

The influx of Perpetual Reforms to Cope with Global Challenges in Educational Governance (A Case Study of China-Pakistan Higher Education)

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Abstract

Reforms in higher education have occurred practically the world over during last three decades, and governance, or higher education as it is, or as it should be integrated, , has turned into a major problem. The governance of institutions of tertiary education is a concern for developing world. These institutions have unrestricted autonomy on the one side, but they are also answerable to the society and government on the other. Against this backdrop, Chinese higher educational governance reform and Pakistani tertiary education arose. The present studies on both countries' higher education changes mostly focus on the reform processes and consider the governments as the driving force behind the reforms, while the Chinese and Pakistani governments' susceptibility to the impact of overseas influences is largely unexplored.. The focus of this article is on the restructuring tactics used by both governments to develop their university systems well-organized and achieve a competitive advantage in the international market. In China, university mergers ought not to be viewed as a simple reform of higher education, however more as a radical shift in governance of tertiary education from “interventionist state model” to “accelerationist state model.” Instead of the nation-state collapsing, as a result of globalization, this article demonstrates how changes in Chinese institutions may not necessarily reduce the state's capabilities, but rather make the Chinese government more proactive in specific areas. Higher education institutions in Pakistan are constantly hounded by the government to supervise their operations, despite the fact that they now have complete autonomy following the 18th amendment, which introduced improvements to Pakistan's constitution by decentralizing power and giving provinces autonomy. It is concluded, based on an examination of the Chinese government's and Pakistan government's latest documents and literature which are influenced by international reform concepts and theories which have been institutionalized through the rhetoric of global bodies and the successful experiences of other countries.

Keywords: Governance, Higher Education, Globalization, restructuring strategies, decentralization.

Introduction

For more than thirty years, the doctrine of governance and the manner by which the government is controlled had passed through essential variations, mainly due to the influence of the globalization process. All over the globe, the governments are adjusting to fundamental alterations in their environments through moving from the old conventional stress over hierarchical control and power to the new version of steering in the government sector. Peter (2001) elaborates and discriminates that there were two spells of governance transitions in government sector: the initial steps of reforms (between the 1980s to 1990s) was actually very ideology centric, with specific insist on decentralization, marketization, and

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privatization; and then secondly, since turning of millennium, featuring by performance managing, collaboration, monitoring, and regularization, was rather more insisting on means of a realistic cause to correct the weaknesses of the initial reforms.

The reform history of tertiary education of China is pragmatically the outcome of homegrown demands and forces from around the world (Cai, 2004). It is mostly debated that strategically restructurings introduction in higher education of China is because of influence developed by global reforms ideology, and outside effects transmitted government of China (Yang, 2009-178). Though the clarifications on how these effects have taken place remained undeclared. Broadly speaking, in the higher educational documents, it is unclear on the mechanism which led to expanding the ideology of global reforms, specifically methods of governance, through local governments. Yang, Vidovich, & Currie (2007) argued that the Chinese higher educational governance shifts generally resemble the initial spell of western/global reforms in governance, for instance, reduction in governmental control, progression in the autonomy of institutions, an initiative in market mechanism. Yang (2003-285) stated that the second spell of reforms delayed in higher education of china is on account of that Chinese government did not appropriately recognize the flaws in the reforms in ideology: for instance, “market forces do not necessarily produce positive results” besides “decentralization does not necessarily lead to more local autonomy”.

The governmental governance in the context of state with especial connection to higher education of Pakistan and the foundation of HEC (Pakistan Higher Education). Higher education commission of Pakistan took a new turn after the establishment of PHEC's (Provincial Higher Commissions), such as governance arrangements after the constitutional 18th amendment. The governance context of any state institution is a complete basis which forms its mechanism where an institute operates. Such perspectives not solely affects the functioning of the government but as well as influence policy strategy and developmental steps. The governance context also supports elaborating matters related to strategic applications and their concerns in the government sector. Andrews (2008) indicates that strategies and programs might not be “replicate” exactly in numerous contexts, as environment, encounters differ from place to place and culture to culture, if similar type of endeavor is completed, restructurings “end up resembling proverbs that fit poorly in the wrong context and contradict one another”. Consequently, in order to realize the reform, its application hurdles, it is necessary to comprehend the context in which vary shareholders are functioning.

Current Mode of Governance

The state intentionally abandons governance to the forces of market and idealist groups otherwise is forced to achieve this. "Governance" is currently hired by way of strategy-makers as an idea of signifying the range of guidance units and through researchers as an idea for evaluation of various sorts of supervisory forces and mechanisms. Kooiman (2000) debated that by way of the research instrument, the governance method emphasizes now not only on what is happening vertically in between the center and provinces/states/actors and local bodies but then again on parallel connections among numerous societal structures on equal degree.

In general, the manner of governance has transformed from proactive direction to

retrospective assessment and monitoring, as well as data, persuasion, self-control, and toil to persuade the general community discourse. De-adjusting, delegating activities and tasks, moving finance from the center to the local, from the national to the monetary and civil sectors, from reserved subsidization to overall production-based totally and results-oriented (for every pupil) subsidizations, and using overall outcome measures have all been common strategies over the last two decades. The idea of “the enabling state”, which essentially means the country offers help however the person himself/herself is accountable for receiving the wellbeing substances. Such discussion is also applicable to education (Gilbert 2004).

Foucault (1991) pondered that governance is a broad idea; it refers to "conduct of conduct," which can range from personal behaviour to governmental sovereignty, and in his words, “one speaks of ‘governing’ a household, souls, children” (p.90). In addition, he believes that, it is emphasized towards the institution and very less towards its practices (Gordon, 1991). Currently, a broader definition is being used by a number of other studies: Governance “refers to purposive systems of norms and guidelines...” (Zürn, 2003). Duffield (2002) views for instance “a manner of ordering the relationships among human beings and matters” for governance. Dubet (2002) sees “decline of institutions” (in fact deterioration of nuclei of normal rule) as well as detaching to nationwide the social order from the nationwide state. In lieu of the country, to control is “to ensure at the different levels within this division of labor (between different spheres and actors in society) an effective presence of a democratic voice – so that the actions of a body at one level do not systematically negate decisions at another” (Pierre, 2000). Administrative governance, according to Hirst (2000), is “the means by which an activity or ensemble of activities is controlled or directed, such that it delivers an acceptable range of outcomes according to some established social standard”. In addition, government might, for this reason, be seen as the approaches through which the relations amongst the country, the economic system, and the civic sphere is based and supervised, and it currently denotes global, national, and local levels more than ever before. The country abandons civil forces and markets to execute, govern, and regulate academic concerns, either intentionally or as a result of globalization forces. INGOs and NGOs are creating fresh elites in a variety of ways, de facto acting as assessors or experts on academia issues. (Kooiman, 2000; McGinn, 1997).

Every action and each taken decision have varying kinds of scopes and its depth, and, consequently, it creates dissimilarity at what levels judgments are taken and activities have done, and what are the scope and intensity selections have. Kooiman (2000-154) elaborates three steps of governing: the initial meta-order, the 2nd meta-order, and the last meta-order. From one order to the next, the pressure of varied ideological culture and orientation, as well as financial reasons, may differ. The first meta-order governing entails trouble fixing on daily basis activities related to life and is to a great volume about realistic and practical motives. The 2nd meta-order governance entails attempting to convince the scenario in which initial-order matter resolution or judgment-making has occurred. It is, in fact, the extent involving management, directing and supervising. It can also be presumed to be the extent to which the guiding process in every institute/school is the most extreme. The last one Meta-order is regarding “who or what governs ultimately the governor” (ibid.), then consists of epistemological and theoretical expectations. Traditionally, religion and God have so subjugated the Meta-order that it still exists in a few Islamic countries. As a result, the Meta-

order, as it appears in today's world designs, is an amalgamation of market beliefs, community standards, and étatism. Barroso (2004) concludes, a growth in rules and regulation throughout worldwide a blending of national and local laws for instance, a combination of market forces and other factors; and the disintegration of the local legal system. As a result, the country is up against two significant challenges: manipulating "multi-regulation" and pledging Meta-rule. The initial revealed denotes the management of numerous guidance forces and mechanisms, and the ending one is guidance at Meta-stage.

Move towards Decentralization of Chinese Higher Education

Ever since long-overdue seventies, the transformation efforts, the changes and the unlocking of doors to a new world have altered the extremely centralized planned financial system into marketplace oriented and added vigorous economic system. In the modern marketplace financial system context, outdated governance method of higher education is considered irrelevant. Recognizing that excessive centralization and inflexible regulations will stifle local academic institutions' creativity and passion. The China's ruling party was adamant about streamlining management, delegate authority to gadgets lower level units with a view to permit them extra leniency to lead the education. The strategy of decentralization, in which higher educational institutes were given more power to conduct their own affairs, is important to educational reform strategies (Mok 2002a; Min 1994).

The declaration on educational reforms had been announced by the CCP in 1985 has marked as the first extensive reform in higher education of China. The verdict said that the important thing to reshuffle higher education is to remove unnecessary governmental control over the higher educational institutes. And under the governmental strategies, in educational reform policy, extend the power to make decisions of higher educational institutes and fostering their relations with scientific research, product units and likewise sectors, in order for them to be able to undertake economic and social development service (CCP CC 1985). It's worth noting that this comprehensive higher education reform proposal prioritized local accountability, various academic opportunities, manifold sources of academic budget, and decentralization of power in their decision making regarding governing affairs of individual institutes. Despite the fact that the State Education Commission, a governmental administration body, accountable for management and policy-making of higher education, nonetheless played the part of monitoring and guiding the entire sector of higher education, no more straight managed and controlled almost every facet of the higher education. As a substitute, the State Education Commission only presumed as a leadership role, giving policy directions as opposed to recurring control and administration subsequently of 1985 educational reforms.

In 1993, the Communist Party of China presented a blueprint for educational reform and development, described as a long-term objective of the reform is lessening of governmental control and decentralization in true spirit (CCP CC 1993). Through the enactment of laws, the Chinese government began to take on the role of "management at the macro-level", budget allocation, policy regulation, planning, services regarding information and critical management, hence universities/institutes can work independently to boost the process of education according to the desires of society underneath the management of the government'. Consequently, a large scale expansion in the higher education sector during the

90s and distinct nature of tertiary institutes developed in the country, along with both public and private academic institutes (Mok 2001a; Chan and Mok 2001).

Because of the rapid expansion of both the number of higher educational institutes and the number of pupils, the mainland government saw the necessity to develop a workable governance model to speed up and monitor the higher educational institutes (Fan 1995). Through enforcing a chain of guidelines of marketization and decentralization, the government of China has launched basic alterations within the curriculum, method of financing, control, and orientation of higher institutes (Chan and Mok 2001; Agelasto and Bob 1998; Mok 2001b). In 1995, a policy was framed by State Education Commission (SEC) namely, “Suggestions on Deepening Higher Education Structural Reform” suggested major four crucial restructuring plans, specifically, ‘merger’, ‘restructuring’, ‘Joint improvement’, and ‘cooperation’, for reforming tertiary education framework.

Steps toward Restructuring

Before suggested restructuring, most of the tertiary institutes were straightly under center government Ministries, such as the Ministry of Posts and Telecommunications, the Ministry of Machine-Building Industry, Forestry Ministry, Coal industry Ministry, Textile Industry Council, the Textile Industry Council, Internal Trade Ministry, and Metallurgical Industry Ministry, etc. With the elimination of such ministries, about ninety-one tertiary institutes required urgent management restructuring. According to suggested proposals of 1995 reforms, the following measures were taken to cope up with university governance issues and leadership structures in tertiary education.

Following landmark measures are worth mentioning:

- Steps to transfer all universities under the leadership and governance of local governments.
- Reorganizing the central government's non-educational ministries' governance and management structures.
- Transferring those universities which were formerly governed by various ministries to educational bureaus of provinces, autonomous regions, and cities under central administration.
- Restructuring adult higher institutes into training centers under various governmental departments.

In the early 1990s, such restructuring initiatives were a significant magnitude of administrative improvement and governance shift in China's tertiary education system. As an end outcome of restructuring procedures, a number of central governments in control of specific monetary management were eradicated. Around one hundred fifty-one (151) universities formerly under the control of several central ministries within state councils were transferred to local governments in 1998; even as eighty-one amongst them were conjointly administered and developed by both government's local and central (General Office of the State Council 1998). During the year 1999, defense ministry administered fifty-nine universities moved to local academic bureaus. Subsequently, in the year 2000, more ninety-seven central ministries administered universities were also shifted to local governments, and as well fifty-five institutes of adult higher education similarly moved from

central government to the local (General Office of the State Council 2000). Sixty-six university leadership and management positions previously controlled by central government ministries were relocated to the Ministry of Education to avoid wastage and overlapping Ministry of Education. Further segregation of these six universities took place i.e. twenty two remained under the administration of MOE, more twenty-seven universities amalgamated with prevailing universities, juristically controlled by MOE, further eleven universities were amalgamated with five new institutes (General Office of the State Council 2000). Following the implementation of the reformation plan, non-educationally concerned ministries steadily withdrew from higher education concerns simultaneously, various organs of state, for instance, MOE, central ministries (non-educational) and provincial governments went under remarkable modifications.

Mergers Strategy

The fundamental reason behind the amalgamation of various universities was to heighten effectiveness and efficiency, competence and standardization in these institutes of mainland China. Instead of a solely accredited merger, the realistically practical merger was stressed in the application of the reform. It emphasized on the consolidation of governance and institutional leadership machinery of the institutes. Moreover, its growth additionally encompasses the rearrangement of the reform program settings, employees, resource supply and supporting elements management. This reform program encourages the belief of '1+1>2', which has an added significance that may be 'efficiency outcome' that could be attained via such a merger reform strategy. Besides, the merger is additionally evident in an approach to rearrange the strategic shape of tertiary institutes of China. Though this reform policy of merger has factually reduced the number of higher educational institutes this reformation positively responded to the major concerns of functional overlapping, least specialization, and small size institutes. Meanwhile, large scale universities were emerged by the amalgamation of such small units of mono-disciplinary institutes without further expenditure.

Governance Transformation in Higher Education

The study of universities' development in the historic and contextual perspective, the steps of restructuring and university mergers have become a milestone in the tertiary educational history of China. After the initial phase of the revolution, 1949, (Post Mao Period), the government had encouraged numerous forms of higher educational institutes, and as well differing governing models were permitted to flourish so that to satisfy strategic objectives of easy access to educational opportunities to the people in mainland China. Realizing the gravity of the situation, that the sole dependence on central government won't work appropriately to fulfill the needs of time, the aim to provide better quality education to the masses, therefore, local governments were seized on decentralization strategy and subsequently, market/non-state other actors were utilized to overcome prevailing educational gap in the society. Actually, the true application of decentralization strategy has created more flexibility and leniency and developed an autonomous attitude in every higher educational institute, and made local governments more empowered to frame the sequence of tertiary education expansion according to the native requirements (Ngok and Kwong

2003; Mok 2002).

According to Yang (2000), there were, in 1998, one thousand two hundred seventy-seven non-state higher educational institute was working in China. Therefore, more than one million students were registered, during 2000, in such type of non-state higher educational institutes across the country (Yang 2002). The perpetual expansion in the number of the students registered in these non-state run institutes of higher education has exposed these institutes to market indeed, such type of motivational response has rejuvenated and prepared the non-state educational sector and local similar market forces to invest in it and create more academic ventures for higher education (Mok 2001, 2002a). If it is pondered over, the process of higher educational restructuring and policy of university mergers in the broader spectrum of marketization and decentralization vision, it can easily be explored that the Chinese higher educational governance went through the multi-dimensional and fundamental experience of transformation. The variant synchronizing institutes, for instance, provision of autonomy to every higher educational institute, empowering the local governments, participation of the community and market, has devised the functional change in the working of the state, instead of directly administering and organizing, the higher education itself determine where and how to resolve their issues.

Contrasting to the educational governance model during the initial phase of independence in which the central government had a tight grip overall affairs of the tertiary education governance and administration lead to issues of excessive management and over-involvement fundamentally in basic three governance domains. According to the styles and inclinations of the “interventionist state type” this design is featured by state dominance and strong centralization, the “bureaucratic governance” is counted irrelevant inside socialistic economy because it might eradicate interest and initiative approach of higher educational institutes and other forces, at local level, to develop further educational prospects. For the sake of unharnessing non-state sources and activate resources, consequently, the government launched restructuring and reforming practices to make its tertiary academic system more progressive and competent enough according to the requirements of the global market. The variation amongst the players and divisions which provide finances to higher education, the regeneration of the market, society and community, persons and families to add to economic growth of higher education, and taken governments measures have indicated that state has put efforts to pick these non-state players/ divisions as a new strategy mechanism to solve governments main economic constrains to satisfy previous 'interventionist model of the state'. By combining market forces with additional forces such as people, communities, societal forces, and culture, now the state spared from being over-pressured with the persistent upsurge in educational financing.

The rising freedom between public (state) and non-state/private (market and other forces) and change the relations, there will be weakening in hierarchical structural interventions from the country but instead other sorts of governance will occur. Since the monopolization of state in educational financing matter has remained no longer, then conventional 'interfering laws' (involving in hierarchal interventions of the government in applying micro-level grip over educational distribution) can create problems. The state's measures to 'roll back' and remain limited as a regulatory body has proven from the steps of deregulation, marketization, decentralization, and introduction of educational management reforms.

Move towards Tertiary Education Reforms in Pakistan

Tertiary education reforms in Pakistan were taken place since the country's birth (1947) and onwards. Education remained core concern and predominantly higher education for the newly born state's economic development. The amalgamation of the state's aims with higher education goals can bring fruitful results for long term viable growth of the country (Zubair, 2013). The infant state of Pakistan inherited only two universities and forty-two colleges approximately, in total (Niazi and Mace, 2006). Factually, the state of Pakistan has had a thorough history of "futile" educational reforms defined by Baber (2010) and the total nonexistence of political will (Isani, and Virk, 2001).

A dearth of financial resources is the major cause of the perpetual failure of educational reforms in the country (Jahangir, 2008). Except for financial constraints, those initiatives or steps which did not require necessarily funding were also ignored, for instance, formulation of regulation through parliament, likewise, amendments in university act, similarly, regulations regarding an increase in bachelor's program duration (Jahangir, 2008). Khalid and Khan (2006) count such promises of educational policymakers of the country as a 'lip service'. The budget allocation for education in Pakistan is 2.14% to 2.76% range of its annual GDP from the year 2008 to 2017 (UNESCO, 2018). Astonishingly, portion of budget allotted for higher education from above mentioned already meager budget's only 0.05% (GOP, 2015-16.) and 187 varsities in total are there in Pakistan, only 76 (40%) universities out of which are amongst private sector and remaining 111 (59%) come under the umbrella of state-owned, public sector universities. Further distribution according to province wise is Punjab has 60 universities, Sindh 55, KPK 35, and Baluchistan 08. Rest of the federal units consisting of AJ&K 07 universities, Gilgit Baltistan 02, and Islamabad (Federal Capital) 20 universities (HEC, 2018). Additionally, the number of full-time faculty members in these 187 public sector universities are 37,397, according to HEC data (2014-15), out of which only 10,214 (27.3%) faculty members are Ph.D. degree holders (HEC, 2018).

There were roughly 10 educational policies and about 8 five year plans which were launched by the central government for the advancement of the education sector of Pakistan, in which every plan has the main objective of the advancement of educational standard and growth in literacy rate of the country (Khan, 2010). Overall each and every plan, taskforce or commission mentioned the same type of hurdles and troubles in the process of reforming the tertiary education sector of the country and approximately, all of these reports mentioned similar types of recipes and results (Jehangir, 2008). Followed by above mentioned various types of initiatives and suggested proposals of differing bodies, the most current and the most important advancement is the devolution of tertiary education structure of the country through the 18th constitutional amendment in which setting up of Provincial Higher Education Commission (PHECs).

Establishment of PHECs through 18th Amendment

The establishment of Pakistan's higher education commission was a watershed moment in the country's educational system. With the passage of time political scenario of the country has changed, gradually the centralization of powers had reduced and governments started thinking in global spectrum and tried to follow the prevailing political trends of the world and opted the philosophy of decentralization and devolution of power, to curtail the powers of

federal government and similarly powers of the president were also passed to the provinces so that provinces can enjoy more autonomy. This constitutional amendment (18th Amendment) altered the constitutional structural skeleton of the country, with the abolition of the concurrent list, these changes gave provinces increased authority. (Hamid, 2010). There was 280 articles in total in the constitution of Pakistan out of which 102 constitutional articles were amended under this 18th amendment, in 2010 (DAP, 2015, p-3).

The core of the 18th amendment was to bring reforms in the constitution of Pakistan through decentralization of power and providing provincial autonomy to the provinces. Hamid (2010) reported in the PILDAT platform and concluded the major objectives of the 18th amendment which are given below:

- Consolidation of the Provincial and National assemblies
- Impartiality of the judiciary
- Enhancing merit
- Transparency
- Autonomy to the provinces
- Reduction in discretionary powers of an individual
- Fundamental rights solidification
- Good governance

The above-mentioned reforms brought decentralization through the 18th amendment with the expectations of bringing good governance and efficiency in the country but after effects proved that such claims could not come true and the results of these reforms were not much encouraging (Aslam and Yilmaz, 2011). Educational reforms (particularly in school education) brought an increase in its number of schools but required a necessary change in the quality of delivery of education remained regrettably the same. The educational reforms or ministry of education was amongst the initial devolved sector to the provinces after the ministry of health (Mazhar and Shaikh, 2016).

According to the legislative history of the country since 1947 to 1973, education remained provincial subject, in the constitution of 1973, education was kept in concurrent list and in federal list respectively, after the constitutional 18th amendment, in 2010, initially, in the year 2013, the Sindh higher education commission was founded in the province of Sindh and following this in the year 2015, Punjab provincial assembly also passed a bill for the creation of Punjab higher education commission, it is a totally autonomous body working under Chief Minister of Punjab, under monitoring of controlling authority. Punjab's higher education commission is a functional body whereas, Sindh Higher Education Commission has been challenged in the court of justice and the decision is yet pending. However, Baluchistan and KPK running their higher educational affairs through higher education department.

The concerns related to the devolution plan and another similar type of issues linked to it are not in fact, 18th amendment's structural issues but actually these are having lack of planning, monitoring, and implementation problems, so, therefore, it requires careful attention towards said weaknesses (Osman and Subhani, 2016). Ex-Chairman Punjab's higher education commission quoted this devolution plan as "An Unresolved Conundrum" (Nizam, 2015). After the establishment of provincial higher education commissions in some provinces but still, there is clarity dilemma and ambiguity prevails related to power and authority

between provincial and the federal government higher education commission, which further reduces practically institutional autonomy (Nizamuddin, 2015). It is further worth mentioning here is that lack clarity worsened the situation due to overlapping in terms of mandate and domain of both regulatory bodies of higher education commission and Provincial higher education commissions, and numerous cases of several matters are pending under judicial consideration in the courts of the country.

China-Pakistan Co-ordination in the Higher Education Sector

China's unique strategy to take control over the world through 'soft power' instead of following the 'hard power' reveals in its initiatives in tertiary education sector targeting to influence the great number of foreign students. China's tertiary education sector has emerged the most fascinating destination for the students of Pakistan, in more recent years, who are interested to pursue higher studies. After the initiations of the historic China Pakistan Economic Corridor (CPEC) project, the great chunk of students eager to earn foreign education, of under graduation, graduation, and post-graduation in different fields, moved towards China to acquire higher education. Meanwhile, the Chinese government took another encouraging step to offer a huge number of fully/partially funded scholarships for foreign students, with a special preference for students from Pakistan.

Chinese State Council announced on November 5th, 2015, to launch another great leap focusing to build quality, capacity and the global ranking of its universities, namely the "Double First-Class" plan. In which selective Chinese forty-two universities have been given target to attain the status of world-class universities by the year 2025. Currently, Peking and Tsinghua, two Chinese universities are categorized within the top thirty universities of the world according to Times Higher Education Ranking. Further, three more Chinese universities are counted in the list of top fifty QS world ranking universities, Fudan University is one of them. According to the ranking of Chinese universities in Asia, about forty-five universities of china are included within the list of top three hundred universities in Asia. Additionally, according to the situation, Chinese universities have moved towards the English medium of instruction so that in order to attract a greater amount of foreign pupils.

Pak-China coordination in the higher education sector initiated in December 2004 through signing an agreement between two countries (Chinese Scholarship Council and HEC, Pakistan) and the first batch of 300 students in 15 universities of china was sent by Pakistan government on official scholarship. According to the agreement, the Pakistan government has to send, for five years, a group of 500 students on official scholarship each year. In the year 2018-19 more than 1000 students of Pakistan were awarded scholarships in various universities through the Chinese Government Scholarship program. Around 2700 students pursuing masters and Ph.D. degrees, for the year 2018, in numerous universities of China through fully funded official Chinese government scholarship. Mostly, Pakistani students are pursuing studies in the fields of Engineering and Medical but along with these subjects and they are also getting their education in various other fields likewise Business Administration, Finance, Education, Media Studies, Physics, Chemistry, Biology, Maths, Law, Computer Science, Journalism, Architecture, so on and so forth. Total expenditure on attaining a medical degree from China is about 30,000 US dollars (including living expenses) which is much less than to Pakistan, in the medical university of Pakistan such amount could only cover tuition

fee of the university. These are some of the major factors which influence students of the world to attract china to attain their ambitions and acquire higher degrees from Chinese universities and particularly students from Pakistan.

Pakistani students acquiring higher studies in Chinese universities are much happy from the educational standard of China and various other reasons, including the atmosphere of brotherhood and friendship, Chinese people show positive attitude towards Pakistani Students, day by day Chinese universities' increase in world ranking and improved job avenues in the Chinese market for Pakistani graduates. It is also very important to be noted here that Pakistan students are very hardworking and enthusiastic to pursue their studies and similarly they are much persistent in their research publications on account of their increased number of research articles published in various international high standard journals which is one of the reasons behind improvement of Chinese universities in international ranking. Currently, the number of Chinese students coming to Pakistan is very less. Attention must be given in this regard, the Chinese government and other various funding bodies can help the Chinese students to seek education in Pakistan universities and explore new avenues over there as well. There are a number of good universities in Pakistan which hold remarkable standards that provide an opportunity for Chinese students to get benefit from it.

Chinese Government initiated another new step to open offshore campuses of their universities in different parts of the world, for instance, Japan, Thailand, Malaysia, Australia, Laos, and etc.. Such type of initiatives to open up new campuses of Chinese Universities may also be taken place in Pakistan on the similar footings. There is a strong need for developing exchange programs with Chinese Universities and vice versa, containing joint research projects and, faculty and student exchange programs. Universities of Pakistan may also involve in joint research activities with Chinese universities to get benefit from their experiences, this type of atmosphere will be beneficial for the advancement of research culture in Pakistan, similarly for long-lasting China-Pakistan friendship. As mentioned earlier, Chinese students should get admissions in Pakistani universities which will enhance the people-to-people relationship between two, strategically partner, and friend countries. Presently, Pakistan holds the fifth position in the most populous nation on earth with the demography of containing the mostly young population. Such a great number of the population needs education and jobs which is not apparently possible to fulfill such requirements from domestic resources. Therefore, the Pakistan government must explore new methods to cope up with the demands of the young population by providing jobs and better education. In this regard, it is most suitable for Pakistani universities to launch joint educational programs with Chinese universities and technically collaborative programs with Chinese industries to understand requirements of the Chinese market, so that Pakistani students can be able to find suitable employment in Chinese firms, whether in China or in Pakistan, after completing their studies.

It is well believed that the CPEC project will enhance collaboration between two countries and it will continuously grow with the passage of time. Whether Pakistani students studied in China or Chinese students studied in Pakistan both will become a great strength for CPEC projects, because these people will be well aware of the local language, culture, customs and working norms. This is also worth mentioning here, that the key areas and expected

professionals required in the selective fields for future projects may be pre-decided, so that anticipated number of experts may be available according to each required field. Furthermore, it is also important to shortlist higher educational fields according to the need of the market so that graduate students may be best utilized according to their qualifications and expertise.

Conclusion

The policy of centralization has a long history, almost all the states have gone through in its and the experience outcome was: lacking in coordination, financial issues, overloading and overlapping, and expected enhancement of enlightenment amongst the population. The process of decentralization is one of the most important components, it may be counted as a method of management to these pressures. Actually, globalization does not need of decentralization, or it does not cause of but the discourse on the globe models transmits a combination of the fundamentals from the market orientations in which decentralization is unambiguously mentioned. The decentralization may be a method or rearrange the 'wastage', ambiguity, jeopardy and finance to the basic levels in society. The types of decentralization are many but some of them, in fact, decrease control at the central level. On the contrary, the actors locally have to apply firm measures established centrally. It is usually joined with financial actions that give punishments or rewards to the institutions or local communities according to their performances related to the standards required by administrative or political high ups. Therefore, governance shifts may need the central government to collaborate and, gather information about and keenly observe the output amongst the decentralized bodies. Chinese Higher educational restructuring and mergers of universities may be taken as schemes opted by the government of China to strengthen reforms and redevelop its administration. The steps of reformation schemes and university mergers were initiated to decrease the financial load of the higher education of the state. If it is carefully observed the higher educational restructuring process from the perspective of the Chinese political system and its unique cultural context, the application of decentralization at a wider range both in economic and political realms, it could be easily understood the worries and dilemmas that Chinese government is facing. On one side, the Chinese are keen on to make the best use of its vitalities and possible released from the socialist marketplace. The political government, on the other side, is concerned about the states capacity to regulate over political and social issues would be loosened during the procedure of liberalization and decentralization. Hence, it cannot be rejected the part played by the state in deciding the strategy matters and it would be sensitive regarding the constitutional and institutional context through which the selection and mixture of the strategy mechanisms are resolute. The China might be justifiable by its genuine demand for pursuing tertiary education reformation towards the legitimization of globalization. The movement between two major models, i.e. 'interventionist state paradigm' to the model 'accelerationist state paradigm' could be taken as rational and applicable policies opted by the state to fortify its twist from socialism to the ideological commitment to values of the market economy of Neo-liberalism. These interpretations and findings have shown that the globalization might not essentially cause of 'end of the state', proportional strategic analysis must be complex regarding the dynamics and relations amongst numerous layers of the governmental structure and specific

attention may be prearranged to how national, local, regional units and actors consolidate themselves in the preparation of local strategy in broader horizon of globalization agendas.

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