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Abstract

Higher Education Commission (HEC) in Pakistan is just established in this century, which is responsible for quality checks in higher educational institutes. This study describes the quality assurance framework and its passage toward expanding Pakistan's higher learning institutions. It intends to provide a comprehensive analysis of Pakistan's higher education initiatives, along with the forces behind such measures throughout the last decade. This study also aims to explore the role of the HEC in implementing those reforms. The research study focuses on teachers as significant players in Pakistan's cycle of improving higher education. The demand and supply of higher education are also discussed from a market approach perspective. The qualitative-quantitative aspects of higher education are analyzed. On behalf of observations, the findings presented with the core focus of the analytical approach are provided a balanced picture of the main policy proposals in Higher Education Institutions (HEIs) in both content and process terms. The study explored that amid many shortcomings, uncertainties, and flaws, multitudes of changes in higher education have been adopted and enforced at Pakistan's HEIs. We float and discuss many practical implications in this regard.

Keywords Higher Education, reforms, Pakistan Higher Education, Drivers for Quality Assurance, HEC

JEL Classification Code: I21, I23, L15

INTRODUCTION

Pakistan is a developing nation on the verge of financial instability. Hardly, any of Pakistan's 192 state universities is very close to becoming a university in the world's real sense (Alvi et al., 2016; Ahmed et al., 2013). Any Pakistani university could not get a place in the first 400 universities in

simple understanding and in the world's rankings such as Times Higher Education, QS, Shanghai rankings (Khan et al., 2011; Aldhebaib et al., 2021). Like colleges in India and Iran, the rate of learning and study is far more insufficient with the quality of education. The ambiguity has extended too many industries and organizations, not shielded from it in the higher education market. Across the decades, the nation has progressed gradually in terms of higher education. At the time of independence in 1947, the University of Punjab was the only public university. There was no evidence of any private institution at that time when Pakistan got freedom from the British Empire. The significant rise in colleges for both the public and private sectors has arisen throughout the last thirty years (Hoodbhoy, 2009; Tanveer and Karim, 2019; Alkhateeb et al., 2016, 2019). Despite this exponential development, the number of colleges has grown, but the learning standard has not been tested in the same period. Many "learning processes" at the institution correspond to a pure dictation of observations, like Abdussalam while studying at GC University and then became the teacher over there, reproduced by the educator when he was still a pupil of the same institution. Then, assessments are recall checks, pupil ineptness is rife, in lucid meanings, the pupils have not been given the quality of education (Khan et al., 2011; Nguyen et al., 2020; Bukhari et al., 2021), and a substantial percentage of teachers conducted professional dishonesty without having discipline. It has contributed to an increasing question between academia and other stakeholders regarding the quality of colleges in the nation (Bilal and Khan, 2012; Tanveer and Karim, 2018; Haq et al., 2020, 2021). The total amount of instruction days per year probably amounts to far less than half the technically needed number for specific colleges. Some of the colleges have been operated by hoodlum groups, such as "Jamat-i-Islami," "ATI", "MSF," and others. The notorious shelter offenders (illegal hostel pupils or professionals in the universities) and others have been working as rocket launcher wanderers for years and years. In 2001, a committee on Higher Education Improvement and a Steering Committee on Higher Education (SCHE) began the community's change process. Ironically, such significant reform fell to either a halt (discontinued or unsuccessful) after two years due to the Vice-Chancellors' opposition that lost ambition with explicit knowledge, including its educational system (Gilani, 2015; Hassan et al., 2018, 2013, 2021).

Nevertheless, after then, Pakistan's Higher Education Commission (HEC) has implemented several adjustments to improve the quality of education for the educational institutions in Pakistan. Those initiatives took the shape of the creation of professors and institutional improvements in universities' management and administration. The concept behind each of these HEC programs is to add consistency to the colleges' training, study, and learning centers. That being said, quality is seen as a result of changing university education. In reality, an essential element for which structures and regulations must be implemented from the policy and institutional level (Iqbal et al., 2009; Haq and Tanveer, 2020). Recognizing the value of educational quality, the HEC formed a Committee for quality management in 2003. The HEC also formed the department named "Quality Control Department" to guarantee that measures are in force and implemented by universities for the global delivery of high-quality programs (Ashmarina and Nikulina, 2017; Khan et al., 2021). However, still, the standards are not met. Pakistan's largest densely populated province, Punjab, is large regarding population among the other three provinces in Pakistan. It contains an estimated number of over 90 million people, half of the country's total population, ranked 2nd with its 51 private charter educational institutions.

In contrast, Sindh's provincial government, with approximately half of Punjab's population, is ranked 2nd with 49 institutions. There are several private universities and Development

Alternatives Incorporations (DAIs) in Sindh province, like the province of Punjab. There are 20 out of 49 institutions that are public in the Sind province too. There are 29 universities in Khyber-Pakhtunkhwa, eight in Baluchistan Province, and seven in Azad Jammu and Kashmir. During 1947-2014, 11988 PhDs were generated by Pakistan's higher education institutes. Through 2014, Pakistan, with a population estimated including over 180 million, had 1.4 million student enrollments of over 900 international students and Afghanistan immigrants enrolled at different HEIs. Throughout the HEIs, the percentage of female students was around 40% (Akhtar et al., 2015; Maalel and Mahmood, 2018). Almost all PhDs were developed in history and literature, accompanied by 1,462 in Chemistry and 933 in Agriculture. HEIs throughout the nation had developed just 500 PhDs in engineering, technology, and science till 2014. Although, 908 PhDs were earned degrees in comparative religion (Hassan, 2016; Mahmood and Alkhateeb, 2017, 2018, 2020). Overall, 40% were females, and 60% were males in all done PhDs. These are statistics of the PhDs that were also showing the interests of the students in different disciplines. A review of the University Grant Commission (UGC) and HEC to colleges should be enough to recognize the extent of Pakistan's respective agencies' dedication to higher education. From 1978-79 to 2001-02, the UGC supported the institutions with the financing of PKR 7,538,835 million. The massive PKR 115,413,194 million was deposited into the university budget by the council from the fiscal year 2002-03 to 2015-16 when HEC was established (Moazzam, 2017). Pakistan's education sector needs innovation and creativity to play a dynamic role in reaching and fulfilling international standards. The conventional methods need to change with modern ways (Tanveer and Hassan, 2020; Mahmood and Chaudhary, 2012).

1. HIGHER EDUCATION INSTITUTIONS IN PAKISTAN

Unlike neighboring Iran, India, and China, Pakistan has a higher education network comprising comparatively few universities, 3000 universities, and their affiliated institutions. Permitted DAIs programs primarily include chartered institutions and academic institutes or secondary schools. DAIs could be either public or others and thus licensed by the HEC guidelines. Pakistan's educational framework has been observed as advanced both in the times of Islamic and British eras. However, it has vastly changed in the 20th and 21st centuries. It continues to focus very much on rote memorization and archaic forms of instruction and evaluation. At the time of independence, Pakistan followed the British education system that was regularly followed. However, over time, this system remained unpracticed, and the education system of Pakistan declined and never uplifted till time. Although significant improvements in the quality in raising the education and participation levels, the education framework excessively large pompous with exposure to the leading teaching resources open mainly towards the more wealthy and very well-connected. On the other side, associated colleges are provincially governed. These could also be government or private, and then only public DAIs is always authorized to have associated colleges, but most campuses are public entities in practice. The fees are costly, and education comparably not up to the mark. On the other hand, living in rural areas and relying on associated colleges to deliver degree courses offer a reasonably comfortable and cost-effective. Consequently, the number of related universities in Pakistan has dwindled although since the 1990s. In light of this, admission to colleges remains heavily biased towards metropolitan areas.

Moreover, because government institutions rely heavily on fees, plenty of giving courses in the thriving area of research did not involve huge capital expenditure in facilities. Even though reported in a current HEC-sponsored report, all subjects related to sciences and technology have

been ignored. Every university must be provided with scientific and Information Technology (IT) labs accordingly. Associated institutions have no value in offering research-oriented classes. Finally, recruiting those professors who can work on quality-oriented experimental research projects involving lab facilities can raise their costs (Khan, 2014; Mahmood and Zamil, 2019). Therefore, colleges should fulfill many basic standards set by the HEC. Besides, the aligned university should be affiliated with DAIs, which further dictates the syllabi, operates regular intervals examinations, including yearly growth assessments and graduation evaluations, and accolades the penultimate degree.

Universities may provide various more common engineering and humanities programs, while most are mono-specialized in such fields as corporate management, schooling, or engineering. Although affiliating with only one DAI is the standard for a college, many with even more varied general research programs may become associated with even more inside one organization. The HEI is the Punjab University, with its most associated institutions, over 600 schools. Together, Pakistan today boasts over 2,900 associated schools, according to Pakistan's education plan. Besides associated schools, a small number of component institutions are also alluded to as colleges, governed independently by universities. Although, other affiliated colleges still provide undergraduate programs. Some colleges offer classes for college and university students (Latif et al., 2017; Mulyono et al., 2020; Mahrosh et al., 2021). The development of a network of community colleges is a relatively recent trend. Unlike most universities, community institutions provide organizations associated with the DAI, often structured, providing specific services which contribute to job-oriented certificates for associates. One example of this trend is an experimental plan initiated by the Punjab council of higher education to set up various state universities that meet the provincial government for qualified workers (Rasool et al., 2019; Dong et al., 2018; Mahmood et al., 2018, 2019, 2020).

HEC's 209 DAIs/universities are government institutions. In Pakistan, privatize university education is relatively recent but was initially barred in the 1970s and early 1980s under communist regimes. The amount of private HEIs increased significantly after this regime to meet the growing demand for university education. So in the early 1990s, in Pakistan, there were few private-owned HEIs. Now, there are 83 private DAIs. Nonetheless, this admitted fact that perhaps the long-term growth opportunity of private institutions is constrained because the marketplace cannot afford it. Concerning costly higher learning institutions' quality, several need maintenance grants out of range for the population. The amounts charged varied significantly and were found larger than USD 3,000, on average. By contrast, semi-annual charges were reasonably small at public universities, with an estimated 350-600 USD. It is depicted that the private universities in Pakistan are charging higher amounts as a fee comparing to the prescribed fees in public universities. Pakistan's average annual income in 2018 was $1,590 for the frame of reference (Siddiqui and Baqai, 2020; Murshed et al., 2020; Rasool et al., 2021).

The country's top institutions include renowned academic colleges. Private companies are fewer, more focused, weaker-quality, focused on market organizations that primarily deliver services in corporate administration and information technology. The private university offers fewer degrees versus public HEIs, and others do not participate in scientific study. By comparison, many state colleges have cross-faculty educational entities providing a wide variety of training courses, like PhD programs, delivered nearly entirely through state DAIs. For example, Punjab University includes five schools, upwards of 70 divisions, and over 46,000 graduates on a single site. On the

other hand, Allama Iqbal Open University is the largest institution as per admissions and learning network.

Although, associate, assistant, and professional professors should officially obtain a PhD entrance-level instructors in many other academic fields. It may instruct with only one postgraduate program (18 years of overall schooling). As HEIs largely depend on adjunct faculty professors and the proportion of school assistants with PhDs is small. Just 21% of permanent professors at educational institutions hold a PhD in 2015, as per HEC figures. As a result, many institutions lacked academic credentials (Sarwar and Panatik, 2020; Senan et al., 2018; Siddiqui et al., 2020; Tanveer, 2021).

2. STAKEHOLDERS ANALYSIS OF EDUCATIONS IN PAKISTAN

To evaluate higher education and quality assurance, Kohler et al. (2006) established a basic concept of how specific stakeholder priorities might be influenced concerning quality explicit understanding. The research was to see if improved university governance would contribute to more robust quality control in entities. University quality control typically reflects on the hiring and recruitment of team employees, such as the numerous services delivered, the general performance of the higher education agency, the management systems implemented, and the available framework evaluation (Kohler et al., 2006; Tanveer et al., 2020, 2021; Xue et al., 2021). Even before talking about the staff members in a university, the Ministry of Education tends to conduct faculty interviews in the government sector in Pakistan. The commission on higher education gives the comprehensive criterion for qualifications of professors in the universities. The fundamental requirement is applied to the universities in the federal and state governments. The key characteristics define the services that colleges deliver. One would be the standard evaluation and accreditation of the courses offered. The other is a crucial instrument for assessing quality control. It is the concept of standardizing curricula, which should be applied around the boards. The higher education authority has an accredited certification section throughout Pakistan, in which the associations of appropriate academic programs with projects in both higher education institutions are decided. Quality systems are associated with increasing output programs. It is relevant to the services being implemented to some degree, illustrating the circumstances under which the system will ultimately be tested by careful preparation, execution, and overall progress. The considerations mentioned earlier provide an understanding of the various features used to determine higher education institutions' efficiency. These were all internal evaluation considerations, though, and the application contributes to the research being carried out by other players and the different audiences, including such graduates.

Kohler et al. (2006) stated that the fundamental premise behind the whole statistic is four key issues. These have been recognized because they are higher education establishments, the Higher Education Commission's authority, and the graduates. Still, the last one is the population as a whole. The critical aspect under-emphasis links all these four components, and this is consistency and quality management. Searching at the higher education institutions, it can be said that it is also up to the higher management to provide a corporate strategy (Bugrov et al., 2021) and ensure that the universities work in the students' best interests by offering better schedules. Learners benefit from the strong university expectations and deserve assured results for the amount they spend and want the program to be open. There is still social recognition of the perceptions of the learners by following university norms. As a whole, our community has many hopes from either the policy or the institutions that accessible and decent quality education would be received. The faith lies and

regulations to ensure that the colleges obey such standard control policies, and there is an expectation that universities would do the same.

Quality is an important facet to consider besides higher education regulators. Nonetheless, on the other side, institutions have the opportunity to hold back their quality assurance activities to reduce the authority's increasing demands. It must be achieved by preserving the proper condition of quality control procedures followed by the institution (Westerheijden et al., 2007). However, control in higher education has a drawback. In higher education, another factor for controlling standard and quality can increase the degree of adverse selection waste and inefficiency. For example, learners and other stakeholders can be influential if they can handle all the challenges accordingly. The problem of governance in Pakistan is essential, but the universities' top leadership requires collaborating with the HEC to add quality control activities.

3. QUALITY ASSURANCE IN HIGHER EDUCATION

There are different approaches, theories, and definitions in higher education quality. Harvey (1995) has adopted and suggested defining the vital points for quality assurance in the higher education sector (Harvey and Green, 1993). As the table presents, quality standards must meet the excellence standards of quality education, such as research oriental approach, qualified faculties, and brilliance in delivering the knowledge. There are some basic guidelines to meet the standardized line of action criteria for quality standards, and the most important one is “achieving excellence.” Once it is achieved, management must try to sustain it as it is easy to be a brand. Quality can be monitored by the objectives it meets. It adds value to the customer (students, professors, economy, and research) to create a pathway to new heights of quality of education. These factors, such as research promotion, availability of the trained faculty, and systematic education, lay the foundation stone of quality in higher education.

The key objectives for quality assurance in the higher education system 2018-2020 are reasonable steps toward achieving the goals for promoting quality education. International education framework organizations propose international standards of quality education every two years in progressed countries, such as the USA, UK, Germany, and other countries from the West and East. For the year 2018-2020, it is devised to attain six prime objectives as above. The Education Action Plan acknowledges that learning is at the core of all our goals as a country. Education leads to personal growth and balanced economic progress, creativity, societal problems, social stability, community involvement, and lively cultural events.

Unlike other developed nations, Pakistan has undergone the growth of higher education institutions throughout the last decades or so. The HEC was the guiding factor in the advancement of university education. Nevertheless, despite this expanded growth of the field, quality control of higher education was not factored in. Getting systems and the structure for educational quality would contribute to the essential factor that needs to be addressed but is not the only aspect to force a change. There should be folks in power at the most incredible undergraduate level to modify their attitudes and perceptions. The most outstanding standards of expertise can be achieved in higher education (Akhtar et al., 2019). According to Gilani (2015), which mainly worked on working groups, Pakistan's policy changes for higher education have lost sight mainly due to two reasons. First is the problem of how the Government works. Most of the choices are taken in a bureaucratic top-down way, with very little clarity and responsibility. The working group recommended

creating a commission on higher education that became a fact with HEC's establishment in 2004. This same commission on higher education functions just like every other bureaucratic system in the region. The second issue has been of necessity the Universities' weak governance (Gillani, 2015).

Since that being said, Pakistan's higher education department has tried to introduce many steps to address quality assurance in educational institutions in Pakistan. These improvements have been to systemic adjustments throughout the management and governance of higher education institutions in the context of staff growth (Aziz et al., 2014). Nonetheless, quality should be used as a result of improving higher education. In reality, it is an essential element in which structures or policies should be implemented both on an institutional and regulatory level. Such changes and developments are directly linked to the problems based on imperialism, competitiveness, and the marketing cycle (Chentukov et al. 2021; Antoniuk et al., 2019). Different policy programs and changes that have found their way into Pakistan's political debate include providing privatization, decentralizing, reforms in higher education, production and control of statistics, and performance of higher education institutions.

4. CRITICAL ANALYSIS OF KEY REFORMS

The recent research illustrated the immediate educational changes implemented in the intervening decade primarily after HEC was created, i.e., 2002 and beyond. The essence of the research explains the reform initiatives. This study finds that the tenure track program is the most common and quite well-known education policy for professors (Zubair, 2020). Moreover, the tenure track system is the most common change implemented in the past century at institutions like the Punjab University**,** the LUMS, and the COMSATS University of Islamabad (Al-Bashir, 2016). The next step was the Higher Education Commission (HEC) Guidelines for the curriculum. Most studies have pointed to specific concerns about good planning and applying the textbook's standards and requirements. However, we stated that such restructuring has occurred in individual educational institutions in the past decade (Raza et al., 2019).

This study substantiated that HEC 's initiative on the coursework requirements was introduced while part of education change but only in some universities to improve consistency in Pakistan's higher learning institutions. They can also not guarantee that the difference was up to the mark required. The following change was that educators' output assessments inefficiency and supervision is worthy too. The studies show a great deal of anxiety over the correct mistakes in developing and implementing the policy. Still, all of them mentioned that in the list of reforms implemented at their educational institutions (Khawar and Arif, 2019). The numerous scholarship systems are listed as one of the last century's reforms and initiatives. Multiple scholarship schemes for MPhil and Ph.D. students enabled the universities to draw the participants to higher education, so these systems are amongst HEC's most substantial interventions (Khan et al., 2020). After analyzing the answers mentioned above, it can be assumed that several HEC-initiated scholarship initiatives were introduced in colleges and students and professors participating in such endeavors. In addition, improvements on student enrollment requirements and management processes, capacity and fund use, research safety, credentialing and classes, and teaching recruitment and function have been implemented in institutions during the previous century. The following picture shows the critical analysis of critical reforms related to the significant aspects.

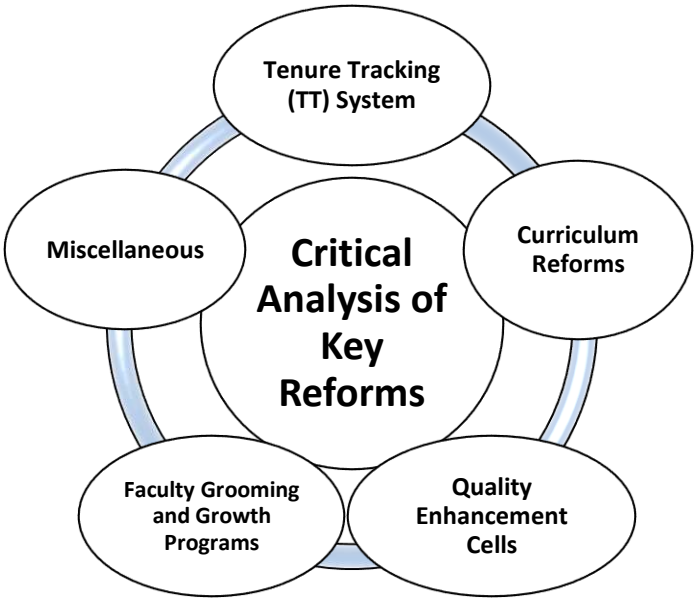

Figure 1. Critical Analysis of Key Reforms

The significant aspects signify the overall requirement for quality control of educational policies. The key force driving this curriculum overhaul is improved quality and efficacy in higher education. These are recognized that the forces behind these changes were higher education standards to be improved and regulated. Control is closely linked to quality. It was viewed as the critical force behind all HEC educational interventions and improvements in productivity and effectiveness (Zubair, 2013). The key impetus behind implementing the higher education change was reducing conventional education sector activities and the growth of ingenuity and innovation by adopting a scientific community and more and more academic training in the sector. Through stimulating further work and creativity, they all concentrate on more productive results (Ali et al., 2017).

A contract form of interaction would help to boost the university teachers' awareness and effectiveness to promote a research-oriented climate (Khan and Jabeen, 2019). Earlier studies illustrate the value of research, the new publications in authoritative and respected articles, and the strong results required for higher education sector progress in Pakistan. The tenure track program is structured to increase instructor efficiency by presenting assignments and regularly reviewing their output. Furthermore, the tenure track program helps teachers engage more in academic processes and publish Work in journals with known and regional influence factor HEC. HEC tries to expand the proportion of National Higher Education Departments (PHDs) in the region by giving them incentives. It has also been a big challenge to retain PHDs in the country. HEC launches several initiatives such as an another-year tenure program and tenure track framework to maintain expertise in the country by supplying them with more excellent career prospects and success in research. The following figure shows the driving factors of the initiatives and reforms.

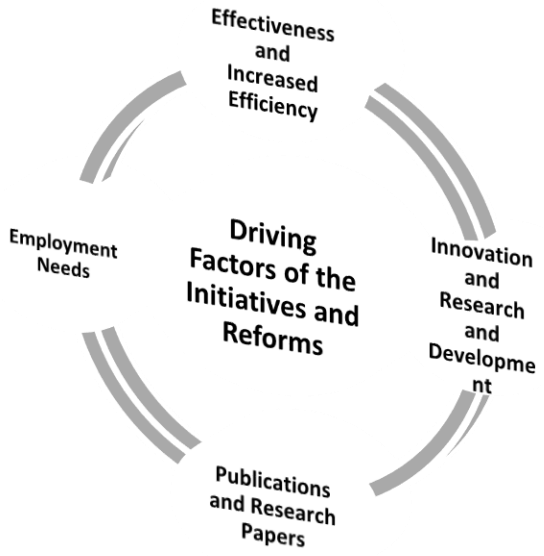

Figure 2. Driving Factors of the Initiatives and Reforms

5. ROOM FOR IMPROVEMENT

The issues connected with corporate boards' organization for both public or private sector universities in Pakistan are examined with a view of quality control in the latter case and the debate. However, the challenges are being established, which leave enough room for further change in the country's higher education system. The discussion firmly pointed out the fact that Pakistan's educational system is needed to be established. Policymaking problems and the board of directors' position in government and business are essential, and more robust management is required to guarantee quality control.

There have been significant deficiencies in the staff's consistency, administration, training courses, school effectiveness, testing services, sound libraries, and laboratories. Sad to say, the nation's higher education program does not meet international expectations, causing a lack of skilled students that can help restore universities and colleges (Rehman and Farooq, 2020). The program's weaknesses and concerns have been identified. The problem that arises is how does the framework change? Anything needs to be achieved to ensure that colleges' governing systems are strengthened in the education sector. Several initiatives are on the right track. But, they only need to be more successfully applied to bring about a meaningful shift. The HEC, as the higher education regulator, has adopted quality control frameworks that need to be implemented more closely (Yasmin and Naseem, 2019; Rayevnyeva and Stryzhychenko, 2018)

To strengthen the university's efficacy about the quality education, every process needs to be investigated. Educational institutions are, as mentioned earlier, complicated institutions and each aspect of this large organization rely on the other. To strengthen accountability and management, many intellectuals need to be trained in the leadership problems of higher education establishments (Bhana and Suknunan, 2021) and what to bring about the necessary reform. Another truth is that unless the governing board leaders are chosen because they are confused about what they are

doing, there is no reason for a pause. If people are educated directly, individuals will work better in their positions as university trustees. The move is better for private institutions because there is a decent degree of administration flexibility, for appointing leaders on committees, and for succession processes to be in effect to maintain a seamless turnover to senior management (Torlak and Kuzey, 2019).

This study concerns the quality of education and its framework concerning the universities in Pakistan for improving the quality assurance system. According to Rahnuma (2020), to deal with the developments and be willing to have effective governance, the public service boards need to be re-modeled. Therefore, modeling an utterly new university governance system need continuous dedication where the social framework would not alter to such an extent that the principles it founded are impossible to remember (Bashir et al., 2019). Moreover, online teaching could be helpful (Faridi and Ebad, 2018). This can also be reflected that the reorganization of university boards in the government sector would have political repercussions that have to be addressed before reorganization starts. That said, it is challenging to carry in-progress immediately. Therefore, the current boards of governors should oppose the re-modeling (Naz, 2016).

Board leaders ought to be made conscious that they are in-country higher education representatives and responsible for maintaining proper accountability for universities. To restructure university governance in Pakistan, structural as well as strategic reform is required. Incremental improvement comes gradually. This move is vital for Pakistani colleges because the standard of the professors and the programs provided must be increased, but that can only happen overnight (Siddiquah and Salim, 2017). With the support of the HEC, there has been a rise in the nation's Masters and PhD level students over the last 5-6 years (Hassan, 2016). The HEC grants worthy applicants who have the chance to research in Pakistan and abroad. Nevertheless, this system is based on the government’s funding allocated to the HEC, so the scholarship services have to be withdrawn when government grants cease. The downside here is that while this program is fantastic, it also makes learners vulnerable because the HEC cannot supply them with the funding (Khalid et al., 2017; Hryhorash et al., 2020).

Pakistan's universities do require systemic and operational reform, which is far more challenging than gradual change. IT ensures that colleges would provide effective programs that are not successful should be shut down so that higher-quality programs can be added. Apart from the strategic transition, academics cannot give up their work and may obstruct this sort of shift. The universities in the private market expect to function much more successfully than their contemporaries in the government service. The explanations for this are directly related to the extent of flexibility enjoyed by the private industry, the degree of independence exercised in selecting the representatives of the boards of directors, and the emphasis put on the private sector’s efficiency (Khan, 2017). As a result, Pakistan's private sector universities do far higher in delivering quality education than those in the government sector, those who lose understanding, work like regulatory agencies, and neglect good governance framework.

6. CONCLUSIONS AND IMPLICATIONS

The quality of education proposed by the Higher Education Commission in Pakistan is directly linked to the standard of instructors, students, and the educational institutions' services. The instructor ability level, curricula, and student intake levels are the main factors contributing to

higher education's declining efficiency. Higher education standard is declining in Pakistan, in both the public and private sectors. Hence, this research is aimed to outlined some of the main variables which are directly linked to increasing efficiency. The study showed there are similarities and disadvantages of universities. The universities' in-depth review showed that there is no standardized interpretation of the universities' HEC requirements. However, there is a practical methodology for the universities' quality assurance, which is broken one way or another. For specific purposes, though, that can be understood when the universities enter a transitional phase. The universities are progressing slowly towards progress, but national and foreign quality assurance requirements are desperately required.

The study, focused on analytical research results, offers a systematic overview and interpretation of reforming higher education in Pakistan. Particular focus has been devoted in this context to faculty leaders as crucial local components in building the capacity of an institution to enact changes. The paper posits the introduction of the change system and gives an opportunity to fully appreciate the history of higher education and institutional degree changes. We recognize the systemic background of higher education initiatives. The study's findings revealed that crucial educational reforms in the past include grant programs and other acceptance requirements policies and practices. These include tenure track systems, curriculum criteria, quality, process processes (quality enhancement cells, capital and fund use, ISO 9001 accreditation), laboratory consistency, and accredited certification. We further indicate that the key factors behind all above-mentioned educational changes involve productivity and efficacy, work and creativity, improved success and reporting, jobs, and degree of adoption. In conclusion, the HEC position remained relevant in academic initiation and implementation by playing a pivotal role in the transition implementation process. Although the HEC provided all regulations, guidance, funding, preparation, and facilities for the administration of the HEIs, the institutions' administration at the university level used the services offered by the HEC and introduced the change (Khan et al., 2018).

At this point, the HEIs management had the power to determine whether and to what degree the change would be enforced within their various universities? Pakistan cannot be advanced in different sectors of social life, such as in science, IT sector, business, IR, etc. It is found that the higher education program is subjectively good enough for those weak standards results in low employability, low output of the skilled individuals, and a shortage of fresh ideas. Those are essential aspects of present-day performance and development (Shaulska et al., 2021). Overall, it is found that there is any need to expand the higher education system's competitive potential and efficiency to be more open to the evolving environment and address the diversified demands of the economy, both domestic and regional. To this end, it is crucial to undertake the Pakistani higher education system's consolidation as a target. Getting a good balance of public and private, structured, and non-formal organizations would do this. Specific measures are expected to enhance employability. Curriculum and material may be constantly refreshed by authority, and the network for the learning of skills must be developed. The gathering, study, and distribution of data on labor market patterns are significant for the business perspectives. It is vital to turn the listed above into the potential of Pakistan's higher education program, but that can only be achieved with remarkable commitment, dedication, and desire to adapt.

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