Chapter – 1

Introduction

During pre-independence era, Indian education system was guided by Britons through enactments of Acts and formation of various commissions. These actions were responsible for bringing in structural reforms through formation of various universities and introduction of professional and vocational education. They further stressed on many aspects of higher education viz., need and finance of university education, upliftment in standards of teaching and learning, improving standards of higher education, setting up of more universities in India so that education is spread throughout the country, providing autonomy in higher education, bringing in quality in higher education and need for technical education in universities, segregation of education into two: Centre/ Federal and State/Provincial, need of vocational education and formation of UGC and hiring of capable faculty who can raise the standards of teaching and improvement in teachers' salaries.

In post-independence India, the status of higher education improved in terms of size and system. India is third after US and China in size of higher education. Post-independence the government took interest in human resource development in a bid to have socio-economic development of India. Consequently, some committees and commissions were formed that investigated the then existing education system of the country, many aspects of teachers, students, infrastructure, and research facilities etc. which resulted into India Educational Plan (1986).

At present student enrolment and strength of teachers have increased. Ways and methods of teaching learning have changed drastically from conventional methods to more sophisticated methods with the aid of technology. Hence in the changed scenario there is a need to overhaul the education system just not by providing structural changes but also having high level of human resource management interventions for organisation change and development. However, it has been observed that majority of committees and commissions on higher education gave priority to structural changes rather than Human Resource Management practices. It was further observed that a few functions of HRM were considered in bits and pieces by some committees and commissions. There was a recommendation to form a separate Human Resource unit in the IIT's.

The process of attracting, developing, and retaining able employees to meet organisational goals, objectives and vision of the organisation is called as Human Resource

Management (Bhattacharya, 2007) and when its activities are carried out by keeping goals and objectives of organisation it is known as Strategic Human Resource Management. With strategic HRM both employees and organisations get benefitted. The most popular method to carry out strategic human resource management is to have HR scorecard in place which is based on Balance Scorecard Method introduced by Norton and Kaplan in 1992 (Kaplan & Norton, 1992). HR scorecard measures management performance by considering current workforce, their engagement and commitment to the organisation, followed by the outcomes of the workforce. HR scorecard is formulated to achieve organisational goals by assessing SWOT with respect to HRM. The four perspectives which are considered in HR scorecard are customer service, learning and growth, internal processes within organisations and maximising profit considering time and cost of organisations which can be achieved by fixing the targets, assigning tasks, defining measures of success.

The educational institutions at least in India have not tried this new concept due to lack of time, money, energy and will power. However, changed aspirations of educational institutions require strategic guidance to achieve NAAC (National Assessment and Accreditation Council) grading, NIRF (National Institute Ranking Framework) ranking, global ranking, to become global leader and to become centres of excellence. To achieve these targets the educational institutions require gaining a competitive edge over the competitors by continuously developing employees' core skills by training and development initiatives. HR scorecard thus will be helpful in achievement of strategic goals by improving employee competencies and behaviour with respect to goals, policies and activities that are cost effective.

To achieve the foregoing goals through HR scorecard, organisations need to refocus on HRM practices that are performance oriented. Thus, implementation of HR Scorecard means - create a vision for the organisation where strategy influences HR decisions which are precise and focused. HR Scorecard measures contribution of HRM Department in success of an organisation's financial performance. However, successful implementation of HR scorecard requires equal contribution of line managers as well as that of HRM department. The change in system to shift to HR scorecard will make employees resist changing but they need to be trained as communicated so that the system will give their organisation a boost and competitive edge over their competitors. This can be achieved by employee engagement of all employees of educational institution.

Problem of the study

The 21st century started with a focus on development w.r.t. technology and human beings and this calls for a paradigm shift in treating men, machines, and methods.

The newly found obsession of Indian govt. (HRD Ministry) and Higher education institutions towards competition and ranking has led the stakeholders of higher education to think differently viz., getting higher ranks in the elite list to get better resources than the competitors. The higher education institutions i.e. universities and colleges have been responsible to teach Human Resource Management concepts to organisations and students sans recourse their own institutions. This has led to absence of human resource management concept as a key for development and of development. The corporate world has changed the conceptual framework of human resource management from time to time that started from labour management to strategic human resource management. The required research was conducted in the institutions of higher education but higher education themselves neither participated in such conceptual framework to apply nor seemed inclined to change. In India, the situation is still worse than its foreign counterparts. Indian universities and colleges hardly find any place in world ranking. Therefore, the Indian higher education institutions must ponder over the issues which make them lackadaisical to wake up to the issues and transform themselves to compete with the world class institutions. Normally, when the higher education institutions don't get a ranking in the global list year after year the so-called critical analysis starts and ends with "the Indian institutions lack research prowess and hence they lag behind the world". This sentence reflects the academicians and educationists' attitude with limited scope and identity.

There are many evidences that revealed that if human resource of an organisation is managed to fulfil the organisational objectives can turnaround the organisation to get competitive edge over their competitors. Moreover, the HR Scorecard gives a specific guide to improve organisational efficiency with four perspectives specifically: Vision/mission of the organization, students' feedback, high-performance work systems, management of high-performance work systems, and HR operations. The HR Scorecard is helpful to create value by focussing on strategy influenced by human resource decisions that are taken in a better and systematic way leaving room for ongoing changes.

The higher education institutions are vying for better ranking from various agencies. Hence the problem of this study was identified as "whether it is possible to apply HR

Scorecard method to manage human resources in higher education to meet the vision and mission of the organisation and achieve competitive advantage over its peers?"

Rationale of the study

Balanced Scorecard has been proved as a better measure of managerial performance irrespective of sector and type of industry. But the case is not the same with HR Scorecard. In current scenario the higher education institutions need to follow certain HR practices that will be responsible for attaining the required strategy of becoming the world-class institutions. HR Scorecard is the latest concept to guarantee the strategic success and hence the study is relevant to find out whether HR Scorecard is the right method to get the competitive edge through human resource management in higher education and if yes, methods of achieving the same.

Objectives of the study

In line with the problem of the study, the objectives were framed as follows:

- To study application of HR Scorecard in higher education to meet vision and mission of an educational institution.
- To meet the above objective, subsidiary objectives are as under:
- To understand the current HR practices in the selected higher education institutions.
- To explicate the stakeholder views on current performances of higher education institutions' employees.
- To explore the probability of using HR Scorecard in higher education institution.
- To understand the challenges in implementing HR Scorecard in the higher education institutions i.e. w.r.t. organisational change and development.
- To understand the impact of introduction of HR Scorecard on various stakeholders.
- Whether the HR Scorecard could enhance the performance of teaching and non-teaching staff which directly impacts various stakeholders.

Methodology

Research design is exploratory and descriptive in nature. This research explores the research subject and probability of its application in HEIs. The exploratory research design helps to explore the probability of using the HR scorecard in HEIs and know the impact on various stakeholders. The study also tries to explore the impact of using the HR scorecard on enhancing the performance of teaching and non-teaching

staff. To explore whether HEIs can achieve the goal of competitive advantage after the implementation of the HRSC. The descriptive study tries to understand the current HR practices in the selected HEIs. There are two sources of data used by the researcher.

Primary sources: Primary data sources was expert interview, survey of teaching, non-teaching and students is conducted through pre-tested questionnaires.

Secondary sources: Secondary data sources are government reports, websites, journals, Shodh Ganga website, books, magazines, newspaper articles etc. Descriptive analysis of data and inferential techniques are used to find certain causal relationships between dependent and independent variables. Factor analysis technique is also used to understand factors responsible for students' satisfaction.

Research Hypothesis

To fulfill above stated above objectives, research hypothesis has been formulated.

H_01: There is no significant difference between age of students and perception towards curriculum appropriateness.

H_02: There is no significant difference between gender of students and their perception towards curriculum appropriateness.

H_03: There is no significant difference between medium of instruction of students and their perception towards curriculum appropriateness.

H_04: There is no significant difference between the program/ course of respondents and their perception about curriculum appropriateness.

H_05: There is no significant difference between students from various faculties and their perception towards curriculum appropriateness.

H_06: There is no significant difference between age of students and their perception about tech-pro teachers.

H_07: There is no significant difference between gender of students and their perception about tech-pro teachers.

H_08: There is no significant difference between medium of instruction of students and their perception about tech-pro teachers.

H_09: There is no significant difference between program/ course of respondents and their perception about tech-pro teachers.

H_010: There is no significant difference between students of various faculties and their perception about tech-pro teachers.

H_011: There is no significant difference between age of students and perception towards soft skills and technical skills of teachers.

H_012: There is no significant difference between gender of students and their perception towards soft skills and technical skills of teachers.

H_013: There is no significant difference between medium of instruction of students and their perception towards soft skills and technical skills of teachers.

H_014: There is no significant difference between the program/ course of respondents and their perception soft skills and technical skills of teachers.

H_015: There is no significant difference between students from various faculties and their perception towards soft skills and technical skills of teachers.

H_016: There is no significant difference between age of students and perception towards pedagogy and teacher engagement with students.

H_017: There is no significant difference between gender of students and their perception towards pedagogy and teacher engagement with students.

H_018: There is no significant difference between medium of instruction of students and their perception towards pedagogy and teacher engagement with students.

H_019: There is no significant difference between the program/ course of respondents and their perception towards pedagogy and teacher engagement with students.

H_020: There is no significant difference between students from various faculties and their perception towards pedagogy and teacher engagement with students.

H_021: Mean ranks of the improvement in 'Perception of teachers' in various areas are same.

H_022: Mean ranks of the curriculum, Teaching methods and assessment methods are same.

H_023: There is no significant difference between age of students and perception towards soft skills of staff.

H_024: There is no significant difference between gender of students and their perception towards skills of staff.

H_025: There is no significant difference between medium of instruction of students and their perception towards skills of staff.

H_026: There is no significant difference between the program/ course of respondents and their perception towards skills of staff.

H_027: There is no significant difference between students from various faculties and their perception towards skills of staff.

Above hypotheses have been framed to know the relationship between independent variables (i.e. age, gender, medium of instruction, students of various

faculties, level of education) of various students at the Maharaja Sayajirao University of Baroda, and various factors of students' perception (dependent variables) have been framed and tested. Hypotheses have been framed for knowing the impact of age, gender, medium of instruction, students of various faculties, and level of education on curriculum appropriateness, tech-pro teachers, technical and soft skills of teachers, pedagogy, and teacher engagement with students. Symbolic hypothesis is given in Chapter 4.

Data Analysis

Data is analysed using parametric and non-parametric tests to fulfil objectives of the study. Expert interview is also conducted and analysis is done. Assumptions for conducting parametric and non-parametric for univariate, bivariate, and multivariate categories are well comprehended before analysing data. In addition to this, Exploratory Factor Analysis (EFA) and Principal Component Analysis (PCA) are also done to form components and analyse data.

Scope and Limitations of the study

The current study will be applicable to university in and around Vadodara and therefore if this study is applied in other universities, the cultural and other factors may be different under this study. The scope of the study would be to implement the HR Scorecard and see the impact as envisaged. The limitation of the study is that application could not take place.

Managerial implications under this study

Though the study is not based on the corporate background but the higher education institutions that are struggling to get place in the elite list of world class universities will have to be managed like a company and hence a paradigm shift to manage the higher education institutions staff like an employee of an organisation will unfold the story of success to become world-class institution.

Chapter Scheme

Chapter one is an introduction to the topic that highlights problem statement, rationale of the study, objectives of the study, research hypotheses, and a brief scope of study.

Chapter two is about the Review of literature. This revolves around various committees/ commissions formed concerning improving the quality of teachers and staff in higher education. Models for improving the quality of teaching have been explored. The existing gap in the literature is explored and how the study fills in the gap has been discussed.

Chapter three is all about Research methodology. This convers research design, sampling, sample size, sources of data collection, methods of data collection, development of questionnaire, measurement of variables, validity and reliability of the instrument, tools and techniques used in the study, limitations, and future scope of study.

Chapter four includes descriptive and inferential statistics. This includes data collection, data processing, data analysis, hypothesis testing to test relationship/ association and differences between independent and dependent variables. This also includes analysis of the expert interview. The chapters includes whether the sample data fits into the hypothesized model explored through the review of literature.

Chapter five includes discussion and findings from the data analysis.

Chapter six includes recommendations and conclusion. The chapter highlights contribution of study to the body of knowledge of the subject.

Chapter six is followed by bibliography section. The annexure is appended at last i.e. after bibliography.