**Executing Social Justice in University Classroom: Teacher’ Challenges**

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**Abstract**

The purpose of this study was to explore the challenges that university teachers face while implementing social justice in their classrooms. It also examined teachers’ conceptions regarding social justice teaching. Implementation of social justice in stereotypical classrooms is a task that needs examination at both the micro and macro scales. This study pursued to find out the answer to the question: what are the challenges of university teachers while implementing social justice in their classrooms? This study investigated the perspectives of 18 university teachers from nine public sector universities in Punjab. A qualitative technique was used that included semi-structured interviews and a thematic analysis process. According to the findings, university teachers encounter numerous challenges like raising voices against institutional policies, lack of professionalism, lack of social justice knowledge, stereotypical classroom, grade-oriented mindset, and lack of uniformity in education. In the light of these findings, the study entails that university teachers need to be trained according to global demands and defined methodology embedded with their motivation to teach for social justice. The written curriculum must be linked with the social justice agenda. Teachers must play a part in improving the classroom environment for effective learning by putting social justice values into practice.

**Key Words:** Challenges, Identification of Challenges, Implementing Social Justice, Teaching for Social Justice, University Teachers, University Classroom.

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