Transforming Interior Governance: Are Leadership Roles and Management Practices in Pakistan's Universities Fit for the Future?

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Abstract

The paper aimed to examine modifications and improvements in tertiary and language education institutions' (HEIs) interior governance during the previous ten years, ascertaining points of continuousness in Pakistan's policy and political atmosphere and points of variance. Exterior agents are discoursed as part of tertiary education's progressively vibrant, vigorous, and unpredictable functioning state of affairs. Institutions' interior governance provisions and engagements are offered within a contextual outline from Clarke's empirical works of ground-breaking universities. The concluding unit of the paper contends for a re-interpretation and consolidation of interconnected arrangements of governance, employing models and patterns haggard from advanced private sector companies (PSCs) that can specify expedient guidelines for tertiary education institutions so that they are better fitted to face the lurking challenges and encounters of the current century. While the analysis is concentrated on Pakistan, the results are more extensively germane.

Keywords: Interior governance; leadership role; management practices; tertiary education institutions

Introduction

This paper re-examines the area of interior governance arrangements, roles, and progressions set out in a cohort article ten years ago (Middlehurst, 2013). In 2004, modifications to the interior governance of Pakistan universities over twenty years were examined regarding national policy reports, tertiary education reviews and White Papers from 1987 to 2003 as well as the wider literature on agents of transformation and institutes linked operational retorts. Political and policy communications were recognized as being mostly analogous over the era; characteristically, after appraising the contributions made by tertiary education to societal and financial aims, universities and colleges were encouraged to upsurge proficiency, competence and effectiveness, find novel means of revenue and increase performance across the range of their accomplishments and productivity. The paper determined with the argument that although organized arrangements and roles had budged in retort to interior and exterior teamsters, such modifications required to be lined up with plan, expertise, conducts, enactments and prize systems as well as the socio-emotional and emblematic facets of

organizational life if modification was to become entrenched and continued (Crazy Bull et al, 2020).

Almost ten years on, it is opportune to look again at shifting arrays of interior governance in universities. Have the political and policy communications budged and have leadership roles and management arrangements reformed too? How have interior and exterior agents of transformation moved and what influence and effects do these effective and operational settings have for interior governance? Are interior governance arrangements apt for drive?

Subsequently a brief discussion of terminology, this paper examines the communications from key policy reports and reviews from 2010 to 2020 before examining exterior agents for transformation. It then concentrates on transformations in interior governance arrangements, procedures, practices and progression. The concluding portion contends for more far-reaching and drastic transformations in interior governance arrangements, fundamental conceptions and notions of leadership, management and governance in tertiary education so that they are apt for purpose as the 21st century unveils.

Objective of the study

To explore the interior governance via leadership roles and management practices in Pakistani university and its appropriateness for futurity

Research Questions

1. How interior governance at university level be transformed?
2. How leaders play their roles in bringing interior governance at university level in Pakistan?
3. What kinds of management practices are essential for interior governance at university level in Pakistan?
4. Transforming Interior Governance: Are leadership roles and management practices in Pakistan's Universities for transforming interior governance fit for the Future?

Statement of the Problem

The higher education system is facing hard challenges, for example inadequate funding, poor infrastructure, quality and standards, lack of autonomy and academic freedom, increasing societal expectations and a growth in demand for higher education. The paper is focusing on the issues and problems related to universities governance in Pakistan. It provides an overview of past, present and future trends in this regard.

Literature Review

Conceptual and practical Governance

'Governance' in tertiary education has a variation in connotations and solicitations as well as diverse hypothetical, speculative and logical foundations (McGrath, & Whitty, 2019). In exercise, governance these days is disorganized and challenged area where the borders between echelons are fuzzy and where supremacy and command between diverse performers in the system are in fluctuation. This is not only the case in the diverse powers of the Pakistan but also in diverse chunks of the world through tertiary education reforms and 'modernisation' plans of governments (Halai, & Durrani, 2016; Hendrickson, Lane, Harris, & Dorman, 2013) as well as broader ecological disorders. Hence, delineations of governance require to be canned with risk avoidance as they are exposed to dissimilar construal in diverse frameworks and backgrounds. Even so, they ordinarily hint at the organization and progression for judgment at the organizational level. Gallagher's report shields the fundamentals that are pertinent to the debate in this paper: *Governance* is the edifice of interactions that

bring about structural rationality, empower strategies, tactics and judgments, and account for their righteousness, receptiveness and cost-effectiveness. *Leadership* is seeing prospects and setting tactical guidelines, and capitalizing in and sketching on individuals' proficiencies to improve institutional drives and values. *Management* is accomplished envisioned effects via the provision of accountabilities and means, and watching their productivity and usefulness. *Administration* is the execution of sanctioned processes and use of systems to accomplish established outcomes (Lionardo, & Nasirin, 2020). As Hammad, Samier, and Mohammed, (2020) suggest, governance is about shaping what is essential and what calculates via delineating organization aims (stratagem), drives (undertaking) and values (principles and standards). It is also related with inputs (physical, human and fiscal resources), processes, performs and advancement (ways of functioning and systematizing), outputs and products (numerous facets of organizational performance and contributions to broader societal and cost-effective aims). Debates of governance also refer to those involved in its functioning: via setting policy guidelines and supervising execution processes, performs and advancement, via leading and handling the organization within and across diverse roles, and those who contribute in other ways to judgmental processes, performs and advancement and have effect upon direction and effects comprising workforce, learners and exterior communities (Gayle, Tewarie, & White Jr, 2011). While identifying that interior governance is a multidimensional notion, in this paper the term will be employed mostly to cuddle interior managing arrangements, judgmental arrangements and governance roles and the interactions between these functions and the leading bodies of organizations.

Policy and political communications 2010–2020

Financial support

In the period 2010–2020, the focus of higher education undertakings and amenities to the understanding of the Pakistan as a knowledge economy is evidently discernible in policy official papers. The era can be distributed into two chunks, 2010–2015 being a period of fiscal growth and 2016–2020 sighting the unfolding of a grave downturn in the Pakistan, Western countries, the America and other forward-thinking financial prudence (Economies). However, in spite of the divergent fiscal disorders, the transformations of government and parties in power during the last ten years, there have been steadiness in policy track. A leading theme, ongoing from the 'Dearing Report' (NCIHE, 1997), has been the pursuit for justifiable solutions to higher education funding. Initial transformations were made in the 2001 by General Musharraf through Dr Atta Ur Rahman that supported and facilitated universities in Pakistan. Payment of up-front fees was abolished and replaced with an income-contingent Graduate Contribution Scheme. The policy of shifting more of the cost of tertiary education to graduates was given substantially more impetus by the transformations through financial support, scholarships (Indigenous and foreign), need-based scholarships laptop scheme, student finance and implemented in a phased transition from 2001–2010. Transformations in arrangements for institutional funding and student financing were accompanied by policies to increase competition in the sector still further by opening the market in Pakistan to new providers. New rules on degree-awarding powers and university title arising from the 2001 made this possible. Policies on fees and on the opening of the sector to new private providers are notably different across the Pakistan. Changes in plans for acquiring banking and finance students have come with the right to boost business competition by continuing to open the market in Pakistan for new service providers. New rules on the ability to graduate and name a university

emerge from 2001 to make this possible. The rules on the cost and opening of new privately owned providers are unique across Pakistan.

Proficiency and value-for-money

Data on performance concerns have been beneficial and cost-effective over the past several decades or even stronger in 2011 and in the ongoing economy and business. The project builds on the government's expectations of greater productivity, with real success from the traditional schools. In the meantime, new providers will offer new classes that offer higher value for money, based on different business models. Better performance in college promises to benefit everyone: the better a college can deliver, the less it will cost future graduates, the more people can benefit, and have better benefits in the country. In theory, the legislation in 2001 extended rely on marketing processes, customer selection and competition to ensure high efficiency and competitiveness and innovation in the sector.

Performance and responsiveness

Concentration to increase efficiency and achieve better value for money in the higher education sector is part of the broader government's concern in Pakistan to reach a higher level that meets national needs. This concern reflects modernization and reform programs in other European countries and beyond. In Pakistan, the need to respond is expressed in different ways, in different policies and mechanisms. Pakistan has focused on the need for governance transformation given the financial, economic and market pressures on higher education. The review stated that 'it is essential that the sector reflects national restructuring needs and not institutional interests' ().

Institutional differentiation

The efficiency, value for money, performance and responsiveness of the higher education sector are policy issues that have remained unchanged, although the specificities of the socio-economic and political context of the decade (and the past) lead to certain nuances of initiatives and related implementation mechanisms. Other policies, such as lifelong learning and wider participation that have come to the fore over more than a decade of consecutive work. Governments (1997-2010) show different focus of different political administrations in Pakistan as well as some differences between decentralized administrations in Pakistan based on their geographical, social and demographic realities. The theme of "institutional differentiation" is more pronounced and marked in the decade 2003-2013 than in the previous decade (although not new). This is particularly evident in research and innovation policies, reflecting the common conviction of political parties and even countries that science and technology need to be concentrated, protected and strengthened in some centres for resource efficiency and national and international competitiveness (Middlehurst, 2013). Institutional differentiation is also part of a larger global discourse on 'world-class universities' (Salmi, 2009), and how many of these can be sustained under pressure from public resources. Research at the continental European level highlights the tensions and challenges for policy makers and institution leaders arising from external and internal agents of institutional diversity (Reichart, 2009). Debates about institutional differentiation are also related to the current obsession with institutional performance rankings and championships, which scholars have long addressed (Bowden, 2000; Marginson, 2007; Harvey, 2008; Hazelkorn, 2011). Institutional differentiation will have a number of consequences for changing patterns of internal governance.

A more prominent focus on leadership, governance and management

This section would be incomplete without mentioning the funding organizations and the increased emphasis on leadership, management and governance development in the higher education sector over the past decade. This is evident both in Pakistan's Higher Education Funding Council investment in institutional projects (through various funding initiatives since the late 1990s) and the Leadership Foundation for Higher Education in 2003 to provide dedicated support services and advice to all Pakistan universities and higher education institutions in connection with the management, administration and control of his college. Two independent external evaluations of the Foundation's performance and impact were carried out, most recently in 2010. Based on its findings, PHEFC concluded that ". . . the LFHE [Leadership Foundation for Tertiary Education] has played a key role in the transformation of leadership, governance and management that has taken place in the higher education sector since 2000 "(Tertiary Education Funding Council for Pakistan, 2010). However, the subsequent analysis suggests that further and deeper transformation of the meaning of leadership, governance and management in the sector may be needed. Both the institutions and the Leadership Foundation need to adapt and transform.

Exterior agents of transformation and their impact

The changing economic context in Pakistan over the past decade, from growth to recession, is an important external driver of transformation, especially when coupled with the positive economic conditions in the regions, where governments and the private sector invest heavily in higher education such as Germany, Brazil or China. Even today, it is difficult to separate economic conditions at the national and international levels from the socio-economic and political effects of globalization and the development of information and communication technologies. These agents mean that Pakistani higher education institutions are facing increasing international competition in a number of areas: research funding, recruiting talented staff and students, new providers of higher education programs, skills and education services, and expansion and internationalization of other countries 'higher education systems. Time reports from management consultants provide a barometer of these external agents and their impact on higher education in Pakistan and beyond (PA Consulting, 2010, 2011; Deloitte, 2011; PA Knowledge Ltd, 2011; 2012; Ernst and Young, 2012). The language of reports is often apocalyptic, but the message is generally consistent with regard to higher education in different parts of the world, especially in English-speaking regions; for example: Seismic changes in politics, markets, and technology are making fundamental changes in the environment and economy of higher education. Old patterns of university care and old patterns of transformation will not succeed in the emerging environment. (PA Consulting, 2009, p. 1, citing Pakistan) Higher education institutions are in the midst of a perfect storm. Public funding is declining, market conditions have reduced the value of donations, private sector support is declining and costs are rising. However, these complex challenges offer a unique opportunity for transformation. Educational institutions willing to think sideways may outperform in the future" (Deloitte, 2011, p. 1, Referring to North America). The higher education sector is undergoing a fundamental transformation in terms of its role, mode of operation, economic structure and value in society "(Ernst and Young, 2012, p. 4, referring to the Australian higher education sector). A study by Ernst and Young (2012) analyzed the main forces affecting higher education globally (and in Australia). The five key trends identified are: (1) democratization of knowledge and access: a huge increase in the online availability of "knowledge" and a massive expansion of access to university education in developed and emerging markets; (2) the arguability of markets

and funding: universities must, as never before, compete for students and public resources; (3) digital technologies: digital technologies are changing the way education is provided and accessed, and the 'value' of public and private higher education providers. (4) global mobility: this will increase for students, faculty and university brands; (5) integration with industry: universities need to build significantly deeper links with industry to differentiate between teaching and learning programs, support the funding and application of research, and strengthen the role of universities as agents of innovation and growth (Ernst and Young, 2012 , P. 4). Deloitte's key issues facing higher education institutions focus on the impact and likely consequences of external agents on the strategy and operation of institutions. Their report refers to underfunding challenges; increased competition for students; the importance of setting priorities with data mining, financial analysis and information technology systems that can provide optimal service models; there is a need to modernize technology systems to provide integrated services to students and quick access to information for all staff; the need to rethink infrastructure; the need for a greater focus on vocational training in order to link educational provision to students' income-generating capacity; place greater emphasis on strategies to attract and retain the most talented staff; improving the environmental performance of the institution's management and activities; addressing the evil issues of diversity, accessibility and affordability in higher education, and meeting the expectations of often sharper regulatory regimes and greater accountability for performance and related disclosure (Deloitte, 2011). To address these challenges, advisers argued that institutions need to find ways to attract additional funding and explore new sources of revenue; reducing their costs to increase operating margins; optimizes the use of existing tools; and strengthen institutional brands, building on existing strengths (Deloitte, 2011, pp. 28–29). Institutional transformations in internal governance systems, procedures, practices, and progress appear to follow this kind of guidance (Middlehurst, 2013).

Evolution of leadership roles and interior arrangements of governance

The evidence listed in this paper for the continuity and transformation of internal governance systems is by no means exhaustive; comes from three main sources: desktop research on government roles and layouts based on information from university websites, and advertisements for strategic roles in Pakistani universities published in the Times Tertiary (2008-2012); commissioned research on changes in roles and governance rules, published by the Leadership Foundation since 2005; and the knowledge gained during the leadership development of higher education at the national and international levels for more than two decades. In a 2004 study (Middlehurst, 2004), Clark's work on business universities (Clark, 1998, 2004) served as a framework for discussing changes in the internal governance of Pakistani institutions in the decades from the mid-1980s to 2004 again used here as an organizing framework. There has been no sharp transformation in the overall role of vice presidents / directors over the past decade (Breakwell and Tytherleigh, 2008); rather, role changes are related to each institution and its specific strategy, culture, and position in a market-based, differentiated, and competitive environment. As an example of differentiation, the title "president" is used in some universities to indicate the international position of the institution. Vice-rectors 'own perceptions of their role and associated characteristics suggest four necessary groups of competencies (Breakwell and Tytherleigh, 2008): scientific implications for gaining credibility and influence; business characteristics to manage diversified sources of funding and "branding" of institutions; leadership and management characteristics related to two key tasks: external representation profile (at

local, national and international levels) and cooperation with senior management team, academic board or senate and governing bodies; and fourth, personal characteristics, including physical and mental resilience (emotional flexibility is also becoming increasingly important). The relationship between the Vice-Chancellor and the Governor has become even more critical in the current period, and there is evidence of significant personal and institutional setbacks when things go wrong, as recent examples show, at City University and East London, Pakistan. In university at the University of Virginia in the United States. Break well and his co-author note that the competencies sought in the deputy rector of the university deputy rector are very similar to the competencies expected of the leaders of large commercial enterprises of political significance. Looking to the future and depending on the market position of the university, it is likely that the balance between scientific credibility, business acumen and political skills will shift. What is remarkable about the last decade is the expansion of the office of "Vice-Chancellor / Director". There are various reasons for this, but most importantly the need to strengthen (and continue to strengthen) the "strategic capacity" of institutions, given their scope, their central role in economic and social priorities at local, national and international level and the speed of external transformation. In practice, this has meant a steady expansion of senior management or an equivalent group of managers — with the involvement of Vice-Chairs / Deputy Directors (DVCs) and Vice-Chancellors (PVCs) as well as CFOs and other senior professionals developing other supporting roles and strategic procedures, practices and progress. Kennie and Woodfield (2008) provide insight into the highest-level team agreements that exist at Pakistani universities and note that the composition of such teams is likely to be smooth, depending on internal dynamics within the team or institution and new strategic priorities changing external environment. Smith et al. (2007, p. 5) Follows the increase in the number of PVCs (since the 1960s) and the expansion of their role, both for the growth of the sector and the institutions and for the more complex challenges facing the institutions; they further argue that PVC roles are necessary for the effective operation of the dual arrangement of academic work and management. Another aspect of increasing the "strategic capacity" of the Vice-Chancellery is the follow-up of job advertisements. The internal analysis of the Leadership Foundation shows an increase in the number and role of "Executive Assistants", "Political Officers" and higher level, "Strategic Planning and Performance Directors" and "Business Intelligence Directors". '. Not all of these roles will be in the Vice-Chancellor's office (or province); depending on the internal layouts, they may be related to planning or financing functions, which are also increasingly strategic and closely interlinked. In parallel with these developments, there has been a significant transformation in the traditional role of registrar and secretary (typically at "pre-1992" universities). Where in the past this role was often at the peak of 'unified administration', now there is a greater divergence between universities, the term 'deputy chief executive officer' being linked to or assuming the position of registrar. In other cases, the title of "Head of Administration" has been placed in the roles of DVC, PVC, or Deputy Chief Executive Officer, who have either an external (non-graduate) or internal management background. Elsewhere, the management of different parts of professional support services is split between DVC and PVC. Institutions have increased their strategic capacity for business intelligence procedures, practices and progress, as well as for more sophisticated data analysis, with an increasing emphasis on monitoring institutional performance, individually and comparatively, and in real time, with trend data and forecasting capabilities. Although Pakistan has not fully

embraced the classic "institutional research" tradition of the United States and some other European countries, significant steps have been taken over the past decade to develop institutional self-knowledge to increase mobility in decision-making and foster competitive position (Volkwein, 2008). The current era of "Big Data" (McKinsey Quarterly, 2011) is likely to further enhance the analytical capabilities of institutions in the future.

Stimulated academic heartland

Clark's "scientific heart" is made up of departments, schools, faculties, research centres, and institutes where the institution's business center is located and where he noted the expansion of entrepreneurship in two of his studies (1998, 2004). The 2004 paper focused on changing roles and arrangements, including the development of larger scientific units to expand and concentrate research power, create opportunities for interdisciplinary development, and achieve efficiency. Today, the picture is mixed among institutions: larger units with significant financial and scientific autonomy continue to feature landscape features at many large universities, colleges, departments, or executive deans, leading these scientific empires, and characterized by full support. Professional services. In some cases, especially in post-1992 universities, the role of executive dean may be combined with the vice-rector, with the aim of increasing the inter-institutional perspectives and responsibilities of deans and involving them in senior management team or equivalent. The aim is to forge closer links between the strengthened governing core and the academic center to create a larger corporate institutional structure, as opposed to perhaps a more decentralized arrangement of large semi-autonomous academic units. The combination of the Executive Dean and the Vice-Rector seems to be another development in the development of the role of the Vice-Rector; this is not mentioned by Smith et al. (2007, p. 18) in the list of PVC or equivalent roles in their 2009 empirical analysis. Over the past decade, three fundamental aspects of the higher education business (research, education, and entrepreneurship) have become increasingly professional (Gordon and Whitchurch, 2010) in response to the changing financial and market environment. Research councils have been instrumental in encouraging this work through the expansion of training programs, which run parallel to the work done to improve the quality of education through initiatives to improve education (including the establishment of the Academy of Higher Education in 2002 and the PAKISTAN Professional Standards Framework 2011). Internal roles and layouts formed a wide variety of patterns. In some cases, for example, they were torn to completely different careers (education only or research only, or a shift from academic work to managerial work). They have converged in other cases, such as in the case of 'mixed professionals', where staff are appointed to carry out mixed portfolios (Whitchurch, 2008). They were divided into different types, as Whitchurch has shown in relation to professional staff: "cross-border professionals", "cross-border professionals", "unlimited professionals" in addition to "mixed" professionals (Whitchurch, 2008). Based on his research on professors, Macfarlane describes the "separated professor," which depicts five idealized types: the classical professor, the research professor, the star professor, the practice professor, and the leading professor (Macfarlane, 2012). Powell and Clark (2012) describe similar roles and leadership skills in the academic corporate field. Organizational measures and boundaries are also changing as institutions respond to the double pressures of cost reduction and efficiency, as well as new growth and market opportunities. In the field of teaching and learning, the concept of 'student experience' has gained significant purchases over the last decade with the emergence of new or approaching agreements.

A small-scale research project published by the Leadership Foundation in 2012 described four institutional case studies on the "superconvergence" of units, agreements, and business procedures, practices, and progress related to the "student experience," including library, information technology, and sound — visual support , careers, student welfare and counselling, learning development and study skills, pastoral support, and student funding (Bulpitt, 2012). In a broader cross-sectoral study, the Pakistan Tertiary Education Funding Council (2012, p. 3) published case studies and analyzes on "Collaborations, alliances and mergers in the higher education sector" referring to external trends in "globalization, internationalization", increasing private sector the growing use of international rankings of institutions and changing student needs and expectations "as a context for the higher profile and relevance of collaborations, alliances and associations; i.e. 'converged', 'cross-border', 'borderless' and 'mixed' agreements.

Extended development periphery

According to Clark, the expanded development periphery is where new solutions and roles emerge first to meet new service requirements, such as informative administrative units and interdisciplinary research centres that are either for a strengthened core, or for the heartland, or both. As in 2004, the "development periphery" can be internal (such as academic internships or educational technology centres) or partly internal and external, as in the case of in-service training or vocational training centres. In the decade since 2004, many outstanding examples of the development of advanced peripherals have been linked to "internationalization" in its various forms. In some universities, such as Nottingham, Middlesex, Liverpool, or Heriot-Watt, the "periphery" includes overseas universities where management arrangements are either closely or loosely integrated into the home campus, depending on a number of factors, including initiatives and legal arrangements ownership of joint ventures or other partnerships. In Pakistan, many universities are also linked to private providers, who describe themselves as "route providers" for international students, helping them to prepare for and enter undergraduate or postgraduate studies at Pakistani universities. In 2010, there were 33 such relationships with those described by the QAA as "embedded colleges" (Fielden et al., 2010). Additional dimensions of the expanded development periphery that also affect board and intra-institutional governance include the addition of a geographically remote campus to the home institution (London campus for a Scottish university) or a satellite campus for other student populations or educational attainment (e.g. further education college or 'academic school'). Universities are clearly experimenting with "group arrangements" of governance (Stanfield, 2012), which bring together a number of differently funded and organized units and organizations (educational enterprises, research services, transport and convenience services, residential and catering services). .). The complexity of such agreements and arrangements is growing, requiring new roles, skills and career arrangements. In addition to such integrated agreements, such as these "group agreements," there are numerous different types of looser partnerships and alliances, from Universitas 21 international consortia or the World University Network, with strong research collaborations between Pakistan and foreign universities such as Warwick-Monash. Covenant. Fielden (2011) depicts different categories of international alliances and partnerships, highlighting the related leadership, management, and governance systems and challenges. A novel initiative of the past decade is the Global Network of Santander Universities established by Santander Bank, which has attracted more and more Pakistani universities (66 so far) to join a network that now has more than 1,000

university partners for the bank in 15 countries. In America, Asia and Europe. While the bank clearly focuses on the long-term business benefits of attracting students and graduates to customer relationships, universities see a number of benefits, including new research funding opportunities, scholarships for students and internal transformations for staff and students, and mediation for new business or university relationships in strategic institutional settings also. The variety, scope, and complexity of some of the new developments on the peripheral have a significant impact on governance arrangements, leadership and management roles and responsibilities, and business processes, practices, and developments, including finance, human resources, quality assurance, information technology, and marketing and other corporate, research or student services. With regard to cooperation with business universities, for example, the recent Wilson Review (2012) includes some internal governance arrangements when it comes to managing partnerships between business universities, governance procedures, practices, and progress that ensure responsiveness to business needs and the concepts, behaviors, and attitudes that underpin them (such as "Customer Relationship Management" systems and approaches), the internal mechanisms by which industry advice and influence can enter the university as part of corporate strategy; and measures introduced by universities to support the development and improvement of employability of graduates. However, one area that has so far not received sufficient attention is the need to strengthen and simplify academic governance measures and management procedures, practices and progress, including their competences, influence and relationship to corporate agreements. As acknowledged in the Dearing Report (NCIHE, 1997, paragraph 15.65), a clear separation and mutually influential and respectful relationships between academia and corporate governance are needed to protect academic excellence and institutional reputation in the light of the increasing commercialization of university business and the closer coordination between traditional universities and different types of private sector enterprises.

Research methodology
Qualitative research design was used for gathering data from the respondents. Interview protocol was employed for this purpose. The population of the study was all leaders of all 29 universities in Khyber Pakhtunkhwa. The sample was taken from two public and 2 private sector universities. The total sample size was 32 leaders. The convenient sampling techniques were used to select the sample. Thematic analysis of Clarke and Braun (2014) was employed to analyze the gathered data.

Analysis and interpretation
R21 *Expressed in Pakistan, the state is a key player in the governance of higher education. At first glance, "governance" seems simple and clear: the exercise of power, control or direction. Governance in higher education is a process in which institutions are systematically established and managed. Governance and governance are different terms. Obviously, we can say that the operation of a university is the management of universities. He said that there are different models in higher education around the world. In this rapidly changing world, it is a well-known fact that universities are operating in a progressively more dynamic and explosive global environment that will vastly change governance in the current century. In particular, we face the challenge of transforming organizations …… and now we all need to become agents of change. University governance is the process of organizational and managerial decision-*

making in all aspects of university-related matters. The governance of universities can be seen in several dimensions. Various stakeholders are trying to manipulate and influence the decision-making process of Pakistani universities. Higher education associations, funding organizations, Pakistan Ministry of Education, related Congressional committees, accreditation institutions, governors, students, alumni, senior administrators and teachers can be led by any college actor.

In Pakistan, the expansion of higher education in the nearby multiplex was separate. This was a recognition of the fact that sustainable human development requires higher education that provides society with learning skills and a better quality of life. The gap between the rapidly growing number of students and the resources available is very obvious. The budget of higher education is decreasing day by day, it also leaves negative effects on the development of higher education and the efficiency of universities. Excessive enrollment and insufficient human resources are the main factors in the deterioration of the quality of higher education. The growth and expansion of university education has not been without its many challenges, such as funding, access and equity, qualification and relevance, and the development of higher education statistics. The governance of universities is inconsistent, perfect, problematic and debatable. This varies from situation to situation, from person to person, and is also based on the structure of the organization: the strategic needs of a research organization, the institutional inclusion is also based on participation in the rule of law, ethical gas, community-based competence.

R 3 *Governance means doing things right. Governance also means that an institution is organized and functions so seamlessly and adequately that it helps to achieve its objectives. Governance also has an important role to play in organizing and communicating with each other and with other key stakeholders such as students, teachers, society, the commercial market and industry. He said that there is no agreed model of good governance, accountability, transparency and efficiency are key elements of a good governance framework. I believe that participatory governance is much better than authoritarian governance. It is a joint decision-making process. Participatory governance is a set of structures and processes that improve effective relationships within and between the public, private and community sectors, since cooperation is based on clearly understood roles and responsibilities in decision-making.*

3 Governance is broadly defined to include internal relations, external relations, and the intersection between them. Governance deals with the definition, mission, and goals of their values, decision-making, and resource allocation systems within universities, patterns of authority and hierarchy, and the relationship of universities as institutions to different scientific worlds. without government, business and community

R4 *The higher education sector is a rapidly developing area in Pakistan. The Musharraf government showed a clear commitment to improving higher education in the early 2000s, as evidenced by the notable increase in spending on higher education, shortly after the formation of the Higher Education Commission (HEC). in 2002. The economic growth rate has increased significantly over the next 10 years, but has decreased over the next eight years. To cope with this growing world, we need to strengthen the limits of our knowledge and skills, and this requires highly equipped institutions, educators and trained professionals, and for this we must invest in higher education. The Sharif Committee report (1959) states that "The Vice Chancellor (VC) must be accountable to the Chancellor for the fair and proper performance of his duties. The CV will be the main scientific and administrative official of the institution. "The*

fatal problem here is that the chancellor, who is supposed to hold the vice chancellor accountable, has neither the time nor the experience for this task. " (Govt strategy)

R9 (trends in governance) The Government of Pakistan plays a central role in the governance of higher education. This is done through a variety of methods, such as direct funding, the appointment of university governing bodies, legislation, and direct participation in or interference in the day-to-day running of these institutions. Higher education was at the heart of Pakistan's national policy and various groups competed for control and influence. The state of Pakistan has not adopted the governmental oversight model as it remains interested in higher education. Due to the political basis for the appointment of the Chancellor, he has devastating powers and in some cases has managed universities politically rather than administratively. In terms of funding, decisions on higher education budget, enlargement, enrollment policy and the cost of education are usually taken at the governmental level rather than at the institutional level.

The internal market of the European Union has been characterized by a number of bureaucracies and inflexibles, the reform of which is a vulnerable policy and an influenza policy. The department is responsible for the department and the staff of the department. These are other aspects of personal and physical illness, as well as motivational, ascensic irregularities in the individual, the licensing of academics, the recruitment of educational and investigative research and the development of pathology. The organization of the universities of the private sector differs from that of the universities. These relations are conceivable in other respects, for which there is a great deal of art in the country. The application of the principle of consistency and accreditation, evaluation and revision of programs. The institutional institutions are also responsible for the decision-making process and other independence. With the exception of the decisive part of the decree, the bureaucracy and the comitology. This is not the case with the authors of the University of the Universities. The Vice-Chairs may, on the other hand, enter into a policy on the part of the Committee of the Regions, which shall include a number of members of the Committee. For the general purpose, this Directive is addressed to the Ministry of Education and the Ministry of Education. For this purpose, the HEC is subject to legal requirements.

The funding role of the Government

The government remains the main funder of higher education and much of its authority in the management of higher education derives from this funding function. However, public funding has not proven adequate to meet the growing needs of the institutions. Universities depend on public funding. "An analysis of university income and expenses has shown that in all public universities, expenses exceed income and there is a gap between capital income and investment. "Today's higher education system can be described as 'not framed by the market.' The full power of the Pakistani government's policies and regulatory interventions does not align universities with the needs and principles of the market." (Education Policy 1998-2010).

Relationship with stakeholders

The governance challenges of Pakistani universities and the shortcomings of the state necessitate the involvement of other stakeholders. This shift in government funding and the questioning of government intervention in the management of higher education is leading to new expression in new governance relationships. The vacuum created by the withdrawal of government funds had to be filled. This meant that universities needed to recognize new sources or stakeholders to address their shortcomings. Due to their deteriorating financial situation, Pakistani universities, especially private universities,

are now building relationships with industry, the private sector, making joint research efforts with the private sector, and focusing on revenue generation. A country like Pakistan, with a colonial past, needs such a strong higher education system to meet the needs of society. At first, higher education was an elite activity. Currently, the privatization of higher education in Pakistan is causing unrest and fear that the spirit of trade will penetrate crucial decisions about who will benefit from higher education, what knowledge it seeks and that it will have an impact on development. social stratification, which has already reached alarming levels. The challenges of Pakistani universities in the early 21st century directly affect students. The fact that they have to pay for education and compete for jobs can no longer be taken for granted. As the market is a challenge for developing countries like Pakistan, this reality is like chasing the wind. Institutional governance must be accountable to the internal and external constituencies of the institutions. The strong presence of the state before other stakeholders needs to be reviewed.

Role of state

Despite declining public spending on higher education, Pakistan's higher education sector finds it impossible to operate without a government. financing. The Ministry of Education and the HEC should continue working with higher education institutions to link both sectors.

There is a certain degree of uncertainty in Pakistani universities when important decisions are made. There is a clear misunderstanding between the objectives set by top management and the objectives actually achieved. This translates into a lack of good governance and a disoriented roadside university. Pakistani universities face a number of challenges and top management, including boards of directors, do not appear to have the experience to address these challenges. There are problems with the highest level of decision-making and whether proper quality assurance decisions are made in Pakistani universities, both in the public and private sectors. Universities are the pillars of the higher education system. They must be independent of any outside influence in order to direct and direct their academic, administrative and financial duties. In particular, universities must have autonomy to develop their academic programs; to recruit, evaluate and develop your skills; and they select, train and educate their disciples. The current organizational structure, which includes Senates and unions, has too many weaknesses, the main one being that governance is not properly separated from leadership roles and responsibilities. To ensure accountability for institutional performance, each university should have a strong and independent governing or policy-making body, which it may appoint as a board of directors (GB), appointed by the Chancellor from among candidates nominated by the Board Nominating Committee. and an independent governance system. The General Director of the university (Vice-Rector, Rector or Rector) will be identified through a formal and open search process and will be appointed by the Rector from among the candidates proposed by the GB.

Due to the lack of public funding for higher education, increased international competition between universities, and dysfunctional governance, critics questioned the governance structures in place at universities and whether they were prepared to deal with all the changes. Governance problems in universities

Once structural problems were identified, governance and management issues were highlighted. The university board does not seem to be aware of the structural problems of universities. This means that universities cannot cope with the challenges of the 21st century. This includes the development of new markets and the creation of new

opportunities; transition from educational institutions to learning organizations; and the emergence of new professions and professions.

Therefore, the interviews identified three main governance issues: one at the structural level, the second at the academic level, and the third at the organizational level. The structural level reflects the fact that universities, in both the public and private sectors, are expanding and expanding disciplines, leading to many different colleges and schools. The problem is that universities remain so centralized that decision-making is distorted. Decentralization is needed

on decision making. One academician noted that "excessive centralization destroys the initiative, leads to many missed opportunities, distorts the allocation of resources, and misrepresents the quality of human resources available at the highest level."

At the academic level, the right balance must be found between research and education, as research is essential for teacher and educational development. Unfortunately, most of the universities in Pakistan focus only on teaching, which generates a large number and a large teaching load and does not leave room for adequate research. At the organizational level, different levels of management dominate inefficient committees and teams in lieu of proper systems and controls. The problem is that generally the leadership power belongs to a particular person and committees destroy organizational democracy. These committees are large and not very efficient, which causes a delay in the decision-making process. Furthermore, the appointment of the members of these committees is generally a merit of patronage, and this leaves no room for transparency. There are significant gaps in the quality of faculty, governance, academic programs and student excellence, research facilities, adequate libraries and laboratories. Unfortunately, the country's higher education system does not meet international standards, leaving a shortage of qualified graduates who can help rebuild higher education institutions. Improving governance and management requires the training and education of various academics in governance issues in higher education institutions and in promoting the necessary change. The situation is that there is no need for delay in the selection of the members of the Board of Governors and they are not sure what they should do. If people are trained in advance, they will be better able to fulfil their role as agents of the universities. For private universities, the change is easier, since there is a lot of autonomy in terms of governance and selection.

Board members and succession plans should be developed to ensure that senior management runs smoothly.

Another way to ensure quality at the highest level of education is to review the statutes and bylaws of universities to include clauses to change the composition of the boards of directors. Strategic change. Gradual change is slow. This change is essential for Pakistani universities because there is a need to improve the quality of the faculties and programs offered and this can only happen over time. There has been an increase in graduates at the master's and doctoral level in the country over the last 5-6 years with the help of HEC. HEC offers scholarships to deserving candidates who have the opportunity to study within Pakistan and internationally.

The governance context is the holistic arena that shapes the operational mechanisms of the institution where the entity operates. The article posits broader historical and current perspectives on the governance structure and culture of the public sector in Pakistan. These perspectives affect not only the functioning of government, but also political decision-making and development initiatives. The context helps explain policy implementation issues and problems in the public sector in Pakistan. As Andrews

(2008) points out, policies and plans cannot be "replicated" in different contexts because the environment, challenges vary from culture to culture, and when such an attempt is made, reforms "recall proverbs that behave wrong and contradict each other. ”(Andrews, 2008, p. 380) Therefore, to understand reform and the challenges of its implementation, it is important to understand the context in which the stakeholders operate.

The history of the mechanisms of government in Pakistan dates back to the colonial and post-colonial times of the subcontinent. According to the literature, since independence, not many changes have been observed in Pakistan in terms of administration and government functions. Rather, the state has always taken into account international trends advocated by international development institutions, be it the period of development stewardship, development management, or development governance (Jadoon et al., 2012; Turner et al. al., 2015). Led by the above classification, the document analyzes the development of the traditional Pakistani administration up to the current new administrative period, when significant changes were initiated and implemented in the country's higher education system. These changes persist to this day with new developments, particularly with the arrival of the 18th Amendment to the Constitution, which declared both education and health a provincial issue and established provincial higher education committees. After discussing the context, the study highlights some of the key factors that may be responsible for the failures of the reforms that have taken place in the country and suggests policy guidelines in this direction. Pakistan became an independent state in 1947 when British rule over the Indian subcontinent ended. Pakistan is a new state, with a weak governance structure and very limited resources, it has accepted most of the systems of British India and has continued to work on these systems. Colonization had a strong impact on post-independence Pakistan. The main features of the British system in relation to revenue collection on the subcontinent were control and the rule of law. Consequently, the bureaucratic system and administrative structures were designed to meet the objectives of the then rulers. The irony lies in the fact that these systems and structures were so strong and highly dependent on trajectory (along with some groups' own interests) that they could not be changed over time and continued to function in the same way. Many reform initiatives have been designed and implemented under different systems, but most of them could not be implemented due to non-contextualized solutions. Therefore, much of the policy development continued in the old fashioned way, and due to consistency with Western systems, administrative structures and administrators found it relatively easy to adjust reforms and policies received from foreign consultants or donor agencies.

As the bureaucratic and administrative structure of Pakistan continued from the British era, the training of bureaucrats has continued in the same vein to this day, with the aim of training (linguistically and professionally) for uniformity and compliance with the rulers, and to administer the government. masses. The result is lack of accountability, abuse of power, and rejection of reform initiatives. The literature reviewed in this article focuses on their role

Colonization, along with various changes in the state and governmental structures of Pakistan in general and in the country over time. The situation clearly points to contextual inconsistency and the problems associated with it in terms of the discrepancy between the desired and actual results.

Similarly, the idea of modernizing the bureaucracy can be viewed through this lens. New

The administration was reflected in the bureaucracy of Pakistan, through the bureaucracy the authors refer to the entire administrative system, whose departments of education and

Provincial government offices are part of the modernization of bureaucracy, bureaucratic structures and bureaucratic values in third world countries or developing countries in Southeast Asia, mainly towards new administrations and market-oriented principles. The final changes and directions are largely based on the legitimacy of the modern world and evolving financial institutions (IMF, World Bank, etc.).

The term currently used in the post-2000 world is good governance as a new and critical approach to governance, where the rule of law must prevail and the role of government is limited to the unified management of certain services. In reality, however, regimes in the developing countries of South Asia place loyalists in positions of power and interest and ignore the actual rules of good governance. Similarly, referring to Pakistan in particular, he argues that the concept of good governance is a good philosophy, but it must be 'indigenous', as Dr. Mahbubul Haq does in the human form of government.

The following sections of the article provide an overview of the public sector governance / administrative context in Pakistan, referring to the three broad classifications or categories used by the country and the broader governance reforms or trends in the country since 1947.

Public Sector Reform Trends in Pakistan

The use of the classification given by Pakistan's public sector reforms can be classified in three or four ways for the period 1947-2010. The first phase of governance with respect to reforms and development was between 1947 and 1970, where the colonial heritage was initially maintained and the entire development agenda and development or reform programs were state-led, and the era of "development management". or the era of reform was a period of typical administration (bureaucracy) with an elitist base and inspired by the Western Development Mechanism in developing countries, including Pakistan.This administrative period also included a development supported by donor agencies and provided a clear picture about the so-called civil-military oligarchy.

The second era in the history of Pakistani governance took place between 1972 and 1977 and was called the era of the development company. It was a unique period in Pakistan when the focus of governance and business was on the state, the role of the public sector almost ended through the nationalization campaign. Even this attempt failed and the economy could not move forward. On the other hand, the massive transformation of the civil service or public service in Pakistan was carried out under the government of Zulfiqar Ali Bhutto.

The third period can be marked between 1977 and 1999 and was called the era of development management or NPM. During this period, especially in the 1980s, the push for reform of the NPM was at the top of the agenda of gurus and development finance institutions (such as the IMF) through various structural adjustment programs. There has been an increasing emphasis on the adoption of corporate practices, and Pakistan was no exception. Turning to the last period of classification considered in the study, the period of governance between 1999 and 2010 or to this day is called good governance. This era is still dominated by the philosophy of the NPM, but it has greater autonomy at both the institutional and personal levels. Basically, good governance promises to increase citizen participation and network governance. It therefore addresses criticisms of the NPM and is results-oriented compared to the short-term results-oriented approach. Since the 2000s, the idea of good governance or a good

governance agenda has been very much in the spotlight and encouraged by various stakeholders. The emphasis in this era is on regulation, and this is the period when serious deliberations took place and in 2002 the current body regulating higher education in the country, the HEC, was established.

The ideology of state governance appears in all wings of the state, especially from developing or underdeveloped countries. This text does not comment on the efficiency and effectiveness of government systems in minutes or a detailed analysis of the periods mentioned above. In light of the discussion, the next section will map the various reforms and developments in Pakistan's education sector, particularly higher education. Sector.

Education reforms in Pakistan

This section provides a brief overview of the state of education and educational reforms in Pakistan and then the reforms that started in 1947. General education and especially higher education are extremely important for the economic growth and development of the country. Integrating national goals with the goals of educational institutions can contribute to long-term sustainable development. At the time of independence, the newly created country had only two universities and around 42 colleges. Pakistan had a detailed history of "failed" reforms, as completed by Barber (2010), and a lack of political commitment (Isani and Virk, 2001). Lack of funds can be cited as the main cause of these failures, especially in the education sector (Jahangir, 2008), to some extent initiatives or measures have not even been implemented as they should have been (Jahangir, 2008), such as amendments. to university laws and increasing the duration of undergraduate programs. Khalid and Khan (2006) call these efforts in the education sector and the promising speeches by policy makers "delightful". According to a UNESCO report (2018), the budget for education in Pakistan between 2008 and 2017 is between 2.14 and 2.76 (as a percentage of GDP). Surprisingly, the share of higher education institutions in the education Pakistani system is only 0.05% (GOP, 2015-2016) and the total number of Pakistani universities is 187, of which approximately 40% (76) are from the sector private and 59% (111) public sector. Of these 187 universities or graduate institutes, 60 are located in Punjab province and 55 in Sindh province. While 35 are in the KPK, 8 are in the Belocistan province. AJ&K has only 7 universities, 2 GB and 20 in the federal capital, that is, Islamabad (HEC, 2018). Furthermore, according to HEC 2014-2015, full-time PhD professors at such institutes in Pakistan, despite an increase in recent years, out of a total of 37,397 professors, only 10,214 (27.3%) have a PhD. (HEC, 2018).

The following section summarizes the various education reforms and policies that have been developed in Pakistan since 1947. UGC, as a constitutionally endorsed body until the establishment of the HEC, has been discussed in relatively more detail as it reflects more and is more related to the current reform environment that is analyzed in this study.

Educational reforms between 1947 and 2002

Reforms such as the UGC, the creation of the HEC, and Amendment 18 have been discussed in more detail after this section. According to the legislative background provided by the Punjab Higher Education Department (HED), between 1947 and 1973, education was a provincial issue in the 1973 constitution; education was added to the parallel list and the federal legislative list. On page 2 of this background report it is established that the following ten policy documents have been prepared at the national level, with varying degrees of consultation and participation from federal services:

I. Report of the 1947 Pakistan National Education Conference

ii. Report of the Second Pakistan Education Conference of 1951

iii. Report of the National Education Committee 1959

arc. Proposals for a new education policy 1969

v. New Education Policy 1970

saw. Education policy 1972-78

vii. National Education Policy 1979

National Education Policy 1992

ix. National Education Policy 1998-2010

X. National Education Policy 2009

Along with these proposed policies or policy documents, about eight five-year plans have been developed in Pakistan that included suggestive plans and measures to improve the higher education system in Pakistan, where all plans insisted on improving quality and getting better. Apart from these education policies, the Education Sector Reform Strategy (ESR) 2001-2004 was developed in 2001. This plan aimed to increase enrollment and promote how public-private partnerships (PPPs) are served in the education sector. The ESR also sought to promote decentralization in school education decision-making and in solving various operational problems.

Before the new education policy in 2009, several other measures related to higher education were taken. Similarly, the goal of the 2017 national education policy was to align the goals of the education sector with the country's 2025 vision. The approach to this policy did not differ much either, suggesting an increase in the doctoral degree. the proportion of professors in universities, improving quality, increasing access to higher education, producing and allocating resources to higher education institutions, changing the educational approach from teacher-dominant learning to competency-based skills, teacher development, scholarships for study abroad, expanding the mandate system, the promotion of a research culture, the improvement of links between academia and industry, and others that are not much different from previous policies and plans.

On the other hand, some of the policies or recommendations applied at different times were not in line with the government's objectives, such as the 2009 policy proposing a single education system. In reality, political governments emerged in 2010 with the idea of returning education to the provinces through the 18th Amendment to the country's constitution. The idea was implemented in a very random and unclear way, without considering the experience of public sector reform in the country.

It is important to mention that the national education policy for 1998-2010 was largely implemented in the country, in line with the recommendations of the SCHE and the Higher Education Working Group of Pakistan, which led to the establishment of the HEC in 2002. (Khan, 2010) The HEC MTDF objectives also support the proposal mentioned here. In addition to these specific education policies, the country's various five-year national plans also spoke intermittently about various adjustments and plans in the higher education sector. The various plans mentioned by Jahangir are listed below (2008):

I. First five-year plan 1950-1955

ii. Second five-year plan 1960-1965

iii. Third five-year plan 1965-1970

arc. Fourth Five-Year Plan 1970-1975 (A.K.A Plan 1972-1977)

v. Fifth Quinquennium 1977-1983

saw. Sixth Five-Year Plan 1983-1988

vii. Seventh five-year plan 1988-1992

Eighth five-year plan 1993-1998 (The last plan of the said plan/series so far, only untouched until 1995)

It is important to mention that for all plans and policies, not all recommendations or goals were unsuccessful or successful, the study did not focus on analyzing individual plans. These were the reforms that had been planned or implemented in Pakistan since the beginning of 1947. Reforms in the education sector, like any other public sector reform in Pakistan, did not have a structured implementation, so many changes were made. From time to time, the results were never achieved. From the above-mentioned discussion and the most prominent aspects of national and educational plans and/or policies, it can be seen that the nation or this sector lacked direction and vision. The analysis of the above discussion reflects that many plans and policies had several features in common, but lacked focus and a simplified approach. Instead of examining the shortcomings in implementing the existing policy, new policies were introduced occasionally on an ad hoc basis. As we move forward with key reforms in higher education, including the establishment of the UGC, the HEC, and the discussion of Amendment 18, we have detailed below

University Grants Commission (UGC)

Over time, several variations have been introduced into Pakistan's education sector, however

The University Support Committee, established in 1947, was the first of its kind. It is important to mention the UGC because it is the first constitutionally endorsed body (on higher education) and the new Higher Education Committee (2002), which replaced the UGC, its modified and improved form, with a broader and relatively strong. powers. Parliament '1974. XXIII. As a result of the law, the University Grants Committee (UGC) has been transformed into the Pakistan Higher Education Commission as the regulatory body responsible for higher education in the country.

UGC has been around for almost three decades, but it has not achieved its goals. Lack of stakeholder coordination, lack of budget, poor policy development, and implementation structure were the main problems that led to failure (Jahangir, 2008).

In 1992, the World Bank identified some of the problems underlying the poor quality of education in Pakistan, including lack of clarity from authorities, lack of accountability, severe centralism, and poor quality indicators.

Some reforms to the Higher Education Committee (HEC)

Following UGC studies, policies and pressure for public sector reform around the world, and reports such as UNESCO's "Danger and Promise", 1992

In 2001, the Ministry of Education notified the "Working Group for the Development of Higher Education". Subsequently, in 2002, the President of Pakistan established a "Steering Committee for Higher Education", which called for the establishment of a roadmap for the implementation of the roadmap. recommendations and reports presented by previous committees.

Task Force on Higher Education Development in Pakistan and the Boston Group Report

The literature suggests that the threat and promise of UNESCO was the most important factor in launching all education-related reforms in Pakistan, and in 2001 the Ministry of Education notified the "Education Development Task Force" Higher in Pakistan ". This working group was instructed to study the system holistically and find cures to improve the higher education system in Pakistan. Various stakeholders from academia and industry were considered in this working group. The Boston group, a panel of experts, assisted this force in its work and was tasked with developing ideas to

transform Pakistan's higher education system. Clearly, most of the Boston Group findings or TF recommendations seemed to have been borrowed from UNESCO's Danger and Promise and somehow implicitly reflected the ongoing NPM agenda or practice in developed countries. Some of TSF's recommendations were:

• Elimination of UGC
• the establishment of the HEC as the central body
• Standardization of the curriculum and teacher selection criteria.
• The regulatory and financial support role of the government.
• Replace the traditional government pay scale system with a performance-based system.
• Conversion to a four-year university degree system
• Develop a variety of quality indicators, including research, finance, and governance.

Based on this and many other recommendations from various agencies at the time Pakistani President General Pervez Musharraf has appointed a "steering committee" Higher education aimed at developing an implementation strategy and reform plan for Pakistan.

Steering Committee on Higher Education (SCHE)

The SCHE submitted its final proposals to the President in August 2002, proposing the abolition of the UGC and an increase in the budget for higher education. He also suggested that the "University University Governance Regulation" help universities transform their procedures. He received a lot of criticism, but he touched on areas such as the appointment of academic directors, unions, venture capitalists, and determined the actual JD of the various stakeholders.

Some additional SCHE recommendations are included;

• Conversion to a four-year degree system
• Performance-based incentives, such as using the Tenure Track system
• Increase funding for scholarships
• Increased budget for infrastructure development.
• Measures to support research

Higher Education Committee (HEC)

On the basis of these various activities, a presidential decree (Article LIII Dated 11 September 2002), the Higher Education Committee was set up and the UGC was abolished. This new body would have overall responsibility for the governance of higher education in Pakistan, both in an advisory and regulatory capacity, and with the governance of the institutions, setting various quality and performance criteria. According to HEC's first five-year plan, the Commission's mission statement is: "The Higher Education Committee will enable higher education institutions to be the engines of Pakistan's socio-economic development." The HEC has developed two development frameworks or agendas, one from 2005 to 2010 and the other from 2005 to 2010. Both plans have focused on moving Pakistani institutions in a direction where learning and research are moving. And the institutions work to contribute to the development of the state and the achievement of national goals, "The context of the higher education sector in Pakistan is about the internal development of higher education institutions as world-class research and learning centers. MTDF HE II goes a step further in linking this development to society and industry "(MTDF HE II). Another MTDF covers the period 2014-2017, details of which are not available in the HEC open sources. In summary, these agendas or frameworks focused fundamentally on the quality of research and education, improving the coverage of the higher education system, and integrating the higher education system with national goals and development agendas.

As mentioned above, there were about nine or ten policies and eight five-year plans in Pakistan to improve the country's education system, where all plans insisted on improving quality and the need for improvement. More or less all plans, committees or working groups have pointed out similar problems and challenges in higher education system reform, and almost all documents have suggested similar recipes and solutions over time. Following these smaller and larger initiatives or proposals from various agencies and scholars, the most recent and important development was the return of the higher education structure in Pakistan due to the 18th Constitutional Amendment that led to the establishment of Provincial Higher Education Committees (PHEC). . .

Eighteenth amendment and creation of provincial HECs

An important step forward for the higher education system in Pakistan was the establishment of HEC in 2002, which we discussed above. As the years passed and changes took place in Pakistan's political configuration, governments began to implement their decentralization and decentralization manifestos and related reforms, which reduced the powers of the president and the federal government and gave greater autonomy to the provinces. The eighteenth amendment to the Constitution of the Islamic Republic of Pakistan brought about significant changes in the structure of the state and increased provincial autonomy as much as possible by removing it from the simultaneous list (Hamid, 2010). As a result of provincial decentralization, "102 of a total of 280 articles have been amended, resulting in the liquidation of 17 ministries / departments"

The main themes of this reform were decentralization and provincial autonomy. Hamid's report on the PILDAT platform concluded that the main objectives of this important amendment were:

I. Transparency
ii. Reduction of individual discretion
iii. Strengthen the parliament and provincial assemblies
arc. Provincial autonomy
v. Independence of the judiciary
saw. Strengthening fundamental rights
vii. Improving merit
viii. Good government

Strengthening of institutions

I say that the reforms resulting from decentralization, citing Amendment 18, should have brought efficiency and good governance to the country, but the evidence or the results are not entirely in line with the allegations. It is argued that the increase in service (including school education) as a result of the reform has not necessarily improved the quality of education. The discussion before this paragraph does not cover the political implications and implications of Amendment 18, but rather sets the general context and its relationship to the Pakistani higher education system. The education sector or ministry was the first to be handed over to the provinces, followed by health care.

As mentioned above, based on the legislative background provided by Higher Punjab Department of Education (HED), from 1947 to 1973, education was a provincial issue, constitution in 1973; education was added to the parallel list and the federal legislative list. Following the 2010 constitutional amendment, Sindh established the provincial HEC in 2015, and the provincial HEC bill was approved in 2015 by the Punjab Provincial Assembly. "The Punjab Higher Education Commission is an

independent body operating independently under the supervision of the Supervisory Authority - the Chief

Minister of Punjab. "The Punjab HEC is in operation, while the Sindh HEC has been challenged in court and the case has not yet been decided, while the KPK and

The Balochistan governments manage the universities through their higher education / education departments. I recognized the problems associated with decentralization and said that, among other things, planning and management are not structured after Amendment 18, the lack of planning and control is currently a fundamental issue that must be approached with caution. Similarly, the former chairman of the Punjab Higher Education Commission calls this process of decentralization in higher education an "unsolved mystery." Despite the creation of some provincial bodies in the provinces, the dilemma of ambiguity and ambiguity persists when referring to the authority of the provincial and federal higher education committees / departments, which in practice further reduces the autonomy of the institutions educational. It is also important to mention that due to the lack of clarity of the mandate and powers of the two committees, several cases related to overlaps between the two regulatory bodies, PHEC and HEC, are pending before the highest courts in the country.

Conclusion

The aim of this concept material was to explore the governance and historical contexts in which the public sector in general and the higher education sector in Pakistan operated covering the colonial heritage, followed by the state structure immediately after independence, and how the state works. the state developed. from the traditional management philosophy to current governance agendas and how they have influenced the policy and operation of the higher education sector in Pakistan. From the text in the document, it can be concluded that the reform process in Pakistan has not been easy, different governments have faced different shocks and challenges over the years, so reforms and policies cannot be analyzed in detail. The reason for taking the context into account is that the impact of effectively implemented reforms cannot be studied without taking into account local cultural aspects. Pakistan, as a developing country, has followed a standardized approach in recent decades, with no benefits on local issues such as the educational reforms covered by the document.

The study also seeks to help researchers in the broader context and historical perspective in which the governance systems of the state of Pakistan and the higher education sector have evolved. It proposes a more comprehensive and contextualized recipe for reform in higher education, taking into account culture and context.

Governance Context of the Pakistani Higher Education Sector in Pakistan. Pakistan has undergone a number of reforms mentioned above, including the return of education to the provincial level. However, the purpose of implementing amendment 18 was to ensure efficiency and effectiveness in the various sectors where education was the first service unit to be relocated; the results were completely at odds with the claims of the government's executive branch, as the quality of education remains a major issue. One of the main reasons behind the lack of improvement in the quality of education is the vague role of provincial and federal regulators after decentralization. In addition, Pakistan has one of the lowest spending on education in the region and has also been reported

Pakistan spent only 2.2% of GDP in 2017, compared to 2.3% of GDP in 2016, which somehow also shows that government stakeholders are not serious. These identified challenges may need to be neutralized by prioritizing the country's needs and providing credit to education, especially higher education, to produce resources that are equipped

with full knowledge and skills and that can be useful in scaling the economy and not merely at the expense of the economy

Discussion

The higher education system is based on universities. To direct and manage their academic, administrative and financial functions, universities must be independent and autonomous from all external influences, especially in the recruitment, evaluation and development of faculty; and select, train and educate your students? Today's organizational bodies, such as Senates and unions, have a number of weaknesses, the most important of which is inadequate governance.

There is a lack of responsibility for their role in the management of their academic, administrative, managerial and financial functions. A person must be responsible for his performance and, as an organizing principle, must have full decision-making authority without external intervention, and his responsibilities must be commensurate with his experience. Coordination of roles, responsibilities and authorities is necessary for the effective implementation of administrative structures. The people involved are not fully aware of their duties and responsibilities. In fact, they do not know what role they have to play, what they do and how effectively they can perform their duties, and what role they really do not have to play. Universities cannot work in isolation and cannot be indifferent to society. There must be a close and respectable relationship between universities and society, the market and industry. It is necessary to define standards and performance measures. To better meet future requirements, we make the following recommendations:

• The administration of public universities must be independent. Higher authorities must verify that the operation of the universities is in line with the university calendar.
• The union must decide on university policy.
• The Union must appoint a Vice Chancellor and he will be responsible to them.
• Only the university administration can control and be responsible University affairs.
• The university administration must be a totally autonomous body for decision-making.
• The faculties must be selected by the department according to its needs and requirements in accordance with the specific criteria of the union.

• Performance evaluation criteria should be based on research, education, and services.

Looking forward

Numerous consulting reports, such as those by Ernst and Young, Deloitte's, or PA Consulting, point to significant changes in the higher education environment that have potentially far-reaching implications for the internal governance of universities, including the roles and careers of those who work in them. These reports often use metaphors of "tsunami" and "perfect storm" that hit traditional universities, while in the academic literature, Harvard Professor Clayton Christensen (2011) applied his analysis of the impact of disruptive innovation in other industries to the higher education sector. This topic was raised by Kennie and Price (2012) in the 2012 analysis of the higher education ecosystem in Pakistan and in the presentation of four scenarios for the sector that describe different institutional positions along two axes: funding (private or public-private) and research (first or before learning). The four scenarios thus obtained are "Ivy-League Independents"; "One of the very lucky ones;" "Vertically integrated"; and "network profit making". The danger zone of the institutions is located in the "undifferentiated center". This classification is based on advice-based insights

and deserves broader scrutiny through empirical research; nevertheless, it was a useful heuristic for discussions about institutional positioning. These various analyzes point to the need for institutions to rethink and redesign their internal governance strongly, including whether they are rethinking whether current governance models and solutions are appropriate for the future. Academic agents for research and business (including large-scale collaborations in countries and regions and application mode 2 research related to business, community, government and public sector needs) and scientific agents for education and learning (including An open source developments and the emergence of massive online open courses (MOOCS) also point to the need for more, if not all traditional universities, in addition to evolutionary and gradual transformation. In the call for action, Hamel (2007, 2012) argued for a radical review of the assumptions, layouts, practices and attitudes that underpin the 'management' of today's organizations fundamental paradigm of modern management t was invented in the nineteenth and twentieth century industrial environments, especially based on the work of Taylor (1911), Fayol (1930), and Weber (1947). He described management as an ideology of control and a method for optimizing the reliability and efficiency of work. In higher education, as in other public sector contexts, this ideology is related to "New Public Management" (Pollitt, 1990; Exworthy and Halford, 1999). There have been a number of criticisms of its application in higher education from a cultural perspective (Locke et al., 2011) and of the efficiency perspective as a means of achieving high levels of academic achievement (Bolden et al., 2012). Hamel's critique of 19th and 20th century leadership practices concerns 21st century organizations facing an accelerating pace of transformation, increasing competition, a growing number of networks, consortia, and alliances at all levels, and far-reaching disruptive innovation across industries with the possibility of in higher education. He argued that there are dangers at three levels (Hamel, 2007, pp. 60–63): I) too much management, too little freedom: "The more confusing management oversight and the more restrictive the shackles of politics and process, the less passionate people will deal with their work. . . 'Ii) There are too many hierarchies, too few communities: "Hierarchies can put together a good effort (coordinate the activities of many people with many roles), but communities outperform bureaucracy in mobilizing human capabilities. . . "Iii) too much encouragement, too few goals:" Initiative, creativity, passion are gifts that people can give or hold back, they cannot be commanded. . . we need to broaden the sense of mission and purpose in a way that engages and justifies extraordinary contributions. . . Hamel suggested that the current state of the organizations should be discussed. Interestingly, "questioning the status quo" is one of the five leadership practices of exemplary leadership in Kouzes and Posner's model (2003), which was also found to be relevant to higher education (Bryman, 2007). For Hamel, questioning the status quo involves looking at the organization or business from the outside; re-examining inheritance, inherited beliefs and "eternal truths", rooting dogmas by asking sharp questions; exposing self-interest and distinguishing between choices and consequences. Through case studies of innovative organizations, it has been demonstrated that discipline, responsibility and freedom can coexist if four conditions are met (Hamel, 2007, p. 136):

i) Front-line colleagues are responsible for results;

(ii) Team members have access to real-time performance data;

(iii) Team members have decision-making power over key variables that affect performance changes; and

iv) There is a strong correlation between results, compensation and recognition.
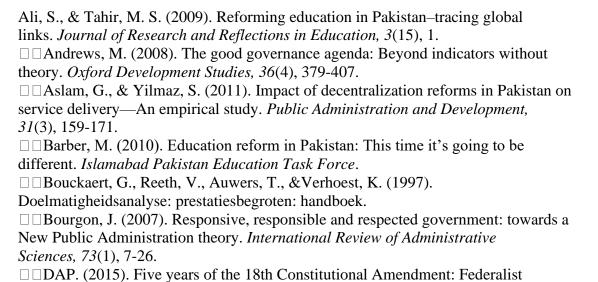
Hamel noted that in case study organizations, there is a strong emphasis on self-management professionals who have individual commitment and interpersonal relationships with their peers. These peer-to-peer relationships create "hierarchies of influence" through relationships freely formed by individuals with others that are tailored to specific competencies. Clear goals and transparent data include metrics for monitoring the success of meeting the needs of colleagues and reporting on the performance of business units. Peer-based performance evaluations take place at the individual and unit levels, and they also call into question the organization's "procedures, practices, and progress". Individuals are responsible for obtaining their own training and resources in collaboration with colleagues. Promotion is about competence and reputation, and conflict resolution is done by peers, internal mediators, and contemporary councils. Hamel noted that this reversal of the management pyramid, the transition from the hierarchies of "command" to the hierarchy of "influence," requires perseverance and effort. There are universities that recognize these internal management systems as they have been part of their DNA for years, if not centuries, and have gradually refined as these institutions have adapted to changing external and internal dynamics. There are also those who have forgotten or downgraded such fundamentally "collegial" management systems in favor of "command and control" styles of internal management. It is also promising that there are institutions that seek to update collegiality by taking advantage of advances in information and communication technology, new business procedures, practices and advances, the professionalisation of academic and support functions, and the orientation of 21st century higher education through a network of contacts, partnerships and alliances. In summary, Hamel's call to "reinvent management" in the 21st century needs to be widely listened to in higher education, not only in Pakistan but in other parts of Europe and in countries and regions that are "modernizing and reforming" higher education. Too often, modernization agendas are shaped by governance models invented by manufacturing companies in the Industrial Revolution of the 19th and 20th centuries. These models are inadequate and inadequate for the challenges of the globalization era and the ongoing "knowledge, communication and information

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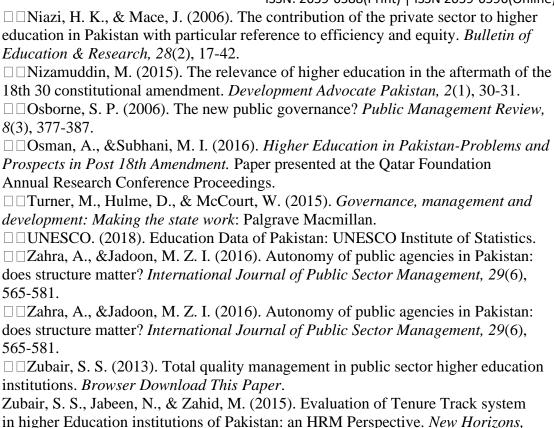DAP. (2015). Five years of the 18th Constitutional Amendment: Federalist

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