

## FACULTY CHALLENGES IN BS PROGRAM IMPLEMENTATION AT GOVERNMENT GRADUATE COLLEGES

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### ABSTRACT

*Incorporating Bachelor of Studies (BS) programs in government graduate colleges has increased the access to education in Pakistan; however, the faculty members are still encountering many challenges related to the teaching-learning process. The current study aimed at identifying the challenges facing faculty members in BS programs in government graduate colleges in district Sheikhpura. Adopting Resource Dependency Theory, the present study used qualitative methodology under interpretivist approach. Data was collected from faculty members teaching in BS programs using semi-structured interviews. The data collected was analysed using thematic analysis and found five major themes which include infrastructure and resource challenges, curriculum and assessment challenges, professional development and research challenges, workload and teaching challenges, and student academic preparation challenges. The faculty expressed concerns about poor laboratory facilities, poor library facilities, technological inadequacies, rigidity of curricula, inconsistency in assessment procedures, lack of professional development opportunities, absence of research facilities, heavy administrative duties, and difficulties due to poor academic credentials and attendance problems of the students. The findings of the present research show that the successful implementation of BS programs is hindered by the discrepancy between the program and the capacity of the colleges in relation to the program. Overcoming these difficulties would require improvements in educational facilities, curricular practices, faculty development opportunities, research facilities, workload, and student support.*

**Keywords:** BS Program Implementation, Faculty Challenges, Government Graduate Colleges, Higher Education, Qualitative study

### INTRODUCTION

Higher education serves as an integral component of economic development, social progress, and human resource development. As a result of the knowledge-based world that is evolving today, higher education institutions are required to prepare their graduates to have skills of critical thinking, research and professional skills. Therefore, governments around the world have come up with reforms to improve quality,

efficiency, and international competitiveness of higher education systems.

One of the reforms in the field of higher education in Pakistan is the adoption of the BS (Bachelor of Studies) program that lasted for four years instead of the traditional fourteen years of the BA/BSc program. Developed by the Higher Education Commission (HEC), the BS program is aimed at promoting outcome-based learning, developing research culture, analytical skills, and employability in national and international job

markets (Zada & Zada, 2023). The BS program is semester-based and promotes continuous evaluation through participation in the classroom, giving presentations, projects, and research (Zia & Dayan, 2016).

In order to enhance opportunities for education at the college level, BS programs were slowly incorporated into government graduate colleges of Punjab province. This not only increased educational opportunities but also caused some apprehensions about the preparation of institutions to conduct BS programs effectively. According to the Punjab Higher Education Commission, there were shortages of academic staff, infrastructural facilities, and financial support in those institutions where BS programs were being conducted (PHEC, 2019).

Implementation of the BS program at affiliated colleges is different from its implementation at universities. Universities have better research culture, academic independence, and infrastructure development. On the other hand, government colleges work in resource constrained environment while they still remain dependent on external agencies for help with academic and administrative matters. Administrative and financial matters of affiliated colleges are handled by Higher Education Department, while academic matters, including curriculum delivery, examination, and degree requirement, are handled by affiliating universities (Rehman et al., 2024).

It follows that colleges should attain the same level of academic standards as those of universities despite having limited resources and decision-making powers. These structural features give rise to distinct difficulties among the faculty charged with putting policies into action in the classroom (Khan et al., 2022; Khan et al., 2023).

### Objectives

1. To investigate the difficulties encountered by the faculty in the implementation of BS programs in government graduate colleges.
2. To investigate the influence of these difficulties in the implementation of BS programs in government graduate colleges.

### Research Question

1. What are the difficulties faced by the faculty in implementing BS programs at graduate colleges of government sector?
2. In what ways do these difficulties influence the implementation of BS programs at government graduate colleges?

### Significance of the study

This study makes a valuable contribution to the scarce body of literature related to the experiences of faculty in BS programs implementation at graduate colleges of government sector. The results of this study can be useful for HEC, HED, the affiliating universities, administrators of the colleges, and policymakers in formulating appropriate strategies for enhancing institutional capacity and providing resources for faculty development and research.

### Literature Review

From the various issues highlighted in the literature, resource-based limitations have proved to be among the most critical obstacles towards the implementation of undergraduate programs. Infrastructure, technological resources, libraries, laboratory, and competent faculty members are vital for providing constructive learning and facilitating the delivery of curriculum. Nonetheless, studies conducted in Pakistan and other South Asian countries show that affiliated colleges usually lack academic resources and instructional facilities (Kakar & Shah, 2019; Mahmoodi et al., 2017). These limitations not only hinder the application of learner-centered approaches but also limit collaborative learning and effective classroom instruction. Notably, such limitations play a direct role in affecting the capability of faculty members to incorporate curricular needs and deliver desired learning outcomes.

Faculty Development is yet another important aspect of the implementation of the BS program. The shift from an annual examination system to a semester-based system calls for innovative teaching methods, continuous evaluation and research-based learning methods by the faculty members. Nevertheless, there have been numerous issues

faced by the faculty in affiliated colleges regarding their professional development. Such issues include lack of opportunity to develop their pedagogical skills, lack of exposure to modern pedagogic methods, lack of technology integration, and insufficient academic support from the university (Riaz, 2021). This is a serious issue since the success of any educational reform will heavily depend upon how well the faculty adapts to these new academic demands.

Besides the issues of resources and professional development, curriculum implementation and assessment are also significant concerns that exist in the literature. The BS curriculum stresses the importance of constant assessments, active learning, and evidence-based teaching; but successful implementation of all these requirements is contingent on institutional circumstances and academic support that is available at institutions. Some previous studies have shown that there are problems of curriculum implementation, assessment methods, out-of-date course materials, poor classroom facilities, and lack of institutional support in the process of moving to the semester system (Khan et al., 2024). Change to BS programs has brought about changes in professional duties of the faculty. Besides teaching, the faculty is also required to perform the roles of continuous evaluation, research, and administration linked to the semester system. These changes bring about increased workload and make it difficult for the faculty to teach effectively, participate in their own research, and develop academically (Zia & Dayan, 2016; Kakar & Shah, 2019). The workload can limit time for lesson preparation, mentoring of students, professional development, and involvement in research, thus affecting the process of fulfilling the obligations of the BS program.

The difficulties associated with research continue to pose a serious issue for academic staff at higher learning institutions. Orfan et al. (2024) indicate that lack of research funds, inadequate availability of scholarly materials, and lack of institutional support adversely influenced the research activities of faculty staff in Afghan universities. In a similar vein, Fawzi and Al-Hattami (2017) argue that excessive teaching load, administrative work, and

lack of time to conduct research limited faculty members from engaging in scholarly activities and producing research articles.

Despite the wealth of knowledge gained from previous studies related to BS program implementation, there are still some significant gaps that need to be filled in the literature. The first gap is that existing studies have mostly concentrated on universities or affiliated colleges from an institutional perspective, which offers less insight into the experience of faculty members involved in curriculum delivery and assessment processes. Another limitation is that existing studies have mostly been conducted in Khyber Pakhtunkhwa and Balochistan, whereas Punjab's government graduate colleges are under-researched. The third reason is that previous studies have mainly focused on problems like infrastructure, professional development, curriculum implementation, and assessment in isolation without comprehensively addressing the cumulative effect of all these interrelated problems on the experience of the faculty in these institutions. This means that the faculty perspective has not been sufficiently addressed in the literature despite its critical importance for the successful implementation of BS programs.

It becomes highly significant to bridge this gap in research, especially when one considers the role of faculty members in the execution of reforms in higher education. The experience of faculty members can throw light on how the institutional environment, availability of resources, workloads, and academic criteria affect the quality of education. It is for this reason that this study focuses on the faculty perceptions of the challenges faced during the execution of BS programs in selected government graduate colleges of district Sheikhpura, Punjab.

The understanding of these issues can be achieved by the use of Resource Dependence Theory, as suggested by Pfeffer and Salancik (1978), which focuses on the importance of resource availability on organizational performance. The theory will be useful to analyze how the reliance on key organizational resources such as infrastructure, personnel allocation, capacity building opportunities, and research support influence

faculty members and affect the execution of BS program.

### **Research Design and Methodology**

For the present study, an interpretivist paradigm and qualitative exploratory research design were used to explore the views of faculty members on the issues related to the implementation of Bachelor of Studies (BS) programs in the government-run graduate colleges. An interpretivist paradigm is the most suitable one for this type of study as it provides deep insights into the participants' experiences and views.

The research was done in two government graduate colleges having BS degree courses in district Sheikhpura, Punjab, Pakistan. These colleges were selected purposefully as they had comparatively more BS degree courses and had considerable faculty strength engaged in the teaching of undergraduate level courses. The chosen colleges were important colleges of public sector having BS degree courses in the district.

The data were gathered using a semi-structured interview guide designed by the researcher. The use of a semi-structured approach facilitated the participants to provide their experience and insights as well as the discussion of matters related to the research aims. In particular, the interviews were concerned with difficulties in relation to infrastructure and resources, curriculum delivery, assessment approaches, professional development, research, workload of faculty members, and teaching performance in BS programs. Official permission for gathering the data was secured from educational bodies and selected colleges. The purpose of the research and the voluntary participation of the respondents were explained to them prior to the interviews. Semi-structured face-to-face interviews took place with each respondent lasting 40 minutes. The interviews were recorded with the respondents' approval and transcribed later.

### **Sample Size and Method of Sampling**

The study adopted purposive sampling which aimed at getting information-rich participants who had direct experience in teaching, assessment, curriculum delivery and many other roles of BS program. These participants consisted of lecturers teaching BS programs from various disciplines. In total, twelve lecturers from six disciplines, namely English, Urdu, Zoology, Mathematics, Economics, and Political Science were chosen. Six participants from each college were selected to make sure that representation is from both colleges. The sample size was adequate since there was data saturation and no emergence of new themes from late interviews.

### **Validation of Research Instrument**

Content validity of the semi-structured interview guide was determined through expert evaluation of the guide in the domain of education. The comments provided were used to improve the content and relevance of the interview questions. In order to test for clarity and applicability of the interviewing process, pilot interviews were carried out among individuals having similar characteristics to the participants of the study prior to the actual research. Minor changes to the format and wording of the interview questions were made based on the feedback received during expert evaluation and pilot interviewing.

### **Data Analysis and Interpretation**

The data collected was subjected to thematic analysis. Transcripts of recorded interviews were made and examined several times to familiarize with the data. Codes were produced from the transcripts and then placed into categories according to similarities and common patterns. These categories were further classified into themes which captured the main problems of implementing BS program. The process involved identifying and interpreting patterns that existed in the data. Table 1 below shows themes, sub-themes, and codes that emerged out of the thematic analysis process.

**Table 1** *Theme Development Through Thematic Analysis*

Main Theme	Subthemes	Sample Codes
Infrastructure and Resource Constraints	Physical Infrastructure	Overcrowded classrooms
	Technological Resources	Inadequate laboratories
	Academic Resources	Poor internet connectivity
Curriculum and Assessment Challenges		Outdated equipment
		Shortage of books in libraries
		Lack of multimedia facilities
	Curriculum Design	Lengthy syllabus
	Curriculum Relevance	Outdated content
Professional Development and Research Limitations	Examination Practices	Lack of practical orientation
	Student Evaluation	Mismatch between syllabus and examination
		Limited assessment of critical thinking
	Training Opportunities	Lack of training programs
	Faculty Capacity Building	Absence of orientation sessions
Workload and Teaching Constraints	Research Support	Limited access to journals
	Research Facilities	Insufficient research funding
		Lack of research support
	Academic Scheduling	Short semester duration pressure
	Teaching Responsibilities	Excessive teaching load
Student Academic Preparedness and Engagement	Administrative Duties	Clerical work
	Instructional Practices	Dependence on lecture method
		Lack of technological resources
	Student Participation Classroom	Irregular attendance
	Engagement Admission Policies	Absenteeism
	Low classroom participation	
	Admission of low-merit students	
	Weak academic background	

For the purpose of strengthening the rigor of the research process, credibility was ensured by taking into account careful engagement with the data and interpretation of participants' reactions. Dependability and confirmability were sustained through providing a record of the research process and basing the interpretations on the narrative of the participants. Transferability was strengthened by providing a description of the research setting and participants. Ethical considerations were taken into account through getting informed consent from all participants and making sure that their participation is voluntary and confidential.

### Results and Discussions

The analysis of the interview data indicated that there are five key themes that are related to the implementation of BS programs in the government graduate colleges in district Sheikhpura. They include: (1) Infrastructure and Resource Limitations; (2) Issues in Curriculum and Assessment; (3) Limitations in Professional Development and Research; (4) Workload and Teaching Limitations; and (5) Limitations in Student Academic Preparedness and Involvement.

### Constraints of Infrastructure and Resources

Infrastructure and resource constraints were one of the major issues that arose in the implementation of BS programs in government

graduate colleges. Some of the concerns raised by faculty members included overcrowded classes, poor infrastructure of the laboratories, lack of internet access, lack of multimedia equipment, and inadequate library sources. As per F1, "Infrastructure can affect the teaching to a great extent. I have seen problems such as overcrowding, obsolete infrastructure, poor internet connectivity, lack of adequate lighting and ventilation."

Likewise, F2 pointed out the inadequacy of the curriculum in terms of the existing infrastructure, saying:

"If we don't have high-tech labs, then how can we teach subjects such as AI, data science, and machine learning?"

The participants also indicated the deficiency of computer systems, lab apparatus, internet facilities, reference materials, research journals, multimedia devices, and projectors. F3 stated that: "Resource availability cannot be viewed as adequate if the resources are not updated or relevant. Currently, we are facing problems due to the inadequacy of laboratories and library books. We lack books in the library, and even the relevant books are few in number – sometimes just one or two books at a time."

The staff felt that such shortcomings prevented practical learning, curtailed the ability of the learners to gain access to contemporary knowledge, and made it hard for theory to be linked to practice. In addition, the poor technological facilities did not allow for effective use of technology-assisted and learner-focused teaching methods. Overall, the lack of such resources was seen as a major barrier to effective implementation of BS courses, as it hampered attainment of the curricular goals.

All of these findings are consistent with the study by Kakar & Shah (2019), who found a lack of facilities such as computer equipment, internet connection, books related to the subjects and other facilities required in order for students enrolled in BS programs in affiliated colleges to learn effectively. In addition, Mahmoodi et al. (2017) found weak internet connectivity and laboratory facilities lacking as barriers to effective instruction and learning, Marwat and Younas

(2021) found a lack of ICT facilities and library facilities as well.

The findings also indicate that infrastructure and academic resources are instrumental in influencing how the BS programs can be implemented. Without sufficient infrastructure and resources, teachers are likely to encounter some challenges in teaching practically-oriented, digitally supported and research driven subjects, thus failing to achieve their objectives. According to Resource Dependency Theory (Pfeffer & Salancik, 1978), this problem illustrates the dependency of colleges on outside forces when it comes to resource acquisition. Due to the low level of resource control by the affiliated colleges, effective BS program implementation is highly reliant on higher education authorities.

#### **Curriculum and Assessment Issues**

Curriculum and assessment issues came up as yet another major issue impacting the implementation of the BS program in government graduate colleges. The teachers felt that they had little role in developing the curriculum and felt that they were seldom involved in the process of designing the curriculum. Consequently, the teachers felt that the curriculum was long, inflexible, and not well suited to the requirements of the students.

F5 commented as follows:

"The main issue here is that the curriculum designed for the BS program does not match its objectives at all. The course 'Expository English Writing' is provided to the BS Urdu students and they find it quite tough. Likewise, for BS Islamic Studies, there is a course of English in which literature is taught which has nothing to do with their field at all."

Likewise, F6 focused on the vastness of the course material by saying:

"In some cases, the topics which are mentioned in the question are not only topics but those have at least five hundred plus PhD researches as well as the same number of subtopics and those need an eternity to cover."

It was also observed by the faculty members that in some subjects the material was old-fashioned, inconsistent from one semester to another, and

insufficient in terms of meeting the current demands of academia and profession. The participants felt that too much course content and inflexibility in the course was a barrier to covering the syllabus in the semester period.

Also, the problem of assessment was found to be one of major problems of the study. While the participants found it good to have objective and transparent assessment through external examination, they found inconsistency in course outline and examination paper. As the faculty members stated, the examination papers sometimes contained questions that could fit to curriculum of BS taught in university rather than affiliated colleges. Moreover, some members reported that they were not getting enough time for classroom assessment due to heavy workload. According to F7, external examination cannot assess the following aspects of students:

"Students' engagement, participation, behavior, attitude, and personality."

It was suggested that there is an over-reliance on external exams that hampers the assessment of more comprehensive learning outcomes associated with the BS program. For this reason, participants believed that assessment approaches are not entirely aligned with the goals of outcome-based and student-centered education.

The results obtained are in line with those of Khan et al. (2024), who determined excessive course content, outdated curricula, insufficient classroom facilities, and lack of teacher training as the biggest problems in affiliated colleges. In a similar vein, Zia and Dayan (2016) and Sherpa and Barailly (2022) observed that, while various approaches to assessment were prescribed under the BS program, their implementation was hindered by workload constraints and time shortage.

The implications of this study reveal that the successful implementation of BS programs is not simply reliant on the quality of the curricular designs, but their compatibility with reality and the demands of the learners. In situations where the curriculum demands more than what the institution can provide, there will be a disparity between the intentions of the policy makers and what transpires within the classrooms. Thus, the problems that arise from curriculum and

assessments affect the implementation of BS programs.

### **Professional Development and Research Limitations**

Professional development and research limitations emerged as yet another key issue affecting the implementation of BS program in the government graduate colleges. The faculty members found themselves in a position where there were not enough chances for professional development and participation in research activities. According to the participants, new recruits did not undergo any induction process prior to implementing the requirements of the semester system.

F8 said:

"Today, the rate of growth in IT (information technology) is very rapid; with every passing moment, something new comes about, but we do not have any kind of training regarding this at all."

The participants felt that because of insufficient training, they lacked awareness of the rules of the semester, methods of evaluation, credit hours, and modern approaches to teaching. The teachers felt that due to the lack of continuous professional development, they lacked the capability of incorporating modern technologies and innovations in their classrooms.

The problem of research-related issues was also brought up by the participants. According to the faculty members, there is no enough institutional support, inadequate lab facilities, lack of academic sources, and absence of any motivation for research work. It was also reported that promotion in the department was due to seniority not on the basis of research papers or upgraded academic background so majority of the staff members were not ready to update themselves with the modern research practices and trends. F9 stated:

"We don't have labs equipped enough for the experiments conducted by our students, and research is another issue totally."

The lack of facilities and resources for research was viewed by the participants as a serious barrier to both the productive work of professors and the development of research-oriented educational experience among the students. Consequently, this problem prevented the achievement of one of

the main goals of the BS program – fostering a research culture among the universities.

The above-mentioned results are in line with Riaz (2021), who identified the need for continuous faculty development and increased exposure to current pedagogical approaches among teachers taking part in BS programs. Additionally, Kakar & Shah (2019) stressed the role of faculty training for better comprehension of the needs of the semester system. The results obtained in the study coincide with the conclusions made by previous researchers regarding the lack of research facilities, insufficient institutional support, and limited availability of academic literature.

It is clear from the study that faculty development and research assistance form an important part of effective implementation of the BS programs. It is because of the lack of such resources and opportunities for faculty that they will have trouble implementing innovative instructional methods and conducting scholarly activity, thus resulting in limiting their ability to meet the demands of the undergraduate learning.

#### **Issues of Workload and Constraints in Teaching**

The issues of workload and constraints in teaching became evident as key concerns that affected the implementation of BS programs in government colleges. The faculty pointed out some issues related to excessive teaching burden, clerical work, time management, and coverage of comprehensive courses within the span of a semester. According to the participants, apart from teaching BS courses, they had the obligation to teach Intermediate classes along with performing different administrative functions.

According to F10, the issue of non-academic workload was:

"As lecturers, we are supposed to conduct lecture. Any other work is to be done by the clerical office."

F11 pointed out the effect of workload on professional development:

"The urgency of completing the syllabus and the pressure of the environment at times do not allow the staff to get an education further."

The matter of workload for teaching was brought forth by F12:

"In the universities, the teachers are given only twelve lectures per week, but in the colleges, we are given twenty-four lectures per week. These lectures consist of both BS and Intermediate classes. Alongside that, we have clerical and extra work as well, and therefore we cannot judge the labs, assignments, tests, or any other work assigned to the students."

The respondents cited that the large number of teaching and administrative tasks left less time to engage in lesson planning, mentoring of the students, assessments, research, and professional development. The respondents also stated that the need to cover extensive course outlines in a very short semester made it difficult for instructors to facilitate interaction, class discussions, and innovative teaching approaches.

Moreover, it was evident from the responses of the respondents that lack of adequate technological facilities and training made it difficult to adopt student-centered approaches to teaching. Although some instructors were trying to engage their students through discussions, projects, and problem solving, lack of enough resources and time prevented them from using such approaches. These findings are in line with Zia & Dayan (2016), who noted that high workloads restricted the capacity of teachers to perform research and use assessment techniques. The same applies to Hau (2022), who discovered that teacher-oriented strategies prevailed despite the need for student-oriented strategies according to the curriculum requirements. In addition, Khan et al. (2022) noticed that many educators used traditional approaches due to insufficient professional development and lack of educational resources. Additionally, Khan et al. (2023) stated that inefficient usage of semester time and high workloads affect the educational process.

The study implies that the proper implementation of BS programs is not only dependent on the presence of competent faculty members but also relies on the right conditions of institutions that allow faculty members to do their job well. Heavy workloads, administrative hassles, and lack of time limit the capability of faculty members to give quality education, conduct research, and teach students. Thus, workload and teaching limitations

continue to be critical variables that affect BS program implementation in affiliated colleges.

### **Student Academic Preparedness and Engagement**

Academic preparedness and participation of the students were found to be another critical issue influencing the implementation of BS programs in government graduate colleges. Instructors pointed out that poor class attendance, low participation in class discussions, poor academic credentials, and admission of students with low merit were the issues persistently observed. It was stated that some students were present in classes erratically but still had the privilege to appear in the exam.

It was also noticed by the faculty members that a lot of the students lacked sufficient foundation before joining the BS programs, hence making it hard for them to cope with the academic demands of their studies. It was seen that students who had poor academic performance always found the subject matter challenging to understand because they needed critical analysis, advance thinking skills and self-directed learning.

The respondents further stated that lack of class participation and poor attendance adversely impacted the process of teaching and learning. They felt that poor attendance reduced the chances of the learners participating in discussions, completing academic assignments, and being involved in the process of learning on an ongoing basis through the semester system. Moreover, the acceptance of low merit learners increased the chances of academic failure and dropouts among BS learners.

Such problems were viewed as affecting the implementation of BS programs through increasing the difficulty in the curriculum delivery process, slowing down the rate of teaching and creating barriers to attain the desired learning outcomes. It was reported that faculty members found it increasingly difficult to sustain academic standards with students who did not possess the academic readiness and dedication needed for college education. Therefore, student-related issues affected both student performance and the process of implementing BS programs.

The results of this research are in accordance with Hau (2022), which highlights that poor academic base and low engagement on behalf of the learners' limit opportunities for meaningful learning and academic success. These results are also consistent with the argument that educational quality not only depends upon institutional assets and professional qualities of educators but also students' willingness to engage in learning.

Results revealed that the successful implementation of BS programs depends on how the interaction of these three components occurs. In cases when students enroll into BS programs poorly prepared academically and are not very active in their studies, additional difficulties appear in the process of curriculum implementation and maintaining high academic standards for faculty members. Hence, it is important to improve the level of preparation and involvement of students in order to increase the effectiveness of BS program implementation.

### **Conclusion**

The research showed that the BS program implementation within government graduate colleges was affected by the interaction of the expectations of the program and institutional reality. The faculty felt that the demands of the BS program were higher than the resources and the mechanisms of institutional support available to the affiliates. It followed that the success of program implementation became difficult despite the efforts of the faculty towards this program's implementation.

The results show that for the successful BS program implementation it is necessary not only to introduce the curriculum changes, but also to ensure that there is an institutional support for the changes. In order to improve BS programs, it is necessary to pay more attention to the conditions of their implementation.

### **Recommendations**

The following recommendations can be drawn from the results of the study:

1. The Higher Education Department should allocate sufficient financial means to make improvements in the infrastructure necessary for

the effective delivery of BS programs, which includes classrooms, laboratories, libraries, internet facilities, multimedia facilities, digital sources, and any other needed facilities.

2. BS curriculum should be reviewed by the affiliating universities periodically and college faculty members should be involved in the process of designing the curriculum, assessment, and evaluation of examinations.

3. Continual opportunities for professional development, research assistance, use of scholarly materials, and incentives for conducting research and publications must be offered to enhance the faculties' abilities in teaching, evaluation, education technology, and scholarship.

4. The colleges should employ adequate numbers of administration and clerical personnel and manage the faculties' workload to minimize their non-academic obligations, allowing them to concentrate more on teaching, research, evaluation, and mentoring students.

5. Colleges must adopt student-oriented learning through incorporation of new educational technologies, provision of academic assistance including remedial classes, mentoring and counseling, and improvement of student attendance and orientation systems.

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