The Implementation of Strategic Human Resource Management Practices for Spreading up Higher Education Institutions in the context of National Education Policy 2020

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Abstract

The Government announced National Education Policy 2020, which advocates reformative and fundamental change of higher education in the country (MHRD, National Education Policy, 2020). The policy initiatives can only be achieve its goal through strategic, perspective and yearly planning at the national, state, university and college level. The government of India started national missions in many areas where

Higher Education Institutions may contribute significantly. The existing higher education system is customary and not sharpen to accept the challenges posed to it. The HEIs are academic service-intensive institutions.

They should have the capability and capacity to render academic services effectively, efficiently, productively, and innovatively.

This is possible only when they have well-designed and implemented strategic human resource management practices in the institute. The educational leaders and faculty members are the key functionaries who need to be trained and proliferate to accept and succeed in dealing with the problems, issues, and challenges and achieve the vision of the NEP 2020.

In this research paper, the problems, issues, and challenges of higher education institutions are mentioned and strategies been suggested to overcome the problems, issues, and challenges. The strategic approach to Strategic Human Resource Management Practices is briefly explained.

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INTRODUCTORY PART

The government of India came out with a national policy on education in the year 2020 with very high aspirations for the next 10 to 20 years. There are many provisions of the education policy 1986 which have been implemented effectively and efficiently to achieve quantitative expansion of higher and technical education to provide equal access to aspiring students who want to pursue higher education and research and to satisfy the needs of the industry and society. Similarly, the Government of India designed and implemented many interventions through University Grants Commission (UGC) and All India Council for Technical Education (AICTE) to bring qualitative improvement in higher and technical education.

The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to a more vibrant, socially engaged, cooperative community and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. The vision, purpose, and aims of higher education will be achieved by the educational leaders and faculty members with the support of internal and external stakeholders. The educational leaders will play a major role to design the change and faculty members will play a major role to transform higher education as envisioned in the NEP 2020.

STRATEGIC HUMAN RESOURCE MANAGEMENT PRACTICES

The quality of higher education depends on the quality of faculty members and their intensive involvement in education, research, and development. The faculty members should be highly motivated to achieve the challenging goals of the institute. To impart quality education to students the student-teacher ratio plays a significant role. The motivation of faculty members needs to be sustained for a longer period so they should be promoted at right time and their achievements should be openly recognized. The recruitment, selection, placement, and induction of faculty members play a role to contribute to quality education.

The NEP 2020 has made provision for the faculty members selection, induction, and promotion. The NPE 2020 envision re-engineering of higher education therefore various SHRMPs need to be used to meet out the long-term human resource requirements. These strategies are new recruitment and selection, outsourcing the human resource work, restructuring the organizational structure, collaboration, networking, performance appraisal and development in a new context, training, and development. A brief description of SHRMPs is given in subsequent sections in the context of the requirement of national education policy 2020.

SELECTION PROCESS FOR HEAD OF INSTITUTION, DEPARTMENTS & FACULTY MEMBERS

In order to achieve the vision, missions, and goals stated in the NEP 2020 re-engineering of human resource management practices is required at every level in the education system. The envisioned goals can only be achieved effectively and efficiently designing, implementing, and evaluating SHRMPs in the county considering the minimum level of quality and competence required for the position. The multidisciplinary universities may be considered building blocks for quality education and excellence for higher education. There is a need for developing a competency framework for the professional Governance structure and multidisciplinary universities to achieve the vision, missions, and goals at the university level.

At present, there is no standard process followed at the national level for selecting the people at different positions in the university. The existing system of selection has provision for qualification and experience which may not match with the competencies required for the position. So the authorities may come out with a standard process of selection of human resources may be at the national level and university level ensuring a minimum level of competency profile set for different positions.

The selection of the right person for the right post is key to the successful implementation of the institutional

development plan and implementation of policy provisions. It is not the number of faculty members but it is the right faculty member which matters. This principle applies to all other positions in the university.

PROBLEMS OF HIGHER EDUCATION

Some significant problems of higher education are listed in the NEP 2020. These are fragmented higher educational ecosystem, less emphasis on the development of learning outcomes, rigid separation of disciplines, limited access, limited institutional and teacher autonomy, inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders, lesser emphasis on research, sub-optimal governance and leadership, ineffective regulatory system and affiliation system (MHRD, National Education Policy, 2020),

ISSUES AND CHALLEGES OF HIGHER EDUCATION

It is stated in all India survey of higher education (AISHE) 2018 - 19 that there are 993 universities, 39931 colleges, and 10725 stand-alone institutions in the country (MHRD, All India Survey on Higher Education 2018-19, 2019). More than 2.0 million faculty members are working in HEIs who are traditionally grown and trained. They may possess the competencies to effectively design, implement, and evaluate the educational programs in the context of NEP 2020 (interdisciplinary and multidisciplinary incorporating so many provisions of the policy).The big issue one is who will prepare and gear up leaders and faculty members to design and implement radical changes as expected in NEP 2020? How

leaders and faculty members will be prepared in the shortest time?

ORIENTATION AND INDUCTION OF MANPOWER

The purpose of higher education is directly related to national development and its prosperity. The human resources need to be oriented and effectively inducted to the positions for which they are selected to implement the provisions of the NEP 2020 and achieve the envisioned goals of the policy. At present, there is no standard process benchmarking available for orientation and induction of human resources at different positions in universities and colleges. In the past 30 years fragmented efforts are made by UGC, staff colleges for higher education, AICTE, NITTTRs, and other premier institutions in technical education. In the context of NEP 2020, these efforts need to be revisited.

TRAINING AND DEVELOPMENT

Training and development of human resources of the university is key to the success of national policy on education 2020. It will enable human resources to internalize, inspire, and perform their role effectively, efficiently, productively, and honestly. It will enable them to harness their full potential for achieving the goals of the university. It will help them to derive satisfaction from achievements and the process of performance. The development of university human resources on the job under a mentor is another way to develop competency, proficiency, and confidence in the university human resource. A handbook for mentoring, coaching, and guidance may be developed by the national training academy to develop mentoring, coaching, and guiding skills in the experienced persons so that they can use their full potential for this purpose.

DEPLOYMENT AND REDEPLOYMENT OF HUMAN RESOURCE

The national policy on education states about re-engineering of the higher education system of the country. There is the implementation of curricular, co-curricular, and extracurricular strategies, systems, and processes that are evolving, dynamic, and vibrant. This dynamism will require deployment and redeployment of all types of resources i.e. man, material, machine, methods, minute, maintenance, and information. Deployment and redeployment of human resources are key to effectively utilizing their potential and at the same time filling the workforce gasp in the university.

This approach will create frequent opportunities for those who want to learn and perform on a wide spectrum of activities and gain experience to move upward in the career. This approach will be useful in identifying and harnessing the potential of individuals and developing future leaders for higher responsibilities.

PERFORMANCE APPRAISAL AND DEVELOPMENT SYSTEM

The regulatory bodies are expected to evolve performance parameters and benchmark for faculty members. The achievement of the faculty members on parameters against benchmarks should be used for giving fast promotion to the faculty members. There should be a provision for incentives and open recognition for innovations, unique achievements and merit performance. The HEIs should create a favourable environment to unleash the energy of faculty members for accepting innovative projects, taking the risk, conducting research projects, and bringing improvements in the system. Similar findings are quoted by DEvanna, 1984; Latham, 1984, McKeachie 1983.

MENTORING, GUIDANCE, COACHING AND COUNSELLING

Mentoring, guidance, coaching, and counselling are the four strong processes that needs to be managed systematically, psychologically and socially in order to harness the full potential of the individuals and teams in the university. In each university, a cell may be constituted for this purpose which will prepare a yearly action plan and implement it at the university level. This plan will include a whole range of activities at the institute, department, program, and class level. It will also take care of organizing awareness and education programs on various themes such as environment, safety, hygiene, use of information communication technology, professional ethics, use of green technology, and the like. This plan may be an integral part of the institutional development plan.

RETENTION OF FACULTY MEMBERS AND LEADERS

There is a need for retaining the people who have created conducive academic and research culture in the university, who have raised the standards of the profession, and who is the role model for others. They are an asset to the university. They are the people who have created core academic culture in the institute. They have strengthened the academics and research in the institute. Their satisfaction on compensation, promotion, assignments, incentives, recognition is very important.

CONCLUSION

There is a strong need to design and implement SHRMPs at the national, state,

university, and college level. These practices are designed and implemented integrally to achieve the envisioned goals in the NEP 2020. These practices become more significant when many provisions of the policy need concretization at different levels. These strategies will expand the capacity and capability of existing human resources in higher education and prepare the workforce to achieve excellence in education. The SHRMPs need to be designed in totality integrating each practice in a dovetail manner with IDP of the university. In this paper, some propositions are made in the context of NEP 2020, multidisciplinary university, and SHRMPs.

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