

The Evaluation of Existing Teaching-Learning Process at Tertiary Level in District Jamshoro (Sindh): Perceptions of Ex-Students

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Abstract

The existing public sector education especially tertiary education throughout Sindh in general and District Jamshoro in particular is not up to mark and their degrees do not have a good reputation and recognition within competing organizations and market. The teaching learning process is not learner-centered and learner-friendly. The present study aims at finding out effectiveness of tertiary education i.e. masters and bachelors degrees at District Jamshoro focusing especially the Sindh University. For this mixed research the researcher purposively selected the postgraduate and graduate trainees of Benazir Bhutto Shaheed Youth Development Program (BBSYDP, Education Department) as sample because they not only got their masters or bachelors degrees from District Jamshoro especially from various departments of Sindh University, but after getting BBSYDP's training they were also in better position to critically evaluate the pedagogy at their respective departments or institutions prevailing during their academic tenure. For this purpose the phenomenon was studied at purposively selected sample through questionnaires and focus group discussions. The findings revealed a sorry-state of existing teaching learning situation at tertiary level at Sindh University Jamshoro and even total failure at public sector college level in District Jamshoro. The researcher suggested measures for saving tertiary education from total collapse.

Keywords: Pedagogy, Teaching, Learning, Effectiveness of Teaching.

Introduction

Behaviorists blame "Teachers are inclined to take good behavior for granted and pay attention only when a child acts up or misbehaves" Madsen et al., (1968). As accepted by many psychologists like Hintzman, 1978, distinguished learning it into two broad types of learning, which have developed in separate schools of thought. These are cognitive perceptual and behavioral learning. Cognitivists focus learning based on mental operations, whereas, behaviorists study observable behavior, and focus on environmental influences on learning (Davidoff, 1987, p.88). Both above schools of thought however, accept the child as the centre of education. Moreover, the latter one gave the way to constructivism approach of learning (Vygotsky, 1978, p. 30 cited in Wertsch & Bivens, 1992). Jerome Bruner, however,

used the term 'scaffolding' firstly in the context of adult-assistance. Vigotsky believed that "every function in a child's social development appears twice: first, on the social level and later on the individual level; first between people (inter-psychological) and then inside the child (intra-psychological)" Pardeep Kumar Johri, (2005). The author further adds that it indicates that higher mental processes appear first between people i.e. between the experienced adult and the learner; then when the child internalized these intellectual processes they become part of his or her cognitive development.

According to Johnson et al., 1995, p-5 as cited by Khan (2008), "In cooperative situations, individuals seek results that are beneficial for all members of a group. Students work together to maximize their own and each others learning and self-esteem" (Khan, 2008).

The government of Sindh and Pakistan, and the concerned authorities claim our existing formal education system from primary to tertiary level as learner centered, but it is generally assumed that there is a mismatch between claimed and existing actual situations at each level. These issues have been a matter of debate across decades. Little research work is done in this regard at our national and local context.

The present study aimed at finding out the validity of the general assumption mentioned earlier about the mismatch between claimed learner centered and existing teaching learning process at tertiary—especially at university level and to measure the effectiveness of teaching at tertiary level in District Jamshoro.

Review of Literature

Pedagogical Methods, Techniques, and Activities

History of pedagogy goes back to the history of socialization. Even during Great Greek period (571-499 B.C) Socrates and Plato supported education through 'dialectics' or 'discourse'—active participation of students in critical thinking through two-way questioning and reasoning (Ozmon & Craver, 1986, p-2).

Behaviorists focus on environmental influences; they claim that learners are influenced by environmental stimuli; while, the cognitive philosophers and educationists tend to explore human learning through exploring (inner) mental operations and specific developmental stages or developing specific skills at specific age level (Davidoff, Linda, 1987; p-88).

The learner centered approach towards teaching and pedagogy formally started by the philosophical work of the French philosopher Jean Jacques Rousseau after publishing Emile his educational treatise. The Emile opens with a thought that a child is born naturally good as he comes out of the hands of creator (nature) but the society turns him into evil. "Coming from the hand of the Author of all things, everything is good; in the hands of man, everything degenerates." (Jacques, 2009) or putting in other words "God makes all things good; man meddles with them and they become evil" (Quotes of Rousseau).

John Dewey's experience based education brings the learner back to society. He strongly believes that a child is born with innate abilities and potentials. The foremost duty of schools is to find out the inner and inborn potentials of the child; and then to provide conducive and supporting environment to develop those potentials to the maximum level (Dewey, 1979).

Benjamin Bloom classified educational objectives into three domains: cognitive, affective, and psychomotor for developing intellectual, emotional, and performance or skills related development in order to making learning specific and operationally defined (Bloom, 1956).

A number of learning laws and theories has been put forward by educational psychology for effective teaching and learning process (Morgan, King, Weisz, and Schopler, 1986). According to them proper learning takes place when students are motivated and facilitated with proper learning material, activities, and method.

Gardner's Multiple Intelligence theory tells us about variety of intelligences—body-smart, people-smart, language-smart, logic-smart, nature-smart, self-smart, and music-smart. However, he claims that existing education focused only two intelligences that is language and mathematical intelligence; however, other intelligences were untouched (Gardner, 1983).

Constructivism is often associated to his one of the important ideas towards how children construct knowledge through proper help or facilitation within a social set up. Russian philosopher and educationist Vigotsky saw education and learning as a social and cultural phenomenon where child proceeds from Zone of Actual Development or ZAD (what he already knows) to the Zone of Proximal Development or ZPD (he learns what he does not know through scaffolding or facilitation). He put especial focus on the use of language on social learning (Vygotsky, 1978).

In professional development training or courses like B. Ed and/or M. Ed the pedagogy tells us that constructivism approach towards teaching is more effective than traditional one-way teaching. The Demonstration, Problem-based, Discovery, Project, and Experimental or laboratory methods of teaching can be used in science related subjects; however, picnic and observation methods play important role in learning the concepts of social sciences and history. Lecture method is globally rejected if it is used as one-way method with allowing minimum or no questioning from learners. Nevertheless, it can be used in higher education with proper modification to make it two-way learning process—i.e. allowing frequent questioning or discussion from both sides especially learners. Whatever method a teacher uses can not be effective unless it allows individual or group work, frequent questions, discussion, and presentations from students according to the situation (A.I.O.U. Educational Psychology, 2005).

Overview of Benazir Bhutto Shaheed Youth Development Program

"The Government of Sindh has launched a major initiative, titled "Benazir Bhutto Shaheed Youth Development Program" for addressing the issues of poverty and unemployment through Human resource development in the province" (BBSYDP, 2009). The trainees got stipend during the training. Benazir Bhutto Shaheed, Youth Development Program (BBSYDP) first Phase, January to June 2009 was launched by the Government of Sindh with the intention to train the 100,000 unemployed educated youth of Sindh for acquainting them with proper skills and training in their relevant fields, to meet with the human capital demand of the local and international market. The training involved 19 departments with the duration of three months to one year. The slogan of this program is "Preparing Youth for a Better Future" (BBSYDP, Slogan).

In the Education and Literacy Department, the 6000 unemployed educated youth i.e. matriculates, intermediates, graduates, and post graduates were trained in the first batch through 375 master trainers. The trainees were selected through open advertising and transparent testing procedure by well-reputed Dada Bhouy Institute of Higher Education. The master trainers were selected and trained by the Government of Sindh through three consortium partners i.e. the British Council, the Society of Pakistan English Language Teachers (SPELT) Karachi, and the Agha Khan University Examination Board Karachi.

Objectives of the Study

The present study aimed to:

- Find out the effectiveness of existing teaching learning process at Sindh University level through purposively selected trainees (ex-students i.e. postgraduates of Sindh University and public sector colleges) of BBSYDP under Education and Literacy Department, Government of Sindh, District Jamshoro. The study mainly focused to evaluate the effectiveness of pedagogical methods prevailing at Sindh University that is the only general university in District Jamshoro, therefore, the findings could imply and infer the overall existing teaching and learning situation existing at the said university.
- To find out the effectiveness of existing teaching learning process at public sector colleges of District Jamshoro through purposively selected postgraduate and graduate trainees (ex-students of public sector colleges) of BBSYDP under Education and Literacy Department, Government of Sindh, District Jamshoro
- To find out an insight into prevailing pedagogical weaknesses at both the university and government college side tertiary education.
- To suggest possible measures to overcome the burning pedagogical problems at that level.

Method

The study was a mixed research using both quantitative and qualitative data collection and analysis. The quantitative data were collected through administering questionnaires from the respondents. Whereas, the qualitative data were collected through focus-group discussions.

All male students who got their post graduation or masters from Sindh University during 2000-2008, and all the male students who at least got their graduation or bachelors during 2000-2008 from public sector colleges of District Jamshoro comprised the target population. However, to reach this population the researcher purposively selected the sample of male postgraduate and graduate trainees of BBSYDP under Education and Literacy Department, District Jamshoro for two reasons. First, they got their degrees from either Sindh University or from public sector colleges of district Jamshoro. Second, they after getting training in pedagogical methods were in better position to evaluate the existing pedagogy at their respective university or institutions than ordinary exstudents at that level.

The purposive sample, involved 22 respondents who got their post-graduation and graduation degrees from various departments of Sindh University, District Jamshoro, and the 10 respondents who got their graduation or postgraduation degrees from different public sector colleges of District Jamshoro. The sample represented above average or the top-achievers of the said university or public sector colleges of the district in one or the other way, as they were selected from the hundreds of students who applied for the said training in district Jamshoro Sindh. Since the program about to complete (data were collected on the last week of the training) therefore the respondents or trainees were in position to critically evaluate their previous post-graduation or graduation pedagogy with reference to effective teaching methods, techniques and activities necessary for students' proper learning.

Findings and Discussion

The researcher in the following pages presents analyzes the findings revealed from questionnaires and from both FGDs under the above mentioned categories.

Analysis of Demographic Data of the Respondents

Here it would be better to mention the number of respondents separately within particular departments and institutions of the Sindh University and other Government Colleges. The following table provides the overall analysis of the demographic data of the respondents with regard to their important aspects.

Number of Respondents in Their Respective Categories

N u m b e r o f t h e R e s p o n d e n t s

Post-Graduates/ Graduates from Sindh University						College-Side Graduates	Total
SR No	Level/ Depts.	Islamiat	Langu-ages	Natural Sciences	Social Sciences	-----	-----
1.	Graduates & Post-Graduates	02	03	10	07	10	32
2.	Year of Passing	2000-01	2008	2004-08	2001-08	2004-08	

Total: 32

The data obtained through questionnaires and two FGDs are analyzed under the same categories/ levels or themes as follows:

A. Islamic Studies (Religion)

The two respondents did their masters in Islamic Culture from Sindh University Jamshoro. Their year of passing remained 2000 & 2001 respectively.

According to them the average daily attendance of the students remained below 50%. Their teachers used one-way lecture method with allowing no questions, activities, involvement of learners.

They mentioned that they had only blackboard and chalks available, and their teachers seldom appreciated students' good learning behavior or work done. They blamed their teachers scolded on questioning, and less than 50% course was covered up to final exam.

They both mentioned that there existed students-political parties and had negative influence on teaching learning process as they made their classes suspended for once or twice a month. Their responses to the questionnaires revealed that there had been worst teaching-learning environment in their department of Sindh University.

During Focus-Group-Discussion (FGD), the participants of Islamic-Culture department showed their strong dissatisfaction towards overall teaching-learning process existing in their department. One student revealed on the point raised about the teachers' attitude towards the students on their questioning during classroom teaching as: *"Asan ja ustad ta sawal puchhan tay pahinji baizti samjhanda aahin."* (Our teachers feel insulted when students ask any questions from them). The researcher found that their teachers did not support questioning, discussions, student-presentations, and any student-activities at all. One participant regretfully stated: *"Asan jay class men srif hik purano kaath jo bhagal blackboard*

ho.” (We had an old and damaged wooden blackboard as the only source of audio-visual aid). The participants revealed that students’ attendance remained one-third of the enrolled students in the classes. They revealed that teachers intentionally marked them failed in their exams.

It was noted in the FGD that mostly the teachers of this department did not take interest in teaching, as one participant’s extremely negative remarks indicated the gravity of the situation in the said department: *“Islamic-Studies kay department ko band kar dain, is ka koi faida nahin”*. (This department is of no use, it should be closed.)

B. Languages

There were three participants within this category, two of them did their masters in English from the English Department of Sindh University, and the third one did their masters in Sindhi Language from the Sindhi Department of the said university. They did their masters in the year 2008, i.e. they were fresh pass-outs.

Regarding the responses from questionnaires it was found that the average attendance remained 57 % out of 107 students (average).

They unanimously revealed that there was traditional lecture method with mixed level of questioning from both sides i.e. from no questioning and learning activities i.e. discussions and presentations, and access to internet during their regular studies at Sindh University. However, they admitted that they had access to a well equipped library. They unanimously mentioned that their teachers ignored or rarely appreciated the positive learning behavior of the students and always picked and reacted on their negative learning behaviors. The teachers covered round about 60% of the prescribed syllabus up to the final exams.

The respondents unanimously claimed that the exam-marking procedure involved illegal external influences to get undue marks, and classes were made suspended at least twice a month. The respondents did not show their satisfaction towards the teaching and learning process. They suggested that communication skills especially in spoken English and conceptual learning should be focused as no such measures were observed during their tenure

C. Natural Sciences

There had been ten respondents in this category. They did their masters or graduation from Sindh University’s Departments i.e. Information Technology, Chemistry, Bio-Chemistry, Botany, Physics, Mathematics, and Zoology. There were two respondents each from Mathematics, Botany, and Bio-Chemistry subjects, while one respondent each from the remaining departments or subjects mentioned above. They did their masters during 2004 to 2008.

The average daily attendance remained 50% out of average enrollment of 80 students. Since the science related subjects need to be taught through using specific laboratory work, demonstration, or the method which ensures students practical involvement in their textual learning, yet in this regard 50% of the respondents revealed to had been taught with lecture method with allowing minimum or no question from the students; while, others opted for having two-way questions from both sides. Regarding students’ active participation, 10% each (one respondent) revealed that the teachers used no; or lots of activities for students respectively. Half of the respondents believed that they were given less opportunities in teaching-learning activities like discussions, individual or group presentations and projects.

The respondents unanimously revealed that they got no opportunity for individual/ group presentations or an assignment in a month.

They revealed that they multimedia, OHP, and other audio-visual aids were present, however, their teachers seldom used them; instead they always preferred blackboard and chalks.

The teachers ignored students' positive learning behaviors and reacted and even sometimes scolded their students for asking questions. The majority of respondents revealed there was well-equipped subject related laboratory in their departments, while all respondents unanimously pointed out that their subject related laboratories seldom were used, and mostly they remained in non-working condition. It clearly points out a blunder on managerial as well as pedagogical point of view in the said university.

Teachers covered 50-60% courses. They were also blame for favoring undue marks on external influence, and girls were favored by male teachers.

The researcher came to know that in few departments of Sindh University especially in Chemistry and Islamic Studies there was an unwritten rule that every student have to be failed at least once in his/ her academic career regardless of students' hard work and talents.

Responding to an item, 60% claimed that they had approach to a computer-lab for their study/ research work. It indicates that even at tertiary level nearly half of the students at the said university are deprived of using computers and internet facilities for their study.

Most of the respondents agreed that illegal influence in giving undue marks in the exams, and disturbance of routine classes due to politics of student-leaders existed.

Nine out of ten respondents claimed their dissatisfaction towards existing teaching learning process during their tenure. Only one showed satisfaction in this regard.

Lastly some respondents suggested that the management must focus and ensure proper practical and lab-work, marking system, and the use of ICT to improve the level of teaching learning situation within the university, and demanded political influence-free environment at the university level.

D. Social Sciences

In this category, there were seven respondents who got their post-graduation or graduation degrees in Education, Sociology, Economics, and Social Work disciplines. Four of them did their masters and three did their bachelors (graduation) from Sindh University. Sociology, Economics, and Education disciplines got two respondents each, and remaining one was from Social Work discipline. The respondents got their degrees during 2001-2008 year from Sindh University Jamshoro.

The average daily attendance of students remained 60% out of 66 students in their respective departments. Majority revealed that lecture method with minimum or no questioning from both sides, and inadequate students activities like discussions, individual or group presentations existed at their respective departments of Sindh University.

Minority of respondents claimed that their classes/ institutions had whiteboards and marker, charts, diagrams, pictures, OHPs, and microphone and speakers yet they mentioned that the teachers only used blackboards and chalks/ whiteboards and markers as audio-visual aids during classroom teaching. This indicates the grave situation of our education at tertiary level.

According to the majority of respondents their teachers hardly appreciated and encouraged learners' positive learning behaviors; on the other hand, they mostly scolded the students in their classes for asking questions or for negative behaviors. The respondents

unanimously blamed that around half of the courses were covered up to their final exams. Additionally majority held that undue marks or position(s) were given by accepting illegal influence and favoritism. It appeared that student-politics negatively influenced their teaching learning process. Overall, the respondents showed their dissatisfaction about the situation.

Expressing their suggestions few of them demanded banning political parties and activities within the campuses and to make improvements in teaching strategies.

E. Graduates from College Side

In this category, there were ten respondents, who graduated from different public colleges. Mostly did their B.A., only two respondents did their B.Com from their respective public colleges. Four respondents graduated from Government Ustad Bukhari Degree College Dadu; five participants were from Government Boys Degree College Kotri; and one from Government Degree College Sehwan. Their year of graduation lied within 2004-2008.

The average daily attendance of the students remained 30% out of 80 students per class. The situation of college side remained worse than that of prevailing at University of Sindh.

They unanimously believed that questions from students' side were not appreciated and allowed during one-way lectures at colleges. A few respondents revealed that even their teachers did not take their classes at all. It reveals grave situation at college level.

It was revealed by most respondents that there were no leaning activities, discussions, assignments, appreciation of positive learning behaviors, audio-visual aids other than blackboard and chalks. Mostly held that their teachers sometimes scolded for asking questions; there were no significant difference between teaching methodology of pure and social sciences or languages. The computer labs either were not present or in non working condition. The teachers covered less than 50% of the prescribed courses up to their final annual exams. The respondents complained for giving undue marks during internal exams of the practical-journals (Biology, Chemistry, and Physics Practical). Mostly held there existed student-politics, and they had negative impact on overall education. Most respondents showed their dissatisfaction towards teaching learning process prevailing during their academic tenure. It clearly indicates failure of pedagogical skills at government colleges' level.

They lastly suggested that computer education must be focused and improved; political activities within the colleges must be removed; and the teaching learning strategies needed proper measures for raising the educational standard within public sector.

Important insights were revealed related to College-Side Education during FGD. Seven participants were randomly selected out of ten participants from college-side graduates' category for second FGD. They got their degrees from District Jamshoro's Government Ustad Bukhari Degree College Dadu, Government Boys Degree College Sehwan, and Government Boys Degree College Kotri respectively.

The teaching learning situation at Government College level was found to be more unsatisfactory according to the personal experiences of the respondents in FGD. Students held that the teachers even did not take their classes and they only came and put their signatures in their Teachers' Attendance Register called Muster-Roll; they spent all the time in the Staff-Room.

The majority of the participants held that the teachers' attitude towards them remained strict; they mostly used verbal scolding to maintain silence in their classes; as the "silent-class" was considered to be a well managed class by the teacher. They unanimously

revealed that the resources i.e. computers, subject-based laboratories, libraries, sports' material, and other facilities were available to adequate level but they were not properly utilized, and the students were deprived of effective learning that could be possible through their proper usage and effective administration.

They unanimously blamed that the teachers did not cover more than 50% of the course throughout their academic career. One participant regretfully pointed out towards the teachers' inefficiency:

"Asan ja aksar ustad afsos san chavno tho paway ta uhay hin qabil na aahin jo pahinjay subject jeko parhaey rahiya aahin aein jihin men unhann masters kai aahay, un jo exam-paper hal karay saghan."

(Very regretfully to say our most teachers are not even able to solve the exam paper of their own subject without referring to textbooks and guides —in which they had their masters.)

They revealed that there was copy-culture i.e. cheating, out-side help, & impersonation at public sector college level. These malpractices were reported to be in full swing. The outside helpers who generally were relatives of the candidates hired the competent teachers, lecturers, and professors who solved the question paper, and then it was sent to the candidates for copying down on their answer books.

Conclusion

Part 1: (Pertaining to the perceptions of the participants from Sindh University)

- The teachers of the said university mostly relied on one-way lecture method of teaching. They mostly disapproved or did not like questions, discussions, students' individual or group presentations, and other student-centered activities necessary for effective learning process. It reflects the centuries' old teacher centered method and can never be called as learner-centered. This scenario could never let the educational process evolve towards constructivists' school of thought as the reinforcement-based (behaviorists school of thought) teaching is the basic prerequisite and first step and stage to move from outer (environmental influencing factors) to inner (factors influencing mental processes/ constructs) education or learning. It clearly confirms the centuries old traditional teacher-centered educational system at tertiary level in the said university even in this world of knowledge explosion.
- The remarkable gap between the enrolled and regular attending students was revealed by the participants. The presence and utilization of blackboard and chalks mostly by the teachers shows inadequate human and material resources. The multimedia presentations by the teachers and taught were not the part of routine teaching learning situation. The lack of computers and internet facilities in most departments indicate grave situation towards adapting modern technology which no doubt could facilitate teaching learning process effectively in routine classroom situations. The only availability of broken wooden blackboard in one (Islamiyat) department indicates critical situation on both financial and administrative parts.
- The more or less presence of political activities resulting in suspension of regular classes, external or internal illegal influence in giving undue marks in one or the other way indicated administrative weaknesses. Moreover, the prescribed courses of study (syllabi) were hardly perceived to be totally covered by the teachers. It also puts tags on professional and managerial side as well.

- The same teaching method and strategies were found to be used for teaching of diverse range of disciplines varying from languages to science-related subjects. This indicates the failure of pedagogical skills. The laboratories mostly were used for demonstrating purpose, i.e. the practical and research related activities were no longer up to mark. This is a challenge for the respective administration to cope up with existing pedagogical weaknesses in the said university.
- Overall the participants showed their dissatisfaction directly or indirectly through the data provided through questionnaires and FGDs towards different aspects of existing teaching learning procedure at tertiary level in the said public university.

Part 2: (Pertaining to the perceptions of Govt. College-Side graduates)

- The daily attendance of the students in Colleges mostly remained one third of the enrolled students, and the most teachers as mentioned by the participants lacked in academic and pedagogical skills.
- The college teachers mostly used one-way lectures; they also disallowed questions, discussions, and students' individual or group presentations, and other student-centered activities necessary to ensure their active participation in true learning.
- Some college teachers even did not take their classes, and they as revealed by the participants, were not capable of proper teaching their subject matter as it was alleged by participants that even majority of the teachers was not able to solve the question-paper of their own subject in which they had their masters' degree.
- More than 50% of the courses remained untouched by the teachers; it clearly indicates poor teaching and administrative performance. The colleges lack in effective human and material resources. The available resources were not even utilized—the computers, subject based laboratories and their material was not being used. The inefficiency of teachers and administrators; inappropriate pedagogical skill; not utilizing available resources; and other factors caused poor learning among students. Hence copy-culture, impersonation (the illegal situation where an outsider takes exam for a genuine student in the examination hall), outside help during exams (illegal outside help to candidates for cheating/ providing answers) remained the hallmarks of college education in public sector. This indicates the failure of the whole educational system at this level.

VII Limitations

- Firstly, this study had the sample taken from graduates and postgraduates trainees of BBSYDP [Education and Literacy Department District Jamshoro (Male) First Batch Jan 2009-Jun 2009]. Though the candidates/ participants were selected on merit and they represented many departments of Sindh University, yet it could not be inferred to the whole population of the ex-students of Sindh University or College-Side. Secondly, this study's sample involved only male participants; hence both the males and the females may be included in further research. Moreover, this study involves cross academic years—including diverse participants who got their degrees in different academic years.
- Lastly, it also included the less number of post-graduates and graduates from college side, hence for studying the teaching learning phenomenon at public colleges level more comprehensively, additional study or survey with true representative sample is needed.

VIII Recommendations

- The administration of Sindh University should take proper measures to make tertiary education at their campuses learner centered according to constructivists' approach to develop the potentials of individuals at their maximum level through scaffolding. We are far behind to adapt Dr Dewey's experience-based approach, but we at least can try to remove the weaknesses which we can; and to teach and train our teachers to utilize the available resources at maximum level and to allow and reinforce students' asking questions and discussions; and to engage students in proper learning activities. These measures would work, not for anything else but for making ground that would facilitate to keep our future generation on the right track to develop critical, analytical, and innovative thinking required for meeting with existing problems and futuristic un-known challenges as well.
- The computer and internet facilities are considered as "must" at tertiary research level institutions. The public universities are off course a main source of getting higher education and doing research within relatively lower financial expenditure; hence every department of a public university must ensure the provision of modern technological facilities i.e. computers with internet connections in all departments, so that the teachers, the researchers, and the learners equally could benefit from the modern world of knowledge explosion. It would also provide the infrastructure for introducing on-line courses and other futuristic demands to keep pace with the developed countries.
- The teachers of the said university might need refresher courses to revise the modern concept of learner centered education.
- As far as the government college-side education particularly in District Jamshoro, in Sindh is concerned it reflects total failure of the system. It direly needs revolutionary changes for providing effective human and material resources and skills to overcome the collapse regarding academic, pedagogical, and administrative blunders.
- Administration and management of public sector colleges should be given priority. The professional development training is required for both the principals and the lecturers for making teaching learning process learner centered and learner friendly.
- The proper pedagogy and teaching can be ensured through proper check and balance; therefore the higher ups monitoring colleges must leave their offices to pay regular visits to their colleges so that teaching learning process may be improved.
- The appointment of lecturers must be ensured through merit and sindh public service commission exam. The practice of appointing lecturers on adhoc and contract basis without SPSC Exam should not be made.

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