

Human Resources Management Practices: A Case Of Higher Educational Institutes In Kerala

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ABSTRACT

The expansion and maturation of an organisation are both influenced by a variety of different circumstances. Although the staff and students play an major role in evolution of any institute, the direction the institute takes is primarily influenced by practises and initiatives pertaining to HRM. The practise of management of human resource is indicative of calibre of persons that the school seeks to recruit, as well as the processes that are necessary for the University to take shape in the cutthroat environment that exists today. The institution receives direction and purpose as a result of various human resource management (HRM) operations such as personnel planning, recruiting and selection, training and development, career development and coaching, and retention and pay strategy. Human resource management practises also constitute a competitive edge for academic and higher education institutions in the face of global competition and shifting domestic equation policy. This is because both of these factors combine to create an increasingly difficult environment in which to operate. This article takes a look at the various ways in which higher education institutions (HEIs) in Kerala are utilising human resource management practises in order to enhance their own growth. According to findings of this study, there is still a significant amount of work to be done; as a result, the status quo is insufficient. An analysis of work and recommendations is undertaken in the present paper.

Keywords - Human Resources Management, HRM approaches, Higher Education Institutes, PMS system, Leadership

1. INTRODUCTION

Recent focus has been directed toward problems associated with personnel administration. A company's operations and resolution of difficulties related to boosting profitability, competitiveness and stability are directly correlated with the quality and potential of its workforce. Theoretically grounded human resource management methods, and models have been developed by many researchers, scientists, and top managers and academicians to serve as both guidelines for developing

and implementing a human resource management system and for selecting suitable management forms and methods (Muwardi et al. 2020).ⁱ Increased complexity in the exogenous and endogenous environment in which organisations operate, as well as the increased dynamics of economic and social processes, calls for a competent and novel approach to setting up a human resource management system. (Singh et al. 2021).ⁱⁱ

In the operations of successful enterprises today, new organisational structures based on innovation and creativity are beginning to evolve. Its success may be traced back to its "centred on vertical integration and a hierarchical functional management structure with a largely technical and social division of labour." (Rana and Sharma, 2019).ⁱⁱⁱ This is because in today's digital culture, a fresh approach to organisational logic that is compatible with yet distinct from the present one is required. Effective human resource management practises are essential for today's academic institutes as of corporate business houses. It's preferable to influence people rather than order them around and to exert tight control over them rather than relying on their goodwill. As the system of organisational relations grows increasingly complicated, non-deterministic, and frequently not subject to preliminary forecasting with any amount of information at hand, human resource management is becoming more of an art form. The modern academic climate has also contributed to HRM becoming more strategic (Deloitte, 2021). The field of human resource management is maturing beyond its academic roots. There has been a recent uptick in the number of similar initiatives from other institute.

Following are some of the key components that this approach highlights: As of 2016 (Fochler).^{iv}

- carrying out a plan of action that is consistent with the organisational strategy;
- fostering a culture of innovation and flexibility inside the enterprise;
- increased value creation as a result of enhanced human resources and exceptional performance.

Long-term competitiveness can be boosted among the workforce in universities and HEI's. in particular, through investing in human resources. Human capital has the potential to be an incomparable asset that rivals just cannot match. Second, human capital can create value because of the substantial effect it has on performance (Aidara et al. 2021).^v The possibility of developing a complete strategy improves if the organisation employs a strategic HRM method which is understood by all of its players and stake holders. All strategies, in Mintzberg's view, are conceptualised in the brains of the people they affect. That "their intents and behaviours" reflect a shared vision is what really matters in a group setting.

Given the importance of universities in the knowledge economy, effective human resource management inside academic institutions is crucial. Adherence to the University 4.0 concept acts as a performance benchmark for today's universities, which serve as the beating heart of the knowledge society and the primary channel for the transmission of new technologies (Kumarasamy & Anandaraj, 2018).^{vi} Especially through the utilisation of multiplier effects, universities play a pivotal role in development of a modern knowledge economy, underscoring relevance of HRM on campus, while addressing the academic ambience, be it the teaching community or the students, the intervention of HRM becomes strategic. Globalisation, openness, and dynamism are all hallmarks of today's universities, making them ideal social institutions for taking on the task of turning data into useful knowledge. Consequently, the idea of human resource development ought to supplant other theoretical underpinnings of management in academic institutions. Since the university's core business model is founded on the pedagogical, scholarly, and scientific interaction of educational and

scientific challenges, its human capital is undeniably its most valuable asset. The following reliance is an essential part of the most common strategy employed by HEI's to cultivate human resources. Personal resource quality and that of the individual's integration into the university's human resource system are the two most important aspects of human resource quality (Stangis and Katherine, 2017).^{vii}

The following challenges, however, are the greatest obstacles to effective HRM at HEI's universities, and they are all grounded in reality.

1. Staff members rarely contribute to strategic initiatives.
2. Opportunities for administrative and teaching professionals to further their education and expertise are severely lacking.
3. The ageing of the workforce and the increasing median faculty age.
4. Competition for open positions in academic department is low.
5. Employees' own aspirations competing with those of the university
6. The teachers are not taking any initiative.

2. HRM intervention in HEI's

Human resource management has been studied extensively in the context of HEI, but has been given far less attention that is given in academic institutions. Thus, many managerial and HRM choices in this field are based on gut feelings and common sense rather than rigorous analysis. There are flaws in how universities are attempting to pool their human resources, and we can see them. In addition, the importance of investing in staff members' skill sets is often overlooked. Adopting scientifically based HRM at a university, however, is unlikely to produce the intended results without first addressing the unique context of the higher education sector and the peculiarities of a certain institution. A strategic vision base with framework and intervention Model are absent in HEI's, barring few. Current thinking includes practises like results-based management, which place a premium on inspiring and incentivizing staff, but mostly on the pre-defined policies, rather than an progressive Performance Management system, per se.

- Establishing a resolute management strategy (called "framework management");
- The "Harzburg model" of delegation-based management, which emphasises workforce abilities;
- "Participatory management," which inspires innovation and independence in the workplace;
- "Entrepreneurial management" describes an approach to fostering innovation and initiative in the HEI.

With these issues in mind, it's clear why good human resource management practises need to be implemented in educational institutions (Igweh & Stephen, 2019).^{viii}

- An abnormally youthful average age among faculty members and a resistance to adopting more up-to-date organisational structures, procedures, and methods of delivering teaching;
- A decline in the importance of academic rigour and in students' typical levels of academic achievement;
- The lack of formal pedagogical training among the faculty delegates, despite the growing necessity of such training for university professors' jobs;

Differences in ethics between teachers and their students are an indication of this trend. However, origins of these differences run much deeper. They may as well be connected to the fact that professors are running late in other areas of their careers. There are situations when a lecturer's credentials aren't high enough to successfully foster the growth of students' individual strengths.

According to contemporary human resource management theory and practise, employees' inventiveness is crucial to efficiency of their work, which in spin affects the performance of organisation. (Agwu & Nwoke, 2019).^{ix} A person who is very interested in their profession and strives to conquer ever more challenging obstacles is also considered to be highly creative (Deloitte, 2021).^x A professor with these imaginative qualities may be able to equip their students with the tools they need to thrive in the modern job market. Also, these academics can participate in the appropriate levels of research and development, international collaboration, and stakeholder involvement, if the HR policies are progressive, which is another area of concern in HEI's.

3. Purpose of the paper

The study intention is to accomplish the following objectives: (1) investigate HRM practises that HEIs have implemented in order to advance the human resource management mechanism; (2) analyse the significance of these practises to the overall efficiency of HEIs; and (3) propose solutions to improve HRM in HEIs. The primary aim is to investigate HRM practises and strategies utilised by HEI and evaluate degree to which these HRM practises and strategies have contributed to accomplishments of those institutions. The present study looks at the HEI and their HRM intervention and approaches in developing the HR capacity and the Management of workforce. However, due to policy agreement and non disclosure agreements, the institutes names and identity are not disclosed in the paper.

4. Relevance of the Paper

Relevance to life in the real world is measured by the gravity of the issues explored and the strength of the evidence provided for the concepts and conclusions presented. The findings and suggestions provided here can be used to enhance human resource management in academic institutions. Author(s) were able to gain insight into a novel HRM idea being explored within the humanistic paradigm by studying current literature on HRM theory and practise. Modern approaches to human resource management, in contrast to more traditional approaches, should centre on the strategic development responsibilities of the entire educational organisation. The organisation is implementing this change to expand on the effectiveness of previous human resource management strategies. The institution or college is making a significant move toward a more progressive method of human resource management and administrative operations by taking this step.

5. Assumptions and Speculation

Throughout the course of research, following hypotheses were developed:

1. To begin, members of the university staff constitute their own independent functional system, which is differentiated by the one-of-a-kind resource potential they bring to the table.
2. Second, the institutional and functional contradiction of the socioeconomic system's demand for the university's subjects that can be resolved with the assistance of integrative HR management technologies by locating, evaluating, putting into practise, and developing the human resource potential of higher education institutions. This can be done by uncovering the human resource potential of higher education institutions.
3. Third, the creation and distribution of HRM integrated technology requires a new strategy that places a premium on improving faculty engagement, building a corporate citizenship culture, and having staff members embrace the values of the organisation.

6. Systematic literature review methodology

Pickering and Byrne (2014)^{xi} systematised methodology for evaluating academic research in order to offer researchers with an objective, quantitative summary of their findings, which they call the quantitative evaluation of literature. These techniques aid in the discovery of unmet research requirements by providing a comprehensive picture of the subject matter. As opposed to typical narrative reviews, which focus on the competence and authority of the authors alone, this research technique provides a comprehensive picture of the topic at hand. As a result, the author organizes and reports systematic reviews using a technique called "Reviews And Meta-Analyses Reviews and Meta-Analyses" (PRISMA).^{xii} When author(s) use this method, they are able to maintain the transparency of their systematic reviews while also reviewing a wide corpus of material (Liberati et al. 2009).^{xiii} There are three stages to the quantitative literature review process. Searching academic databases for relevant papers is the first step to solving the data analysis challenge and achieving study goals. The second stage is creating the new database's structure, which includes selection criteria, analytical categories, and their adjustment in response to a small sample size test. The third and final stage is moving all relevant documents to a new database and generating an analysis tabular format. It is well established that this strategy's reliance on online searches that return only current online publications is a big disadvantage. Nonetheless, given that an increasing number of print journals offer online access to their issues, this was deemed a bias or challenge that would affect a significant portion of the investigation. The systematic review included studies from our initial searches that met all of the inclusion criteria, which were categorised into different components as defined. Web of Science, ScienceDirect, Scopus and ProQuest Central were used as databases because they allowed for an exclusive search of journals, published papers and working papers.

(A) Theme

The study conducts its investigation using sources published between 2000 and August 2021. The earlier year was chosen because some studies make contribution in this field. The majority of the studies, on the other hand, date from after 2000 and cover topics such as HRM, HRD, Faculty development, HR planning, recruitment and Selection, PMS system, and the like.

(B) Published Year

We rely on sources that were published between 2000 and August 2021 for our research. In general, the procedure of selecting papers for inclusion in this systematic review was divided into two sections. A total of 120 sources were identified in the WoS and Scopus databases using the keywords. The second phase of screening involved discovering 150 sources using the keywords Human resource management, HR planning, Development, Training and the like in all the three-ScienceDirect, Web of Science & ProQuest Central databases. At this time, 40 sources have been removed from the system. The study noted that a considerable number of source exclusions were made during the latter section of this stage. To begin, the study discovered that the vast majority of publications do not include the key word terms in their abstract or title. In these instances, some authors made passing references to HRM intervention in Academic field in their works without delving into the issue in any greater depth. In other words, the term "Higher Education" was used as a verb rather than as a concept in these pieces. For the second time, various publications in the field of studies have been published that explain HRM and Higher Education in a manner that differs significantly from our concept. The inclusion of 10 papers was achieved through the rejection of additional research in the final phase of screening following the reading of partially full-text. It was decided to reject several studies because they viewed Higher Education as other than what is the definition of higher education in the country.

7. Review of Literature

Human resource management as a discipline has been the focus of a significant lot of study since its inception in the middle of the 1980s, and that focus has only intensified since then. HRM has been studied by a wide range of writers and researchers because it has provided novel, cutting-edge tactics and technologies for managing people in complex, fast-paced settings. Improved human resource quality and attention to cultural and ethical underpinnings of productivity and working conditions were also high on the list of priorities (Jones et al. 2014).^{xiv} Fundamental to the idea of strategic HRM is the idea of aligning HR with the overall business strategy. In today's knowledge-based economy, human resource management rests on the recognition that people are an invaluable asset, one that can make or break a business (Hamouche, 2021).^{xv} As important is a strategic approach to HRM, one that takes into consideration employees' potential for growth as competitive assets for the company in light of an uncertain external environment. An innovative institute fosters a culture where its workforce have access to ongoing learning and growth, where they can show off their intelligence, initiative, and originality (Aguinis & Burgi-Tian, 2020).^{xvi} Employees' of the institute ability to think creatively and their drive to work together toward a common objective benefit from this policy. The development of institute structures and procedures to influence and encourage professionals to participate in creative and productive work is fundamental to innovation, as stated in the study of AM, Affandi., Udobong., & Sarwani (2020).^{xvii}

A systematic and structured Human resource management is still in its infancy stages of development and implementation in most higher education institutions which this study explored. Its efficacy is affected by a wide variety of objective and subjective factors. The rigidity of technocratic management based on a linear-functional organisation and a concentration on formal regulatory standards are primary causes of society's fundamental socio-economic and administrative problems. This complicates the already challenging task of putting human resource management theory into practise. In light of current practise, it is clear that several domestic institutions don't give adequate thought to HRM intervention, and its rigour and relevance for making the HEI's as a competitive and robust. This has led to a more bureaucratic approach to HR on college campuses. The intellectual capital of the institute is under-appreciated despite its significance. These days, however, they are the lifeblood of any educational institution's growth and ability to compete in the educational services market, especially on a global basis. while accreditation are mandatory and institute work towards it, bit the efficiency and effectiveness is questioned. Human resource management uses systematic methods and approaches. Components associated with this include its benefits and drawbacks, as shown in a heterogeneity of approaches. The primary tenet of management is facilitating the alignment of its workforce personal objectives with the institute overarching strategic purpose; yet, it is in this area where the concept's apparent flaw may become apparent (Liu, 2018).^{xviii} The majority of institute HRM literature suggests that treating employees as individuals is essential because of the significance placed on independence and self-determination. The incorporation of human management services into the value system of the institute, which accounts for the needs and contributions of all stakeholders, is a challenging but essential undertaking.

The quality of the teaching staff is the single most important factor in a student's educational success, so it is crucial that the administration of the faculty work together to achieve common goals with the institute and help each faculty member (professor and scholar) achieve their own goals while also paying attention to the institution as a whole (Chapman et al. 2018).^{xix} To most institute of HEI, this link is missing and in some it has widen. A institute strategy management and innova-

tion management can't function independently of HRM development prospects. The provision of activities with qualified employees who can think creatively, work in flexible systems, and be sensitive to technical and scientific progress is a core tenet of the management process according to the principles of innovation management (Thymi., Bitsani and Pantazopoulos, 2022).^{xx} As absence of such culture and practices has resulted in most institute not making to the mark of best institutes or HEI across nation and globally.

It is important to place special emphasis on the systemic-synergistic idea of organisational growth in human resource management. This method's developers, working from a systematic perspective in HRM, make use of a "synergistic apparatus that enables for the description and interpretation of various occurrences in organisational systems" (Deloitte, 2020).^{xxi} To convince a institute to adopt HRM, the system should work as a "network of activities embedded in processes of organisational development". Systematic based HRM intervention could benefit from the use of the system-synergetic principle, which not only specifies future HRM forms and procedures but also offers a viable route for their development. A HRM futuristic development policy or white paper is absent and what needs to be done by HEI's in next 5-8 years with strategic goals is absent. An intriguing and timely concept is the use of a heuristic approach to human resource management within the context of creative entrepreneurship. There are many ways to approach a problem, and heuristics are one of them (Greene, 2020).^{xxii} In today's scientific community, heuristics is acknowledged as its own subfield of human psychology, providing a flexible model for teaching, research, exploration and discovery. A lack of well-defined, scientifically established methodologies means that personnel management duties must rely on heuristics. The heuristic approach enables the generation of creative solutions to issues by drawing on knowledge and experience from a variety of fields. The HR intervention in HEI under the purview of the present study didn't promote entrepreneurship, and policies and programs don't address this issue. It's challenging to assemble a team whose members can leverage their own strengths to help the group reach its objective. When making judgments, rationalists employ elaborate, time-consuming, and oftentimes inefficient procedures to guarantee accuracy. Through capturing the business culture and the team's interpretation of it, measuring compatibility, and making the most of employees' creative potential, a heuristic approach to HR management can increase productivity and competitiveness.

8. HRM Practices

Human resource management is the process by which an organisation maintains its workforce (Fochler, 2016).^{xxiii} The human resource management strategy is an offshoot of the development plan that contributes to the organization's overall success (Gibson et al., 2019).^{xxiv} Six distinct but connected activities make up human resource management, apart from other supporting HRM practices.

1. Methods for managing people (HR Planning)
2. Acquiring new staff (Recruitment and Selection)
3. Instructing and preparing the populace (Training and Development)
4. Analysis of past performance (Performance Management System)
5. Advice about careers (Career Development, Coaching and Mentoring)
6. Engagement and Motivation (Attrition and Retention)

HR Planning - It's important to note that HR planning includes taking stock of the human resources available at a company and comparing them to the organisational skills needed to imple-

ment its growth goal. What follows is a projection of organization's expected need for those materials in future. In human resource management, the needs and priorities for employee development are established when the gap between current and future resources is defined. Most institutes have their policy of HR planning in place and a d moment specifying the requirements. Furthermore, hiring new employees is an essential part of the people management system and the overarching framework for controlling staff activity, all of which are extensions of the organization's personnel policy. One must make a clear distinction between the two processes of recruitment and hiring. Candidates are actively sought out throughout the selection process with the needs of the social institution and the tasks at hand in mind (Agwu & Nwoke, 2019).^{xxv} A search is conducted, and the needs for various positions, task, kinds for a person's known capabilities, professional experience, duration of service, and talents are identified during the hiring process.

Recruitment - A is the process of identifying and attracting qualified individuals for open positions within an organisation. Selecting the most qualified candidate from a group of hopefuls requires analysing an individual's personality and work history to determine if they have what it takes to succeed in a given position. Examining the fit between the job at hand, the organisation's mission, and the prospective employee's own interests and skills is essential (Schmidt, 2021).^{xxvi} Human resource management (HRM) practises created by an organisation can benefit from improved employee participation and information sharing, according to research by Ahmed et al (2020).^{xxvii} The study undertaken by Khudhair et al (2020)^{xxviii} looked at effects of COVID-19 pandemic on HRM procedures. The results showed that pandemic brought about some positive improvements to HRM practises, like work location flexibility (i.e. remote working).

T and D - To that end, the hiring and management structure facilitates staff members' intellectual growth through training, advanced training, building a personal plan, completing a traineeship on an open position, and plotting participation in innovative activities. Since the world is always changing and the knowledge we acquire quickly becomes outdated, institute need to always be working to improve the intellectual capacity of their employees. According to human resource management analysts, faculty members engaged by various universities in UAE require comprehensive course in training, mainly in light of new teaching approaches produced as a result of the COVID-19 scenario (Wren, 2021).^{xxix} This highlights the significance of researching faculty training and development practises. A significant number of the teaching staff lacks the technical competence essential to deliver the intended level of education, according to research by Al Hashmi et al (2021),^{xxx} who analysed the outcomes of training and development in UAE higher education. In order to increase faculty members' abilities to teach remotely, universities in the United Arab Emirates (UAE) are required to use new technologies and give technical support. Higher education institutions in the United Arab Emirates (UAE) are obligated to use new technologies and provide technical support to faculty members to boost the latter's capacity to teach remotely. Consequently, one of the most critical tasks is to put in place an effective mechanism that facilitates an ongoing programme of training and development for staff members. In most HEI's, the T and D is taken on ad-hoc basis or need based. Strategically, a T and D is missing.

PMS - Employee performance evaluation is an essential part of HR since it encourages employees to take initiative and develop their own ideas on the job, both of which are essential in the workplace of today. Any area of employees or specialist's work can benefit from a well-executed performance review. Employee selection, placement, and utilisation can all benefit from the extra time

and attention paid to performance reviews that come as a result of their implementation (Deloitte, 2020).^{xxxix} It makes it possible to gather and formally record extensive data on the employees. The HR dept are able to make more informed decisions about their employees' growth, compensation, and promotion chances as a result of the information gleaned from performance reviews. They also boost morale, learning, and promotion opportunities for workers. However, due to the fact that the Covid-19 scenario occurred, numerous components of the performance assessment need to be modernised as the study of Ali (2020).^{xxxix} The completion of a comprehensive project necessitated the adoption of unconventional methods, which led to the implementation of these adjustments.

Career Development - It's also important to stress the idea that a successful career in a institute is a collaboration between the employee's ambitions and the institute commitment to helping him or her succeed. Given that every person has their own unique mix of values, interests, job, and life experiences, the process of preparing for a profession is also unique. Beginning with an individual's hiring, a path is set for their professional development. Potential for growth and career advancement in this organisation are factors to be considered by the new hire. This is the first step toward reclaiming individual professional life. Making plans for one's own professional growth is the next step. In other words, a person's professional growth results in the creation of a hierarchy of alternative positions that can be pursued. The next step involves ongoing assessment of the individual performance. In order to maintain his progress, he must consistently put his newfound abilities and knowledge to use (Martocchio, 2018).^{xxxix} Career management is just one process that should be evaluated for its effectiveness with the rest of the organisation's operations. Performance evaluation is the final step in the personnel career management process. Effective career management can be measured by the extent to which an individual works to improve institute development, increase productivity, reduce staff turnover, and implement new initiatives to build an innovative environment in the institute or workplace. There are three challenges that must be surmounted if professional career management is to achieve its goals. To begin, we must create and hone productive abilities, or human behavioural models that are most consonant with the needs. Next, we'll put in place the economic, social, and technological factors that will allow each individual to perform at his or her highest capacity. Third, these policies and practises must not be enacted in a way that negatively impacts an employee's unique character or passions.

Engagement - In the current economic climate, employee motivation is a crucial factor in the evolution of every institute management. The goal of motivation in management is to provide a cohesive framework for influencing employee behaviour in a way that increases productivity. When applied to one's work, motivation can be thought of as a collection of incentives meant to increase one's efficiency and engagement. From an organisational point of view, motivation is setting goals that resonate with individuals' wants and needs and, in turn, inspire the actions necessary to reach those goals (Efendi, 2021).^{xxxix} The efficient use of resources and the management of a current human reserve can be ensured in part by encouraging individual to continue their education and training.

An observation shown that two models in particular are crucial in today's HRM settings. This is because HRM has recently adopted a more humanistic perspective. The first model is predicated on the idea that the enterprise strategy is fundamental, upon which the structure and culture of the organisation are built. The strategy is what the institute intends to move forward. The second model is the Harvard approach, and it is predicated on four basic tenets: employee participation, employee mobility, a rewards system, and efficient work organisation. Such fundamentals as organisational

structure, labour market demand, business strategy, and management tenets evolve often in response to new conditions. A structure supporting the growth, a demand for education, a strategy for direction, and an progressive management approach all means a meaningful growth and development. A new perspective that unites people and technology — what motivates us to work in a world shaped by technology — can help people and organisations overcome the most challenging conflicts that exist in organisations today by enacting three radical changes, as stated in the report on the international trends in human resource management by consulting firm Deloitte (Deloitte, 2020),^{xxxv} in the context of organisational settings. From a human resource management perspective, two points stand out as particularly pertinent:

1. In an age where individualism is valued above all else, it is crucial for businesses to place a premium on employee strengths and see "fostering a sense of belonging to the team" as an important or extremely important factor in the success of their organisation.
2. Rather than being perceived as a danger, retraining can become a means of gaining resilience in the face of continual transitions, as evidenced by the report's findings that most employees will need to modify their skills and abilities over the next three years. Taking chances in an unstable environment (organisations must turn uncertainty into a knowledgeable viewpoint that enables its workforce to confidently "navigate" the future). The benefits of diversity and increased productivity can be realised when people with various skill sets but the same aim are brought together in the workplace. As such, HRM is crucial.

Further, Deloitte recommends "re-architecting work across the organisation" and "integrating workers' physical, emotional, financial, and social wellness into the design of work itself rather than addressing wellbeing with adjacent projects." (Guest, 2017).^{xxxvi} The most progressive businesses strongly urge HR leaders to take an active role in enterprise planning so that they can take full advantage of emerging growth opportunities and effectively manage new risks. Within the context of academic capitalism, the aforementioned statement applies equally to universities and corporations. Unfortunately, post-Indian universities don't update their HR policies and procedures to meet the new realities of the industry, employee expectations, and global regulations.

9. Result Analysis

The significance of HRM procedures in relation to academic standing is highlighted in this research. Universities with qualified staff are found to thrive when the effect of academic status on HRM practises is investigated. Employees who lacked academic rank fought hard to keep their positions at the university, while in some HEI's, the mismatch between the skill-demand-requirements-outcome was observed. Gender-blind HRM policies are practised in most of the HEI's. It's important to note that HEI have validated their use of staff age as a criterion for hiring. This information can be read in two ways: either it confirms the existence of ageism within the HEI's diversity management, which is founded on the traits of the Baby Boomer, X, Y, and Z generations, or it cannot. The second explanation seems more plausible, given that none of the HEI's under examination had sophisticated HRM procedures, or advanced HRM software or detailed HRM document and intervention strategy.

Employees at their HEI's reported moderate levels of satisfaction with their pay, and a low responses on participation in university decision-making processes and salary competitiveness Although the University KPI system purports to prioritise the professional and personal development of its employees, some of those teaching staff disagree. From what we can tell, HEI's does not offer its

new hires any sort of training in relevant skills. A formal training is absolutely absent nor a schedule to orient the new staff onboard. However, a minimal institutes had practice on the effectiveness, accessibility, and acceptability of training opportunities for staff (obtaining new knowledge). The majority of staff had negative things to say about the innovative hiring process at the institutes. Therefore, strategic worries with HRM show that not even the logical traditional management paradigm works in the institutions under scrutiny.

The results demonstrated that the current procedures are rooted in Indian-era higher education, despite the fact that the administrations of all the universities under examination are aware that recruiting new faculty and staff is one of the main duties of university management. The management believes that the ratio of Doctorate candidates to other staff members is the most important indicator of employee quality. Further, it is proposed that a HEI's human resources should serve as its primary strategic asset, as they reveal not only the level of preparedness of the institution's workforce but also its potential in the long run. All of the results from the HRM systems at the several institute under review are quite terrible. When we include in pay, social benefits, participation possibilities, and corporate training, we find that employee loyalty is low and discouraging. According to survey results, the only major indicator about which they were enthusiastic was the KPI system in most of the HEI's. This number lends credence to the idea that offering employees opportunities for professional development is crucial for keeping them around, engaging them for full potential and retaining, per se.

It's important to remember that the quality of HEI's institutions' teaching staff is determined by educational requirements. Both the major educational programme and the institution as a whole must have the required number of full-time professors, teachers with academic degrees and titles, and current leaders and employees of specialised organisations (external part-time staff). Metrics for tracking the efficiency of university activities are an addition to this list; they place a higher emphasis on the effectiveness of professors and researchers, especially in the realm of R&D. However, it turns out there are no protocols or even well-defined politics accompanying the rollout of the system. Looking at the hybrid mode of delivery, it is also important to provide a place to work, as not all teachers are equipped to teach online. As a result, a school's human resource management approach can be gauged by looking at where teachers work. It is essential to determine the nature of each educator's profession in order to craft an effective human resource management policy. The goal here is to showcase the full potential of the university professor, so that everyone's success reflects well on the university as a whole (Deloitte, 2021). Most HEI's don't address online teaching nor HRM intervention addressing this s=issues.

Employees who consistently deliver high-quality work may be eligible for monetary bonuses, public acknowledgement of their efforts, or other forms of payment based on the results of an annual performance review. However, there is concern that a close connection between any kind of compensation and appraisal of performance could lead to unintended systemic implications. Rather than being completed in phases, techniques of assessing work must be carried out continuously in order to capture the outcomes of performance. PMS are part of continuous evaluation, but implementing it to outcome gains is not healthy. As an alternative to the time-honored practise of attestation, it is observed the use performance management as a means of evaluating its employees is undertaken. The employee's job performance and the necessary abilities are analysed, and the employee's development areas and career goals are determined as part of the strategy.

Despite its strengths and capabilities in human resources, most of the HEI's faces challenges in attracting and retaining young, skilled staff, according to an assessment of the university's Strategic Plan which was reflected in their vision documents. Educating Ph.D. students at foreign universities is one way the institution shows it values the goal of raising the bar for scientific degrees, but the journey of PhD is in question nor concrete HR intervention are reflected in raising the quality of PhD work by the teaching community. If the "hygienic aspects," or basic needs, are met, employees are more motivated to think outside the box and produce outstanding work, according to the study results. The average household income in the area is above the national average, and many of the individual and neighbourhood issues plaguing its residents have been solved. Human resources has not taken a firm stance on issues related to employee wellbeing, such as the supply of a pleasant work environment, the availability of alternate work hours, and the level of instructor burden. These prerequisites must be addressed if we want our brilliant minds to come up with innovative solutions to problems. Human resources practises in these spheres should be tried and tested, with an eye toward achieving concrete outcomes.

As a result, many tried-and-true schemes and procedures of personnel work need to be critically analysed, amended, and supplemented in light of the new conditions and new approach for the country's current educational system. The following are now recognised as pressing concerns for university personnel:

- A disparity between the ages and skill sets of the teaching staff, which stifles innovation;
- "Conservatism," the prevalence of adherents to a traditional, non-competitive university atmosphere.

Over the past decade, the administrations at HEI's has implemented a wide range of personnel-related measures, including ongoing wage increases, methodical steps to raise faculty qualifications, the establishment of a system to support dissertations, professional competitions, and many others. However, these efforts are conducted in a stiff, bureaucratic style. HR practices with open lines of communication and transparency is a progressive step forward, which is absent in most HEI. Teachers' time spent on administrative and organisational tasks is disproportionately large, another discrepancy, the study uncovered in the investigation (preparation of planning, reporting documentation, orders for educational process, organisation of events, and the like). The study found that this activity consumed between 20% and 40% of the teacher's time. This is an issue at majority of the HEI. This fact exemplifies the "wrong" application of professional competencies and should be attributed to variations in individual and organisation resource efficiency. A balance between academic and non-academic is not visible, which is reflected in overall productivity and effectiveness of the teaching staff. From the perspectives of both management and personnel, the transition to effective contracts at universities has allowed the institution to introduce economic incentives for certain scientific outputs, which aids in the recruitment of scientific and pedagogical staff. As was mentioned, the goal of the people strategy is to both recruit and cultivate new talent that can boost the university's productivity and competitiveness in the marketplace.

Therefore, the higher education institutes are committed to supply the following:

- Professionals in the fields of science, and education can freely exchange ideas;
- A transparent and understandable system of monetary rewards (employees should know exactly what they need to do to reach their chosen salary bracket and how they can improve their standing within the institute);

- A well-defined and easily accessible set of professional development possibilities (such as seminars, conferences, training, and structured professional development in terms of numbers and volume);
- The opportunity to grow professionally.

10. Discussion

The Department of HRM in the institute surveyed in the present study is more akin to personnel management from the old era, according to an empirical analysis. Staff participation in the triple helix appears to be hindered by such strategies. New approaches to economy, such as organisational, psychological, social and so on, are proposed in place of the limited concept of economic growth, in which a person or a teaching staff is taken into account in his entirety of his qualitative characteristics. Meanwhile, the results states current stage of staff development is characterised as a transitional one from industrial to post-gradational era in all almost all institute. In order to remain competitive in today's market, the institute must always look for new ways to enhance their processes, practices and staff development and engagement. In this circumstance, it is important to make the most of all available resources, including human ones. Human resource management is undergoing radical change as institute adapt to the changing demands of students and the market. There has been a sea change in our value systems and our theories of motivation. The human resources of a company are crucial in setting the tone for and guiding the cooperation of all other assets.

Several authors make a convincing case that innovative approaches to managing people increase productivity, free up employees' imaginations, and open ways for development of better management techniques (Tweedie et al., 2018). Unfortunately, a closer look at the results contents reveals that understanding of HRM interventions is frustratingly stereotypical and unclear, and that they fail to recognise the fundamental shifts in HRM witnessed in industrialised countries and global ranked universities and HEI. It has been argued, for example, that it is the responsibility of the HRM subsystem tasked with managing and developing the workforce to guarantee that all workers have access to a full range of training and advancement opportunities, including but not limited to, job rotations, the delegation of authority, career planning, and so on. Some have suggested that this subsystem necessitates a more interdisciplinary approach on the part of HR experts, who must now be well-versed in areas such as public policy, economics, psychology, law, and so on. The control of the expansion of human resources seems to be an increasingly important part of the whole. The quality of a company's human resources (their knowledge and skill) is more important than the sheer number of those resources, according to this school of thinking. We found that a number of different methods and techniques have the potential to enhance HRM intervention and strategy in organisations, based on our preliminary research and literature review.

11. Suggestions

Based on study results and data, various HRM interventions and strategies can be undertaken to further strengthen the HEI functioning and staff development, per se. Suggestion for further planning are proposed, however these are applicable irrespective of the HEI that took part. The nature and intent of these suggestions are to look at HRM practices and interventions. However, any government or statutory agencies requirements or accreditation names are not mentioned. The following mechanisms for deploying HRM systems in universities can be determined by analysing the aforementioned.

1. Conducting a thorough analysis of the present state of affairs and developing strategic plans for the organisation in line with the requirements of the National Qualifications Framework and the ranking requirements including the accreditation parameters.
2. Figuring out organisation's long-term objectives with intention of bettering educational and occupational prospects of university faculty members.
3. Incorporating the university's overarching strategic objectives and ideas of internal social responsibility into development of broad guidelines for human resource management strategy.
4. Given that university's ability to provide high-quality education is dependent on the calibre of its teachers, formal approval of organisation's human resources management policy is a crucial part of the plan.
5. A system must be developed and kept up to date for sharing details about the educational experiences of faculty and staff. Staff training based on the need analysis to be done by human resource management deployment / team.
6. Determine how much money will be needed to carry out the chosen plan type; make suggestions for how the money should be divided up to guarantee the system's success in incentivising staff.
7. Creating a plan for daily operations requires thinking through a number of factors, such as when resources will be needed, how many people will be needed, what their roles will be, how they will be organised, how they will be paid, whether or not a reserve should be created, and contemplating the value of a given action.
8. Implementing talent management practices, including the selection and recruitment of qualified personnel, and conducting career counselling and employee adaptation in accordance with the HEI's overarching strategy.
9. One of the most popular ways to improve the efficiency of institute activities is to fortify the human resource management system. The current "University 4.0" is in a prime position to show the benefits of drawing on its own knowledge in this area. Transformation into HEI's 4.0 improves institute ability to promote societal and economic development. This is accomplished through the institute responsiveness to the concerns of its many stakeholder groups, the calibre of its academic programmes, the relevance of its research to society, and the quality of its interactions with those groups. Goals include making educational services more competitive on the global market, decreasing reliance on government funding, if at all, and developing sustainable revenue streams.
10. Goal-setting (such as drafting a new model of shared governance for university/institute management; interacting with stakeholder groups; drafting a policy of working with alumni; actively interacting with the business community) and stakeholder-group-interaction such as adding entrepreneurial competencies to the list of knowledge.
11. Universities and HEI's should make an effort to transform them into "engines" of economic development by increasing their engagement with the business community and developing "HEI's 4.0," which successfully integrate the three core missions of universities/institute (teaching students, conducting research that addresses societal needs, and providing public service). The NEP - New Education Policy of India also strongly advocates this vertical, and each HR policy should establish a policy, promote borsch intervention and incentivise for the outcomes.
12. Knowledge-intensive industries have a significant impact on value creation in today's so-called "intellectual capitalism" and "smart economy". Since the university serves as a focal point for this sort of economy, it is expected to participate extensively in market activities. Science and research are seen as the foundation of the future "smart economy," which will improve people's quality of life. HR policy and practices should address this issue and should be reflected in their

documents. The term "academic capitalism" describes a relatively new approach to scientific social organisation that formalises and commercialises the interactions between scientists. In the context of postmodernism, scientific institutions are increasingly considered as providers of scientific services. Draw-up an vision policy in addressing this area.

13. The universalism, collectivism, disinterest, and organised scepticism established have been superseded by the rules of post-academic culture, where interdisciplinary research project funded by an external customer have supplanted traditional academic research conducted within a single discipline. Worldwide, there is a growing tendency toward an increase in number of professional staff in their internal structure, and this is occurring alongside the aggressive entry of colleges into the market. The HR policy and strategies have to be address the progress in the creation of self-sufficient and self sustainable.
14. Following the establishment of entrepreneurial educational institutions, managerial controlling is introduced. This trend has led to higher education functioning less as a social institution and more like a business. Under these conditions, universities' ability to deliver on organisational performance, measured by HRM "quality," takes on greater significance.

12. CONCLUSION

HRM policy and interventions are critical and important for the HEI functioning and growth, especially in the changed Educational Policy of India. HR is a must tool, but how to intervene is the possibility of growth and development. Talent and Talent management and Talent engagement is the key priority. However, it appears critical to develop a well-planned and organised talent management system at the institutions under consideration, which will considerably improve the motivation of teachers and other staff, taking it to a new, higher level. The goal of talent management is to assess an employee's potential and create a strategy for their growth while also increasing the institute knowledge of the talent management system. Research suggests that the term "talent management" is too vague, and others worry that it will replace the more established term "human resource management". However, these contrasts are made possible by the focus on talent management.

Human resource management refers to the practise of overseeing an organisation's workforce as a whole. All policies and procedures pertaining to the management of a enterprise personnel, as well as a number of programmes designed to foster their development, fall under this umbrella. Human resource management, in contrast to talent management, oversees the complete system by means of staff recruitment, development, training, and retention. With this management strategy in place, talented workers have more options to pursue. That is to say, it's reserved for people who consistently wow with their formidable skills, noteworthy accomplishments, and boundless potential for development. As a result, talent management is an integral part of HRM. Both structures are designed to "identify the suitable employees for the relevant roles at the appropriate time." Creating a talent management system entails the following primary phases: First, actively look for talented people to add to your team. The current method of identifying talented staff is through performance reviews, which either validate or invalidate an applicant's potential. Second, carrying out development plan (process of continuous learning and development of talents). People are chosen for their talent pool for further training and development based on the talent management system's continual evolution in connection to higher positions. Lastly, constant and repeated use of faculty (differentiation and inspiration of people).

These are the main goals of talent management to create an environment where all staff are invested in the success of the university and HEI's as a whole and not only in their own individual projects, department, subjects or projects. The next step is to create a university-wide citizenship culture that complements the institution's unique status. In this context, the university works with state and civil society leaders to define core values that will support long-term growth and safeguard the interests of all stakeholders. This would pave the way for the development of a culture of participation, the smooth progression toward institute citizenship, and the ultimate reward of a devoted and productive workforce. But, most institutes lack well-planned and strategically integrated human resource management practices despite a declared commitment to growth and development from the HRM angle. Instead, they "haphazardly" try to implement a few HR practices that are standard elsewhere. Academics and other employees are unhappy with their working conditions, pay, and future prospects because of this reality. Their engagement is not full and complete with these drawbacks, barring few institutes.

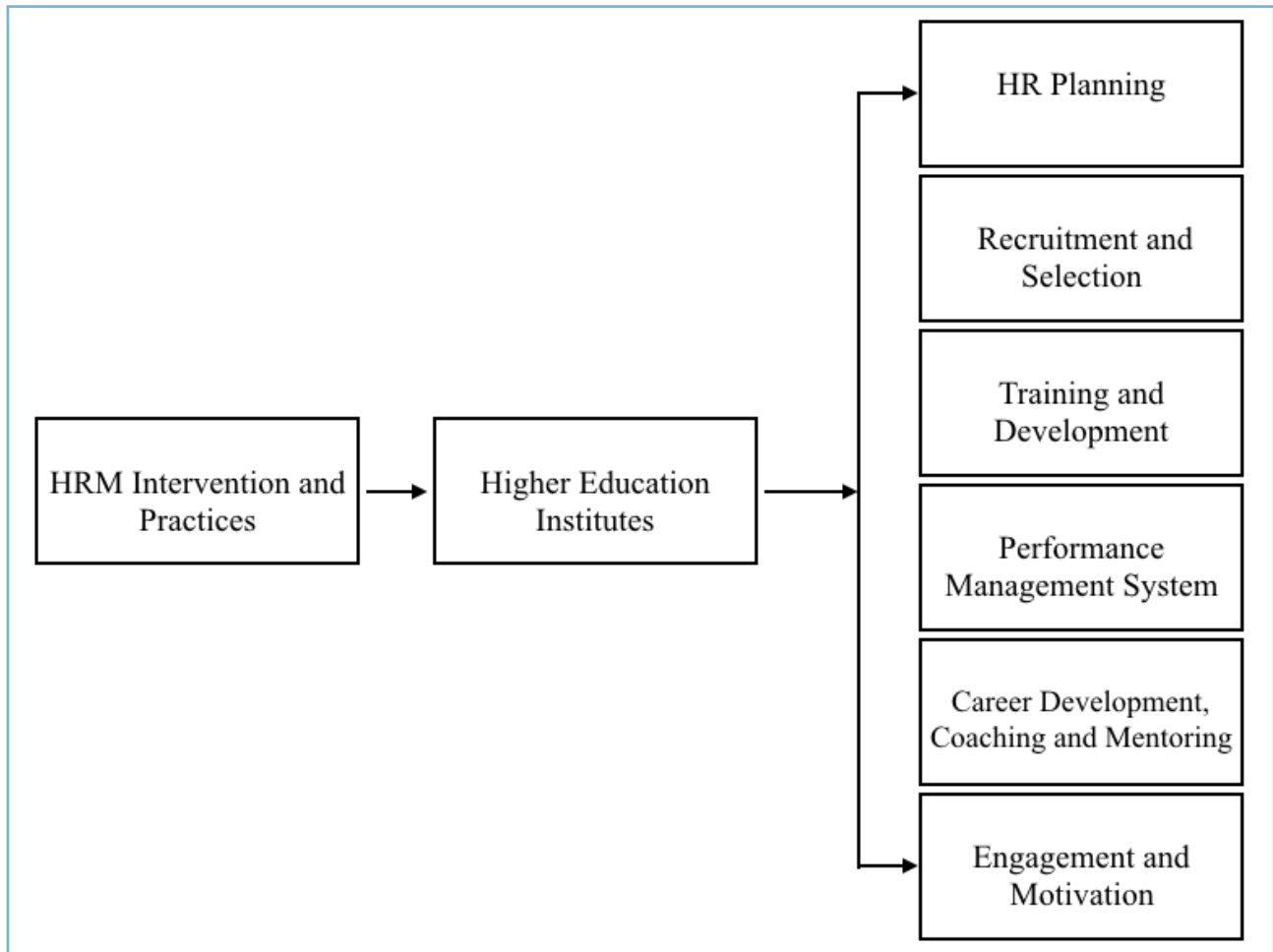
Consequently, a mechanism is proposed for implementing HRM practices, with aim of providing an individualised approach to each employee in order to boost that person's participation attitude, address needs on a deeper level, and enable a contemporary institute culture that benefits universities and society at large. These efforts should be seen in context of the university's long-term vision. Management should back these goals since they are represented in HR strategy, policies, and plans for making the most of the institute most valuable asset: its people.

13. Contribution and practical implications for organisations

Any issue has the potential to effect the entirety of the sector, particularly the academic sector. Throughout the years, many structural and administrative shifts, as well as shifts in the work that people did, have taken place. One of the most recent examples of this is the pandemic that just occurred. Both as a career path and an important part of the academic landscape, HRM deserves recognition. Because businesses and educational institutions provide services to a wide variety of demographics, HRM is required to get involved. The results of this research will help higher education institutions (HEIs) reconsider their HRM strategies and initiatives, as well as the function that HR plays in their respective institutions. The policies that are implemented by HEIs need to be reorganised before they can be renamed in the corporate world. The conclusions of this study will assist institutes in better positioning themselves in the market, despite the fact that there is no fix for the problem. While India's new education policy necessitates a rethinking of their HR development paradigm, the findings of the study will guide in areas such as HR planning, how to go about sourcing and selecting the required manpower, training and development of staff, and the approaches that must be adopted, career development and catching up, and the performance management systems that can be implemented. In addition, the study will shed light on how India can implement performance management systems.

Fig 1: Research Framework

14. Future research



When assessing the significance of the contribution made by this paper, certain qualifications should be taken into consideration. When the study's registration deadline arrived, just a few higher education institutes had answered, despite the fact that the study had initially targeted universities as its participants. When a timeline is presented, larger institutions may be more ready to participate in research projects as collaborators. Given the objective of this project and the informational nature of the study, conducting a comprehensive review of the relevant previous research is not necessary. Two, at the time that I was writing this, I was still suffering from the after effects of a COVID-19 high. Because of this, it is hard to anticipate the opportunities and challenges of the future. In order to shed light on both the problems and the opportunities, future research ought to have a primary emphasis on longitudinal investigation.

15. Ethical Considerations for undertaking Research work and Data collection

Before a study is proposed and thereafter a survey is conducted for data collection, researchers inform participants of the project's purpose, methodology, and ethical considerations. The researchers

get written informed consent from participants and then administer the anonymous questionnaire. It's possible that participants will need to gather in a quiet, private setting in order to fill out the questionnaire. Immediate retrieval of the surveys will be conducted, and the data will be kept confidential.

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