of motivation, incorrect training, poor presenting and communication skills, and low remuneration packages, which ultimately have an impact on the students (Finn, 2003).

2.2.4 Evaluation and Assessment Process at University Level

For pupils, assessment is a risky activity that greatly affects how they approach learning. The core activities that involve the design and production of appropriate assessment tasks, the emphasis on higher-order cognitive outcomes, the criteria for appraisal, the assignment and interpretation of marks and grades, and the overall maintenance of academic standards clearly remain ongoing responsibilities regardless of innovations in assessment techniques, developments in interpretive frameworks, and increased adaptability made possible by new and forthcoming technologies (Encyclopedia of Education,2022).

The term "assessment" refers to a number of tasks used by teachers to gather data on the performance and academic progress of their students. Researchers underlined that there are two key goals for assessment. The evaluation of student performance is required for certification, which is the second reason, which is for student learning (Gronlund, 2006).

The word "assessment" describes a variety of activities that teachers employ to compile information on the performance and academic development of their students. There are two main objectives for assessment, according to researchers. The second reason, which

is for student learning, is that certification requires the examination of student performance (Nicol&Dick, 2006).

A study on conception of assessment practices discovered that tests or examinations were the main means of assessment. Researcher spoke with 28 teachers, and he discovered that 20 of them largely used summative assessment-based traditional approaches. Only eight of these educators used alternate evaluation techniques, which "included everything from essays to peer assessment, portfolios, diary logs, and group projects" (Postareff et al., 2011,).

The question of whether assessment practices in higher education assist student learning was the subject of one of the studies. Exams, according to authors, have shifted into the centre of assessment, negatively affecting learning. Results indicate that there is little student involvement in assessment procedures that can affect learning. Effective assessment for learning encourages students to take an active role in the learning process. It is advised that teachers take use of professional development to learn how to maximize the involvement of students in various real-world assessment techniques and feedback. Future studies should be undertaken with a qualitative design to discover the causes of assessment issues (walstad, 2001).

The majority of instructors did not fully complete the tasks they were expected to do at the start of the teaching process or during the teaching process in the framework of assessment, according to one study that determined the degree of instructors' assessment practices in the realization of the learning-teaching process in its various stages, in the identification of expected outcomes, and various other practices. In a similar vein, it was found that the majority of the teachers did not complete the activities that were required of them under the performance-based assessment framework. Decision-makers who develop policies relating to evaluation in educational institutions can benefit from the study's crucial information (Abosalem, 2016).

In educational contexts, understanding the student's learning must take account of the student's construction of reality. Reality as experienced by the student has an important additional value. This assumption also applies to a student's perception of evaluation and assessment. Students' study behavior is not only determined by the examination or assessment modes that are used. Students' perceptions about evaluation methods also play a significant role. This review aims to examine evaluation and assessment from the student's point of view. Research findings reveal that students' perceptions about assessment significantly influence their approaches to learning and studying. Conversely, students' approaches to study influence the ways in which they perceive evaluation and assessment. Findings suggest that students hold strong views about different assessment and evaluation formats in these respect students favor multiple-choice format exams to essay type questions. However, when compared with more innovative assessment methods, students call the 'fairness' of these well-known evaluation modes into question (Cross, 2008).

This study makes use of a larger body of scholarship that examines evaluation in higher education. It focuses on undergraduates' perceptions of concerns with efficiency, justice, and feedback, especially in relation to the so-called learner-centered methodologies. The most common types of assessment, according to the data, are written tests, oral group presentations, and project work. Participants who are evaluated through processes that call for their active participation regard evaluation as a fairer and more efficient process than students who are evaluated through more conventional processes like exams and written tests. However, the concept of conflict in assessment has come to be seen as a key characteristic of learner-centered assessment techniques like project work and portfolios (Volanate, 2017).

Higher education's curricular content and assessment procedures are out of alignment, according to researchers. Currently, the emphasis is still mostly on learning assessment rather than evaluation for learning. In order to investigate the use of authentic assessment in higher

education, this study was carried out. Researchers results identified various authentic assessment kinds in this study, along with how well they fit into particular instructional approaches, how they affect students' learning, and the proper methods for carrying out authentic assessments. The results showed that authentic and alternative assessment are better received by students and should be considered as a substitute for traditional standardized testing. It also noted the need for close ties between teaching and learning and evaluation systems. It also noted the need for close ties between teaching and learning and evaluation systems. In order to help students assess their strengths and shortcomings, identify areas of needing improvement, and utilize ability, evaluating authentic performances should become an essential component of the instructional cycle. Feedback from the lecturer and classmates should be formative (Cauley, 2010).

2.2.5 Curriculum Content

According to the literature, higher education must adapt to the new sociopolitical and economic environment in order to remain responsive to and relevant to societal requirements. This is a result of the economy's growing reliance on knowledge and the pressure on higher education to meet the demands of the global economy by churning out the high-caliber talent and in-depth information needed to support the economy in the twenty-first century.

According to Hurlimann, (2017) the university is in ruins as a result of the pressure to move towards more commercialized methods to higher education. The mode 1 versus mode 2 paradigms that is necessary for "the different goals for education," according to current discussions on curriculum in higher education, seem to be the main focus. The depth versus breadth of knowledge to be covered, as well as the different degrees of subject integration or nonintegration3 with one another and with common knowledge, adds to this debate by implying that curriculum change is a function of our understanding of reality and that it

changes as our realities change. It was concluded that knowledge in higher education has changed as a result of transformed global models of reality. Students contend that although external factors like markets and politics have an impact on the curriculum, the concept of cosmology and ontology also affects what is considered knowledge. Students give the evolution vs. creationism controversy as an illustration. First, the curriculum is under review since society now accepts evolution rather than creationism as the explanation for existence. This results in the weakening of traditional authoritarian structures in society and the rise of egalitarianism.

2. 3 Summary of Literature Review

Higher education is considered important as the students with higher education better utilize their abilities and potentials for best interest of their country. Not only higher education but skill-oriented education is more emphasized by many studies as it is the need of time. MS education is considered as higher education degree and it is a research-oriented degree. Students who pursue that degree develop research attitude and research skill to carry out different study and analyze different phenomena. MS education is a degree related to teaching and learning. many universities of both public and private sector offer that program but by having different program objectives, by providing different facilities, different curriculum, using different process during that program for better outcomes of that program. Much previous researches show that the quality of program is the main concern of higher education and emphasize that those objectives of program should be developed in that light. While analyzing facilities many researchers concluded that by provision of better facilities it affect student performance develop satisfaction in student arouses their interest for study. Many studies found out that teacher using both teacher oriented approach and student oriented approach for teaching simultaneously are deemed excellent .studies also found out that development of research skill in student is need of time and many students while

analyzing assessment at higher education found out majority of universities emphasize on summative evaluation .Though studies have being conducted on analysis of MS education program in other provinces of Pakistan but to generalize finding and to compare MS education program in public and private universities of Islamabad this study was done

Researchers have being conducted on the analysis of MS education program but with different methodologies and techniques. Moreover, research studies have been conducted in other provinces of Pakistan but not in the federal territory so, to generalize finding, this study has applied different methodology and technique and to compare MS education program in public and private universities of Islamabad.

CHAPTER3

RESEARCH METHODOLOGY

This chapter is about an overview of the research methodology that was used to make a comparative analysis of MS Education Programme in government and Private Universities of Islamabad and Rawalpindi. It provides complete detail of the following topics: research population of the study, process and types of the research sample selection and its size, validity and reliability of the tools of the data collection and its obtaining, analysis process and methods of the collected data. It also provides a detail study of the data collection tools and its validation process.

3.1   Research Design

This study was descriptive in nature and survey method was used for research. This study includes one public and private university offering MS Education program from Islamabad and Rawalpindi as per criteria.

3.2   Research Paradigm

Positivist research paradigm as it synchronizes with the study. Positivism adheres to the view that knowledge is gained through factual data, findings must be quantifiable and the researcher being an objective analyst keeps away from personal values in conducting the study (Rayan ,2015).

3.3   Population and Sample

MS Education program was offered only by these universities so, the population of this study was 90 MS education students of batch (2021-2023) and 28 teachers of MS education program of (public and private) universities of Islamabad and Rawalpindi found by the personal visit of researcher in universities. Universal sampling technique was used and all 82

students and 26 teachers of MS education Program of public and private universities of Islamabad and Rawalpindi were selected as sample of study.

Table 3.1

Population of study

Public University	Department of Education	
1 International Islamic University Islamabad	No of students	No. of Teachers
	46	19
Private University	Department of Education	
2 University of Wah	No. of Students	No. of Teachers
	44	9
Total	90	28

Table 3.2

Sample of study

Public university			Department of education
International Islamic university	No. of students		No. of teachers
	42		19
Private university			Department of Education
University of Wah	No. of students		No. of students
	40		9
Total	82		28

3.4   Instruments

The researcher devised two self developed questionnaires after reviewing literature on five-point likert scale. For data Analysis interpretation five point likert scale is converted to 3 point likert scale by merging(SA with A),neutral and (D with SD) .

A) Questionnaire for students to examine the instructional facilities, research activities, curriculum content and assessment process about MS education program. The questionnaire include 14 statements related to instructional facilities, 13 statements related to research activities, 10 statements related o research activities and 14 statements related to assessment process

B) Questionnaire for the faculty members of MS education program to find about research activities, instructional facilities, curriculum content and assessment process about MS education program. The questionnaire include 14 statements related to instructional facilities, 13 statements related to research activities, 10 statements related o research activities and 14 statements related to assessment process

3.5   Procedure (Validity)

3.5.1 Validity

The validity of the instruments was checked by experts' of social sciences from international Islamic university. They examined content, ambiguity wording and grammar of the statements. To validate the questionnaire statements their valuable comments are incorporated in questionner like some demographic changes are made fourth variable curriculum content is added and some grammatical mistakes are removed after expert's opinion.

3.6 Data Collection

The researcher collected data from the international Islamic university Islamabad, and the University of Wah. A letter seeking permission to conduct the study was composed by the researcher and submitted to the department heads of the selected universities. A questionnaire was distributed personally by the researcher for data collection. Data were collected through personal visits of the researcher. Survey technique was used to collect data from the respondents through above mentioned questionnaires. The participants were briefly instructed about the purpose of the study.

3.7 Data Analysis

Data were analyzed through descriptive statistics (frequency, percentage) and to compare the responses of public and private universities' respondents' percentage wasused.

3.8 Ethical Consideration

Researcher built the trust between researcher and participant and behaves in a trustworthy manner. Participant were informed about the purpose of the research .Participant's consent was taken before research process. Participant's identity was not revealed to any other person .Confidentiality of data was guaranteed.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

This chapter is about the analysis and explanations of the data collected by questionnaires. The process of analysis involves the organization and verification of data, whereas interpretations contribute values, perspectives, and a conceptual framework essential for supporting conclusions and results. The primary objective of data analysis is to condense and depict extensive datasets, generating valuable information conducive to meaningful discussions. For the interpretation of data 5 point Likert scale is converted to 3 point Likert scale by merging(SA with A),neutral and (SD with D) .By condensing response options, researchers aim to simplify participant decision-making,

Table 4.1

Percentage criteria for responses

Percentage range	Category
76-100	Strongly agree
51-75	Agree
26-50	Disagree
0-25	Strongly disagree

Table 4.2

Classrooms are large enough for proper teaching and learning process.

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	7	16	4	10	8	42	3	43
A	24	61	30	75	8	42	3	43
UD	5	11	4	10	0	0	0	0
D	5	11	4	10	3	16	1	5
SD	1	1	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.2 shows that in response of the question Classrooms are large enough for proper teaching and learning process 77% of the public sector students agree and 12 % of the students disagree. While 85 % of private sector students agree and 5 % of students disagree that classroom are large enough for proper teaching and learning process. Whereas 84 % of the public sector faculty members agree and 16% disagree while 86 % of private sector faculty agree and 14 % disagree. It is clear from the comparison of   percentage of the students and faculty members of both sectors that students and faculty members of both sectors are agree that classrooms are large enough for proper teaching and learning process.

Table 4.3

White boards are well maintained in classroom

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	2	4.4	4	20	8	42	3	43
A	20	47	14	35	8	42	3	43
UD	5	11	6	15	0	0	0	0
D	13	33	10	25	3	16	1	5
SD	1	4.8	2	5	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.3 shows that in response of the question White boards are well maintained in classroom 48% of the public sector students agree and 38 % of the students disagree which is a less favourable response .while 55 % of private sector students agree and 30% of students disagree. Whereas 84 % of the public sector faculty members agree and 16% disagree while 86 % of private sector faculty agree and 14 % .It is clear from the comparison that students of public sector disagree then private sector student while faculty of both sectors agree

Table 4.4

Library is equipped with books related to MS education program

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	6	14	14	35	11	58	4	57
A	31	74	26	65	8	42	3	43
UD	4	10	0	0	0	0	0	0
D	1	3	0	0	3	16	1	5
SD	0	0	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.4 shows that in response of the question whether Library is equipped with books related to MS education program 88 % of the public sector students agree and 1 % disagrees while 90 % of private sector students agree. Whereas 100% of the public sector faculty agree and 100 % of private sector faculty also agree so, It is clear from comparison of the responses that students and the faculty members of both sectors are agree.

Table 4.5

Multimedia facility is available in classroom

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	0	0	8	20	3	16	3	43
A	0	0	16	40	7	37	4	57
UD	4	7.1	6	15	0	0	0	0
D	31	81	8	20	9	47	1	5
SD	6	0	2	5	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.5 shows that in response of the question whether Multimedia facility is available in classroom no students from public university agree but 92 % disagree. While 60 % of private sector students agree and 25% disagree .Whereas 53 % of the public sector faculty agree 47 % disagree and 100 % of private sector faculty agree. It is clear from comparison of responses of both sectors those students and faculty of public sector are disagree then private sector students.

Table 4.6

Internet facility is available in the campus.

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	4	9.5	4	10	8	42	3	43
A	24	57.1	10	25	11	58	4	57
UD	2	4.8	4	10	0	0	0	0
D	8	19	18	35	9	0	0	5
SD	4	9.5	4	10	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.6 shows that in response of the question whether Internet facility is available in the campus 67 % of the public sector students agree and 29% disagree .while 35% of private sector students agree and 45% disagree .where as 100% of the public sector faculty and 100% of private sector faculty also agree so, It is clear from the percentage of the responses that public sector students are agree while private sector students disagree whereas faculty of both sectors agree.

Table 4.7

Classrooms have LEDs for display of any video

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
`SA	2	4	12	60	1	5	2	28
A	8	19	24	30	3	16	3	43
UD	1	2.4	0	0	0	0	0	0
D	31	74	4	10	14	74	2	28
SD	0	0	0	0	1	5	0	0
Total	42	100	40	100	19	100	7	100

Table 4.7 shows that in response of the question whether Classrooms have LEDs for display of any video. 23 % of the public sector students agree and 74 % disagree .while 90 % of private sector students agree and 10 % disagree .Whereas 21 % of the public sector faculty agree and 79 % disagree and 71% of private sector faculty agree and 28% disagree .from comparison of responses it is clear that public university students disagree then private sector students .while faculty of public sector university also disagree then faculty of private university.

Table 4.8

Seminar room is available for any course related seminar.

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	3	11	11	30	8	42	1	14
A	37	88	28	70	7	36	6	85
UD	2	4.8	0	0	0	0	0	0
D	0	0	0	0	4	21	0	0
SD	0	0	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.8 shows that in response of the question whether Seminar room is available for any course related seminar in the campus 91 % of the public sector student agrees while 90 % of private sector students agree. Whereas 78 % of the public sector faculty agree and 21% disagree that seminar room is available for course related seminar while 99 % of private sector faculty agree that the facility of Seminar room is available for any course related seminar. It is clear from the percentage of the responses that the students of both sectors and faculty of both sectors are also agree about the Seminar room is available for any course related seminar.

Table 4.9

The facility of conference room is available in the campus

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	8	19	10	30	8	48	3	43
A	30	72	28	75	11	52	4	47
UD	3	7.1	2	5	0	0	0	0
D	1	2.4	0	0	0	0	0	0
SD	0	0	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.9 shows that in response of the question whether facility of conference room is available in the campus 91 % of the public sector students agree and 24% disagree and 95 %of private sector students agree whereas 100 % of the public sector faculty and 95 % of private sector faculty agree that the facility of conference room is available in the campus. It is clear from the percentage of the responses that the students of both sectors and faculty of both private and public university are agree about the facility of conference room is available in the campus.

Table 4.10

Thesis related to MS Education available in library

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	11	24	8	30	8	48	3	43
A	26	62	30	75	11	52	4	47
UD	5	11	2	5	0	0	0	0
D	1	2.5	0	0	0	0	0	0
SD	0	0	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.10 shows that in response of the question whether Thesis and journals relevant to MS education program are available in library 85 % of the public sector students agree and 25 % disagree while 95 % of private sector students agree .whereas 100 % of the public sector faculty agree and 95 % of private sector faculty is agree that the facility of Thesis and journals relevant to MS education program are available in library It is clear from the percentage of the responses that the students of both sectors and also faculty of both private and public university are agree .

Table 4.111

Facility of digital library is available

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	10	25	8	29	8	48	3	43
A	26	65	12	30	11	52	3	43
UD	4	10	12	30	0	0	0	0
D	1	2.5	4	10	0	0	1	14
SD	1	2.5	4	10	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.11 show that in response of the question whether facility of digital library is available 90 % of the public sector agree and 5 % disagree. While 59% of private sector students agree and 20 % disagree that the facility of digital library is available whereas 100 % of the public sector faculty and 86% of private sector faculty agree and 21 % disagree that the facility of digital library is available. It is clear from the percentage of the responses that students of private sector are agreed but less then student of public sector. While the faculty of both sectors are agree about the presence of digital library compared to response of private sector student.

Table4. 12

Facilities related to MS Education program

Statements	Public% S	Public % T	Private% S	Private % Γ
Classrooms are large enough for proper teaching and learning process.	77%	84%	85%	86
White boards are well maintained in classroom	51%	84%	55%	86
Library is equipped with books related to MS education program	88%	100%	90%	100
Multimedia facility is available in classroom	0 %	53%	60%	100
Internet facility is available in the campus.	67%	100%	35%	100
Classrooms have LEDs for display of any video.	23%	21%	90%	71
Seminar room is available for any course related seminar	91%	78%	100%	100
The facility of conference room is available in the campus	91%	100%	95%	100
Thesis and journals relevant to MS education program are available in library	85%	100 %	95%	100
Facility of digital library is available	95%	100%	50%	86

Research activities related to MS education program in public and private universities

Table 4.13

Supervisor encourage research publication

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	8	19	6	15	11	52	3	43
A	21	50	22	55	8	48	4	47
UD	6	14	2	5	0	0	0	0
D	7	16	2	5	0	0	0	0
SD	0	0	8	20	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.13 shows that in response of the question whether research supervisor encourage research publication .It is interpreted from the responses of public sector that 69 % of student agree and 16 % of student disagree whereas the responses of private sector shows that 65 % agree and 25 % are disagree .while 100% of faculty agree that supervisor encourage research publication and the responses of private sector faculty shows that 100 % faculty agree that supervisor encourage research publication from comparison of responses of both sectors It is clear that the students and faculty of both sectors are agree that supervisor encourage research publications

Table 4.14

Student are trained on data analysis technique

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	1	2	4	10	7	37	3	43
A	22	52	26	65	12	63	4	47
UD	10	23	6	15	0	0	0	0
D	9	21	4	10	0	0	0	0
SD	0	0	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.14 shows that in response of the question that whether students are trained on data analysis techniques .It is found from the responses of public sector that 54 % of student agree and 44 % of student disagree that student are trained on data analysis technique where as the responses of private sector shows that 75 % agree and 10 % are disagree that student are trained on data analysis technique. whereas 100% of public sector faculty agree that student are trained on data analysis technique and responses of private sector shows that 100 % of private faculty also agree that student are trained on data analysis technique from comparison of responses of both sectors It is clear that the students of public sectors are agree but less then agreed students of private students .while faculty of both public and private sector are agree that students are trained on data analysis techniques.

Table4. 15

Department organize number of seminar on research activities

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	1	2	4	10	4	21	1	14
A	33	78	30	75	12	63	5	71
UD	7	16	2	5	3	17	1	14
D	1	2	4	10	0	0	0	0
SD	0	0	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.15 shows that in response of the question that whether department organize seminar on research activities. It is interpreted from the responses of public sector that 80 % of student agree and 18 % of student disagree and 85 % of private sector students agree and 15 % are disagree that department organize seminar on research activities . Whereas 84% of public sector and 85% of private sector faculty agrees from comparison of responses of both sectors. It is clear that the students and faculty of both sectors are agree that department organize seminar on research activities.

Table4. 16

There is enough number of supervisors to supervise MS scholar

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	3	7	4	10	11	58	4	57
A	23	80	32	80	8	42	3	43
UD	0	0	4	10	0	0	0	0
D	5	14	0	0	0	0	0	0
SD	0	0	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.16 shows that in response of the question whether there is enough number of supervisors to supervise MS scholar. It is found from the responses of public sector that 87 % of students agree and 14 % of students disagree whereas the responses of private sector shows that 90 % agree and 10 % are disagree. While 100% of public sector faculty agree and 100% of private faculty agree so, it is clear that the students and faculty of both sectors agree that there is enough number of supervisors to supervise MS scholar.

Table 4.17

Supervisor gives proper time to research students

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	3	7	6	15	7	63	4	57
A	16	38	26	65	12	37	3	43
UD	5	12	2	15	0	0	0	0
D	14	33	6	5	0	0	0	0
SD	4	9	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.17 shows that in response of the question that whether Supervisor gives proper time to research students. It is interpreted from the responses of public sector that 45 % of student agrees and 42 % of student disagree .where as the responses of private sector shows that 80 % of student agree and 2 % are disagree that Supervisor give proper time to research students .while It is seen from the responses of public sector faculty that 100 % of faculty agrees and 100 % private faculty agree that Supervisor give proper time to research students from comparison of responses of both sectors. it is clear that the students of the public sector are agree but less in number than agree students of private sector .While faculty of both public and private sector are agree Supervisor gives proper time to research students.

Table 4.18

Students are asked to practice research ethics

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	8	19	8	20	11	58	3	43
A	26	61	26	65	18	42	4	57
UD	8	19	6	15	0	0	0	0
D	0	0	0	0	0	0	0	0
SD	0	0	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.18 shows that in response of the question that whether students are asked to practice research ethics. It is found from the responses of public sector that 81 % of student agrees .whereas the responses of private sector shows that 85 % of student agree .while It is seen from the responses of public sector that 100 % of faculty member agrees that students are asked to practice research ethics where as the responses of private sector shows that 100 % of private faculty member agree that students are asked practice research ethics from comparison of responses of both sectors It is clear that the students of both sectors and the faculty of both public and private sector are agree students are asked to practice research ethics.

Table 4.19

Research courses are thought to students for conducting research.

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	12	29	4	15	11	58	4	57
A	30	71	34	85	8	42	3	43
UD	0	0	2	5	5	0	0	0
D	0	0	0	0	0	0	0	0
SD	0	0	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.19 shows that in response of the question that whether research courses are taught to students before conducting research. It is interpreted from the responses of public sector that 91 % of student .whereas the responses of private sector shows that 95 % of student agree .while It is found from the responses of public sector that 100 % of faculty member agrees that research courses are taught to students before conducting research where as the responses of private sector shows that 95 % of faculty agree that research courses are taught to students before conducting research from comparison of responses of both sectors It is clear that students of both sectors and faculty member of both sector are agree that research courses are taught to students before conducting research.

Table 4.20

Supervisor is cooperative with students regarding research work

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	4	33	4	10	11	58	4	57
A	19	45	26	65	8	42	3	43
UD	1	2	6	15	5	0	0	0
D	0	0	4	10	0	0	0	0
SD	8	19	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.20 shows that in response of the question that whether supervisor is cooperative with students regarding research work. It is found from the responses of public sector that 78 % of student agrees and 19 % of student disagree .whereas the responses of private sector shows that 75 % of student agree and 25 % are disagree. while It is seen from the responses of public sector that 100 % of faculty members agrees that supervisor is cooperative with students regarding research work where as the responses of private sector shows that 100 % of faculty members agree that supervisor is cooperative with students regarding research work from comparison of responses of both sectors It is clear that the students of both sectors and also faculty of both sectors are.

Table 4.21

Thesis formatting guidelines are provided to students for conducting research

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	16	38	6	15	11	58	2	29
A	20	47	32	80	8	42	5	71
UD	5	12	2	5	5	0	0	0
D	1	2	0	0	0	0	0	0
SD	0	0	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.21 shows that in response of the question whether thesis formatting guidelines are provided to students for conducting research. It is interpreted from the responses of public sector that 85 % of student agrees and 2 % of student disagree. whereas the responses of private sector shows that 95 % of student agree that thesis formatting guidelines are provided to students for conducting research .while It is seen from the responses of public sector that 100% of faculty agrees that thesis formatting guidelines are provided to students for con ducting research work where as the responses of private sector shows that 100 % of faculty members agree that   thesis formatting guidelines are provided to students for conducting research   from comparison of responses of both sectors It is clear that the students and faculty of both sectors are agree.

Table 4.22

Workshops are organized to enhance student's thesis write-up skills.

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	9	21	14	35	7	37	2	29
A	20	47	22	55	12	63	5	71
UD	4	9	2	5	0	0	0	0
D	9	21	2	5	0	0	0	0
SD	0	0	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.22 shows that in response of the question whether workshops are organized to enhance student's thesis write-up. It is found from the responses of public sector that 68 % of student agrees and 21 % of student disagree .where as the responses of private sector shows that 90 % of student agree and 5 % .while It is seen from the responses of public sector that 100% of faculty members agrees 100 % private faculty agree that workshops are organized to enhance students thesis write-up skills from comparison of responses of both sectors. it is clear that the students of the public sector are agree but less in number than agree students of private sector .While faculty of both public and private sector are agree that workshops are organized to enhance student's thesis write-up.

Table 4.23

Originality of research work is encouraged by teachers

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	15	35	14	35	11	58	2	29
A	25	59	24	65	8	42	5	71
UD	0	0	2	5	0	0	0	0
D	1	2		0	0	0	0	0
SD	1	2	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.23 shows that in response of the question whether originality in research work is encouraged by teachers It is interpreted from the responses of public sector that 98 % of student agrees and 2 % of student disagree where as the responses of private sector shows that 100 % of student agree and 5 % are disagree .while It is seen from the responses of public sector that 100 % of faculty agrees and 100 % of private faculty members agree that originality in research work is encouraged by the teachers from comparison of responses of both sectors It is clear that the students of both sectors and also the faculty of that both public and private sectors are agree that originality in research work is encouraged by the teachers .

Table 4.24

Workshop on APA referencing style is organized for students to enhance their referencing skill

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	14	33	14	35	7	21	4	57
A	21	50	22	55	12	79	3	43
UD	4	9	4	10	0	0	0	0
D	3	7	0	0	0	0	0	0
SD	0	0	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.24 indicates that in response of the question whether students are trained on APA referencing. It is found from the responses of public sector that 83 % of student agrees and 7 % of student disagree .whereas the responses of private sector shows that 90 % of student agree and 0 % are disagree .while It is seen from the responses of public sector that 100 % of faculty agrees and 100 % of private faculty members agree that students are trained on APA referencing from comparison of responses of both sectors It is clear that the students of both sectors and faculty of both sector are agree that students are trained on APA referencing.

Research Activities Related To MS Education Program

Table 4.25

Indicator of research activities

Statements	Public % S	Public % T	Private% S	Private % T
Supervisor encourages the research publications.	69%	100%	65%	100%
Students are trained in the data analysis techniques.	54%	100%	75%	100%
Department organizes number of seminars on research activities.	80%	100%	85%	100%
There is enough number of supervisors to supervise MS scholars.	87%	100%	90%	100%
Supervisors give proper time to research students.	46%	100%	80%	100%
Department organizes conferences.	85%	100%	80%	95%
Students are asked to practice research ethics.	80%	100%	85%	100%
Research courses are taught to students for conducting research.	91%	100%	95%	100%
Supervisor is cooperative with student regarding research work.	78%	100%	75%	100%
Thesis formatting guidelines are provided to students for conducting research.	85%	100%	95%	100%
Workshops are organized for students to enhance thesis write-up skill.	68%	100%	90%	100%
Workshop on APA referencing styles is organized for students to enhance their referencing skill.	83%	100%	90%	100%
Originality of research work is encouraged by teachers.	98 %	100%	100%	100%

Curriculum content related to MS education program in public and private universities

 Table 4.26

The curriculum content is according to the objectives of the particular subject

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	11	26	14	35	11	58	4	57
A	28	67	22	55	8	42	3	43
UD	1	2	4	10	0	0	0	0
D	0	0	0	0	0	0	0	0
SD	1	2	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.26 shows that in response of the question that whether the curriculum content is according to the objectives of the particular subject. It is found from the responses of public sector that 93 % of student agrees and 2 % of student. Whereas the responses of private sector shows that 85% of student agrees and no one disagree .while it is seen from the responses of public sector that 100 % of public sector faculty agrees and 100% of private faculty also agree that the curriculum content is according to the objectives of the particular subject from comparison of responses of both sectors It is clear that the students of both sectors and the faculty members of both sectors are agree that the curriculum content is according to the objectives of the particular subject.

Table 4.27

The student face no difficulty in learning the curriculum content

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	2	4	10	25	7	37	2	21
A	23	54	16	40	12	63	5	59
UD	10	24	10	25	0	0	0	0
D	7	16	4	10	0	0	0	0
SD	0	0	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.27 shows that in response of the question that the students face no difficulty in learning the curriculum content. It is interpreted from the responses of public sector that 58 % of student agrees and 16 % of student disagree. . Whereas the responses of private sector show that 65 % of student agrees and 10 % .while it is seen from the responses of public sector that 100% of public sector faculty agrees and 100 % of private faculty agrees that the students face no difficulty in learning the curriculum content. From comparison of responses of both sectors it is clear that the students of both sectors and the faculty of both sectors are agree and that the students face no difficulty in learning the curriculum content.

Table 4.28

The curriculum content can be completed within stipulated time

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	3	7	10	25	7	37	3	43
A	25	59	28	75	12	63	4	57
UD	10	23	2	5	0	0	0	0
D	4	9	0	0	0	0	0	0
SD	0	0	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.28 shows that in response of the question that the curriculum content can be completed within stipulated time. It is found from the responses of public sector that 61 % of student agrees and 9 % of student. Whereas the responses of private sector show that 95 % of student agrees and 0 % are disagree .while it is seen from the responses of public sector that 100 % of public sector faculty agrees and 100% of private faculty agrees that the curriculum content can be completed within stipulated time .from comparison of responses of both sectors it is clear that students of public sector are agree but less in number than agree students of private university students .while faculty of both sectors agree.

Table 4.29

Sequence topic in course outline guides students with clarity

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	5	11	12	30	3	37	16	14
A	30	71	26	65	16	63	84	86
UD	5	11	2	5	0	0	0	0
D	1	2	0	0	0	0	0	0
SD	1	2	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.29 shows that in response of the question that the sequence topic in course guides student with clarity. It is interpreted from the responses of public sector that 82 % of student agrees and 4 % of student. Whereas the responses of private sector show that 95 % of student agrees and no one disgaree.while it is seen from the responses of public sector that 100% of public faculty agrees the sequence topic in course guides student with clarity. And the responses of private sector show that 100% of private faculty agrees that the sequence topic in course guides student with clarity. From comparison of responses of both sectors it is clear that the students of both sectors and faculty of both sectors are agree that the sequence topic in course guides student with clarity.

Table 4.30

The curriculum content reflect the current trends in education

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	4	9	10	25	11	58	4	57
A	18	42	28	75	8	42	3	43
UD	8	19	2	5	0	0	0	0
D	5	11	0	0	0	0	0	0
SD	7	16	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.30 shows that in response of the question the curriculum content reflects the current trends in education .It is found from the responses of public sector that 51 % of student agrees and 27 % of student disagree. Whereas the responses of private sector show that 95 % of student agrees and no one disgaree.while it is seen from the responses of public sector that 100 % of public faculty agrees and 100 % of private faculty agrees that the curriculum content reflects the current trends in education. From comparison of responses of both sectors it is clear that students of public sector are agree but less in number than agree students of private university. While faculty of both sectors agree.

Table 4.31

The curriculum content provide the variety of learning experience to the student

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	4	9	10	25	8	58	4	57
A	26	70	26	65	11	42	3	43
UD	3	8	4	10	0	0	0	0
D	0	0	0	0	0	0	0	0
SD	5	10	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.31 shows that in response of the question the curriculum content provides the variety of learning experience to the student's .It is interpreted from the responses of public sector that 80 % of student agrees and 10% of student disagree. Whereas the responses of private sector show that 90 % of student agrees and no one disagree .While it is seen from the responses of public sector that 100 % of public faculty agrees and 100 % of private faculty agrees that the curriculum content provides the variety of learning experience to the student's. From comparison of responses of both sectors it is clear that the students and the faculty of both sectors agree.

Table 4.32

Course outline provide the list of useful recommended books

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	4	9	32	80	15	79	1	21
A	27	64	2	5	4	21	6	79
UD	6	14	4	10	0	0	0	0
D	3	7	2	5	0	0	0	0
SD	2	4	2	5	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.32 shows that in response of the question that Course outline provide the list of useful recommended books .It is interpreted from the responses of public sector that 73 % of student agrees and 10 % of student disagree .Whereas the responses of private sector show that 85 % of student agrees and 9 % are disagree .while It is seen from the responses of public sector that 100 % of public faculty and 100 % of private faculty agrees that Course outline provide the list of useful recommended books . It is clear from responses of both sectors that students of public university agree but less in number than agreed students of private university but faculty of both sector agreed that Course outline provide the list of useful recommended books.

Table4. 33

The curriculum content is according to mental level of students

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	3	7	6	15	11	58	3	43
A	28	66	28	70	8	42	4	57
UD	9	21	6	15	0	0	0	0
D	1	2	0	0	0	0	0	0
SD	1	2	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.33 shows that in response of the question that The curriculum content is according to mental level of students .It is interpreted from the responses of public sector that 73 % of student agrees and 4 % of student .Whereas the responses of private sector show that 85 % of student agrees and no one disgaree.while it is seen from the responses of public sector that 100 % of public faculty agrees and 100% of private faculty agrees that curriculum content is according to the mental level of students. From comparison of responses of both sectors .It is clear from responses of both sectors that students of public university agree but less in number than agreed students of private university but faculty of both sector agreed that the curriculum content is according to mental level of students.

Table 4.34

The curriculum content develop the practical skill among students

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	0	0	0	0	15	78	2	29
A	26	61	34	85	4	21	5	71
UD	9	21	6	15	0	0	0	0
D	1	2	0	0	0	0	0	0
SD	6	14	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.34 shows that in response of the question that the curriculum content develop the practical skill among students .It is found from the responses of public sector that 61 % of student agrees and 16 % of student disagree .Whereas the responses of private sector show that 85 % of student agrees and no one disagree .while It is seen from the responses of public sector that 100% of faculty agrees and 100% of faculty agrees that the curriculum content develop the practical skill among students From comparison of responses of both sectors. It is clear from responses of both sectors that students of public university and private university agree and faculty of both sector agreed that the curriculum content develop the practical skill among students.

Table 4.35

The curriculum content is theoretical in nature

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	0	0	6	15	15	78	1	14
A	30	71	28	70	4	21	6	86
UD	8	19	6	15	0	0	0	0
D	2	4	0	0	0	0	0	0
SD	2	4	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.35 shows in response of the question that the curriculum content is theoretical in nature It is interpreted from the responses of public sector that 71 % of student agrees and 8 % of student disagree that the curriculum content is theoretical in nature Whereas the responses of private sector show that 85 % of student agrees and on one are disagree that curriculum content is theoretical in nature while It is seen from the responses of public sector that 100% of faculty agrees that the curriculum content is theoretical in nature and the responses of private sector show that 100% of faculty agrees that curriculum content is theoretical in nature From comparison of responses of both sectors It is clear from responses of both sectors that students of public university and private university agree and faculty of both sector agreed that the curriculum content is theoretical .

Table 4.35

Indicator of curriculum content related to MS Education program

Statements	Public% S	Public % T	Private% S	Private T
The curriculum content is according to the objectives for the particular subject.	93 %	100 %	85%	100 %
Students face no difficulty in learning the curriculum content.	58%	100%	65%	100%
The curriculum content can be completed within stipulated time.	61%	100%	95%	100%
Sequenced topics in the course outline guide students to study with clarity.	82%	100%	95%	100%
The curriculum content reflects the current trends in education.	51%	100%	95%	100%
The curriculum content provides variety of learning experiences to the students.	80%	100%	90%	100%
Course outlines provide lists of useful recommended books.	73%	100%	85%	100%
The curriculum content is according to the mental level of the students.	73%	100%	85%	100%
The curriculum content develops practical skills among students	61%	100%	85%	100%
The curriculum content is theoretical in nature	71%	100%	85%	100%

Assessment process related to MS education program in public and private universities

 Table 4.37

Exams reflect the content taught in classroom

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	7	16	6	15	15	78	1	14
A	28	66	28	70	4	21	6	86
UD	4	9	6	15	0	0	0	0
D	0	0	0	0	0	0	0	0
SD	3	7	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.37 shows in response of the question that Exams reflect the content taught in classroom It is found from the responses of public sector that 82 % of student agrees and 7 % of student disagree .Whereas the responses of private sector show that 85 % of student agrees and 5 % are disagree Exams reflect the content taught in classroom It is seen from the responses of public sector that 91 % of public sector faculty agrees that Exams reflect the content taught in classroom and the responses of private sector show that 100 % of private faculty agrees Exams reflect the content taught in classroom From comparison of responses of both sectors it is clear that the students of both sector and also faculty of public sector are agree that Exams reflect the content taught in classroom .

Table 4.38

Teachers use multiple techniques for assessment

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	8	19	4	10	15	78	1	14
A	25	59	32	80	4	21	6	86
UD	4	9	4	10	0	0	0	0
D	5	11	0	0	0	0	0	0
SD	0	0	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.38 shows in response of the question that Teachers use multiple techniques for assessment It is interpreted from the responses of public sector that 78 % of student agrees and 11 % of student disagree that Teachers use multiple techniques for assessment Whereas the responses of private sector show that 90% of student agrees and 0 % are disagree Teachers use multiple techniques for assessment while It is seen from the responses of public sector that 100 % of public faculty agrees that Teachers use multiple techniques for assessment and the responses of private sector show that 100% of private faculty agrees that Teachers use multiple techniques for assessment From comparison of responses of both sectors It is clear that students and faculty of both sector agree that Teachers use multiple techniques for assessment.

Table 4.39

Number of assessment is enough to assess the student learning

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	3	7	12	30	8	42	3	43
A	28	77	24	60	11	58	4	57
UD	5	11	4	10	0	0	0	0
D	6	14	0	0	0	0	0	0
SD	0	0	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

`Table 4.39 shows in response of the question that Number of assessment is enough to assess the student learning   It is found from the responses of public sector that 84 % of student agrees and 14 % of student disagree .Whereas the responses of private sector show that 90 % of student agrees and no one disagree .while It is seen from the responses of public sector that 100 % of public sector faculty agrees and 100 % of private sector faculty agrees that Number of assessment is enough to assess the student learning From comparison of responses of both sectors it is clear that the students and faculty of both public and private sector are agree that Number of assessment is enough to assess the student learning.

Table 4.40

Technique of quizzes are mostly used by teachers

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	4	10	4	10	8	43	3	43
A	30	71	34	85	11	58	4	57
UD	4	9	0	0	0	0	0	0
D	2	4	2	5	0	0	0	0
SD	2	4	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.40 shows in response of the question that Technique of quizzes is mostly used by teachers .It is interpreted from the responses of public sector that 81 % of student agrees and 8 % of students disagree. Whereas the responses of private sector show that 95 % of student agrees and 5 % are disagree .while It is seen from the responses of public sector that 100% of public university faculty agree and that 100 % of private university faculty agrees that Technique of quizzes are mostly used by teachers From comparison of responses of both sectors It is clear that students of public university agree but less in number than agreed students of private university but faculty of both sector agreed that Technique of quizzes are mostly used by teachers.

Table 4.41

Teacher ask student to learn classroom material for exam

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	2	4	4	10	0	0	0	43
A	30	71	26	65	0	0	0	57
UD	5	11	6	15	0	0	0	0
D	3	7	4	10	4	21	1	14
SD	2	4	0	0	15	79	6	86
Total	42	100	40	100	19	100	7	100

Table 4.41 shows in response of the question that Teacher ask student to learn classroom material for exam It is found from the responses of public sector that 75 % of student agrees and 11 % of student disagree .Whereas the responses of private sector show that 75 % of student agrees and 10 % are disagree .while It is seen from the responses of public sector that 100 % of public university faculty disagrees and 100 % of private university faculty disagree that Teacher ask student to learn classroom material for exam From comparison of responses of both sectors it is clear that the student of both university are agree and faculty of both public and private sector disagree that Teacher ask student to learn classroom material for exam .

Table 4.42

Existing assessment system promote student comprehension level

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	1	2	4	10	8	42	3	43
A	34	80	32	85	11	58	4	57
UD	0	0	2	5	0	0	0	0
D	4	9	0	0	4	0	0	0
SD	3	7	0	0	15	0	0	0
Total	40	100	40	100	19	100	7	100

Table 4.42 shows in response of the question that Existing assessment system promote student comprehension level It is interpreted from the responses of public sector that 82 % of student agrees and 16 % of student .Whereas the responses of private sector show that 90 % of student agrees and 95 % are disagree .while It is seen from the responses of public sector that 100% of faculty public university agrees and 100% of faculty agrees that Existing assessment system promote student comprehension level. From comparison of responses of both sectors It is clear that students and faculty of both sectors agree that Existing assessment system promote student comprehension level.

Table 4.43

Evaluation of research work is satisfactory

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	1	4	10	25	8	42	3	43
A	30	82	22	55	11	58	4	57
UD	5	20	8	20	0	0	0	0
D	1	2	0	0	4	0	0	0
SD	3	7	0	0	15	0	0	0
Total	40	100	44	100	19	100	7	100

Table 4.43 shows in response of the question that Evaluation of research work is satisfactory It is interpreted from the responses of public sector that 86 % of student agrees and 9 % of student disagree .Whereas the responses of private sector show that 80 % of student agrees .while It is seen from the responses of public sector that 100 % of public university faculty agrees and 100 % of private university faculty agrees that Evaluation of research work is satisfactory From comparison of responses of both sectors it is clear students of public sector and also faculty of both sectors agree that Evaluation of research work is satisfactory.

Table 4.44

Exams are focusing on cognitive domain

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	4	9	10	15	8	42	3	43
A	21	50	28	75	11	58	4	57
UD	12	28	2	5	0	0	0	0
D	5	11	0	0	4	0	0	0
SD	0	0	0	0	15	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.44 shows in response of the question that Exams are focusing on cognitive domain It is found from the responses of public sector that 59 % of student agrees and 11 % of student disagree .Whereas the responses of private sector show that 95 % of student agrees .while It is seen from the responses of public sector that 100 % of public university faculty agrees and 100 % of private university faculty agrees .From comparison of responses of both sectors it is clear from responses of both sectors that students of public university agree but less in number than agreed students of private university but faculty of both sector agreed that Exams are focusing on cognitive domain.

Table 4.45

Classroom quizzes promote better learning

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	3	7	6	30	8	42	3	43
A	30	64	22	55	11	58	4	57
UD	5	21	4	10	0	0	0	0
D	1	2	2	4	4	0	0	0
SD	2	4	0	0	15	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.45 shows in response of the question that Classroom quizzes promote better learning It is found from the responses of public sector that 76 % of student agrees and 6 % of student disagree .Whereas the responses of private sector show that 85 % of student agrees .while It is seen from the responses of public sector that 100 % of public university faculty agrees and that 100 % of private university faculty agrees Classroom quizzes promote better learning From comparison of responses of both sectors it is clear that the students and faculty of both sectors are agree that classroom quizzes promote better learning.

Table 4.46

Teachers provide constructive feedback

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	3	7	10	25	7	36	2	21
A	18	42	20	50	12	64	5	79
UD	11	26	10	25	0	0	0	0
D	7	16	0	0	0	0	0	0
SD	3	7	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.46 shows in response of the question Teachers provide constructive feedback It is interpreted from the responses of public sector that 49 % of student agrees and 23 % of student disagree Teachers provide constructive feedback Whereas the responses of private sector show that 75% of student agrees Teachers provide constructive feedback it is seen from the responses of public faculty that 100% of faculty agree that Teachers provide constructive feedback Whereas the responses of private sector show that 100% faculty agrees that Teachers provide constructive feedback From comparison of responses of both sectors it is clear that the students of public sector disagree then students of private sector and faculty of both sectors gave most favourable response that Teachers provide constructive feedback.

Table 4.47

You are satisfied with no. Of activities conducted before summative assessment

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	6	14	6	10	8	48	1	14
A	30	76	28	70	11	52	6	86
UD	2	1	6	10	0	0	0	0
D	4	9	0	0	0	0	0	0
SD	0	0	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.47 shows in response of the question you are satisfied with no. Of activities conducted before summative assessment It is found from the responses of public sector that 76 % of student agrees and 9 % of student disagree .whereas the responses of private sector shows that 85 % of student agrees .while it is seen from the responses of public sector that 100 % of public university faculty agrees that they are satisfied with no. Of activities conducted before summative assessment whereas the responses of private sector show that 100 % of faculty agrees that they are satisfied with no. Of activities conducted before summative assessment from comparison of responses of both sectors it is clear the students and faculty of both sectors are agree.

Table 4.48

Teacher use remedial strategies after formative assessment

Responses	Student				Teachers			
	Public		Private		Pubic		Private	
	F	%	F	%	F	%	F	%
SA	3	7	12	30	8	48	1	14
A	21	57	18	45	11	52	6	86
UD	11	26	16	15	0	0	0	0
D	7	16	4	10	0	0	0	0
SD	0	0	0	0	0	0	0	0
Total	42	100	40	100	19	100	7	100

Table 4.48 shows in response of the question Teacher use remedial strategies after formative assessment It is interpreted from the responses of public sector that 70 % of student agrees and no one disagree   Teacher use remedial strategies after formative assessment whereas the responses of private sector show that 85 % of student agrees and on one disagree you are satisfied with Teacher use remedial strategies after formative assessment while It is seen from the responses of public sector that 100 % of faculty agrees that Teacher use remedial strategies after formative assessment whereas the responses of private sector show that 100% of faculty agrees that teachers use remedial strategies from comparison of responses of both sectors it is clear that the students of public sector are agree but less in number than agree students of private students while faculty of both sectors are agree.

Table 4.49

Shows indicator of Assessment process related to MS Education program

Statements	Public % S	Public % T	Private% S	Private % T
Exams reflect the content taught in classroom.	82 %	91%	85 %	100%
Teachers use multiple techniques for assessment.	79 %	100%	90%	100%
Numbers of assessments are enough to assess students learning.	84%	100%	90%	89%
Technique of quizzes assessment is mostly used by teachers.	81%	100%	95%	100%
Teachers ask students to learn classroom material for exams.	75%	100%	75%	100%
Existing assessment system promotes students comprehension level.	82%	100%	95%	100%
Evaluation procedure of research work is satisfactory.	84%	100%	80%	100%
Exams are focusing on cognitive domain.	59%	100%	95%	100%
Classroom quizzes promote better learning.	76%	100%	85%	100%
You are satisfied with number of activities conducted before summative assessment.	75%	100%	85%	100%
Teachers provide constructive feedback regularly.	49%	100%	75%	100%
Teachers use remedial strategies after formative assessment.	70%	100%	85%	100%

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The study was intended to analyze MS education program of public and private universities of Islamabad and Rawalpindi. The objectives of this study were (1) to Compare MS Education program of public and private universities in terms of provision of instructional facilities (2) to compare MS Education program of public and private universities in terms of research activities (3) to compare MS Education program of public and private universities with reference to assessment process and (4) to compare the MS Education program with reference to curriculum content.

This research was descriptive and quantitative in nature. Population of this study was 90 MS education students of batch (2021-2023) and 26 teachers of MS education program of (public and private) universities of Islamabad. Universal sampling technique was used and all 82 students and 19 teachers of MS education Program of selected universities were included. Two self-developed questionnaires on five point Likert scale were used .Data were collected from students and teachers of MS education program of public and private universities of Islamabad and Rawalpindi.

For ensuring the validity, close ended questionnaires were circulated among six professional experts. After validation of instruments from experts, the suggestions had been incorporated in the instruments and modified accordingly. A pilot study was conducted to check the clarity of words and coherence in the statements and to check the understanding of respondents about the statements.

Data were analyzed by using descriptive statistics (percentage, and frequency)and percentage was used to compare both public and private universities of Islamabad and Rawalpindi.

5.2   FINDINGS

Findings related to objective no. 1

To compare MS Education program of public and private university with respect to instructional facilities

1. 77 % of the public sector students agree and 85 % of private sector students agree that classroom is large enough for proper teaching and learning process where as 84 % of the public sector faculty members agree while 86 % of private sector faculty agree that classroom are large enough for proper teaching and learning process. It is clear from the percentage of the responses that the students and faculty members of both sector are agree (Table 4.2)

2. 50 % of the student agrees and 55 % of private sector students agree that whiteboards are well maintained in classroom whereas 84 % of the public sector faculty agree while 86 % of private sector faculty agree and 14 % disagree that whiteboards are well maintained in classroom. It is clear from the percentage of the responses that the students and faculty of both sectors agree (Table 4.3)

3. 88 % of the public sector students agree and 90 % of private sector students agree that Library is equipped with books related to MS education program whereas 100% of the public sector faculty agree and 100 % of private sector faculty agree that Library is equipped with books related to MS education program. It is clear from the percentage of the responses that the students of both sectors and also faculty of both sectors agree (Table 4.4)

4. No one of the public sector agree while 60 % of private sector students agree and that Multimedia facility is available in classroom whereas 53 % of the public sector faculty agree and 100 % of private sector faculty agree that Multimedia facility is available in classroom It is clear from the percentage of the responses that students and faculty of public sector disagree comparative to students and faculty of private university (Table 4.5)

5. 67 % of the public sector agree and while 35% of private sector students agree that Internet facility is available in the campus whereas100% of the public sector faculty agree and 100% of private sector faculty agree that that Internet facility is available in the campus .It is clear from the percentage of the responses that the students of private sector disagree then the public sector student and faculty of both sectors agree (Table 4.6)

6. 23 % of the public sector students agree while 90 % of private sector students agree that Classrooms have LEDs for display of any video whereas 21 % of the public sector faculty agree and 71% of private sector faculty agree Classrooms have LEDs for display of any video. It is clear from the percentage of the responses that the students and faculty of public disagree comparative to private university students (Table 4.7)

7. 91 % of the public sector student agrees while 90 % of private sector students agree that the facility of Seminar room is available for any course related seminar. Whereas 78 % of the public sector faculty agree and 99 % of private sector faculty agree that the facility of Seminar room is available for any course related seminar. It is clear from the percentage of the responses that the students and faculty of both sectors agree (Table 4.8)

8.   91 % of the public sector students agree while 95 % of private sector students agree and that the facility of conference room is available in the campus whereas 100 % of the public sector faculty agree and 95 % of private sector faculty agree that the facility of conference room is available in the campus. It is clear from the percentage of the responses that the students of both sectors and also faculty of both private and public university agree (Table 4.9)

9.   85 % of the public sector students agree while and 95 % of private sector students agree that Thesis and journals relevant to MS education program are available in library whereas 100% of the public sector faculty agree and 95 % of private sector faculty agree that Thesis and journals relevant to MS education program are available in library It is clear from the percentage of the responses that the students and faculty of both sectors are agree (Table 4.10)

10.   95 % of public sector students agree and 59% of private sector students agree that the facility of digital library is available. Whereas 100 % of the public sector faculty agree and 86% of private sector faculty agree that the facility of digital library is available. It is clear from the percentage of the responses that students of public university are agree but less in number than agreed students of private university students while faculty of both sectors agreed (Table 4.11)

Findings related to objective no. 2

To compare MS Education program of public and private university with reference to research activities.

11.   69 % of public sector student agree where as the responses of private sector shows that 65 % agree that supervisor encourage research publication while 100% of public sector faculty and responses of private sector faculty shows that 100 % faculty

91

members agree that supervisor encourage research publication from comparison of responses of both sectors It is clear that the students of both sectors and faculty of both sectors are agree (Table 4.13)

12. It 54 % of student agree where as the responses of private sector shows that 75 % agree .whereas 100% of public sector faculty agree and 100 % of private sector faculty agree that student are trained on data analysis technique from comparison of responses of both sectors is clear that the students of public sectors are agree but less then agreed students of private students .while faculty of both public and private sector are agree that students are trained on data analysis techniques (Table 4.14)

13. It is found from the responses of public sector that 80 % of student agrees where as the responses of private sector shows that 85 % agree .where as 84 % of public university faculty members agree and 85 % of private sector faculty member agree department organize seminar on research activities from comparison of responses of both sectors It is clear that the students of both sectors also the faculty of both public and private sector are agree (Table 4.15)

14. 81 % of student agree where as the responses of private sector shows that 90 % agree whereas 100 % of faculty member of public university and 100 % of private university faculty member agree that there is enough number of supervisors to supervise MS scholar from comparison of responses of both is clear that the students of public sectors are agree but less then agreed students of private students .while faculty of both public and private sector are agree (Table 4.16)

15. 45 % of student agrees where as the responses of private sector shows that 80 % of student agree .where as 100 % of public sector faculty member agree and 100 % of private sector faculty member agree that Supervisor give proper time to research

students from comparison of responses of both sectors It is clear that the students of public sector are disagree then students of private university while student faculty of both universities agree (Table 4.17)

16. It is found from the responses of public sector that 81 % of student agrees where as the responses of private sector shows that 85 % of student agree .whereas 100 % of public sector faculty member agrees and 100 % of private faculty member agree that students are asked practice research ethics from comparison of responses of both sectors It is clear that the students of both sectors and also faculty of both public and private sector are agree (Table 4.18)

17. 91 % of student agrees where as the responses of private sector shows that 95 % of student agree. whereas 100 % of public faculty member agrees and 95 % of private faculty agree that research courses are taught to students before conducting research from comparison of responses of both sectors It is clear that students of both sectors and also faculty member of both sector are agree (Table 4.19)

18. It is indicated from the responses of public sector that 78 % of student agrees where as the responses of private sector shows that 75 % of student agree that research supervisor is cooperative with students on research work .whereas 100 % of public faculty members agree and 100 % of private faculty members agree from comparison of responses It is clear that the students of both sectors and also faculty of both public and private sector agreed (Table 4.20)

19. It is found from the responses of public sector that 85 % of student agrees where as the responses of private sector shows that 95 % of student agree that thesis formatting guidelines are provided to students for conducting research .whereas 100% of faculty agrees and 100 % of private faculty members agree that thesis formatting

guidelines are provided to students for conducting research from comparison of responses of both sectors It is clear that the students of private sector and faculty of both sector are agreed (Table 4.21)

20. It is found from the responses of public sector that 68 % of student agrees where as the responses of private sector shows that 90 % of student agree .whereas 100 % of public sector faculty members agrees and 100 % of private faculty agree that workshops are organized to enhance students thesis write-up skills from comparison of responses of both sectors It is clear that the students of public sector agree but less in number than agreed students of private university students. while faculty of both sectors agreed (Table 4.22)

21. It is indicated from the responses of public sector that 98 % of student agrees where as the responses of private sector shows that 100 % of student agree that originality in research work is encouraged by the teachers whereas 100 % of public sector faculty agrees and 100 % of private faculty members also agree that originality in research work is encouraged by the teachers from comparison of responses of both sectors It is clear that the students and the faculty of both sectors agree (Table 4.23)

22. In response of the question that whether students are trained on APA referencing. It is seen from the responses of public sector that 83 % of student agrees where as the responses of private sector shows that 90 % of student agree that students are trained on APA referencing whereas 100 % of public sector faculty members agrees and 100 % of private faculty members also agree that students are trained on APA referencing from comparison of responses of both sectors It is clear that the students and faculty of both public and private sector agree (Table 4.24)

Finding related to objective no 3

To compare MS Education of public and private university with respect to curriculum content.

23.   It is found from the responses of public sector that 93 % of student agrees and 2 % of students disagree. whereas the responses of private sector shows that 85% of student agree and no one disagree that the curriculum content is according to the objectives of the particular subject .while   100 % of public sector faculty members agrees and 100% of private university faculty members agree that the curriculum content is according to the objectives of the particular subject from comparison of responses of both sectors It is clear that the   students of private sectors and faculty members of both are agree (Table 4.27)

24.   58 % of student agrees whereas the responses of private sector show that 65 % of students agree .Whereas 100% of public university faculty members agree and 100 % of private university faculty agrees that the students face no difficulty in learning the curriculum content. From comparison of responses of both sectors it is clear that the students of both sector and faculty of both sector are agree (Table 4.28)

25.   61 % of students agrees Whereas the responses of private sector show that 95 % of student that the curriculum content can be completed within stipulated time whereas100 % of public university faculty agrees and 100% of private university faculty agrees that the curriculum content can be completed within stipulated time .from comparison of responses of both sectors it is clear that the   students of public sector agree but less in number than agreed students of private university while the faculty of both sectors are agree. (Table 4.29)

26.   It is found from the responses of public sector that 82 % of student agrees whereas the responses of private sector show that 95 % of student agrees the sequence topic in

course guides student with clarity whereas100% of public university faculty members agree and 100% of private university faculty members agree that the sequence topic in course guides student with clarity. From comparison of responses of both sectors it is clear that students of private sectors and the faculty of both are agree (Table 4.30)

27. It is indicated from the responses of public sector that 51 % of student agrees Whereas the responses of private sector show that 95 % of student agrees that the curriculum content reflects the current trends in education Whereas 100 % of public university faculty members agree and 100 % of private university faculty agrees that the curriculum content reflects the current trends in education. From comparison of responses of both sectors it is clear that the students of public sector agree but less in number then agreed students of private students .while faculty of both sectors agreed .(Table 4.31)

28. In response of the question that the curriculum content provides the variety of learning experience to the student's .It is seen from the responses of public sector that 80 % of student agrees whereas the responses of private sector show that 90 % of student agrees that the curriculum content provides the variety of learning experience to the student's. Whereas 100 % of public university faculty agrees and 100 % of private university faculty agrees that the curriculum content provides the variety of learning experience to the student's. From comparison of responses of both sectors it is clear that the students and faculty of both sectors are agree (Table 4.32)

29. In response of the question that Course outline provide the list of useful recommended books .It is seen from the responses of public sector that 73 % of student agrees and Whereas the responses of private sector show that 85 % of student agrees that Course outline provide the list of useful recommended whereas100 % of public university

faculty members agrees and 100 % of private university faculty members agrees that Course outline provide the list of useful recommended books From comparison of responses of both sectors it is clear that the students and faculty of both sectors agree (Table 4.32)

30. It is found from the responses of public sector that 73 % of student agrees Whereas the responses of private sector show that 85 % of student agrees that curriculum content is according to the mental level of students whereas 100 % of public university faculty agrees and 100% of private university faculty agrees e that curriculum content is according to the mental level of students. From comparison of responses of both sectors it is clear that the students and faculty of both sectors agree (Table 4.33)

31. It is found from the responses of public sector that 61 % of student agrees Whereas the responses of private sector show that 85 % of student agrees that the curriculum content develop the practical skill among students whereas 100% of public university faculty agrees and 100% of private university faculty agrees that the curriculum content develop the practical skill among students From comparison of responses of both sectors it is clear that the students of public sector agree but less in number than agree students of private university . while faculty of both sectors agreed(Table 4.34)

32. It is indicated from the responses of public sector that 71 % of student agrees Whereas the responses of private sector show that 85 % of student agrees that curriculum content is theoretical in nature whereas 100% of public university faculty agrees and 100% of private university faculty agrees that curriculum content is theoretical in nature From comparison of responses of both sectors it is clear that the students and faculty of both sectors agree (Table 4.35)

Findings related to objective no. 4

To compare MS Education program of public and private university with reference to assessment process

33.   It is found from the responses of public sector that 82 % of student agrees Whereas the responses of private sector show that 85 % of student agrees Exams reflect the content taught in classroom whereas 91 % of public university faculty agrees that Exams reflect the content taught in classroom and 100 % of private faculty members agrees Exams reflect the content taught in classroom From comparison of responses of both sectors it is clear that the students of both sectors and faculty of private sector are agree (Table 4.36)

34.   It is interpreted from the responses of public sector that 85 % of student agrees Whereas the responses of private sector show that 90% of student agrees Teachers use multiple techniques for assessment 100 % of public university faculty agrees that and 100% of faculty agrees that Teachers use multiple techniques for assessment From comparison of responses of both sectors it is clear that the students and faculty of both sectors agree (Table 4.37)

35.   It is found from the responses of public sector that 84 % of student agrees and whereas the responses of private sector show that 90 % of student agrees Number of assessment is enough to assess the student learning whereas 100 % of public university faculty agrees and 100 % of private university faculty agrees that Number of assessment is enough to assess the student learning From comparison of responses of both sectors it is clear that the students of both sectors and faculty of both public and private sector agree (Table 4.38)

36.   It is indicated from the responses of public sector that 85 % of student agrees Whereas

the responses of private sector show that 95 % of student agrees that Technique of quizzes are mostly used by teachers whereas 100% of public university faculty members agree and 100 % of private university faculty members agrees that Technique of quizzes are mostly used by teachers From comparison of responses of both sectors it is clear that the students of private sector and faculty of both sectors are agree (Table 4.39)

37. It is found from the responses of public sector that 75 % of student agrees whereas the responses of private sector show that 75 % of student agrees Teacher ask student to learn classroom material for exam whereas 100 % of public university faculty agree and 100 % of private university agree that Teacher ask student to learn classroom material for exam From c-comparison of responses of both sectors it is clear that the students of both sectors and also the faculty of both public and private sector gave favourable response (Table 4.40)

38. It is found from the responses of public sector that 82 % of student agrees Whereas the responses of private sector show that 90 % of student agrees that Existing assessment system promote student comprehension level whereas 100% of public faculty members agrees and 100% of private faculty agrees that Existing assessment system promote student comprehension level From comparison of responses of both sectors it is clear that the students of public sectors agree but less in number than agree student of private students . while faculty of both sectors agree (Table 4.41)

39. It is interpreted from the responses of public sector that 86 % of student agrees Whereas the responses of private sector show that 80 % of student agrees that Evaluation of research work is satisfactory whereas 100 % of public university faculty agrees and 100 % of private university faculty agrees that Evaluation of research work is satisfactory From comparison of responses of both sectors it is clear that the

students and faculty of both sectors agree (Table 4.42)

40. It is found from the responses of public sector that 59 % of student agrees Whereas the responses of private sector show that 95 % of student agrees that exams focus on cognitive domain whereas 100 % of public university faculty agrees and 100 % of private university faculty agrees that exams focus on cognitive domain .From comparison of responses of both sectors it is clear that the students of private sector and faculty of both sector are agree (Table 4.43)

41. It is found from the responses of public sector that 71 % of student agrees Whereas the responses of private sector show that 85 % of student agrees Classroom quizzes promote better learning whereas 100 % of public university agrees and 100 % of private university faculty agrees Classroom quizzes promote better learning From comparison of responses of both sectors it is clear that the students of private sectors and the faculty of both sectors are agree (Table 4.44)

42. It is indicated from the responses of public sector that 49 % of student agrees Whereas the responses of private sector show that 75% of student agrees that Teachers provide constructive feedback whereas 100% of public university faculty agree and 100% private university faculty agrees that Teachers provide constructive feedback From comparison of responses of both sectors it is clear that the students public sector disagree then students of public university. While faculty of both sectors agree (Table 4.5)

43. It is found from the responses of public sector that 70 % of student agrees whereas the responses of private sector show that 85 % of student agrees that you are satisfied with no. Of activities conducted before summative assessment whereas 70 % of public sector university faculty agrees whereas the responses of private sector show

that 85 % of faculty members agree that are satisfied with no. Of activities conducted before summative assessment from comparison of responses of both sectors it is clear that the students and faculty of both sectors agree Table 4.7)

44.   It is found from the responses of public sector that 70 % of student agrees the responses of private sector show that 85 % of student agrees you are satisfied with Teacher use remedial strategies after formative assessment whereas 100 % of public university faculty agrees whereas the responses of private sector show that 75 % of faculty agrees that they are satisfied with Teacher use remedial strategies after formative assessment from comparison of responses of both sectors it is clear that students and faculty of both sectors agree (Table 4.8)

5.3   Discussion

Numerous increases in the number of universities, enrollment, and governmental investment on higher education are evidence of the sector's quick rise. The Government of Pakistan is encouraging the private sector to grow at the same rate as public sector universities in order to accommodate the rising demand for higher education. More than sixty new private institutions have been founded during the past 10 years as a result of the strong response from the private sector. It is urgently necessary to conduct a systematic examination of the quality and quality assurance processes used by these HEIs in light of the startling increase in their number. HEC has implemented a number of actions to promote quality assurance and a culture of quality in the higher education sector. These initiatives have been acknowledged by many researches.

This study aimed to compare the MS Education program of public and private universities of Islamabad and Rawalpindi on the indicators of instructional facilities, research activities curriculum content and assessment process findings of this study that there are lack

of facilities in public sector , research activities and assessment process need improvement is consistent with Memon (2007) pointed out that Pakistan's higher education system suffers from poor staff quality, a lack of students, a dearth of libraries and laboratories, a lack of relevance to societal needs, a dearth of research facilities, a financial crisis, and weaknesses in examinations, ineffective governance, and academic outcomes that fall short of international standards. Scholars and academics from universities in the public and private sectors held quite different perspectives. In their opinion, public universities are doing well in terms of their physical facilities, wage structures, number of faculty members, and funding provisions, as well as their faculty members' evaluation systems, adequately stocked libraries, and accessibility to research supervisors. While private universities were superior in terms of timely course completion, rapid research work, flexible time tables, a welcoming environment for students, and the availability of a politically neutral setting.

And the findings of the study on indicator of research activities that supervisor are not giving proper time they are not cooperative students are not trained on research skills is consistent with the study conducted by Venning (2013) who found out that the supervisor should have counseling experience, be prepared to assist students when needed, and be able to provide them with constructive criticism. The leadership style of the supervisor is another crucial factor to take into account because it might affect the results of the doctoral research. For instance, while seeking to pinpoint the reasons why PhD candidates fail to finish within the allotted four years former students of a Swedish university were questioned. Findings showed that the supervisor's laissez-faire leadership style, in which the student was not given timely and adequate instructions, was ineffective. Regular and rare contacts with the supervisor, the supervisor and the student's difficulty to agree on research objectives, and the supervisor's general lack of guidance for the student were all specific issues that contributed to the students' failure to complete the PhD programme. At the beginning of the programme,

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the authors advised creating a "working alliance" between the supervisor and the student (Venning, 2013)

The findings of this study on indicator of assessment process that quizzes are mostly used to assess students. Remedial strategies are not used is consistent with the findings of study conducted by Abosalem (2016) The majority of instructors did not fully complete the tasks they were expected to do at the start of the teaching process or during the teaching process in the framework of assessment, according to one study that determined that they mostly use quizzes to assess students. In a similar vein, it was found that the majority of the teachers did not complete the activities that were required of them under the performance-based assessment framework. Decision-makers who develop policies relating to evaluation in educational institutions can benefit from the study's crucial information. it was also find out that teachers are not using remedial strategies (Abosalem, 2016).

5.4 Conclusions

1. It is concluded from the findings that there is consistent agreement among both public and private sector students and faculty on various aspects of instructional facilities. Respondents from both sectors agree that classrooms are adequately sized, whiteboards are well-maintained, and relevant books are available in the library. Disparities arise in multimedia facilities and LEDs availability, with public sector students and faculty showing lower agreement as compared to private sector. Additionally, private sector students express disagreement on the availability of internet and digital library in campus.

2. On the basis of findings of research indicator research activities it is concluded that there is agreement and difference on certain thing such as commonalities include supervisor encouragement of research publication, organization of research seminars, and training in research ethics, sufficient number of supervisor and provision of

guidelines for thesis formatting.. However, distinctions arise in data analysis techniques training, time dedication by supervisors where private sector students show higher agreement. While public sector students express disagreement on proper time allocation by supervisors than public sector student.

3. From findings it is also concluded that there is consistent agreement among public and private sector students and faculty on various aspects of curriculum content. Students in both sectors agree that the curriculum aligns with subject objectives, is easy to learn, and provides a clear topic sequence. Additionally, there's widespread agreement on offering diverse learning experiences, and aligning with students' mental level. Slight difference found in current educational trends in curriculum, timely completion of content curriculum by public sector students.

4. It is concluded on the basis of findings that there is consistent agreement among students and faculty in both sectors on various aspects of assessment practices. Both sectors converge on exams accurately reflecting taught content, the use of multiple assessment techniques, and adequacy of assessment numbers, prevalent quiz usage and requiring students to learn material for exams and research work evaluation However, there's a slight discrepancy in private sector respondents favoring the assessments promote cognitive level, constructive feedback by teachers with higher level of agreement then public sector students.

5. It is concluded on the basis of finding that there is consistent agreement among students and faculty members of both sectors on certain aspect that is needed to be sustained and there is disagreement on certain aspect by both sector that is needed to be address

5.5 Recommendations

1. Findings showed that there is lack of instructional facilities so, it is recommended to public universities to provide the facility of multimedia, LEDs in classrooms on the other hand it is recommended to private universities to address the issues on internet availability and provide access to digital library to students.

2. Based on the findings related to research activities it is recommended to both sectors to maintain Commonalities in areas like; supervisor encouragement for research publication, research seminars, and training in research ethics should be maintained and reinforced.

3. It is found that students of public sector showed concern on not be being trained on data analysis techniques so it is recommended to public university to work on training of data analysis technique and to supervisors of public universities to resolve issue of time dedication for students.

4. Finding showed that the curriculum content in public sector lack current trends of education so, it is recommended to stakeholders of public university to look into curriculum incorporate current educational trends,

5. It is found that students of public sector rise voice about the cognitive domain which is needed to be focused in exams so, Based on findings It is recommended to public university stakeholders to focus more on content that focus on cognitive domain in their exams and assessments

6. It is found that students of public sector showed concern regarding timely feedback of assessments keeping in consideration a findings .It is recommended to public university teacher to address the issues of students regarding constructive feedback.

5.6   Recommendations for Future Researchers

The conclusions drawn from the study indicate that there are similarities and differences MS Education Programme of both public and private sector universities. There are other areas which can be studied for further findings:

1. This study might be replicated in other provinces, including Sindh, Balochistan, and K.P.K in order to generalize these results across Pakistan.

2. Considering the significance of Higher Education Degree practices and programme assessments in educational institutions from the public and private sectors, it might be looked into at different types of universities, such as management sciences, engineering, and medical universities.

3. It might be compared to universities in developed and emerging nations, keeping in mind the value of MS and PhD degrees in institutions.

4. Additional demo graphic characteristics like gender and experience might be added to this study.

5. This study might to be carried out again utilizing different tools for data collecting, like observation.

6. The survey may be redone in five years to assess any areas where the current researcher noticed improvement.

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APPENDIX- 1

Questionnaire for Students

Respected students!

I am a student of MS Education at the International Islamic University Islamabad. I am conducting a research study entitled "Analysis of MS education program of public and private universities of Islamabad and Rawalpindi "You are requested to give your opinion by putting the mark √ in □ of questionnaire. Your information will be kept confidential and used for research purposes only. Thanks for your cooperation.

Asma Mustafa MS Scholar

Department of ELM (IIUI)

 Gender--------------------------   **Public /private ---------------**

 Note: Five options are given against each statements tick the option you like the best

  SA =strongly agree (5) A= Agree (4) UD=Undecided (3) D=Disagree (2) SD= strongly disagree (1)

(A) INSTRUCTIONAL FACILITIES

Sr .no	Statements	SA	A	U	D	SD
1	Classrooms are large enough for proper teaching and learning process.					
2	There are an adequate number of classrooms for teaching.					
3	Library is equipped with the books related to MS education program.					
4	Multimedia facility is available in the classrooms.					
5	White boards are well maintained in the classroom.					
6	Internet facility is available in the campus.					

7	Classrooms have LEDs for display of any video.					
8	Seminar room is available for any course related seminar.					
9	The facility of conference room is available in the campus					
10	Thesis and journals relevant to MS education program are available in library.					
11	Facility of digital library is available.					

(B)   RESEARCH ACTIVITIES

Sr .No	Statements	SA	A	UN	D	SD
1	Supervisor encourages the research publications.					
2	Students are trained in the data analysis techniques.					
3	Department organizes number of seminars on research activities.					
4	There are enough number of supervisors to supervise MS scholars.					
5	Supervisors give proper time to research students.					
6	Department organizes conferences.					
7	Students are asked to practice research ethics.					
8	Research courses are taught to students for conducting research.					
9	Supervisor is cooperative with student regarding research work.					
10	Thesis formatting guidelines are provided to students for conducting research.					

11	Workshops are organized for students to enhance thesis write-up skill.					
12	Workshop on APA referencing styles is organized for students to enhance their referencing skill.					
13	Originality of research work is encouraged by teachers.					

(C) CURRICULUM CONTENT

Sr.No	Statements	SA	A	UD	D	SD
1	The curriculum content is according to the objectives for the particular subject.					
2	Students face no difficulty in learning the curriculum content.					
3	The curriculum content can be completed within stipulated time.					
4	Sequenced topics in the course outline guide students to study with clarity.					
5	The curriculum content reflects the current trends in education.					
6	The curriculum content provides variety of learning experiences to the students.					
7	Course outlines provide lists of useful recommended books.					
8	The curriculum content is according to the mental level of the students.					
9	The curriculum content develops practical skills among students					
10	The curriculum content is theoretical in nature					

(D) ASSESSMENT PROCESS

Sr.no	Statements	SA	A	UD	D	SD
1	Exams reflect the content taught in classroom.					

2	Teachers use multiple techniques for assessment.					
3	Numbers of assessments are enough to assess students learning.					
4	Technique of quizzes assessment is mostly used by teachers.					
5	Teachers ask students to learn classroom material for exams.					
6	Existing assessment system promotes students comprehension level.					
7	Evaluation procedure of research work is satisfactory.					
8	Exams are focusing on cognitive domain.					
9	Classroom quizzes promote better learning.					
10	You are satisfied with number of activities conducted before summative assessment.					
11	Teachers provide constructive feedback regularly.					
12	Teachers use remedial strategies after formative assessment.					
13	Teachers are using presentation for assessment in classroom.					
14	You are satisfied with the assessment process used by the teachers					

ANNENDIX- 11

Questionnaire for teachers

Respected teachers!

I am a student of MS Education at the International Islamic University Islamabad. I am conducting a research study entitled "Analysis of MS education program of public and private universities of Islamabad and Rawalpindi "You are requested to give your opinion by putting the mark √ in □ of questionnaire. Your information will be kept confidential and used for research purposes only. Thanks for your cooperation.

Asma Mustafa MS Scholar

Department of ELM (IIUI)

 Gender----------------------------------   Public /private --------------

 Note: Five options are given against each statements tick the option you like the best

   SA =strongly agree (5) A= Agree (4) UD=Undecided (3) D=Disagree (2) SD= strongly disagree (1)

(A) INSTRUCTIONAL FACILITIES

Sr .no	Statements	SA	A	U	D	SD
1	The size of classroom facilitate effective teaching					
2	There are an adequate number of classrooms for teaching.					
3	Library is equipped with the books related to MS education program catering your needs.					
4	You are accessible to Multimedia facility in the classrooms.					
5	White boards are well maintained in the classroom.					
6	You are assessable to Internet facility in the campus.					

7	You are provided with LEDs to display any video					
8	You are accessible to seminar room to arrange seminar					
9	The facility of conference room is available in the campus					
10	Thesis and journals relevant to MS education program are available in library.					
11	Facility of digital library is available.					

(B)   RESEARCH ACTIVITIES

Sr .No	Statements	SA	A	UN	D	SD
1	You encourage the research publications.					
2	You trained in the data analysis techniques.					
3	Department organizes number of seminars on research activities.					
4	There is enough number of supervisors to supervise MS scholars.					
5	You give proper time to research students.					
6	Department organizes conferences.					
7	You asked your students to practice research ethics.					
8	Research courses are taught to students for conducting research.					
9	You are cooperative with your student regarding research work.					
10	You provide Thesis formatting guidelines to					

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Sr.No	Statements	SA	A	UD	D	SD
	students for conducting research.					
11	Workshops are organized for students to enhance thesis write-up skill.					
12	Workshop on APA referencing styles is organized for students to enhance their referencing skill.					
13	Originality of research work is encouraged by you.					

(C) CURRICULUM CONTENT

Sr.No	Statements	SA	A	UD	D	SD
1	The curriculum content align to your subject learning objectives					
2	Students face no difficulty in learning the curriculum content.					
3	You complete curriculum content within stipulated time.					
4	Topic in you course are Sequenced to guide students to study with clarity.					
5	Your course curriculum content reflects the current trends in education.					
6	Your curriculum content provides variety of learning experiences to the students.					
7	Your Course outlines provide lists of useful recommended books.					
8	The curriculum content is according to the mental level of the students.					
9	The curriculum content develops practical skills among students					
10	The curriculum content is theoretical in nature					

(D) ASSESSMENT PROCESS

Sr.no	Statements	SA	A	UD	D	SD
1	Exams reflect the content taught in classroom.					

2	You use multiple techniques for assessment.					
3	Numbers of assessments are enough to assess students learning.					
4	Technique of quizzes assessment is mostly used by you.					
5	You ask students to learn classroom material for exams.					
6	Existing assessment system promotes students comprehension level.					
7	Evaluation procedure of research work is satisfactory.					
8	Exams are focusing on cognitive domain.					
9	Classroom quizzes promote better learning.					
10	You are satisfied with number of activities conducted before summative assessment.					
11	You provide constructive feedback regularly.					
12	You use remedial strategies after formative assessment.					
13	You are using presentation for assessment in classroom.					
14	You are satisfied with the assessment process used by the teachers					

Faculty of Education

Department of Leadership and Management

CERTIFICATE OF VALIDATION

Research Title: Analysis of MS Education program of public and private universities of Islamabad and Rawalpindi: comparative study

By: Asma Mustafa (MS Scholar)

This is to certify that the attached research instrument developed by Ms. Asma Mustafa student of MS Education, underwent validation by me. It is considered that the instrument developed for the research is according to the objectives of the research and it also assures adequate face and content validity. The questionnaire had passed through careful examination and was proven substantially useful for her thesis.

CERTIFIED BY:

Name:

Designation:

Institution:

Department:

Signature:

Date:

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CERTIFIED BY:

Name: Dr Fouzia Ajmal

Designation: Assistant Professor

Institution: IIUI

Department: Teacher Education

Signature:

Date: 23/5/23

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CERTIFIED BY:

Name: Dr. Munazze Mahmood

Designation: Assistant Professor

Institution: (IIU)

Department: ELM

Signature:

Date: 25/5/23

International Islamic University, Islamabad

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CERTIFIED BY:

Name: Dr. zareena ۱

Designation: AP (Teacher Education)

Institution: International Islamic University

Department: Teacher Education

Signature:

Date: 18th May, 2023