

Implementation of BS Program at GPGC Timergara, KP, Pakistan: Students and Faculty Perceptions

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ABSTRACT

This study describes the implementation of Bachelor of Studies (BS) program at Government Postgraduate College Timergara Lower Dir, Khyber Pakhtunkhwa. The problems faced by the teachers and students in the initial stages of the implementation of the BS program has been discussed. The sample consisted of teachers and students from various academic disciplines. These disciplines included basic sciences, life sciences, numerical sciences, and social sciences. Data was collected through interviews with these participants. The interviews explored the views of students and teachers on a variety of topics related to the BS program, including its implementation, its significance, and the challenges faced by both students and teachers. The study revealed that although at the beginning there were so many problems in the implementation of BS program at GPGC Timergara, but with the passage of time, the BS program was successfully adopted and implemented. The demanding workload of the BS program presents a double-edged sword for teacher development. While the program's diverse and varied curriculum fosters professional growth, the rapid pace of assessments and result preparation leaves little time for teachers to actively pursue their own qualifications.

Keywords: *BS Program, GPGC Timergara, Implementation, Faculty, HED*

INTRODUCTION

Higher education in every country is considered highly important for its economic and social development as stated by Barnard (1990). Since independence, Pakistan has made many educational policies to uplift various tiers of education including higher education. However, in these policies no attempt was made to replace the conventional higher education policy. In the 2009 higher education policy, there is suggestion for a clear line of action, to upgrade the conventional system to four-year BS program. In the conventional education system there were so many problems like weak examination system, limited infrastructure, lack of qualified teachers, invalid curriculum, directionless

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education, improper management, no research concept and no homogeneousness across the whole country (Iqbal, 2014). The rate of social division was accelerated by this education system in the society (Khalid, 2013). There were issues in conventional two-years degree program with respect to labor market in today's globalized world. Therefore, two-year bachelor program was replaced by 4-years BS program (Awan, 2016).

The four years BS program was presented by the Higher Education Department Khyber Pakhtunkhwa in 2010-2011 as envisaged in 2009 National Education Policy to completely replace the two-years bachelor program (Imran, 2018). It was initially started in 23 departments of the 14 Colleges. Then extended to 93 Colleges and further proposed to extend it to 213 Colleges across the Province in 2018 (Munir, 2018). BS 4-years program being an international level degree program has been recognized by Higher Education Commission (HEC). The BS 4-years program is Master degree equivalent as Master degree is awarded after sixteen years of education. A BS 4-years degree holder graduate is eligible to pursue Higher Education of MS/M.Phil Programs in relevant discipline. Also a candidate with BS degree is eligible for employment in BPS-17. For admission in BS the eligibility is HSSC in at least second division (Sohail, 2018).

The BS 4-years program consist of eight semesters. The two semesters per academic year are termed as spring and fall semesters. The length of a semester is from 16-18 weeks. From 15 to 18 credit hours per semester is the course load for students. Total credit hours required for the completion of the degree is from 124 to 136. There are variety of courses in the BS program. Some courses are called core courses, some are general courses, some are major courses and some are elective courses (Majoka, 2017). Assessment and evaluation of the students are continuous. Home assignments, class tests, quizzes, presentations, midterm and final term examinations are used for continuous assessment. Besides, attendance up to 70% is mandatory.

Additionally, by the end of the final semester, every student must have to complete a research project. Those students who fail to reach the required level in a particular subject, can reappear in the make-up tests arranged for them. Also such students can reappear in the relative courses offered in the next semester (Qasim, 2013). There is no special or supplementary exam for the failed students so the only option is to repeat it. Admission of a student shall automatically stand cancelled without any notification if in the first four weeks of a semester the student fails to attend regular classes. There is option for students to freeze a semester. Such students are allowed to retake admission in the same semester then. Grade point average (GPA) is used for the grading system. Either absolute GPA or relative GPA is used by Higher Education Institutes (HEI's). At the end, grading of all semesters is calculated in terms Cumulative Grade Point Average (CGPA) (Perveen, 2011).

Implementation of BS Program at Government Postgraduate College Timergara

According to the directives of the Higher Education Department KP, BS 4-year program at GPGC Timergara started in 2010 in the subject of Sociology. Students and teachers took keen interest in the new implemented BS program and it remained successful.

In 2017, BS in further sixteen departments was started. Now a days the college is running BS in Botany, Chemistry, Zoology, Physic, Mathematics, Computer Science, Urdu, Pashto, English, Islamic studies, Pak Studies, History, Political Science, Economics, Sociology and Health and Physical education. Most of the Departments are affiliated with the University of Malakand while some are affiliated with Adul Wali Khan University Mardan and some with the University of Peshawar.

Admission criteria and fee structure

Admission are carried out to BS program on annual basis. The process of admission is reviewed and evaluated annually in meetings of Principal, coordinator, controller and head of the departments on regular-basis. Advertisement for admission, dates and time of admission are discussed in such meetings. Admissions are offered to the students for BS program according to the following criteria:

- i. The candidate must have secured 50% marks in aggregate in the HSSC examination.
- ii. The candidates must apply online for admission in BS.
- iii. The interview for admission must be qualified by the candidate.
- iv. Provision of CNIC/domicile, photos, sports certificate, original documents, migration certificate, online apply form, photocopies of the required documents are necessary at the time of admission.
- v. Admission fee ranges from 3000 to 5000 per semester, depends upon the subject.

Scheme of Study and Evaluation

In the first semester, most basic, fundamental, relevant and introductory courses are offered to the students. Such courses form the basis for higher semester courses. Evaluation of the student's performance is done of through a continuous assessment process spread over entire semester. Minimum GPA/CGPA of 2.5 must be maintained by the students on cumulative basis throughout the academic program. For monitoring the student's performance, the following criteria has been set upped.

- To sit in the exam 75% attendance is mandatory.
- Mid Semester Exam has 20% weightage
- Assignments/Presentations have 20% weightage
- Comprehensive/Final Exam has 60% weightage
- Thesis/Project Defense has Internal + external evaluation

Minimum of 120 credits are required to qualify for a BS degree. The number of courses vary depends upon the credit hours for the courses offered. A total of 40 courses each of 3 credits must be taken to complete 120 credits. By taking five courses of 3 credits each must be taken by the students to complete 15 credits per semester. Total of 39 credits are reserved for the 13 general education courses. Every student has to select a major which

is associated with department (Undergraduate Education Policy, 2020). The 13 courses has been divided into the categories as follows.

- a. **Breadth courses:** Including two Arts and Humanities, two Social Science courses and two Natural Science courses.
- b. **Foundational skills courses:** Which include three Expository writing courses and two Quantitative reasoning courses.
- c. **Civilizational courses:** Including single Pakistan studies course and single Religious studies course.

Objectives of the BS program

The main objectives of the BS program are given below.

- i. **Competency based learning:** To be aware of the multifarious results of the learning process which has been categorized into four components i.e Knowledge, Skills, Professional Behavior and Interpersonal Attributes.
- ii. **Sense of balance between depth and breadth:** To make sure that the study is neither too broad nor too narrow.
- iii. **Specialization:** To facilitate the students to have comprehensive knowledge of the specialization area.
- iv. **Applied Knowledge:** To face the challenges of life, the students must be prepared to apply the acquired knowledge and skills.
- v. **Emphasis on Creativity:** To foster exploration, creativity and curiosity amongst the students.
- vi. **Terminal Degree:** So that some students may hunt for further education in order to become good researchers.

Advantages of BS 4-years Program

There are many benefits of getting BS Degree from a Government College in Khyber Pakhtunkhwa.

- **Higher earning potential:** Studies have shown that people with a college BS degree earn more money than those without a degree.
- **Increased job opportunities:** A college degree can open up a wider range of job opportunities.
- **Personal development:** BS degree help the students in improving their problem-solving, critical thinking and communication skills.

- ***A more fulfilling career:*** A college degree can help to find a career that students are passionate about.

- BS program has many advantages like decreasing workload on students, flexible environment and personality development (Iqbal, 2014).

- The enrollment in BS program irrespective of the caste, creed and gender make it very special (Veghase, 1980).

- The main advantage of BS in Colleges is earning BS degree at very low fee compared to Universities.

Limitations of BS program in the Colleges

There are many issues and problems in the BS program as well like, the lack of infrastructure, deficiency of teachers, deficiency of trained and qualified teachers, lack of teaching learning materials, no well-equipped laboratories, heavy workload of teachers, no research environment, issues in examination and evaluation system, dealing, communication and coordination with the affiliating Universities and many problems in syllabus etc.

Facilities Available to BS students at GPGC Timergara

- i. Hostel:* There is one hostel in the college for BS students in order to accommodate students of the far flung areas.
- ii. Library:* Standard quality books on various subjects are available in the college library which are issued to the students and teachers for a specific time period.
- iii. Mosque:* A Mosque for congregational prayer is available in the College.
- iv. College Council:* The College Council is a body designed to support the Principal in crucial academic and administrative affairs. Comprising senior faculty members, the chief Proctor, and the controller of examinations, its purpose is to provide guidance and expertise in key decision-making processes.
- v. Disciplinary Committee:* To maintain discipline in the College, a disciplinary committee is working.
- vi. College Magazine:* The college empowers students to explore their creative talents and unearth their hidden potential through the publication of a magazine named 'Panjkora' annually. The magazine publishes under supervision of the Principal an editorial board. In 2022, Panjkora Magazine of the GPG College Timergara got 8th position in all Colleges of the Province.

- vii. Students' societies:** There exist many societies in the College like, Blood Donor Society, Literacy Society and Scientific Society etc.
- viii. Proctorial board:** To ensure a peaceful and disciplined learning environment, the college has established a dedicated Proctorial Board. Led by a dynamic Chief Proctor, the Board comprises active and cooperative staff proctors and energetic student proctors. Their combined efforts foster a positive and conducive atmosphere for student development.
- ix. Sports:** Recognizing the importance of physical fitness, the college provides excellent sports facilities for its students. This support has yielded impressive results, with students demonstrating commendable performance in regional and national games. The college boasts dedicated play grounds for sports like hockey, cricket, and football, nurturing a culture of physical activity and healthy competition.
- x. Scholarships:** The college understands the financial challenges faced by some students. To ensure access to quality education, the college provides financial assistance from social welfare funds to deserving students. Additionally, various philanthropic organizations, recognizing the college's commitment to student welfare, award scholarships to deserving candidates upon recommendation by the college authorities.

During the implementation of every program in an institute there are a lot of problems faced by the institute in terms of infrastructure, ministerial staff, teaching staff, classrooms, libraries, books, laboratories, equipments, chemicals etc. Similar was the case with BS program implementation at GPGC Timergara. Do all Colleges of KP were facing the same problems during BS program implementation? How these problems were identified? How the problems were overcome with the passage of time? What is the current situation of BS program in Government Colleges of the KP? To answer these and similar questions this research was conducted. The present study, therefore, expected to explore and report the shortage and lack of basic facilities during the implementation of BS program at GPGC Timergara and how the situation and challenges were faced. In this regard, the following main questions guided this research.

Research Questions

- i. When BS program was implemented at GPGC Timergara and in how many disciplines?
- ii. What were the main problems during the implementation of the BS program?
- iii. To which extent those problems have been solved and what is the current position of BS program at GPGC Timergara?

- iv. How BS program is effective for students and teachers at GPGC Timergara?
- v. What is the future of BS program at Government Colleges of KP?

Objectives of the Study

- i. To highlight the problems faced by the College during implementation of BS program.
- ii. To explore the impact of these problems on the BS program.
- iii. To examine the progress of BS program with the passage of time.
- iv. To predict the future of BS program in the College.

LITERATURE REVIEW

Two driving forces, that is population growth and low tuition fees have led to an increase enrollment of BS students at Government Colleges. Recently many families are considering Government Colleges as a good financial choice (Canche, 2014). For lower and middle class students, Government Colleges are offering cost-effective alternatives. Government Colleges are opening the doors for higher education for middle and lower class students (Young, 1996). Recently the quantity of student's enrolment at Colleges have showed exceptionally a high rate of growth (Aeth, 2015).

Since faculty is the center of a successful BS program therefore, qualified, trained and professional faculty is the need of the day. Literature shows that teachers feel difficult to indulge in research work due to lack of research experience and involvement in their respective disciplines (Rao, 2003). The salary, allowances, financial rewards and benefits for faculty is very low according to the rising cost of living in Pakistan (Mughal, 2013). There is a burning need to attract highly qualified and competent faculty to meet the requirements of BS program in the Government Colleges (Allen, 1988).

(Khan, 2018) explored the reasons behind the implementation of BS program and its impact on student's enrollment. The findings revealed that the program has led to significant increase in the number of students pursuing higher education in Government Colleges of KP. This increase can be attributed to the wider range of academic options and career opportunities provided by the program. Another study by (Shah, 2019) focused on the effectiveness of the program in bridging the gap between theoretical knowledge and practical skills. The study found that the program emphasizes hands-on learning and industry-relevant training, which has helped students develop the necessary skills to meet the demands of the job market. The study also highlighted the importance of collaboration between universities and industries in providing practical training opportunities for students.

METHODOLOGY

Research Design

This study employed a qualitative approach, specifically a case study design. As noted by Yin (1994), a case study delves into a "contemporary phenomenon within its natural setting" (p. 13). In the context of educational research, Bassey (2007) describes a case study as a "critical inquiry" aimed at improving educational practices by informing decisions and judgments (p. 142). While not always focused on testing theories, case studies facilitate exploration of significant features within the case under investigation (Khan, 2013). Given the research's focus on understanding the implementation of the BS program at GPGC Timergara, including its challenges and improvements, a case study emerged as the most appropriate method.

Sample

A total of 10 teachers and 20 students of final semester (10 males and 10 females) from 10 departments including Physics, Chemistry, Mathematics, Economics, Sociology, English, Urdu, Political Science and Islamic studies were selected as a sample. The study employed purposive sampling, a technique allowing researchers to identify and select participants who could provide the most relevant and insightful information for the research question. This method emphasizes finding cases rich in evidence to enable a comprehensive study. Specifically, the study recruited experienced teachers who possessed five or more years of teaching experience within the BS program. Their expertise and deep understanding of the system were crucial to providing valuable insights into the research questions.

Data Collection and Analysis

Interviews were chosen as the primary data collection method for this study. Widely used in social sciences, interviews offer researchers a valuable tool for gaining an in-depth understanding of individuals' values, beliefs, and perceptions. This approach is particularly well-suited for exploring complex issues like the opinions and perceptions of participants. Interviews provide a unique opportunity for the researcher to probe deeper into responses, solicit clarifications, and encourage elaboration. To ensure consistency and coverage of key areas, an interview guide was developed to guide the conversation. Each interview lasted approximately 20-30 minutes and was conducted face-to-face at a time convenient for each participant. With their prior permission, all interviews were audio-recorded for further analysis.

FINDINGS

The following section summarizes the findings related to the implementation of BS program, problems faced, students and teachers perceptions about BS program at GPGC Timergara.

The data revealed that BS implementation at GPGC Timergara was a very tough and challenging step taken by Principal of the College. There was a great shortage of teachers in every department. Also the available classrooms were not sufficient to accommodate 17 BS Departments. There was the no idea about the rules of semester system because the available teachers experienced in teaching to F.A, F.sc. and B.A, B.Sc. annual systems. Also the number of M.Phil, and Ph.D (highly qualified) teachers was almost 1-2%. The availability of laboratories, chemicals, equipments, required for BS students were in-sufficient. The library and the books available in it were not of the BS level. The ministerial staff, parking places, waiting rooms for students were not in accordance to the needs.

One of the participants stated: *“Except few, majority of the basic requirements for BS program were not available at the time of implementation of BS program in the College. However, with the passage of time the shortage of requirements was slowly and gradually managed”* (Participant 1). Similarly, another participant shared: *“BS students were attending their classes sometimes in the laboratory, hostel study rooms, even in the canteen dining hall and sometimes in the open grounds”* (Participant 2).

According to the third participant *“Due to shortage of rooms and unavailability of common rooms we were using mosque as waiting place and female students were facing more problems in terms of common rooms and canteen etc.”* (Participant 3). According to a teacher participant *“There were problems associated with discipline and parking places of student’s vehicles and also problems regarding co-education”* (Teacher participant 4).

In reference to the substantial workload associated with the BS program, one teacher respondent conveyed, *“I am constantly juggling numerous responsibilities, including coordinating the BS program, conducting classes, and overseeing research students. This poses a significant obstacle to enhancing my qualifications”* (Participant 5). Similarly, another participant articulated, *“Our department manages both intermediate and BS programs, yet our staffing levels are inadequate. Visiting teachers for the courses are rarely available, and the junior teachers, although dedicated, lack experience. Consequently, I am burdened with a demanding schedule that leaves me with minimal time to focus on my professional development”* (Participant 6).

About the payment problems of hired faculty, one the hired faculty member told that, *“BS courses are advanced and need full time preparation, classroom management is difficult due to less mature BS students and co-education, also we are not paying on time and sometimes the payment takes years”* (Participant 7). Concerning the professional advancement of educators, a participant contended, *“As the head of the department, I bear the brunt of an excessive workload due to insufficient staff. I am responsible for teaching both intermediate and BS levels. Despite having a longstanding plan to pursue M.Phil. and subsequently Ph.D., I find it challenging to execute. Managing departmental affairs alongside teaching leaves me with little opportunity to engage in research endeavors”* (Participant 8).

Likewise, a different survey participant expressed, *"While instructing at the BS level is engaging and enriching in terms of expanding one's existing knowledge, it is also time-intensive. Given that employment opportunities hinge on qualifications and the volume of publications, enhancing my qualifications and securing a permanent position becomes challenging for me"* (Faculty Participant 9). Another contributor conveyed the perspective that *"Teaching at the BS level has had an adverse impact on my professional advancement. The demanding schedule poses a significant obstacle to my research output and the pursuit of a postdoctoral position abroad"* (Participant 10).

One of the participant investigated that, *"I was Head of the Department, Chairman of the admission committee, Chairman of the purchase committee, Chairman of the auction committee, member of the College Council, supervisor of BS research students and also teaching to BS and Inter students simultaneously"* (Participant 11). About improper assessment, one participant expressed that, *"While assessment techniques appear to be effective, the real challenge lies in their proper implementation"* (Participant 12).

While some respondents felt that the available assessment modes were adequate, others noted a predominant reliance on traditional paper-pencil tests among BS teachers. One participant (Participant 13) expressed concern about inconsistent grading practices and lack of timely feedback: *"Teachers do not check student's assignments properly and on time. There would be few teachers who would check assignments and come up with feedback."* Another participant (Participant 14) highlighted issues with test design: *"There are some teachers who do not make papers according to the standard and pattern recommended by the concerned University."*

At GPGC Timergara, most of the Departments are affiliated with the University of Malakand, but some Departments are affiliated with University of Peshawar and some has affiliation with Abdul Wali Khan University Mardan. According to coordinator of the College BS program *"College is located in winter zone but some Departments are affiliated with summer zone Universities, so the semester starting and ending dates, midterm and final term examination schedule, declaration of the results of these Universities is different from the local University of Malakand. Therefore, a great difficulty in dealing and coordination is there with different Universities"* (Participant 15).

According to a senior Professor participant *"We have passed through a very tough time, and now the BS program in our College is mature, teaching staff is enough, College library is enriched with standard books, students are utilizing library on daily basis. Our laboratories are well-equipped. BS students are showing good results by getting top positions in the affiliated Colleges. Our College Magazine "Panjkora" got 8th position in the Province. A student of Computer Science Department got second position in the Province in the web designing competition arranged by the Directorate of Youth Affairs at Islamia College Peshawar"* (Participant 16).

During the interview another Senior Professor investigated that *"Research is going well in the various Departments of the College. Students of the Department of Chemistry*

and Department of Physics has published couples of research articles from their BS research in the reputed international journals. Our college has many Ph.D and M.phil. degree holder teachers and majority of the teachers are enrolled in M.phil. and Ph.D programs in the Universities for improving their qualification. I hope that future of BS program in the College is bright” (Participant 17).

DISCUSSION

Findings on the implementation of the BS program at GPGC Timergara revealed certain issues including deficiency of the teaching staff, ministerial staff, classrooms, laboratories, libraries, parking places, common rooms, heavy workload, late payment to hired faculty, and impact on the professional development of teachers. For example, the deficiency of teaching staff was a serious issue. The available teachers had to manage the classes with heavy workloads so the teaching process was affected.

In professional development of most of the teachers, heavy workload was found to be a major barrier. Teachers were exerting considerable effort to enhance their qualifications, but the challenge lay in managing diverse subjects alongside numerous associated responsibilities. Many departments were grappling with insufficient staff while engaging in teaching at the intermediate level, resulting in each teacher bearing a heavy teaching load. This overwhelming workload hindered teachers from completing their M.Phil and Ph.D. research projects. The data also indicated that teachers burdened with extra classes were not remunerated for their additional efforts.

Several departments were concurrently operating intermediate and BS programs with just a single teacher, exacerbating the workload issue. The teachers highlighted that the heavy workload and busy schedules posed significant barriers to engaging in research-related activities. Moreover, students' valuable time was wasted searching for available classrooms and receiving guidance on discipline. The teaching-learning process suffered due to the unavailability of course books in the library and the inadequacy of facilities in laboratories, further impacting the educational experience.

Based on the research findings, a majority of the participants expressed a positive outlook toward the assessment and evaluation techniques recommended for BS students. Various assessment methods, such as assignments, presentations, quizzes, paper-pencil tests, midterms, final term examinations, and research projects, offer teachers comprehensive tools for evaluating students. These diverse assessment approaches also provide students with insights into their potential abilities, class standing, and proficiency in different subjects.

However, the study revealed a significant gap between the recommended assessment techniques and their actual implementation across various departments. Although continuous assessment methods like assignments, quizzes, and presentations were emphasized, the observed practices among teachers were found to be lacking. Teachers often handled the checking and marking of assignments and quizzes themselves.

In summary, despite a well-defined assessment system for the BS program, many teachers were not fully adhering to it. This discrepancy is primarily attributed to the heavy burden of teaching, leaving little time for thorough student assessment.

Teaching BS students has both positive and negative implications for a teacher's professional growth. The introduction of new subjects in the BS program prompts teachers to consult diverse resources and expand their knowledge, representing a positive aspect. Teaching various subjects at the BS level is seen as a means of broadening the teacher's intellectual horizons. However, the substantial workload and numerous responsibilities dampen teachers' interest and motivation to pursue higher studies for improving their qualifications.

CONCLUSION

This qualitative paper explored the problems faced during the implementation of the BS program at GPGC Timergara. Findings revealed the pros and cons (advantages and disadvantages) of the BS program at GPGC Timergara. Problems in terms of staff deficiency, lack of laboratory and library facilities for BS program, heavy workload of the teachers, discipline problems, security issues, classrooms, and common rooms deficiencies, hesitation of the teachers to start semester system, lack of confidence of the students and their parents on the colleges for BS program were the main disadvantages in the implementation of BS at GPGC Timergara. Teaching various subjects that widen the horizons of knowledge of teachers, payment for extra classes, the low fee structure of BS in colleges compared to Universities are among the advantages.

The proposed assessment techniques for the BS program were found appropriate but in some of the departments, teachers were found using the traditional assessment modes instead of the modern ones. The shortage of teachers, classrooms, etc. was resolved by the Higher Education Department, Provincial Management Unit PMU, and the great efforts, devotion and dedication of the Principal, faculty members and local Politicians. Up till now three batches from every department have been graduated successfully and more than 30% of the graduated students are serving as teachers in government schools and other institutes. Some are enrolled in the M.phil program in various Universities. Currently BS program at GPGC Timergara is running in full swing in 16 departments with more than 2000 students enrolled.

Suggestions/Recommendations

In light of the findings, the induction of sufficient teaching staff for the BS program is suggested so that all teachers could teach with proper workload, accomplish their research-related tasks and to improve their qualifications. It is further suggested that teachers, particularly the hired faculty should be paid on time so that they must show interest, punctuality and to teach wholeheartedly. The teachers should be trained regularly to improve their teaching methodology and communication skills. Workshops and

seminars must be arranged regarding BS program in terms of course contents, assessment techniques, marking, grading, synopsis, thesis and research.

Regarding the problem of assigning subjects, it is suggested that only those subjects should be offered for which qualified and experienced faculty is available. Teachers should not be assigned with subjects beyond their expertise. Teachers with extra workload should be properly paid. For the holistic evaluation of students, the prescribed assessment modes should be truly implemented. Science subject's laboratories must be provided with chemicals, instruments, machines etc. so that theory taught to students must be supported by performing it practically. Well-equipped laboratories will help the students in conduction of their research in the final semesters.

The libraries must be provided with standard course related books, so that students should cover their courses by reading these books. Along with teaching staff, ministerial staff must be arranged for BS program specially at GPGC Timergara and generally for all Colleges of KP. Waiting rooms for male students and especially for girls must be constructed in each department. BS block and academic block must be constructed on emergency basis to compensate the classrooms deficiency. Parking places must be specified for student's vehicles. Research culture must be developed in the Colleges by arranging seminars and research conferences. Updated rules for BS program must be designed in terms of migration, termination with associate degree, entry to BS in the fifth semester, attendance, struck off, assessment and research projects etc.

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