



# Role of Strategic Human Resource Management Practices (SHRMPs) for Gearing up Higher Education Institutions to Achieve Vision of National Education Policy (NEP 2020) and Industry 4.0

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## Abstract

The Government declared National Education Policy 2020, which recommends reengineering and radical change of higher education in the country (MHRD, National Education Policy, 2020). The Indian industries are moving toward industry 4.0. The government of India started national missions in many areas where HEIs may contribute significantly. The existing higher education system is conventional and not geared up 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 SHRMPs in the institute. The educational leaders and faculty members are the key functionaries who need to be trained and developed to accept and overcome the problems, issues, and challenges and achieve the vision of the NEP 2020 and industry 4.0. At the national level, the number of educational leaders and faculty members is huge say more than 2 million. In this paper problems, issues, and challenges of higher education institutions are stated and strategies to overcome the problems, issues, and challenges are stated. The strategic approach to SHRMPs is briefly described. In the end, some significant recommendations are made.

**Keywords:** Industry 4.0, National Education Policy 2020, Strategic Human Resource Management Practices

**JEL Classification:** I 23

**Paper Classification:** Conceptual paper

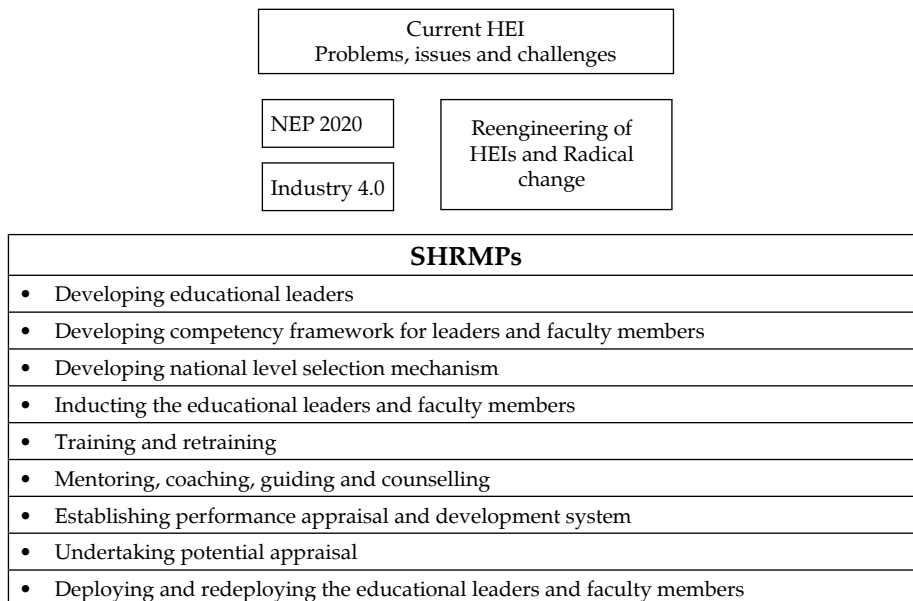
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## Rationale

The NEP 2020 envisioned quality universities and colleges for the sustainable livelihood and economic development of the nation. Higher education aims to develop good thoughtful, well-rounded, and creative individuals. The quality of higher education must enable personal

accomplishment and enlightenment, constructive public engagement, and productive contribution to society. It must prepare students for more meaningful and satisfying lives, and work roles and enable economic independence (MHRD, National Education Policy, 2020). 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. On one hand, problems, issues, and challenges ahead, and on other hand very high level of aspirations are envisioned in the policy. In this paper, an attempt is made to derive the role of SHRMPs considering NEP 2020 (problems, issues, challenges, and aspirations) and industry 4.0. The SHRMPs may gear up the HEIs to overcome problems, issues, and challenges and achieve the vision. The strategic governance and management of HEIs and SHRMPs will evolve in an integrated manner supplementing and complementing each other. The SHRMPs will result in strategic governance and management of HEIs and further strategic governance and management will result in SHRMPs. Therefore, it will bring a spiral effect in overcoming the problems, issues, and challenges and at the same time moving toward achieving the vision of the institute. The SHRMPs in HEIs will create an encouraging environment for radical change and reengineering the higher education system. It will ensure the achievement of higher education goals in the short term, and the missions and vision of HEIs in the long term. It will help create long-term value for the students, employers, society, economy, and funding agency. The model is based on the ideas drawn from the work of (Ondokuz, 2019), (Uysal, 2013), (Çaliskan, 2010), (Shubha Muralidhar & R K Gopal, 2016), (Wan Khairuzzaman Wan Ismail, 2010) (Alharthey, 2011) (UGC, Quality Mandate for Higher Education Institutions in India, 2021) (Susan E. Jackson, 2014) (Shantanu Kumar Biswas, 2017) (Cam Caldwell, 2018) (Westport, 1998). The outline of the SHRMPs in the context of NEP 2020 and industry 4.0 is stated in Fig. 1.

**Figure 1. SHRMPs their Role and Outcomes in the Context of NEP 2020 and Industry 4.0**



• Creating multiple career paths
• Deciding compensation and benefits
• Removing human resource obsolescence
• Managing attrition
• Managing rewards, recognitions and incentives

<b>SHRMPs role to create Environment</b>
• Good governance
• Healthy Academic environment
• Academic and research culture
• Learning organization
• Inter disciplinary, multi-disciplinary and cross disciplinary educational programmes
• Intensive use of AI, Data mining, Block chain technology
• Empowerment of employees and students
• Responsiveness to needs of stakeholders
• Accountability
• Self-evaluation
• Scientifically designed systems and processes
• Relevant research studies
• Capacity building
• System improvement researches
• Participation and involvement of stakeholders
• Collaboration and networking
• Effective service culture
• Ethical practices
• Transparency
• Effective use of autonomy
• Decentralization of authority
• Delegation of power

<b>Outcomes</b>
• Competent graduates
• Well-rounded and innovative individuals
• Lifelong learners
• Need based researches
• Original publications
• Improvement in quality of life of society
• Knowledge creation
• Enrichment of culture, heritage and environment
• Industrial and societal problems are solved professionally
• Enhancement of professional standards and ethics
• Role model for others

• Contribution to national missions
• Continuous improvement
• Retention of leaders and faculty members
• Satisfied stakeholders
• Value addition

## 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), (Sheikh, 2017).

## Issues and Challenges of Higher Education

Development of educational leaders and faculty members to design and implement radical change expected in NEP 2020 and satisfy the requirements of industry 4.0:

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 education system must rely on these faculty members and educational leaders who are expected to re-engineer the higher education system in the country. 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?

## Mechanism for fulfilling the competency gap on ongoing bases

A gap in competencies required and competencies possessed by existing educational leaders and faculty members to bring a radical change in the education system and HEIs. Many competencies, which are very new for the traditional leaders and faculty members (like vocational education, professional values, using blended learning, working in multidisciplinary teams, digitization of educations, innovative approach in functioning, developing and using e-content, sustainability, safety, tech-savvy, blockchains, smart boards, handheld computing devices, adaptive computer testing, use of educational software and hardware, augmented reality) in the context of radical change. The educational programs in artificial intelligence, 3-D machining, big data analysis, machine learning, biotechnology, nanotechnology, and other emerging fields of different disciplines will be in great demand in the time to come. Traditional leaders and faculty members do not possess the competencies required to implement provisions of NEP 2020 and industry 4.0. Some competencies, which cannot be developed in leaders and faculty members because of their age, technology, habit, and attitudes. The big **issue two** is who will fulfill the competency gap and how it will be fulfilled on an ongoing basis for such a massive number of leaders and faculty members?

## Transformation of the education system

The whole education system (regulatory and functioning) will evolve in the coming future to become responsive to satisfy current and changing expectations of the students, employers, and society. The change process in the education sector is very slow because of its complexity, lethargy of the people, low level of awareness, adaptation of technology, and changes regularly and incrementally in an integrated way. The **big issue three** is how the system will become adaptive, adopting, productive, innovative, and evolving over the years, and who will transform it?

## Depersonalization of systems and processes

The evolving education system for bringing a radical change needs to be visionary to move in the direction of the crafted vision. The administrators in the regulatory system, public and private institutions are frequently changing. It is true with the faculty and staff members. The **big issue fourth** is how the regulatory system and institutions will depersonalize the systems and processes and continue the thread of revolutionary change with the same vigor?

## Overcoming financial challenges

The traditional education system as a whole is not technology savvy, technology for education is at infancy stage, adequate infrastructure to supplement and complement the use of technology is not available at remote places, the awareness and use of technology for education is not there among students and teachers, adequate funds in the institutions are not available for this purpose, the financial status of students is not supportive to use the evolving technology in education and training. The big fifth issue is how the government, institutions, and students will cope up with this financial situation?

## Removing obsolescence

The radical and revolutionary change in the system is going to create huge obsolescence in terms of educational leaders and faculty members who do not change at all because of various personal and professional reasons. The number of obsolete leaders and faculty members is going to be huge because of the earlier traditional education system. The **big issue six** is who will deal with such obsolescence and which strategies will be used for such obsolescence? The retrenchment of such leaders and faculty members results in political issues, social and personal problems.

## Strategies for reskilling and upskilling the massive workforce

The workforce needs to be equipped with industry 4.0 skills, it requires awareness, education, and training on a continuous basis to develop a wide spectrum of skills (core skills, life skills, learning to learn skills, thinking to think skills, creative skills, interpersonal skills, use of software and program for different processes and purposes and the like). The workforce also requires encouragement, involvement, and mobilization. The **big issue seven** is how HEIs are going to overcome this challenge of educating and training the workforce of the country through continuing education, training, and development program?

## Overcoming different regulatory systems and a different pace of change

There is not a single university in the county as envisaged in NEP 2020 (Multidisciplinary Education and Research University) that can mentor other institutions in the county to come up to the envisioned level. Higher education being on a concurrent list different states have their model

of regulating and governing higher education. The process of change is slow in state governments and the pace of change is different in different states because of many reasons. **The big issue eight** is how to overcome the different regulatory systems and a different pace of change?

## **Strategies to Overcome Issues and Challenges of Higher Education through SHRMPs**

Significant strategies to overcome the issues need to be designed at the regulatory level and institute level. The strategies need to be designed and implemented in a way to overcome the issues and give quick results.

### **Developing educational leaders to overcome the problems, address the issues, accept challenges, and craft the vision**

There is a need to develop leaders at the regulatory level at the national and state level to facilitate the HEIs in achieving their vision. There is a need to develop leaders for governance and management of the institute and to craft or refine the vision, mission, and goals of the institute in the context of NEP 2020 (Autonomous college, multidisciplinary university) and industry 4.0. The educational leaders must think fresh in a creative manner and not in a traditional manner on horizontal and vertical expansion and growth of the institute. Creative thinking can be done by middle-aged persons who have hands-on industry 4.0 and academic experiences. Educational leaders need to be visionary, transformational, change agents, motivators, and image builders. They should be able to take a high level of risk in conceiving the innovative change and implementing it effectively. The leaders should implement industry 4.0 technology in the institute itself. At present, there is no such standard and benchmarked programs available at the national level to train and develop the education leaders except the recently started leadership for academicians program (LEAP) with an objective to prepare the second tier academic heads who are potentially likely to assume leadership roles in the future (MHRD, LEAP, 2018). In a new context, such programs need to be developed and aspiring educational leaders need to be mentored. The number of such leaders will be in the thousands at the national level.

### **Developing the competency framework of leaders, faculty members, and other employees**

There is a need to develop a competency framework for educational leaders, faculty members, and employees considering the present and future requirements of human resources at the national level. The competency framework must be developed by conducting research studies incorporating the current and future requirements of the competencies in the context of NEP 2020 and industry 4.0. An in-depth research study incorporating the role and future prediction analysis of competencies may be conducted. The employer survey, judgmental groups, creativity techniques (Brainstorming, Nominal group, and Delphi), projective techniques, big data analysis must be used. The competency framework should be documented and used as a baseline document for strategic human resource management practices in HEIs.

### **Developing National level recruitment and selection mechanism**

There is a need of developing national-level recruitment and selection mechanisms may be through the national testing agency (NTA). This mechanism needs to evolve the recruitment and selection process, which is based on the current competency requirements and near future competency requirements. The HEIs should be permitted to select from the qualified candidates

through this process to ensure a minimum level of quality of human resources at least at the leader and faculty position level. This process needs to be based on the demonstration of competencies and qualifications and experience should be a prerequisite for selection.

### **Inducting the educational leaders and faculty members**

There is a need to effectively induce the educational leaders and faculty members in the new context in order to adhere to the culture of innovation, interdisciplinary, cross-disciplinary, and multi-disciplinary education, research and quality services. The leaders and faculty members need to be proficient in using artificial intelligence, big data analytics, blockchain technology, information communication technology, online education platforms, tools, and techniques. The induction of leaders and faculty members should not be a one-time event but it should go along with the radical changes occurring in the institute. The leaders and faculty members should work with industry 4.0 ecology ' in an integrated manner. In the induction program, they should be encouraged to upskill themselves to take up higher-level responsibility to become a creator of blended and online programs. The UGC inductions programme needs to be reviewed in the light of the NEP 2020 (UGC, Guru-Dakshita – Faculty Induction programme (FIP), 2019). Similarly, the recently declared AICTE faculty induction programme and mentoring programme need to be reviewed in the context of NEP 2020 (AICTE, A Comprehensive Training Policy for Technical Teachers, 2018) (NITTTRs, 2020)

### **Training and retraining of leaders and faculty members**

There is a need to train and retrain the leaders and faculty members to implement radical change as expected in NEP 2020 and expected in industry 4.0. Training and retraining enable them to implement reforms effectively and efficiently to cope with requirements of the radical change, quality education, accreditation, autonomy, benchmarking with the best in the class. It will prevent human obsolescence and make the HEIs productive and competitive.

At present, there is no standard competency certification system, policy and mechanism in the country, which is mandatory for educational leaders and faculty members of HEIs. Recently, AICTE has taken initiatives to come out with a policy on national initiatives for technical teacher training (NITTT) but it has a limited scope in the changed context of NEP 2020. Scheme of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching was launched in 2015 with a goal to address the various shortcomings relating to teachers and teaching in school, education, higher education, and technical education, create and strengthen the institutional mechanism for augmenting training and capacity building of faculty and empower teachers and faculty (MHRD, Scheme of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT), 2015).

### **Mentoring, coaching, guiding, and counseling (MCGC)**

There is a need for intensive and continuous mentoring, coaching, guiding, and counseling of existing leaders and faculty members to implement radical changes in HEIs as expected in NEP 2020 and industry 4.0. The MCGC of educational leaders will be required in the governance and management of the institute. The MCGC of faculty members will be required in developing and implementing outcome-based curriculum, outcome-based assessment of students, using blended, flipped, cooperative, and collaborative learning approaches, using education technology, conducting educational research studies, developing vocational and entrepreneurial skills in students, guiding the multidisciplinary project work of students, organizing curricular and co-

curricular national level events, contributing for national missions, managing innovative academic and research projects, digitization, vocationalization of higher education, and improving the overall performance of the institute. MCGC will be required for the newly joined leaders and faculty members. These trained leaders and faculty members will in turn conduct MCGC for students and technical and ministerial staff.

In NEP 2020, there is a provision of a national mission for mentoring. National Institute of Technical Teachers Training and Research (NITTTRs) must play a major role in developing master mentors and developing a handbook on mentoring for educational leaders and faculty members. These institutions may conduct awareness, organize online programs, conduct training, document best practices, prepare case studies, and conduct research studies on MCGC. Under national mentoring mission whole institute mentoring for quality education, academic audit, implement industry 4.0, vocationalization of higher education, accreditation, autonomy, performance appraisal, entrepreneurship development, education, and domain-specific research, a contribution for national missions may be conducted through awareness, training, workshops, seminars, conferences. The effective mentoring system at HEI level will take educational leaders and faculty members on the path of novice, beginner, competent, professional, and expert (Thanikachalam, 2005).

At present, there is no such MCGC mechanism available at the national or institute level. the UGC has recently declared the guidelines for induction and mentoring of teachers (UGC, Induction and Mentoring for Teachers of Higher Education, 2021). There are some fragmented efforts made by some institutes in this direction in the past and the present context, which are not sufficient to harness the full potential of the educational leaders and faculty members. The envisioned radical change and reengineering of higher education will require MCGC in altogether different forms and approaches. It needs to be designed in totality.

### **Establishing a performance appraisal and development system (PADS) at HEI level**

There is a need to develop a performance appraisal and development system that is integrated with NEP 2020 provisions (Creativity, innovation, multidisciplinary approach, research, innovative teaching, use of blended learning, and digitization). The PADS will evolve along with the revolutionary change, so it should be plan-based, objective, dynamic, and adaptive with respect to time. It needs to be simple, concrete, objective, and measurable quantitatively and qualitatively. It needs to be 360 degrees. Only one planning format needs to be prepared with benchmarks in each criterion and parameter so that it acts as planning, monitoring, motivating, and evaluating tools for everyone. The performance needs to be analyzed at the institute level and corrective and preventive decisions need to be made at the institute systems' level to tap the full potential of performance appraisal and development system (Thanikachalam, 2005). (Gupta, 2011)

At present, there is a performance appraisal system based on an academic performance indicator (API) that exists as guidelines with a narrow purpose at the institute level. There is no well-defined mechanism to use the results of the appraisal for taking SHRM decisions. The current PADS is static, it needs to be dynamic in the context of NEP 2020 and industry 4.0.

### **Deploying and redeploying educational leaders and faculty members**

There is a need for the right deployment and redeployment of human resources to harness their full potential for implementing a radical change in HEIs. The reengineering and radical change in higher education will lead to obsolescence of human resources at a very fast rate, terminate

the role on completion of the task/activity/project, and require a new set of roles to be performed. The educational leaders and faculty members need to be deployed and redeployed frequently which will result in the effective use and harness full potential of individuals and groups. Deployment and redeployment will break the monotony in the job and create challenges through a new job resulting in sustained motivation and development of the human resource. It would not be possible for the HEIs to hire the educational leaders and faculty members for different changes and then retrench them after completion of the task.

At present there is no such formal mechanism exists in HEIs to deploy and redeploy the educational leaders and faculty members for various changing roles. HEIs have no experience to deploy and redeploy educational leaders and faculty members. There is a need to develop a guideline document for the purpose and evolve a mechanism for deployment and redeployment of educational leaders and faculty members.

### **Creating multiple career paths for educational leaders and faculty members**

There is a need to create multiple career paths for career advancement, progression and promotion of educational leaders and faculty members, which will be required in implementing radical change and reengineering higher education in the context of NEP 2020 and industry 4.0. The multiple career paths need to be created to harness the precise potential of individuals and groups, which will result in high performance and excellence on the one hand and self-satisfaction on other hand (Bataille, 2006). There is a need to link the promotion and rewards with consistent achievement and not with qualification and experience. Multiple career paths will create many opportunities for everyone to excel avoiding unhealthy competition for limited opportunities. In NEP 2020 multiple roles and career paths are an integral part of the radical change and reengineering process like teaching, curriculum development, learning process, outcome-based assessment, entrepreneurship development, vocational skills development, mentoring, academic audit, quality assurance, digitization, accreditation, training, research, extension, admission, international business, consultancy, SHRM, change agent, community services, national mission event management, and many more.

At present, there are no such formal multiple career paths that exist for career progression, promotion, and recognition of achievements (AICTE, Recruitment Rules, 2010). It needs to be created at HEI level to foster motivation, satisfaction, recognition, and appreciation for everyone instead of time-bound promotion for limited positions.

### **Compensation and benefits**

There is a need to create separate compensation and benefit for educational leaders and faculty members. The current compensation comprising pay scale, various allowances, reimbursement need to be reviewed in the context of NEP 2020 and industry 4.0 for motivating the educational leaders and faculty members to attract, motivate and retain talented persons. The right compensation will develop a commitment to achieving institutional goals and owning the institute. The performance-based compensation, the compensation package for an education project, or assignment needs to be developed in the higher education context. The compensation should be comparative, competitive, and attractive to attract and retain educational leaders and faculty members. The poor compensation will lead to employing mediocre persons resulting in poor performance and attrition which may result in costlier for the system.

At present, a compensation and benefit system is suggested by the regulatory bodies but it is common for all types of organizations and not being followed in totality. It needs to be reviewed

for the strategic benefits of the institute.

## **Proposed Strategic Approach of SHRMPs**

### **Creating conducive, motivating, and innovative environment for education, training, research, consultancy, extension, and services**

There is a need to create a conducive, motivating, and innovative environment in HEIs to effectively implement the provisions of NEP 2020 and industry 4.0. There is a need to conduct frequent meetings, workshops, creativity sessions, debates, discussions, conferences, seminars, and educational research studies to understand the radical change in totality, open channels of communication for open discussion, unleash creativity, empower people, obtain a commitment for change, reduce resistance to change (Sam Arisal, 2018). This should be done by SHRM cell in the institute.

### **Guiding the process of preparing institute development plans**

There is a need to prepare strategic, perspective, and annual plans comprising vision, missions, goals, and objectives based on the strengths, weaknesses, opportunities, and threats (SWOT), value, and issue analysis. This should be guided by SHRM cell in the institute.

### **Effective implementation of the institute development plan (IDP)**

There is a need to develop systems and processes for curricular, co-curricular, and extracurricular activities to provide relevant education and provide effective and efficient services to the students. This should be guided by SHRM cell in the institute.

### **Effective implementation of training and development activities**

There is a need of developing a competency-based development plan for educational leaders and faculty members at the national level which can be implemented institute-wise in online, blended, and contact mode. This should be guided by SHRM cell in the institute.

### **Effective implementation of mentoring, coaching, guidance, and counseling (MCGC) plan**

There is a need to prepare and implement mentoring, coaching, guidance, and counseling plan at the institute level, which is an integral part of the strategic plan of the institute. This will develop a mentor as well as a mentee.

### **Empowerment of students, faculty members, and educational leaders**

There is a need to work in teams and communities to implement the provisions of NEP 2020. The leaders, faculty members, and students need to empower through decentralization, delegation, and working in a team. The innovations can be implemented through teams' structure for governance and management of the institute.

### **Performance management at all levels and in all teams**

There is a need to implement self-planning, self-monitoring, and self-assessment at all levels in the institute for individuals and teams. The system of holding people accountable to themselves may be created by the SHRD cell.

## Conduct educational research studies

There is a need to conduct educational research studies such as need analysis, action research, experimental study, and impact study to improve the SHRMPs.

## Foster ethical practices

There is a need to foster ethical practices at all levels in all areas of functioning of the institute with two purposes viz assuring quality and furthering professional ethics. The SHRD cell may carry out value analysis, evolve professional ethics for educational leaders, faculty members, and students. The other practices and norms related to environment protection, cleanliness, hygienic practices, water harvesting and conservation, green technology, cybersecurity may also be evolved.

## Recommendations

In the backdrop of the above discussion and the importance of SHRMPs in higher education, it becomes imperative to note recommendations. At the national level, following recommendations are made:

A competency framework for regulators and four verticals needs to be created to select the right person for the right position so that relevant, effective, efficient, and productive policy decisions, rules and regulations, guidelines, benchmarks, directions, and projects percolate down at right time, in the right way.

The roles and responsibilities (mandate) of regulatory bodies need to be provided by the government of India to grant them autonomy and make them accountable.

The regulators should issue the SHRM related rules and regulations to ensure a minimum level of quality of HR, which is critical in HEIs.

Competency framework for educational leaders and faculty members should be developed and competency certification programs should be designed and implemented by national-level training institutes such as the National Institute of Educational Planning and Administration, National Institute of Technical Teachers Training and Research, Indian Society for Technical Education, Indira Gandhi National Open University, Regional Institute of Education and the like.

A standard set of competencies for performing different roles (new, changed, innovative) in HEIs such as curriculum developer, coordinator admission, coordinator of SHRMPs, coordinator digitization, coordinator mentoring, coordinator examination, change agent, coordinator industrial relationship, coordinator entrepreneurship development, and incubation cell, use of education technology and the like need to be developed and used.

The rules related to recruitment, selection, retention, promotion, and retrenchment need to be reviewed in light of the envision of NEP 2020 and industry 4.0. There are so many aspirations envisioned in the NEP 2020 which cannot be achieved by traditionally selected educational leaders and faculty members.

The compensation for educational leaders and faculty members should be different from common compensation applicable to other positions. The compensation should be reviewed at the national level so that talented educational leaders and faculty members may be attracted and retained in the system (Alwiya Allui, 2016).

Multiple career paths should be created to harness the full potential of the educational leaders and faculty members and to sustain their motivation.

Performance appraisal and potential appraisal systems need to be created in a changed context and it should act as a major tool and technique to take major human resource management decisions.

SHRMPs should be digitized at HEI, state, and national levels to ensure transparency, quick availability of data, and effective decision-making.

Education leader profile and faculty member profile should be maintained at HEI level, state level and national level to take effective SHRM decisions.

## **At the higher education institution (HEI) level**

### **Following recommendations are made**

An SHRM cell should be constituted in each HEI to effectively manage SHRMPs in the changing context. The cell should act as a think tank for the institute to conceive, design, and implement the educational changes in the context of NEP 2020 and industry 4.0. The cell comprising at least one full-time professor, one associate professor, one technical staff and one ministerial staff may be created.

SHRM cell should take a lead to design innovations, interventions, educational research studies, and guide the institute to implement them. SHRM cell should create a culture to excel best in the institute through various meetings, discussions, creativity sessions, debates, sharing best practices, and the like.

SHRM cell should guide the institute to prepare an institute development plan incorporating the provisions of NEP 2020 and industry 4.0. The SHRM cell should guide the institute for quality education, research, innovation, and services to get various levels of accreditation and autonomy.

SHRM cell should guide individual leaders, faculty members, and teams to prepare performance and self-development plans based on an institute development plan in the context of NEP 2020 and industry 4.0. It should facilitate the implementation of the plan, monitor, and review the progress and take corrective and preventive actions.

SHRM cell should assume a proactive role in planning and organizing human resource training and development activities in the institute, such as conducting performance appraisal, providing feedback for improvement, mentoring, guiding, coaching, and counseling.

SHRM cell should digitize the human resource records and update them with respect to time.

SHRM cell should provide timely information and feedback to regulatory bodies for improving the SHRMPs in the country.

SHRM cell should undertake trust building, team building, professional ethics development, exercises in the institute for team efforts, community, synergy, collaborative, and cooperative efforts to overcome the problems and challenges and implement the innovations.

SHRM cell should undertake educational researches such as human resource profiling, need analysis, action research, and impact assessment.

SHRM cell should undertake an exercise of removing those who are not fit for the changed

context and do not want to be trained and developed.

SHRM cell should undertake induction, orientation, awareness, and education programs on different aspects of education and topics of national importance.

SHRM cell should undertake deployment and redeployment exercises to effectively use the talent of educational leaders and faculty members.

SHRMP cell should bring direct and indirect results and tangible and intangible results in higher education institutions. HR results such as the development of competence, positive attitude toward performance, and adaptive/adopting behavior during change management. HR results should lead to the right role assignment to the right person, role efficacy, self-satisfaction, and role enrichment.

SHRM cell should result in quality education, accreditation, research, quality services, and satisfaction. It should result in continuous improvement, value addition, and innovation. It should result in the integration of education technology and technology in higher education.

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### Author's Profile

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