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A Comparative Analysis of BS Education System with Conventional Education System

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ABSTRACT

This study evaluates the effectiveness of Pakistan's conventional education system in comparison to the BS system, focusing on key factors such as academic quality, standardization, and institutional alignment. Drawing on insights from education experts, subject specialists, and comparative data, the research explores how traditional degree programs may better suit the socio-cultural and institutional framework of Pakistan. Using a mixed-methods approach, data were collected through surveys and interviews with faculty members and students across public universities in KP. The findings indicate that the conventional system, while lacking international recognition, often provides deeper subject knowledge and more rigorous assessment practices. In contrast, the BS system, though aligned with global models, faces implementation challenges in Pakistan due to limited resources, administrative burden, and cost barriers. The study concludes with recommendations for enhancing the conventional model by integrating select features from globally recognized systems, ensuring both academic integrity and practical relevance within the local context.

Keywords: *BS system, conventional education, standardization, global models, academic integrity*

INTRODUCTION

An essential component of any nation's development is education. No country can endure and rise to a respectable position among others without education. Therefore, every nation strives to improve its educational system. The education system in Pakistan lacks protocol because of the political system's instability. Pakistan's economy is weak and it is a developing nation. A stable educational system helps the nation's economy and its citizens prosper. Pakistan's economic problems include a huge fiscal deficit, limited investment, significant external and domestic debt, and rising unemployment and poverty. In Pakistan, politics and education are inextricably linked since the minister in charge of the educational system is a politician rather than an educator. There are numerous issues with Pakistan's educational system that must be addressed one at a time.

Pakistan's higher education system has undergone significant transformation over the past two decades with the introduction of the four-year BS program, intended to align the country's academic standards with international models, particularly the Bologna Process. However, this shift from the conventional framework has sparked debate among educationists, faculty, and

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students. The core question is: How has the BS system affected academic quality, assessment standards, and institutional coherence compared to the traditional model? And why does the conventional system still find preference among experienced educators despite lacking global recognition?

The purpose of this study is to explore the comparative effectiveness of Pakistan's conventional education system and the BS system. The research investigates key dimensions such as subject depth, assessment transparency, cost efficiency, and the compatibility of each model with Pakistan's institutional infrastructure and cultural expectations.

The significance of this study lies in its contribution to policy discussions on educational reforms in Pakistan. It aims to provide empirical evidence and expert opinions to inform decisions on whether to retain, revise, or replace current models. Local studies and firsthand insights from Public Service Commission examiners indicate that conventional graduates often demonstrate deeper conceptual understanding, raising concerns about the quality and rigor of the BS system.

For clarity, this study uses the term conventional system to refer to the BA/BSc and MA/MSc degree structure that was widely implemented in Pakistan before the HEC-introduced reforms. The term BS system refers to the American-style four-year bachelor program introduced as part of efforts to standardize and modernize education across Pakistani universities.

LITERATURE REVIEW

Pakistan's federal and provincial components make up its two-tiered educational system. Under the direction of the Ministry of Education in Islamabad, provinces actively participate in the creation of national policies and plans. Provinces respond by creating and implementing their own distinctive educational plans that align with the general national education policy while accounting for regional conditions and available resources. There are several reasons why literacy and enrolment rates are lower across the board, even though schooling is mandated from the age of five to sixteen. This has led to an alarming statistic: approximately 22.5 million children between the ages of 5 and 16 do not attend school at the moment, according to UNICEF. The second-highest percentage of out-of-school children is found in Pakistan (Zafar, Fatima & Shairwani, 2025).

One key player in the growth of higher education in Pakistan is the Higher Education Commission (HEC), all the happenings in higher education sector take place under the orders of HEC. The University Grants Commission (UGC), which had previously been in charge of higher education under federal control, was superseded by HEC in 2002. Traditionally, after ten years of education and two years of secondary study, bachelor's degrees in the arts, sciences, and commerce have lasted two or three years. HEC has decided to gradually phase out all two- and three-year Bachelor degree beginning in 2003–04 in an effort to make Pakistani degrees more globally competitive. New four-year bachelor's degrees took their place.

In Pakistan Higher education has traditionally been organized on an annual system, with exams held at the end of each year. With the introduction of four-year bachelor's degrees,

education is changing from annual to continuous tests, with a final exam at the end of each term. Every course is worth credit. The new bachelor's degrees are American in this regard. With the addition of a credit system and an extended Bachelor degree, the new degree structure aims to increase the international recognition of Pakistani education (Norric, 2006).

Literature on education systems across the world highlights the strengths and weaknesses of both traditional and modern systems. In developed countries like the United States and Canada, the BS system has proven effective due to the availability of teaching assistants, advanced infrastructure, and a culture of academic support. In contrast, Pakistan's adoption of the BS system has been met with criticism, particularly from faculty members who find themselves overburdened with Existing administrative tasks rather than actual teaching. Studies also indicate that conventional students excel in competitive exams like the Public Service Commission (PCS) due to their deeper understanding of the subject matter, as opposed to BS students who often focus on fulfilling minimum requirements. Despite its global recognition, it is evident that its implementation in Pakistan lacks the necessary support structures that contribute to its success in developed countries. This section reviews relevant literature on examination systems, grading standards, program duration, and international comparisons to evaluate the strengths and weaknesses of both models.

Examination System and Academic Rigor

Studies on higher education assessment emphasize the importance of rigorous examination systems in ensuring merit-based learning (Brown & Glasner, 2003). The conventional system in Pakistan follows a centralized examination model, where papers are set and checked by external examiners, reducing bias and favoritism (Ahmed, 2019). In contrast, the BS system follows a semester-based model, where 50% of the marks come from continuous assessments controlled by course instructors. Research by Khan and Raza (2021) found that lenient grading practices in the BS system often lead to grade inflation, reducing the reliability of student evaluations. Additionally, in many universities, the final examination is designed by the same instructors who teach the course, raising concerns about subjectivity and lack of standardization (Hussain, 2020).

Duration of Degree and Socioeconomic Impact

Research highlights that the duration of an academic program significantly influences accessibility and affordability in higher education (Altbach, 2016). The two-year BA/BSc degree in Pakistan's conventional system provides a faster route to employment and further education, which is particularly beneficial for students from low-income backgrounds (Malik & Rehman, 2018). In contrast, the four-year BS program increases financial burdens on students, making it difficult for many to complete their degrees. This issue is especially critical for female students, who often face family pressures and cultural restrictions that limit their ability to pursue long-duration degrees (Ali, 2021). The shorter duration of the conventional system allows more students, particularly women, to complete higher education without prolonged financial and social constraints.

Grading Standards and Favoritism in the BS System

International studies indicate that transparent grading systems enhance academic integrity and student learning outcomes (Sadler, 2009). In Pakistan's BS system, course instructors have significant control over grading, often awarding 49 out of 50 marks in internal assessments, leading to favoritism and grade manipulation (Rizvi & Javed, 2022). The conventional system's reliance on external examiners reduces these biases and ensures that student evaluations are based on subject mastery rather than instructor preferences (Shah, 2020).

Competitive Exams: Subject Specialists Prefer Conventional Students

Competitive examinations such as the Provincial Civil Services (PCS) and Central Superior Services (CSS) exams require candidates to demonstrate deep subject knowledge and analytical skills. Research and reports from subject specialists and experience interviewers involved in these exams indicates that students from Pakistan's conventional system consistently outperform BS graduates (Awan, 2021). These experts argue that conventional students have stronger conceptual understanding because they spend more time studying core subjects, whereas BS students focus on fulfilling credit hours, projects, and internal assessments without attaining the same depth of knowledge (Hameed, 2022). Furthermore, merit-based evaluation in the conventional system allows students to develop critical thinking and problem-solving skills, which are crucial for success in competitive exams.

International Comparisons: Cambridge and Australian Systems

The Cambridge and Australian education systems emphasize structured, standardized examinations that ensure merit-based evaluation (Briggs, 2017). Similar to Pakistan's conventional system, these international models use rigorous external assessments, reducing bias and ensuring fair academic competition (Jackson, 2021). While the BS system is internationally recognized, its grading and assessment practices differ significantly from those in Cambridge and Australian universities, where standardized testing plays a crucial role. The inclusion of project-based learning and research components in these systems could be adopted into Pakistan's conventional system to enhance its global credibility without compromising its strict and neutral examination process.

The Cambridge Education System is based on the British model and is known for its rigorous, exam-based approach. It follows a structured curriculum with standardized assessments like IGCSE and A-Levels. At the university level, it emphasizes deep, specialized study, often through tutorials and supervisions, with a strong focus on research, analytical skills, and critical thinking. Cambridge University follows a term-based system rather than semesters, with high academic standards and traditional examination methods.

The Australian Education System is structured into primary, secondary, and tertiary

education. At the tertiary level, it offers undergraduate (Bachelor's) and postgraduate (Master's and PhD) degrees. It follows a credit-based semester system, but with a strong emphasis on research, coursework, and practical skills. Australian universities are known for their flexible study options, research opportunities, and globally recognized qualifications. They blend coursework with research and encourage independent learning, critical analysis, and practical applications.

Pakistan's Conventional System is based on the British colonial education model, which emphasizes annual examinations, structured curriculum, and strict assessments. It primarily focuses on theoretical knowledge rather than practical skills or research-based learning. The assessment system is highly transparent and merit-based, with emphasis on final exams rather than continuous assessments. However, it lacks global recognition, especially at the undergraduate level, due to the absence of standardization and research components.

Economic Accessibility: Comparison of Fee Structure Between Conventional and BS Systems

The fee structure of Pakistan's higher education systems differs significantly between the Conventional system and the BS system. The disparity in cost has substantial implications for accessibility, particularly for students from low-income backgrounds.

Comparison of BS and Conventional Educational System

Component	Conventional Education System	BS Education System
Cost/ Expenses	Generally more affordable, especially in public sector universities where education is provided at a minimal cost.	This system is generally more expensive due to semester-wise fee collection and additional requirements.
Fee Structure	Fees are usually collected annually, which reduces administrative burden and financial stress on students compared to semester-wise payments.	Students are required to pay fees every semester, effectively doubling the financial burden compared to annual payments.
Additional Expenses	Students are not required to pay for frequent assessments, projects, and semester-related activities, keeping the overall cost low.	Continuous assessments, projects, assignments, presentations and practicals contribute to higher educational expenses.
Accessibility	Lower fees make this system accessible to a broader population, including those from low-income families.	Private universities implementing the BS system often charge high fees due to commercialization or dominance of private sector.
Subsidies	Many public institutions offer subsidies for the conventional system, further reducing the financial burden on students.	Private institutions rarely offer subsidies, making the BS system less affordable for economically disadvantaged students.

THEORETICAL FRAMEWORK

By applying Constructivist Learning Theory, this study aims to critically analyze how each system fosters or restricts active learning, engagement, and knowledge construction. Constructivist Learning Theory, as proposed by Jean Piaget and Lev Vygotsky, emphasizes that learners actively construct knowledge through experiences and interactions. This theory advocates for student-centered learning environments, where learners engage in problem-solving and critical thinking.

Constructive principles are evident in comparing these two education system in the following way:

Curriculum Design:

The BS Education System has modular curriculum which allows flexibility and specialization by including quizzes, assignments and projects. It is also based on interdisciplinary approach that is integrating knowledge across various fields.

In contrast, the Conventional system has rigid curriculum with limited scope of specialization, involving summative assessment by primarily focusing on final exams. It is based on disciplinary approach means just concentrating on specific subjects without integration.

Teaching Methodologies:

The BS Education System employs interactive teaching by utilization of discussions, presentation and case studies. It focused on the needs and interests of students by incorporating digital tools. On the other hand the Conventional System relies on lecture based teaching with limited interaction of students as it is considered to be the system of teacher centered. Limited technology is used in this system.

Assessment Practices:

In the BS Education System Formative Assessment is used by providing ongoing feedback to students. Peer and self-assessment is also part of this system. In contrast the Conventional System predominantly uses Summative Assessment by focusing on end-of-term examinations. It has limited feedback as primarily provides feedback after exams.

Impact on Student Outcomes:

The BS Education System emphasizes on active learning and continuous assessment which leads to enhanced critical thinking by encouraging students to analyze and evaluate information. It also enabled students to apply knowledge to real-world situations. On the other hand the Conventional System focus on rote memorization which may result in limited critical

thinking. They have lower problem solving skills as students may not engage in practical applications.

The comparative analysis highlights that the BS Education System, grounded in constructivist principles, fosters a more dynamic and student-centered learning environment. However, both systems have their strengths and challenges, and a hybrid approach integrating the best practices from each could potentially offer a more universal educational experience.

METHODOLOGY

This research employs mixed method of qualitative, quantitative and competitive approach, gathering data from academic literature, expert opinions, and interviews with subject specialists who conduct PCS and CSS interviews. After collecting data comparative analysis is used to evaluate the effectiveness of both education systems in the context of Pakistan's unique educational infrastructure. Point of views of faculty members, subject specialists and education experts have been incorporated to provide a comprehensive understanding of the strength and weaknesses of each system.

Research Design

The study follows a comparative analysis framework, contrasting the BS education system with the conventional system using data from academic research, competitive exam evaluations, and international education models (Cambridge and Australian systems). The methodology incorporates the following approaches:

This study employed both primary and secondary data collection methods to compare the conventional and BS education systems in Pakistan.

For the primary data, a structured questionnaire was designed using Google Forms that included Likert-type structure, perception-based or attitudinal questions, and experience-based questions. It was focused on eliciting opinions from Professors and Lecturers currently teaching in colleges and universities. It was distributed online, and all responses were collected electronically. This method was chosen for its accessibility and efficiency in reaching a broad academic audience across various institutions.

To strengthen the analysis, secondary data was also utilized. Relevant research articles, government policy documents, academic reports, and expert opinions were reviewed to support the primary data and provide a broader context for the findings. The integration of both primary and secondary sources allowed for a more comprehensive and balanced evaluation of the two educational systems.

Data Collection Methods

Primary Data

i. Interviews with education experts, subject specialists, and university faculty.
ii. Analysis of exam policies, grading criteria, and assessment methods in selected universities.
iii. Case studies of PCS and CSS interviews to assess the perception of candidates from both systems.
iv. Questionnaire was distributed through google form and responses also received through google form also as well.

Secondary Data

i. Academic literature on grading standards, examination fairness, and curriculum structure.
ii. Official reports from HEC, education boards, and international education frameworks.
iii. Research articles and books on higher education assessment and reform.

Data Analysis Approach

i. Comparative Analysis: The study systematically compares the BS and conventional systems across the following parameters
ii. Examination system (merit-based vs. instructor-controlled grading)
iii. Program duration and accessibility (2 years vs. 4 years)
iv. Performance in competitive exams (PCS/CSS)
v. Alignment with international education models (Cambridge & Australian systems)

Thematic Analysis

Qualitative data from interviews, responses and reports will be categorized into key themes such as exam fairness, subject depth, grading biases, and international recognition.

RESULTS

Item #	**Statement**	**BS System** **f (%)**	**Conventional System** **f (%)**	**Both** **f (%)**	**Not Sure** **f (%)**
i	Which education system do you believe offers more transparent examination process?	50 (32.1)	82 (52.6)	15 (9.6)	9 (5.8)

ii	In your opinion, which system maintains more consistent and fair grading Standards?	84 (32.5)	50 (54.5)	13 (8.4)	7 (4.6)
iii	Have you observed instances of favoritism or bias in grading within either system?	99 (63.9)	43 (27.74)	9 (5.80)	4 (2.58)
iv	Do you think course instructors are overburdened with non-teaching tasks (e.g., attendance, quizzes, presentations, assessments, midterm marking) in the BS System?	95 (62.1)	33 (21.6)	17 (11.1)	7 (4.57)
v	Which program duration do you think is more conducive to effective Learning?	87 (56.1)	49 (31.6)	13 (8.4)	3 (1.93)
vi	Which system emphasizes real learning rather than just completing credit hours and projects?	42 (27.6)	87 (57.2)	18 (11.8)	5 (3.28)
vii	According to subject specialists in Public Service Commission (PCS) and CSS interviews, which system produces more knowledgeable and competent students?	22 (14.2)	73 (47.1)	22 (14.1)	22 (23.9)
viii	Which education system's degrees do you think have better international recognition?	89 (57.8)	15 (9.7)	31 (20.1)	19 (12.3)

Following findings/results have been observed from the questionnaires distributed among the respondents:

It can be observed from the table that **item (i)** indicates 52.6% of respondents believe the conventional system offers a more transparent examination process, while 32.1% are in favor of the BS system and 5.8% are unsure.

Item (ii) shows that 54.5% of respondents think grading standards are fairer and more consistent in the conventional system, whereas 32.5% supports the grading standards

of BS system, 8.4% think both are the same, and 4.6% are unsure.

Item (iii) highlights that 63.9% of respondents have observed favoritism or biasness in grading within the BS system, while 27.74% experienced it in the conventional system, 5.8% think it occurs in both, and 2.58% are unsure.

Item (iv) suggests that 62.1% of respondents believe BS instructors are overburdened with non-teaching tasks, while 21.6% have same opinion for the conventional system, 11.1% think both systems have equally burdened for instructors, and 4.57% are unsure.

Item (v) indicates that 56.1% of respondents consider the BS system's program duration is more effective for learning, compared to 31.6% who prefer the conventional system duration, 8.4% think both are effective, and 1.93% are unsure.

Item (vi) reveals that 57.2% of respondents believe real learning is more emphasized in the conventional system, while 27.6% support the BS system, 11.8% believe both systems are equal, and 3.28% are unsure.

Item (vii) states that 47.1% of respondents, based on PCS and CSS expert opinions, believe the conventional system produces more knowledgeable and competent students, while 14.2% support the BS system, 14.1% think both are equal, and 23.9% are unsure.

Item (viii) shows that 57.8% of respondents think BS degrees have better international recognition, whereas 9.7% favor the conventional system, 20.1% believe both are equal, and 12.3% are unsure.

DISCUSSION AND ANALYSIS

This section presents a comparative analysis of the BS education system and the conventional system in Pakistan, focusing on examination transparency, grading standards, program duration, performance in competitive exams, and international recognition. The results are based on document analysis, expert opinions, and case studies of PCS and CSS exams, and on the data of the questionnaire receive through electronic media and explore the following findings which are then analyzed also:

As far as Examination transparency and grading standards are concerned the conventional system relies on centralized examinations conducted by universities with external examiners setting and evaluating papers, ensuring merit-based assessment. In contrast, the BS system allows course instructors to middle in the examination process and marking. Many instructors award 49 out of 50 marks in internal assessments, reducing the credibility of student evaluations. In most observed universities offering the BS system, final papers are set by the same instructors who teach the course, raising concerns about bias and lack of standardization.

The analysis of the results indicate that Pakistan's conventional system is more capable of providing clean and unmeddling system compared to the BS system. The external examination process in the conventional system ensures fairness, whereas the BS system's grading flexibility creates opportunities for favoritism. These findings align with studies on academic integrity in assessment systems, which emphasize the importance of external evaluation in maintaining meritocracy (Brown & Glasner, 2003).

Regarding program duration and accessibility the finding shows that the conventional system offers a two-year BA/BSc degree, allowing students to complete their education faster and at a lower cost. On the other hand The BS system requires four years, increasing financial burden and time commitment, making it difficult for students from low-income backgrounds to complete their education. Female students, especially in rural areas, face challenges in completing four- year's degree due to family restrictions and cultural expectations. The analysis indicates that shorter duration of the conventional system makes higher education more accessible, especially for economically disadvantaged and female students. Research on higher education accessibility (Altbach, 2016) suggests that longer degree durations discourage students from completing their education, particularly in developing countries. The BS system, while internationally recognized, does not suit the socio-economic realities of many Pakistani students.

Subject specialists and faculty members have reported inconsistent grading standards across institutions offering the BS program, with marks often awarded subjectively. Students with personal connections to instructors or those who actively participate in classroom activities are frequently favored during internal assessments. In many cases, merit-based evaluation is compromised due to the excessive reliance on presentations, group work, and internal projects, allowing room for favoritism and bias. Evidence suggests that grades in the BS system are not always a true reflection of a student's academic capability or knowledge level.

The findings highlight a critical flaw in the BS system's assessment mechanism: the lack of transparency and standardization in grading. Favoritism and subjective evaluation practices dilute academic integrity and demotivate deserving students. This is in sharp contrast to the conventional examination system, which emphasizes anonymous, standardized written exams, thereby ensuring fairer and more merit-based outcomes. Education experts assert that objective, exam-based evaluation—such as that practiced in the conventional system—is less prone to favoritism and better reflects a student's true intellectual merit (Iqbal & Raza, 2021). These issues call for urgent reform in grading practices within the BS framework to uphold academic fairness.

Subject specialists and highly qualified interviewers in PCS and CSS exams have observed that conventional students perform better than BS graduates. Conventional students demonstrate stronger subject mastery and analytical skills, as they focus on core subject learning rather than fulfilling credit hours and projects. BS students often struggle in subject-based interviews, as their education model emphasizes projects and internal assessments rather than deep theoretical knowledge.

The data strongly supports the argument that conventional students possess deeper

conceptual understanding but BS student understand concept more due to practical and project works. Experts believe that the structured learning approach in the conventional system enhances knowledge depth, making students better prepared for competitive exams. These findings align with previous studies on exam-based learning, which highlight that rigorous assessments improve subject retention and analytical ability (Hameed, 2022).

The Cambridge and Australian education systems emphasize standardized external assessments, ensuring that student evaluations are objective and merit-based. While the BS system in Pakistan claims international recognition, its grading system (favoritism, leniency, and instructor controlled marks) differs significantly from the practices followed in Cambridge and Australian institutions. The only merit-based component of the BS system is project work, which is a standard requirement in international systems.

The study suggests that Pakistan's conventional system aligns more closely with the meritocratic approach of Cambridge and Australian education models than the BS system does. However, Pakistan's conventional system lacks international recognition and research-based learning components, which are necessary for global competitiveness. By incorporating project-based research into the conventional model, Pakistan can modernize its traditional system without compromising its strict and fair examination process.

CONCLUSION

Thus Pakistan's Conventional System should be refined rather than replaced. Incorporating research work, practical projects, and elements valued by reputable institutions like Cambridge and Australian Universities can enhance the system international recognition. The analysis shows that Pakistan Conventional System offer stronger subject knowledge transparent examination and greater affordability compared to the BS System. However, the BS Systems international recognition cannot be overlooked. To improve its effectiveness, the BS System in Pakistan should reduce faculty workload by providing academic support staff, ensure fair and transparent internal assessment and control high project and semester fees. Instead of replacing the Conventional model a balance approach should be adopted refining both systems by incorporating global best practices in both systems.

RECOMMENDATIONS

Based on data collected through questionnaire and interview with professors and lecturers from various government colleges and universities—who have experience working within both educational systems—the following recommendations have been developed to align both systems with international standards.

Recommendations for Conventional System

In light of the findings of this study, the following recommendations are proposed to improve the quality, recognition, and practicality of Pakistan's conventional system:

- To enhance critical thinking and practical application of knowledge, research-based final-year projects should be integrated into the conventional degree programs without adopting the full semester system.

- Subject specialists and education experts who support the conventional system should be included in national curriculum and policy revision committees to provide contextually relevant and practical suggestions based on ground realities.

- Rather than discarding the entire traditional model, improvements should focus on transparent, fair, and rigorous examination methods which have long been the strength of the conventional system.

- The conventional system may be further strengthened by the inclusion of carefully structured project work and research components. This integration would enhance students' practical skills and analytical abilities while preserving the system's traditional emphasis on strict theoretical knowledge.

These recommendations aim to modernize the conventional education system without compromising its integrity, affordability, and effectiveness.

Recommendations for BS System

To address the key challenges identified in the BS system and enhance its effectiveness in the Pakistani context, the following recommendations are proposed:

- Course instructors should be supported through teaching assistants or academic coordinators, especially in large departments. This will allow faculty members to focus on delivering quality lectures and mentoring students, instead of being consumed by documentation, assessments, and record keeping.

- The BS curriculum should emphasize on depth of knowledge and genuine understanding, rather than focusing solely on fulfilling credit hours, assignments, and presentations. Fewer but more meaningful assessments and project work can improve academic quality.

- Universities should review and regulate excessive project and semester fees that burden students. Scholarships and need-based financial aid must be expanded to ensure that talented students are not excluded due to financial limitations.

- Instead of adopting foreign semester models entirely, the BS system should be redesigned to reflect the realities of Pakistan's education infrastructure, student demographics, and faculty resources. Local adaptation is crucial for successful implementation.

- HEC and universities must establish strong internal and external quality assurance bodies to regularly audit the teaching quality, curriculum relevance, and student learning outcomes in BS programs.

- Research projects in BS programs should not be treated as formalities. Faculty should guide students in meaningful research work, ensuring originality, critical thinking, and relevance to national needs.

- Continuous feedback may be taken from public service commissions, employers, and academic experts to assess whether BS graduates are meeting the expected standards and outcomes. This feedback will be helpful in reforming the BS system.

The preceding recommendations offer strategies to improve the BS system in Pakistan; however, it is essential to compare these reforms with the strengths of the conventional system. While the BS system is modeled after Western semester-based structures, it has not been effectively adapted to the Pakistani context (Ali & Hussain, 2021).

The conventional system is widely regarded for its transparent, merit-based examination practices, which continue to enjoy the confidence of education experts and public service commission interviewers (Khan, 2020). In contrast, the BS system often suffers from grade inflation, uneven assessment criteria, and concerns over favoritism in internal evaluations.

In terms of faculty engagement, the conventional model allows educators to dedicate more time to content delivery and student mentorship, as it relies on a focused annual examination system. On the other hand, instructors in the BS system frequently report excessive workload caused by continuous internal assessments, documentation, and administrative responsibilities (Ahmed et al., 2022). Financial accessibility is another area where the conventional system holds a clear advantage. With lower tuition fees and no additional project charges, it remains more feasible for students from low-income backgrounds. The BS system's semester-wise fees, extended duration, and costly project components have made it less accessible for many deserving students (Zafar, 2023).

While reforms in the BS system are necessary and possible, the conventional system requires minimal restructuring to become internationally competitive. By incorporating final-year research work, aligning course content with recognized global standards, and maintaining its rigorous examination process, the conventional model can continue to produce competent graduates without overburdening faculty or students. Thus, this comparative analysis supports the view that refining the conventional system is a more realistic and beneficial approach for Pakistan's higher education sector than fully embracing the semester-based BS model.

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