

Chapter – 2

Review of Literature

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 the HR scorecard in the line of Balance Scorecard introduced by Norton and Kaplan in 1992 (Kaplan & Norton, 1992). HR scorecard measures performance by considering current workforce, their engagement and commitment to the organisation, followed by the outcomes of the workforce. The HR scorecard is formulated to achieve organisational goals by assessing SWOT with respect to HRM. The perspectives which are considered in the HRSC are customer service, learning and development of faculty, operations within organisations that can be achieved by fixing targets, assigning tasks, and 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 achieving strategic goals by improving employee competencies and behaviour with respect to goals, policies, and activities.

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

Higher Education in India

Pre-independence

Higher Education has been a subject of concern since pre-independence. Many acts and commissions were formed that provided impetus to higher education since

then. As stated by Unhale (2006) in his study that Charter of East India Company (1813), Charter of (1833) and Wood's Dispatch (1854) recommended formation of universities in Bombay, Calcutta and Madras followed by other recommendations viz. professional and vocational education, setting up a hierarchy for education starting from primary to secondary to colleges to universities and training of all teachers. Indian Education Commission popularly known as Hunter Commission (1882-83) under the chairmanship of William Hunter while stressing on the need for higher education, recommended how to finance universities education. Under University Education Commission (1902), Indian University Commission was appointed in (1902) that proposed upliftment in the standards of teaching and learning. It was the Indian Universities Act, (1904) that tried to improve the standard of higher education by defining the roles of senate and syndicate. Government Resolution on Educational Policy (1913) recommended setting up of more universities in India so that education is spread throughout the country. Saddler Commission (1917-1919) under chairmanship of Sir M.E Saddler recommended for providing autonomy in higher education. It focussed mainly on reformation and reorganisation of Calcutta University. For bringing quality in higher education, the Hartog Committee (1929) suggested the need of technical education in universities whereas Abbot Wood Report (1937) focussed on the need of vocational education. Finally, Sargent Report (1944) suggested the formation of UGC and hiring of capable faculty who can raise the standards of teaching and improvement in their salaries (Jonaki & Prasenjit, 2016).

Post-independence

The status of higher education improved after independence in terms of size and system. India is third after China and US in size of higher education that includes colleges and universities (Jonaki & Prasenjit, 2016). The access to higher education in pre-independence phase (1833-1947) was very limited as there were a few colleges, universities, and student enrolments. Due to government's keen interest in the human resources development for socio-economic equality and development, the stature of higher education improved post- independence with the recommendations of various committees and commissions on higher education. The Radhakrishnan Education Commission (1948-49) was the first such committee that investigated the existing education system of the country. Subsequently, other commissions including Kothari Commission (1964-66) took into consideration many aspects of teachers, students, infrastructure, and research facilities etc. (Komow, Khanna, & Sharma, 2012). It was the National Education

Policy (1986) that put up the concept of open universities. India Education Plan (2008) was published in *digital LEARNING* magazine focussed on improving the quality of higher education. Currently, the education system is regulated and governed by various rankings from government agencies and international rankings which are based on certain parameters (Gupta, 2008). According to information provided by Ministry of Human Resource Development on University and higher education (2016), there is a tremendous increase in the number of universities and colleges, students' enrolment, and strength of teachers from pre-independence till date. The universities have increased from 20 in 1950 to 677 in 2014 and 850 in 2018 (University Grants Commission, n.d.).

Committees and Commissions on Higher Education

Committees and Commissions formed on Higher Education since independence talked about the structural changes in higher education but incorporating Human Resource Management practices in Higher Education could be seen in bits and pieces.

Human Resource Management Functions

Those few Committees and Commissions that were formed post-independence in higher education talked about the human resource practices viz., training (Radhakrishnan Education Commission, 1948; Kothari Commission, 1964; Yashpal Committee, 2009; Kelkar Committee, 1976; C.S Jha Committee, 1978; National Policy on Education, 1986; P.V. Indiresan Committee, 2000); manpower planning (S.S. Bhatnagar committee on Technical Education, 1947) and recruitment and retention of teachers (P. Rama Rao Committee, 2002-04). Annexure I reveal that Gnanam Committee's (1987) focus was on raising and proper allocation of funds and appointment of vice-chancellors for universities who can take care of administration of universities. This shows that a vice chancellor not only has to be an academician but also a good administrator. However, no recommendation was made for giving training to would be vice-chancellors (i.e., at professors and associate professors' levels) to develop them as good administrators.

Cost Effectiveness in Higher Education Institutions

Punnayya Committee (1992-93) called for cost-effective educational institutions by proper utilisation of grants. However, there was no mention of providing training on cost-effectiveness of processes. Swaminadhan Committee (1994) also stated mobilisation of resources without recourse to mobilisation of human resources. L.S. Chandrakant Committee (1971) stated about autonomy in higher education, however, in the absence of any training to deal with autonomous status becomes futile.

HR Aspects in HEIs and Quality Improvement

Annexure- II is about recommendations of committees and commissions on HR aspects in higher education. All India Council for Technical Education (AICTE) (1945), S.S Bhatnagar Committee (1947), C.S Jha Committee (1978), Ramamurti Committee (1990), Amitabha Bhattacharya Committee (1991) and National Policy on Education (2016) focussed on manpower planning by assessing manpower requirements. However, due to government control, the state government universities are not empowered to do manpower planning on their own. Sarkar Committee (1945) and Radhakrishnan Commission (1948-49) stressed on improving quality of teaching by research, industry visits, proper students-teacher ratio, professional and vocational training to teachers. To aid in enhancement of quality of teaching Radhakrishnan Education Commission (1948-49) recommended merit-based recruitment and promotion of teachers. But in 1976, Kelkar Committee recommended to organise special programs to bring changes in attitude of senior personnel. Further to this, ninth five-year plan (1997-2002) stressed the need to conducting workshops for college principals. Anil Kakodkar Committee (2010-11) stressed on rewarding of faculty based on teaching, academic research, consultancy, and outreach. Training of teachers in content and pedagogy. Twelfth five-year plan focussed on certification programmes and modular training courses for full time and part-time faculty.

The merit-based promotion and recruitment are possibly annual appraisal and training of teachers (Ramamurti Committee, 1990) & (Programme of Action (POA), 1992). Concept like 360-degree feedback was also introduced by POA (1992) with recommendation that evaluation of teachers be based on teaching, innovation and research, regularity in attendance and appraisal of quality of teaching by self, students, university heads and peers.

Performance and Training based compensation in HEIs

Kothari Commission (1964-66), NPE (1968), Nayudamma Committee (1986), Central Advisory Board of Education (CABE) (1992), P. Rama Rao Committee (1995-99) and National Knowledge Commission (NKC) (2005-08) recommended compensation to teachers be paid commensurate with their qualification, responsibilities and talent, quality, and stage of education wherein he teaches. Damodaran Committee (1970), Kelkar Committee (1976), C.S. Jha Committee (1978), P. Rama Rao committee (1995-99), Mashelkar Committee (1996-98), P.V Indiresan Committee (2000) and NPE (2016) recommended training and re-training of faculty

through industrial training. CABE (1992), NPE (1986), Nayudamma Committee (1986), Ramamurti Committee (1990), CABE (2005) Yashpal Committee (2009) and University Grants Commission (1956) recommended initial and in-service training for faculty members and orientation/ induction for a period of 6-8 weeks and refresher courses at least once in 5 years.

Grievance handling of teachers' issues and Benchmarking

NPE (1986) and POA (1992) recommended that universities should have grievance redressal system to resolve the grievances related to pay scales and service conditions. It further went to suggest penalties for non-performers and neglectful teachers. On the other hand, CABE (1992) recommended that grievances of teachers (secondary and higher education) must be redressed formally. However, in (2002-04), P. Rama Rao recommended a separate human resource unit to look after recruitment and retention of faculty. Thus, introduced the word human resource management into the education system. To aid further to the concept of HR, 10th five-year plan (2002-07) used words like 'strategic planning' and 'benchmarking' and 'optimum utilisation of resources.' The National Knowledge Commission (2005-08) recommended healthy working environment for teachers of higher education.

Quality Standards in Higher Education

National Board of Accreditation (1994) and NAAC (1994) were established to focus on quality on higher education through grading system by accreditation. For this the council encouraged teamwork, workers participation in management, promote quality circles, leadership, and top-level commitments by doing self-evaluation, benchmarking, innovations to improve quality in higher education. NPE (2016) focussed on fair recruitment and selection of teachers. Vice-chancellors should be appointed based on merit. Training programmes in teaching and communication skills. Though the concept of HR management was used quite frequently but none of the foregoing committee/commission recommended a separate HRM department which can take care of HRM functions in institutes of higher education viz., HR planning, performance appraisal, wage and salary administration, recruitment and selection, retention, organisational change management, competency management, potential appraisal, succession planning etc. However, only Rama Rao Committee (2002-04) recommended formation of a separate Human Resource unit in the IIT's to take care of recruitment and retention of teaching staff. Orientation programmes including communication skills, curriculum development and assessment skills for

university/college teachers (Yashpal Committee, 2009). Assessment and compensation of faculty be based on teaching, academic research, consultancy, and research. There should be open evaluation system. Industrial visits for faculty to improve quality of teaching. Training of teachers in content and pedagogy (Dr. Anil Kakodkar Committee, 2010-11). Faculty development by creating network of universities and remuneration of faculty be based on evaluation from students and peers (Twelfth five-year plan, 2012-18). Assessing manpower requirements for faculty positions, fair recruitment and selection of faculty, training programmes in teaching and communication skills for faculty. Appointment of vice-chancellors be merit-based.

Improving Teachers' Quality through National Education Policy, (NEP), 2020 and its recommendations

The new wave of change brought by the NEP, 2020, highly recommends enhancements to be made in various areas so that the quality of education institutions is levelled up in terms of teaching, curriculum, pedagogy, assessment, inclusion and equity, research, autonomy, cross disciplinary and inter-disciplinary abilities/ thinking, adequate learning environments and support for students, to name a few (Policy, 2020).

Challenges faced by teachers

The most pertinent factor that is the precursor for improving the quality of higher education institutions is the quality of teachers and how well they are engaged in their profession. Despite the remedial steps taken per the NPE, 1986, and other committees and commissions on higher education, with regards to boosting the growth of teachers academically, there are major gaps that need to be addressed. To plug in the loopholes, various suggestions have been mentioned in the NEP, 2020. Teachers are not motivated as they should be in terms of teaching, research, and the service they provide to the institutions (Teeroovengadam, Gronroos, Nunkoo, Kamalanabhan, & Seebaluck, 2019). There is a myriad of reasons for this. Teachers are burdened with excessive workload due to which they are not able to give their best shot in teaching, research, and other activities. Student- teacher ratios are skewed too. Teachers don't get adequate time to interact with students and resolve their queries as they are occupied with their duties (Khan, Ghauri, & Akram, 2012).

Steps to be taken to overcome such challenges as mentioned in the NEP, 2020

It is time to dust off the old practices and start doing something new that leads to enhancement and betterment of teachers in higher education institutions. A few steps that the NEP has proposed are that teachers should not be encumbered by excessive duties, devoiding them of designing curriculum and pedagogical practices, accordingly, and

creating innovation in teaching and research. Teachers should be incentivised for their excellence in research, teaching, and other services by giving rewards, recognition, promotions, and encouraging them to take leadership roles. Contribution of teachers towards research and teaching should be redeemed through a fast-track system of promotion. HEIs must have their developmental plans that would incorporate the confirmation of an appointment post probation, promotions, hikes in salaries, innovation in teaching and pedagogies, contribution to research in terms of its impact and quality, other development activities carried out. Teachers with outstanding academic record in terms of teaching and research should be provided training to climb up the ladder of leadership. There should be a culture of excellence that would motivate, encourage, and uplift the quality of teaching, research, and service among teachers and leaders (NEP, 2020).

Evolving roles of HR

Beyond its traditional tasks, HRM plays a critical role in today's organizations, contributing significantly to corporate strategy and success. In the ever-changing company landscape brought about by technology advancements and globalized market, controlling employee expectations, and establishing the "ideal" work environment are crucial. As a result of embracing and adapting to the changes, organizations are evolving into places where employees are essential to success and growth. They are becoming more open, transparent, and flexible and are working to build workplaces that are welcoming, inclusive, supporting, and rewarding. For HR to be relevant in the ever-evolving corporate landscape, it is imperative that traditional procedures and mindsets be updated via innovation and technology adoption (Das, 2018).

HRM Practices in Higher Education

Certain authors studied the HRM practices and their impact on the performance of Higher education institutions/organisations. The authors tried to validate the HR practices in higher education. Motivated teacher is essential for motivating students and creating sustainable higher education institution (Rao M. B., 2016). Khan, Ghauri, & Akram (2012) observed that performance of teachers can really improve if university takes the responsibility of proper career counselling as it will enable them to be more professional (Khan, Ghauri, & Akram, 2012). Another study, conducted by Agha, Azmi, & Irfan (2017) stated that organisations of higher education that have work-life balance lead to enhanced loyalty and commitment of teacher towards organisation, however, cognitive intrusion of work reduces their job satisfaction (Agha, K., & F., 2017). Gender analysis show that male

teachers are more satisfied with their jobs than female teachers. Raza & Shah (2010) opined that organisational climate was positively and highly correlated to teacher performance, but paternal and closed climates were negatively correlated to teacher performance. Open and autonomous climates showed better performances than closed and paternal (Shah & Raza, 2010). However, it was observed in another study on higher education that HRM practices impacted company performance but not the employee well-being. Communication satisfaction is positively related to positively effective organisational commitment resulting in happy, committed, and satisfied workforce (Bray & Williams, 2017). In relation to academic staff various studies revealed that KIP (Key Intangible Performance) of academic staff could further enhance KPI (Key performance Indicators, viz., teaching, assessment, research, publication, and pedagogy) of academic staff (Masron, Ahmad, & Rahim, 2012). Quality of work life provided by the institution, research facilitation, perks, and benefits to retain talented faculty, level of faculty commitment, diversity and pluralism at workplace are critical for human capital (Chatterji & Kiran, 2017). However, success of an organisation depends on extent of its commitment to quality management practices, organisational learning, and organisational culture (Mohammed , Taib, & Nadarajan, 2016) (Mohammed, Taib, & Nadarajan, 2016). Selvi, (2013) found that present higher educational institutions require effective application of HRM functions as human resources play an important role in goals and objectives of higher education as they lead to greater organisational effectiveness.

Thejomoorthy (2015) found that human resources lead to competitive advantage in higher educational institutions. Faculties in higher educational institutions determine their success or failure. There is no dearth of talented faculty and institutions in our country, but the only lacking area is poor management. The sure shot success is only through effective human resource management practices. However, strategic HR in higher education focuses on personal skills, management skills, managing change, managing culture, relationship management and therefore HR staff and HR managers should have more business knowledge and knowledge of HR practices (Thejomoorthy, 2015). It was thus concluded that HR staff and managers should have more of personal skills, management skills, business knowledge, HR practices that are crucial for any organisation as it adds value to them (Schultz, 2010). Devi (2012) found that management in human, materials, personnel, institutions, classroom, and delivery needs to be done to improve quality of higher education. A complete overhaul of management

in higher education from ministerial level to principal level needs to be done (top to bottom) professionally (Devi, 2012).

The HR Scorecard (HRSC)

The basis of the HR scorecard lies in Balance Scorecard Method introduced by Norton and Kaplan (1992) (Kaplan & Norton, 1992). The HR Scorecard redefines the role of HR as a strategic partner wherein HR Scorecard is considered as a better measurement technique of HR management performance (Murad & Asaduzzaman, 2014). As HRM has been considered as business partner, its focus is to have valuation of Human Resources to reveal contribution in alignment with organisational strategy. It focuses on the current workforce that is working in the organisation (HR Competency Perspective) and their engagement and commitment to the organisation (HR Engagement Perspective) followed by the outcomes of the workforce (HR Performance Perspective) (Murad & Asaduzzaman, 2014). In a bid to become business partner an overall HRM architecture change with respect to HRM functions, HRM systems and employees' behaviour. HR scorecard is formulated keeping in view HRM's performance and is more helpful to achieve organisational goals by assessing SWOT with respect to HRM. HR scorecard helps to cater to all perspectives; how HR can contribute to the student' service, how HR can foster learning and growth, how HR can take care of the internal processes within organisations (Cunningham & Kempling, 2011). However, in case of HEIs, we consider how HR can contribute towards effectiveness and efficient use of human resources.

HR Scorecard in higher education

Tradition HRM (command -and -control management models) includes recruitment, compensation, and benefits in contrast to strategic HRM which includes delivering services that supports in implementing the firm's strategy. For a firm's better financial performance, HR must be embedded in the strategy implementation process. The competencies that are needed to be developed by HR managers are the business and strategic HRM competencies as these have a major influence on a firm's performance.

Importance of the HR Scorecard

The HR Scorecard aligns the organisation with the human resource department wherein HR drives the organisation in terms of strategy in higher education (viz., to get a NAAC grading, to get a global ranking, to become a global leader and to become centre for excellence), resource allocation, budgeting and reporting (Bhattacharya, 2007). HR Scorecard takes care of learning and growth perspective of Balanced Scorecard. HR

scorecard also takes workforce competencies into competency perspective which is called as 'Workforce Scorecard' (Murad & Asaduzzaman, 2014). However, the focus of HR Scorecard is to set targets for improvement with respect to HR costs (i.e. effective and efficient HR management). For a successful implementation of strategy, workforce needs to understand the strategy and its implementation followed by their competencies. To gain a competitive edge over the competitors, employees' core skills need to be continuously developed through training and development initiatives (Lepak & Snell, 1999). Thus, HR Scorecard, workforce scorecard and the Balanced Scorecard need to work in resonance to be successful (Huselid, Becker, & Beatty, The workforce scorecard: Managing human capital to execute strategy , 2005). HR Scorecard helps to implement the best HRM practices in line with business strategy as follows (Walker & MacDonald, 2001).

Formulate business strategy to achieve strategic goals.

Identify employee competencies and behaviours that HR must deliver to enable the business to reach its goals.

Formulate HR strategies, policies, and activities to produce required employee competencies and behaviours.

Identify HR deliverables.

Develop detailed HR scorecard measures by developing HR management system, HR functions, employee competencies and behaviour.

Implementation of the HR Scorecard

Need for the HR Scorecard

HR Scorecard (HRSC) helps to refocus HRM practices, skills, and behaviour of people so that the organisations can achieve their strategic objectives (Cunningham & Kempling, 2011) and helps to focus on HR deliverables that have a major impact on the performance. The HR scorecard helps to contribute to the customer service, learning and development, operations within organisations. HR Scorecard also helps to create value by focussing on how HR can create a vision for the organisation where strategy is influenced by HR decisions that are taken in a better and systematic way leaving room for ongoing changes, if any, for better strategic awareness and precise HR decisions (Becker, Huselid, & Ulrich, 2001). The HR Scorecard measures contribution of Human Resources Department's actions in success of an organisation's performance in financial terms and bottom-line profitability. Implementation of HR Scorecard is important for aligning the HRM architecture to the firm's strategy. For successful implementation, first requirement is line managers and HR head. Then, a vision must

be created in the minds of staff that implementation of HR Scorecard will give their organisation a boost and competitive edge over their competitors (Marfuah, Dewiyani, & Mutmainah, 2017) . Successful implementation requires engagement and commitment from staff at all levels. Make the HR Scorecard functional by assigning tasks, allocating budget to take care of finances and technology to keep the scorecard moving. Progress is monitored, and the HR Scorecard is sustained by incorporating changes as and when required to keep it relevant (Becker, Huselid, & Ulrich, 2001).

Consumerism in Higher Education

Who are the consumers in higher education?

A study concluded that students should be seen as customers or consumers in higher education, not merely as participants (Onditi & Wechuli, Service quality and Student Satisfaction in Higher Education Institutions: A Review of Literature, 2017). When the expectations of students exceed a certain level, it turns into delight. This delight makes an emotional bond with the organisation which further leads to loyalty. The study has concluded that customers are regarded as students in higher education and quality can be expressed and measured in terms of perception, satisfaction, and loyalty (Murmura, Casolani, & Laura, 2016).

With an increase in the number of institutions in our country, the concern for quality has also increased tremendously. There has been a provision across institutions where some feedback is generated, and customers (students) give their feedback wherein students express their opinions towards the different perspectives which is known to be customer satisfaction. The variables of customer satisfaction might vary across institutions in India and abroad (Popli, 2006).

Studies have proven that quality of service has a positive impact on students' satisfaction. The major two critical factors that contribute maximum to the satisfaction are assurance and empathy. Assurance is the ability of teachers to build trust and confidence among students. It is also related to courtesy and knowledge of teachers and how they deliver it to students. Empathy is the attention that teachers give their students (Elwick, 2017). In addition to this, to enhance quality in higher education, universities must ensure proper implementation of the curriculum. Teachers must receive support for implementing the curriculum and improving the teaching practices in line with the curriculum. The curriculum must be revised regularly in line with the latest industry requirements (Aithal & Kumar, 2016).

Another study that was conducted has proven that creating a culture where the quality is delivered is of utmost importance. Providing the quality of service is the best driver of customer satisfaction (Prasad & Jha, 2013).

Enhancing customer delight

There are myriads of studies done on improving and enhancing customer delight. There are numerous factors that have contributed for the same. Some of the variables that have been used in the study include: teachers' preparedness in their sessions, relationships between teachers and students (Siming, Goa, Xu, & Shafi, 2015), experience of students in their respective faculties that comprise the modes of learning, competence of teachers with respect to how teachers adapt to new methods of teaching (Scherer, Howard, Tondeur, & Siddiq, 2021), changes made by teachers in the existing curriculum, methods of evaluation, how students are engaged in the sessions, how the administrative staff handles their queries, behaviour of administrative staff towards students, and amount of help students get from non-teaching staff, making improvements in the students' feedbacks all contribute to enhancing service quality (Evans, 2017).

How to improve teachers' quality in HEIs through the HRSC?

Improving the quality of teachers has been clamoured by many committees and commissions formed on higher education and stressed in both the NPE, 1968 and NEP, 2020. A lot of steps have been taken to ameliorate the condition as suggested by the aforesaid committees, commissions, and NPE's (National Policy on Education, 1986). There are many factors that contribute to the success of any higher education institution, but these factors vary across institutions depending on the size and objectives of each institution. But one thing that remains common across all institutions is the fact that teachers play a pivotal role in building an institution. They are the pillars that give strength to the entire system (Wang & Shih, 2022). The role of teachers cannot be limited to just teaching, but teachers shape the careers of their students. Institutions assess a lot of factors while roping in good quality teachers. Some of the factors that are considered are: recruitment processes and how teachers are retained post recruitment, feedback, recognition and rewards, career development, empowerment, training and capacity building programs, and self-evaluation paired with performance measurement and performance management of teachers can really prove to be a mark of difference (Aithal & Kumar, 2016) in improving performance and enhancing the quality through performance measurement tools.

HRSC and Teachers' Quality

In assessing teaching quality, student experiences and perceptions play an important role. Perception of students plays a pivotal role in measuring teachers' quality. There are many parameters discussed in previous studies. Some of the parameters that have been in the limelight are teaching-learning processes with a major focus on teaching and research. There has to be a measurement system where quality is measured against the leading indicators so that the gap is identified. To fill in the gap, HR competencies, systems, HR practices have to be formulated in light of the key responsibility/ result areas (KRA's).

The HR Scorecard in higher education is still a work in progress. The HRSC helps to identify the core areas that are essential for the institutional success. The strength of any institution lies in the core functions like satisfaction of its customers, and operations, learning and development of teachers to bring out the desired outcomes as per strategies of the institution. These are carried out to evaluate and improve the system. Therefore, it is vital to invest in teachers who are the pillars of any education institution. Teachers not only build the careers of students, but they build the nation too. Taking care of the development of teachers is the foremost step towards holistic education (Afiouni, Karam, & Hussein, 2013). The HRSC guides our way through all the HR practices that are to be carried out in a timely manner so that the essence of any institution is not compromised. The committees, commissions, NEP, 1968 and 2020 have time and again brought this subject to the fore and come with numerous suggestions and recommendations for the institutions to follow (Tse, 2010). It is high time that teachers should be nestled with the best HR practices that includes remuneration based on merit, fair recruitment and selection, job satisfaction, engagement, motivation, empowerment, continuous learning, and development opportunities, change management, leadership qualities, career planning and development, onboarding, retention policies, manpower planning, fair compensation, performance management, talent acquisition, competency mapping etc (Bratton, 2005).

The HRSC necessitates the importance of each dimension and incorporates all the nitty gritty of the system that is crucial for the success. The fundamental behind the HRSC that every dimension is linked to the vision of any institution so that the essence of the scorecard is not lost (Lee, 2001). Every HR activity is evaluated, measured, and managed so that the areas of improvement do not remain under the wraps. The idea is to bring to the limelight and take necessary action. The intangibles contribute to 85

percent of the organisational success and teachers; quality is one of them. Quality is abstract that can be measured by evaluating students' perception or loyalty of service quality (Murmura, Casolani, & Bravi, 2016).

Continuous Professional Development (CPD) for teachers in HEIs

CPD has been the highlight of the NEP, 2020 and has proven to be extremely beneficial for teachers in colleges and universities as it helps to motivate teachers to strengthen and improve their performance, competencies, productivity, boosts morale of teachers and staff, reduce employee turnover, better job security, and better coordination (W.N. & E.T.C, 2015). However, to the dismay it has been found that the CPD programs for teachers are not being conducted regularly due to many reasons. Some of them are due to lack of adequate funds, excessive workload on teachers makes it difficult for them to enrol in such programs, time management issues cripple the system and hinder the smooth functioning. It has been also found that CPD like orientation programs are not conducted for the newly appointed teachers in colleges and universities. These gaps cripple the education system. Continuous professional development should be mandated by educational institutions so that teachers have a reason to contribute to the institution.

Competencies by Teachers for improving Quality through the HRSC

The success of the NEP, 2020 lies in its successful implementation in HEIs. Teachers are the flesh and blood of teaching- learning processes as stated by previous studies on enhancing quality in HEIs. An intervention is required where continuous professional development (CPD) is done by reconstructing the processes to ensure smoothness and agility in the new regime. It is the new capabilities, behaviours, and actions that are required to drive the institutional success. Developing high performance work systems perspective of the HRSC helps in learning and developing human capital by developing competencies like soft skills and hard skills that include digital, technical, or administrative skills, which are inevitable in today's times. Soft skills include interpersonal and intrapersonal skills. Interpersonal skills mean the communication that happens by interacting with other people. This is about understanding people and building relationships with them. These skills include: teamwork, active listening, collaboration, communication, conflict resolution, motivation, leadership, empathy. Intrapersonal skills include: persistence, self-confidence, self-discipline, time management, hardworking, resilience, openness to change and ideas to name a few. These skills are about self-awareness including strengths

and weaknesses of self. It is a type of communication with self and helps to manage emotions that a person experiences and cope with new challenges that a person comes across in daily life (Stephens, 2022). Teachers need to focus more on developing analytical skills among students by changing the teaching methods in a way that help students improve their analytical skills to an extent that they are future- ready. Another parameter that enhances customer (student) delight is teachers being practically oriented rather than being theoretical so that students get the taste of application of concepts in the real world (Popli, 2005).

The altered work dynamics (hybrid modes) did not shift roles of the teaching staff but enhanced the scope of the responsibilities. To ensure seamless services to the students, certain revisions were done where new set of roles were defined so that agility and continuity of processes do not lacklustre (Yadav, 2021).

Digital Transformation of HEIs: Need of the hour

Digital competencies include digital literacy required by teachers; digitizing teaching-learning processes is the new normal. It is imperative for a teacher to strike a chord with the students and grab their attention (Sonawat, 2020). Becoming acclimatized to digital platforms like zoom, google meet, google classrooms demand teachers to be more tech savvy than ever before. As teachers, it is especially important to inculcate socio-emotional competencies that include self-efficacy, empathizing with students from diverse backgrounds, managing self, maintaining healthy relationships, adaptable, and flexible, and the ability to collaborate (Zhou & Ee, 2012). These would help students to cope up with uncertainties for them to be steadfast (Kew, Petsangsri, Ratanaolarn, & Tasir, 2018). It is the strong resilience with which teachers bounce back and guide their students not to break and remain unfaltering in the toughest of times.

Digital culture, which is nimble, inventive, and tech-savvy and is produced by embracing digital transformation. The intelligent, digitally linked workplace that facilitates seamless data sharing and permits a variety of systems to function cohesively. Purposeful leadership is the first step towards transformation; it sets the example for culture and leads the necessary behavioural adjustments. Positive change rather than negative reinforcement should be the focus. Digital disruptions are at our doorstep, and for organizations to survive and grow in these volatile times, must go through significant changes. Successful digital transformation provides the fuel for change management, where people are evaluated based on their skills and talents, processes are evaluated based on their complexity and criticality, and goods are evaluated based on

their configurations and customizations. All phases of transformation (culture, empowerment, collaboration, and ecosystems) and the objectives of digital transformation involve the human element. Through ongoing digitalization, HR procedures are upgraded to be more productive, people-centric, and efficient. Human decisions are never clear-cut or limited to yes or no choices. There are various tones of grey in it. As a result, no matter how sophisticated or intricate the systems get, human elements always exist, and technology just makes our lives easier. Our working methods may adapt or alter with time, but they won't go extinct. The system can only be improved by human comprehension. It is therefore a positive cycle of high-tech and high-touch evolution.

Impact of HRM practices on the performance of institutions

The research has proven that a certain set of HR practices like development, recruitment, motivation, recognition and rewards, flexibility in working hours, communication, employee participation has a substantial impact on performance of an organisation. These HR practices help to boost the performance of employees (Vanhala & Tuomi, 2006). It has been found that communication, flexibility, level of supervision, have a direct impact on the overall well-being of employees in an organisation. It can be deduced that HRM practices have an impact on the well-being of its employees in addition to boosting the company's performance.

Models to improve and enhance teachers' quality in Higher Education

In the VUCA world, where we come across volatility, uncertainty, complexity, and ambiguity daily, higher education institutions need to buck up and lead from the front. By this we mean that institutions must design their pedagogies, curriculum, evaluation, HR processes, HR systems, teachers' competencies in accordance with the current needs of their customers. It is known that teaching- learning is one of the core processes in higher education. An extensive amount of research has already been done in improving quality and many models have come up to cater to the needs of customers. Some of the models are discussed under:

Models of Service quality in HEIs: SERVQUAL

The higher education institutions have increasingly led them to be concerned about their students as customers and give a desired service quality. Service quality is defined as both service and quality that goes down to the ultimate consumers based on perceptions and expectations (Donlagic & Fazlic, 2015). Constant evaluation of institutions can bring areas of improvement to the forefront and help management fix the gaps. The measure of a service quality is how well the service is delivered in meeting

the expectations of the customers. Research on service quality dates to three decades as it is when institutions started to realise the importance to giving quality of service to customers and measure the level of satisfaction. It was soon after that the service quality instrument was conceptualized by Parasuraman, Zeithaml and Berry in 1985 where they measured customers' preferences against expectations to understand where the gap lies. The SERVQUAL instrument comprised five dimensions: responsiveness, reliability, assurance, empathy, and tangibility. This model is widely accepted in improving service quality of HEIs (Yousapronpaiboon, 2014).

HESQUAL Model for service quality in HE

This hierarchical model contains the five most pertinent core dimensions that are instrumental in enhancing the quality of higher education. The dimensions include: administration, support system, transformation, core education, and physical environment (Teeroovengadum, Gronroos, Nunkoo, Kamalanabhan, & Seebaluck, 2019).

HEDPERF Model for service quality in Higher education

This is one of the models that were used in higher education to improve the quality. This was created in 2003 and developed to be used in 2006. The model proved to be a hit in the higher education sector as it was better than the earlier models. The model covered 41 variables that comprised academic and non-academic aspects of higher education that are essentially vital for the satisfaction of students. The study on the above model concludes that the quality of the administration staff plays a pivot role in enhancing the satisfaction of students more as compared to the academic staff (Tandilashvili, 2019).

Models used to measure and enhance performance in HEIs

Balanced Scorecard (BSC)

The Balanced Scorecard (BSC) is a strategic management tool that originated in 1994 and provides a framework for measuring and managing organizational performance. Initially it was developed for the private sector and with the due course of time, the BSC has gained popularity in the higher education sector, particularly among universities. The BSC allows universities to evaluate and track their performance across a wide range of dimensions with the help of metrics in financial, customer, internal processes, and learning and growth perspectives. It provides a roadmap to the top management by giving them information about the organisational performance and helping them identify goals and form a strategy (Ahmad & Soon, 2015). It was introduced by David Norton and Robert Kaplan in 1994. The concept was composed by imbibing inputs from various corporations: Cray Research, Bell South, DuPont, General Electric, Hewlett-Packard, and

American Standard, to name a few. Several universities across the globe that have implemented the BSC and achieved an improvement and competitive edge are: There is a dearth of study on the implementation of Balanced scorecard in higher educational institutions in India. On the contrary, Balanced Scorecard has been implemented in various foreign universities with high world rankings; University of California (31st global rank), San Diego in 1993, which is the first university to implement the balanced scorecard. Other universities that rank high in the 2020 world rankings and have implemented the balanced scorecard are: University of Pennsylvania (US) ranked 11th, Yale university (US) ranked 8th, University of California, Los Angeles (US) ranked 17th, University of California, Berkeley (US) ranked 13th, Cornell University (US) ranked 19th, University of Edinburgh (UK) ranked 30th to name a few (World University Rankings, n.d.) and (Balanced Scorecard Institute: Strategy Management Group, n.d.).

The BSC helps to translate vision/ mission/ strategy into performance measures that help in measuring the performance in a balanced way. The BSC balances financial - non-financial, tangible-intangible, and long-short term goals and objectives (Sudaryo & Yoyo, 2015). The BSC helps to understand the four core perspectives that are woven into the fabric of vision/ mission/ strategy. The main idea of the BSC is to improvise the core functions of universities by aligning them to the vision/ mission of the institution. It helps higher education institutions in strategic planning and performance evaluation which enables them to foster strategic development (Reda, 2017).

The first step in designing a measurement system is to understand how value is created for the firm or how should strategy be implemented in our firm? The balanced scorecard model stresses the importance of tangible, intangible, financial and non-financial measures and integrates HR's role in an unparalleled way (Karathanos & Karathanos, 2005). Balanced performance measurement pays attention to both leading (such as HR measures) and lagging indicators. It also draws a clear line of difference between leading and lagging factors. Leading indicators that may vary for different firms like R&D cycle time, employee strategic focus, customer satisfaction. These indicators examine the key success factors of a firm that is essential for the strategy implementation outcomes (Kalender & Vayvay, 2016). These indicators are more future oriented. Lagging indicators on the other hand, focus more on the past. For e.g. financial metrics tell us about the past based on which we can't predict the future.

How HRSC fills in the gaps of the BSC

The BSC focuses too much on the financial perspectives. BSC has not given importance to the human element and linking human to strategy implementation process. By integrating HR into the strategy implementation process of the firm, connections will be made between HR and the key success drivers. Measuring HR's impact on these drivers, the overall strategic impact on the firm will be quantified. When HR is integrated into a business-performance measurement system, points of intersection are identified between HR and the organization's strategy implementation plan. These points would be strategic HR deliverables, those outcomes of the HR architecture that help in executing the firm's strategy. HR deliverables form two categories: HR performance drivers and enablers (Umashankar & Dutta, 2007). HR performance drivers are core people-related capabilities or assets, such as employee productivity or employee satisfaction.

Malcolm Baldrige Model

The Malcolm Baldrige Criteria for education was piloted in 1995. An attempt was made by Baldrige to focus on specific areas like administration, teaching, and learning as these areas are the major focus sans recourse improvement in quality cannot happen (Learn about Quality, n.d.). The National Baldrige Criteria, Total Quality Management (TQM), and Deming's Model are inter-related and focus on improvement in the core processes: teaching, learning, and operations. These core processes have been laid intense focus as mentioned above (Walpole & Noeth, 2002). How effective the teaching-learning processes is unidentified unless a measurement tool is designed to track the performance of teachers. It is the capabilities of teachers that lead to joyful learning and keep students engaged (Setiawan & Purba, 2021). As the proof is in the pudding, a system needs to be developed where the performance is tracked down and feedback is generated. The Malcolm Baldrige uses the metrics and benchmarks to measure performance and has been widely accepted in all forms of organizations (Malcolm Baldrige National Quality Award (MBNQA), n.d.).

It has been widely used in many organizations in United States of America in government, non-profit, for profit, education, service, manufacturing, health care, and small business. The framework revolves around six interrelated process categories (a)Leadership, (b)strategy, (c)customers, (d)Measurement, analysis, knowledge management (e) workforce (f) Operations (g) Results (Malcolm Baldrige National Quality Award (MBNQA), n.d.). These criteria focus on the following perspectives in higher education: student learning outcomes, customer satisfaction and engagement, workforce engagement and satisfaction, product and service outcomes and process

efficiency, budgetary, financial, and market results, and social responsibility (NIST: Baldrige Performance Excellence Program, 2019). This model also is more inclined towards students' satisfaction and less towards enhancing quality of teachers. This model has scantily been used in higher education (Aydin & Kahraman, 2018).

3P model of Teaching-learning in higher education

In the wake of the pandemic, improvement in the quality of teachers is a question that needs an answer. Teaching-learning is one of the most significant core processes in higher education. There are certain models available to ensure the quality of teaching-learning so that the quality of education improves. One such model is the 3P model that has been discussed below. This model was proposed by Biggs (1996) to cater to the learning requirements of the 21st century and are purely based on knowledge creation and learning. 3 Ps indicate: Personalization, Participation, and Knowledge-Pull. This model throws light on the learners' abilities, expectations, individual differences that keep on shifting from individual to individual. As knowledge and learning are personal, one-size-fits-all approach often fail to cater to the individual differences, needs, and choices. For students to be learners with great cognitive skills i.e. analysis and synthesis, the role of teachers has shifted away from imparting knowledge to understanding students' needs and formulating strategies in alignment to those needs (Chatti, Jarke, & Specht, 2010). The role of teachers in evaluating students is to make sure that students improve and perform better (Kurian). Instruction, curriculum, and evaluation of teachers have a strong influence on the learning approaches adopted by students: deep or surface. Incorporating curriculum, co-curriculum, and interaction into the 3P model of learning helps in enhancing the teaching quality in higher education. However, the 3P model of learning gives a microscopic view of enhancing teachers' quality (Kember, Webster, & Chan, 2020). Teachers' quality cannot be enhanced without redefining roles and responsibilities that have come post COVID-19 and that goes unexplained in the model. This model is inclined more towards students' learning process and less towards ways and means of enhancing quality of teachers (Clinton, 2014). This is the major gap that has been identified and can be plugged with the help of the HRSC, where the focus is on teachers' performance and their measurement so that value is quantified.

Blooms Taxonomy

The Bloom's Taxonomy was introduced by Benjamin S. Bloom, then Associate Director at the University of Chicago. He believed that it was a laborious task to set annual examinations for students (Krathwohl, 2010). The idea is to measure the outcomes of

learning that would be possible through comprehensive evaluation. To measure the learner outcomes, he broke down the educational objectives into six major parts each of which has its importance. The knowledge and comprehension fall under lower levels of thinking and synthesis and evaluation fall under higher levels of thinking (Ramirez, 2017). The practical application of the above-mentioned educational objectives would only be possible if teachers are competent enough to engage and groom students. It is teachers who would tap the potential of candidates by engaging them in their sessions where the practical application of these educational objectives is rolled out.

TQM in Higher Education

Quality is defined not just in terms of product but also service that is provided to its customers to enhance their level of satisfaction. The idea behind TQM is continuous improvement of products and services (In'airat & Al-Kassem, 2014). TQM generates the culture within the institutions where all the resources are used judiciously to produce the quality that is needed (Ravindran & Kamaravel, 2016). Some institutions of international repute like Harvard university, Cambridge, Oxford are doing great not only based on their academic performance, but they also have a culture that supports their processes and yield results (Todorut, 2013). Culture includes leadership, motivation, decision making abilities, communication skills, goal setting, ethics and values, empowerment, change management, safety, quality, health, information, corporate social responsibility, employee satisfaction, learning and development (Rao T. , 2014) that help organisations and employees grow.

Exploring Scorecards other than the HRSC

Workforce scorecard (WSC) (2005)

This scorecard is a framework for measuring the competencies, behaviours, results, culture, and the mindset that is necessitated for the workforce to achieve desired results. (Quality Improvement centre for workforce Development, 2021). The WSC helps in realising the potential of workforce by defining metrics that are measurable in terms of strategic impact. This scorecard treats human beings who can give contribution and not merely as costs to be curbed. It guides our way through the process of strategy execution (Huselid, Becker, & Beatty, The Workforce Scorecard, 2005).

WSC and its key elements

The WSC explain four elements that are vital. Firstly, workforce success which explains whether the firm has accomplished strategic objectives? Secondly, leadership and workforce behaviour which explains whether leaders and workforce can attain the

strategic objectives? Thirdly, workforce competencies define the competencies of people in 'A' positions. This explains whether these players have the necessary skills to execute strategy and accomplish objectives? Fourthly, workforce mindset and culture explain whether the culture is amiable to support the execution of strategy in a phased manner. In other words, the workforce success explains whether the workforce has understood the strategic objectives for the business. In addition to this, WSC depicts whether the workforce will be able to achieve those objectives defines the workforce behaviours. Furthermore, whether the workforce has the required competencies, or the skill sets so that the strategy could be executed. This means whether the culture would support the ways in which strategy would be executed (markhuselid.com, 2018). However, this fails to link people, strategy, and performance and measure the contribution of the human element.

Human Resource Development Scorecard (HRDSC)

Human resource development has been explained as the continuous process of acquiring and sharpening the capabilities of employees of any organisation to perform a variety of roles and responsibilities in present and future (HRD Audit and Scorecard 2500TM Points, n.d.). The role of HRD managers is to exploit the potential of employees for their personal and organisational growth. These managers build a culture where relations between superiors and subordinates, and collaboration and commitment exist among people across units. It was designed to evaluate HR systems that are major contributors to organisation's success. These factors should be assessed regularly so that the HRD function is proper. Competencies, systems, culture and linking HRD to the goals of business helps to improve by creating an edge (Rao T. , 2014).

The BSC, WSC and HRSC

The BSC is more business oriented. It balanced the four perspectives of the business and try to make it profitable. The WSC is a precursor to the HRSC. Before developing an HRSC, HR professionals must understand how to define their workforce strategy. There are five elements of the HRSC: To begin with, workforce success is defined by the fact whether HR professionals have delivered on the main elements of the WSC. To add to this, it is imperative to know if the investment in the workforce is right or not. This defines that the workforce costs and HR functions are being carried out right. The right alignment between HR practices and the overall business is quintessential to an effective HR management for HR professionals. For business to bloom, it is vital that HR practices that are implemented are renowned to an extent that

it meets the global standards so that it has a cutting edge over its competitors. For HR practices to be implemented, it is important to have the right HR people who have the right skills and competencies to design such systems.

Table 1

Points of comparison between HRSC and other scorecards reviewed

Model for the study	Other models	Points of Difference
HRSC	BSC	HRSC vs BSC: Defines strategy for the HR function vs strategy for business.
HRSC	Workforce scorecard	HRSC vs WSC: Defines strategy for the HR function vs defines strategy for the workforce. The former focusses on linking HR to business while later focuses on measuring the strategic contribution.
HRSC	HRD scorecard	HRSC vs HRD: Defines strategy for the HR function vs strategy for the HRD function.

The HRSC Model

The idea was first proposed by Becker, Ulrich, and Huselid in 2001. One tool for measuring and managing HR strategy is the HR scorecard, a strategic HR measurement system. Employee behaviours, HR systems, and HR functions are all part of the HR architecture.

The High-Performance Work System (HPWS)

This includes the HR systems, practices, and competencies. Quality of human resources can be improved by linking recruitment, selection, and promotion to competency mapping. The compensation structures must be decided in a way that attracts and motivate high performing employees. Performance can be measured and managed that motivates people to work. HR’s role must be viewed in light of being strategic partners. HR systems must be aligned with the strategy implementation process so that strategic role of HR is defined. It is very important that every employee understands the strategic intent. The strategic intent must be a part of employee behaviour which makes the purpose of accomplishing goals easier. A proper and smooth flow of communication is necessary so that every employee is aware what is expected of them. Every firm must be aware of how customers, learning and development, strategy, and learning and development are inter-connected and what competencies and behaviours organisation needs to carry out tasks (Becker, Huselid, & Ulrich, 2001).

Recruitment, remuneration, and benefits are the main focuses of conventional/traditional HRM, or command-and-control management systems. Strategic HRM, on the other hand, provides services that assist the business in achieving its goals through the application of the company's strategy. The process of implementing a strategy must include HR if a firm is to become stronger. The performance of a company is greatly impacted by the business and strategic HRM competences that HR managers should concentrate on developing.

Vision/ Mission

The vision or mission of any organization gives a qualitative value. To measure strategy, the key performance indicators (KPI's) need to be identified for every perspective of the HRSC, and then accomplished. When the KPI's are set, the intangibles are converted into tangibles, and this is how the performance is measured for every perspective. Measurement would define how close or far the organization is from its goals.

Customer Perspective

HR needs to ensure that employee selection, development, reward, and communication programs help to hone the skills needed for customer satisfaction. Such HR practices will build customer loyalty over time. Customer involvement and staffing includes defining competencies of HR about what matters most to customers and how that translates to managerial behaviours. Customer involvement in appraisal and rewards involve companies giving a voice in allocating rewards based on quality of employee service. (Ulrich, 2001). Participation of customers in staffing enhances the quality of decision making. When customers are asked about the competencies that they expect their employees to develop, it gives a clear picture of what matters to them most and this translates into employee behaviour. Involving customers in training and development go a long way in streamlining the value chain, decision-making processes, how customers think, engagement rules redefined for employees, thereby succeeding in the market. Involving customers in appraisal and rewards so that quality is enhanced. This helps in customers being more committed to employees and vice-versa. Some companies have a culture of allocating rewards which is based on the quality of service of employees (Teeroovengadum, Gronroos, Nunkoo, Kamalanabhan, & Seebaluck, 2019). What employees do, how they behave, affects customers. When target customers are identified, customer value proposition is explicitly defined, HR practices are linked to customer values, and customers are involved, loyalty is built and value is created.

High-Performance Work System (HPWS)

The learning and development (L&D) perspective

This perspective of the HRSC aims at improving the quality of teachers by enabling teachers learn and grow as they are one of the major stakeholders in higher education set up. The new of technological advances post pandemic has brought new challenges to the fore. Hybrid mode of teaching-learning is the new normal. Students have diverse learning styles and needs based on their personalities. This perspective of the HRSC thrives on growing and developing competencies of teachers, improving their productivity and performance. Grooming of teachers is the lifeblood for any educational institution.

HR Operations Perspective

This perspective of the HRSC focuses on strengthening the HR processes and how the HR leverages the technology to serve the customers better. This perspective guides on how to streamline the services to customers to enhance the customer satisfaction. The HR processes must be aligned to the overall vision/ mission of the organisation.

Why the HRSC?

The HRSC centres around vision/ mission/ strategy in alignment with customer orientation, L&D, and operations. It is a performance measurement tool that links people, strategy, and performance. The HRSC links HR to the strategy implementation process bringing HR practices and processes to the fore, that contribute to measure the overall strategy. Also, leading and lagging factors are identified to understand the fortes and dimness of various organisations, so that strengths are used to accomplish goals. It translates organisational strategic goals into human resource policies and practices. The HRSC helps in measuring success of the business by defining goals and metrics. As what gets measured gets managed, scorecards help in tracking down the progress of the business or any institution (Becker, Huselid, & Ulrich, 2001). The HRSC helps in quantifying strategic maps by assigning financial and non-financial goals/ metrics to human resource activities that can accomplish strategic goals. The HRSC establishes inter-relationships between HR activities, employee behaviors'/ competencies and the outcomes that are quantifiable. Establishing these inter-relationships give rise to the HR metrics. The HR metrics help to identify and encourage high-performance work systems for a superior performance that can add value for the organization/institution. The HRSC is an inclusive model that links people, strategy, and performance/ outcomes - where people mean faculties, strategy means value creation, and performance means

quality in higher education institutions. To incorporate HR into performance measurement system, the HR deliverables must be identified to execute the firm's strategy. These are divided into two factors: performance drivers and enablers. The performance drivers are primary people-related capabilities like satisfaction and productivity. Enablers strengthen the performance drivers (Paton & Karunaratne, 2009).

Creating an HR Scorecard

Why to create the HR Scorecard?

There are two uses for the HR Scorecard: The human resources must be handled as a strategic asset and demonstrate how HR contributes to the company's bottom line. Four primary themes should be brought to mind by a well-designed Scorecard: The High-Performance Work System, the degree to which it is in line with firm strategy, the efficiency with which those deliverables are produced, and the key human resource deliverables that will leverage HR's role in your firm's overall strategy. The presence of talented employees with a rich experience is vital for innovation. Innovation increases customer satisfaction, which accelerates the rise of revenue. Growth in revenue will result from stable, highly skilled employment.

Creating a system for measuring HR

Identifying HR Deliverables

It is of utmost importance to identify HR deliverables so that measurement of HR is done effectively. HR deliverables will be defined by the strategies based on vision and mission of the institution. In the study, HR deliverables would be enhanced standards of teaching-learning that would include innovative pedagogies, enriching curriculum, better industry-academic collaboration, ensuring teachers have right competencies needed to carry out the tasks smoothly. The growth of any institution depends on the innovation, which is byproduct of experience and right skill sets. The other HR deliverable would be the ideal student-teacher ratios that would lead to enhanced performance of both teaching and non-teaching staff.

HR measurement

It is possible to distinguish between two types of HR measurement: effectiveness and efficiency. These metrics often concentrate on HR's proficiency in the following areas: hire costs, hire retention period, job filling time, the proportion of non-traditional hiring, employee satisfaction with salary, benefits, and other aspects of the job, annual training hours per employee. It's easy to assess HR; the difficult thing is figuring out what to measure. Prior to taking measurements, you need to determine HR's foremost and

dominating role in your company. The market for goods and services and capital are driven in the execution of the business strategy, which is driven by the identification of key organizational capabilities and a competitive corporate culture, which are driven by HR practices that establish and uphold the necessary culture. HR generates significant value, and this leads to a clear formulation of the HR value chain.

High-Performance Work System

Following the identification of the deliverables, the components of the HPWS that facilitate the generation of those variables are measured. HR deliverables are used to choose the HPWS elements for strategy implementation. This would be accomplished through the use of a proven competency model integrated into every aspect of the HR system and frequent performance reviews for all staff members. As flow of right people in right places is very crucial for any organization, so need of the hour is building competency frameworks and linking to the strategy implementation process that would enable us to filter people based on knowledge, skills, and attributes.

Determining HR system alignment

Also, known as "external alignment," is determining how effectively the HR system complies with the demands of the company's strategy execution system. Since it is assumed that the company has created a validated competency model, candidates for these roles must meet the highest standards of quality and be selected in accordance with the current competency model. The foundation for selecting, training, supervising, and rewarding staff members is a verified competency model. The HR policies and initiatives, such as training, development, compensation, and rewards are necessary in these cases. HR needs to streamline its hiring cycle to get the ideal personnel level at the right time. A fixed recruitment cycle time, for instance, would be an appropriate alignment metric that would track the achievement of that goal. Determining HR Effectiveness Metrics includes cost per hiring, training, and development per employee, could be considered as a strategic efficiency metric. These significant connections between costs and advantages should be highlighted and revised per strategy.

Aligning HR systems, HPWS, and HR deliverables

Consequently, the HR system alignment, HR efficiency measure, utilization of the HPWS, and identification of HR deliverables are all crucial components of the HR Scorecard. This configuration strikes a balance between value generation and cost control. Measuring HR efficiency (cost per hire) is one way to control costs. The value creation is achieved through the HPWS with HR systems aligned with HR deliverables. A strategic

focus that is disciplined yields the highest rate of return for HR. These advantages originate from HR deliverables rather than doables, but only under the condition that the HR system is effectively managed. Deliverables focus on benefits, whereas doables are typically cost-focused. The first two HR architecture components—HPWS, HR system alignment, HR efficiency, and HR deliverables—are leading factors for HR performance, whereas the other two are lagging factors. These elements are advised to be included in the HR Scorecard. The foundation for transforming HR into a strategic asset is laid by measuring HPWS. Each company should have a set of indicators in its HR measuring system that correspond to the "performance focus" of each component. The degree to which the HR department can assist the rest of the company in producing the necessary skills at a reasonable cost is reflected in HR efficiency. The primary source of human capital for carrying out the company's strategy is HR deliverables. These are typically employee behaviours that are strategically oriented. HR system alignment, often known as "external alignment," is evaluating how well the HR system complies with the demands of the company's strategy implementation system. When it comes to the organizational design, policies, and communications, learning and change, leadership, competence, appraisal, and rewards, and introducing culture change, HR professionals are responsible for developing and building best practices.

Model of the HR Scorecard for HEIs

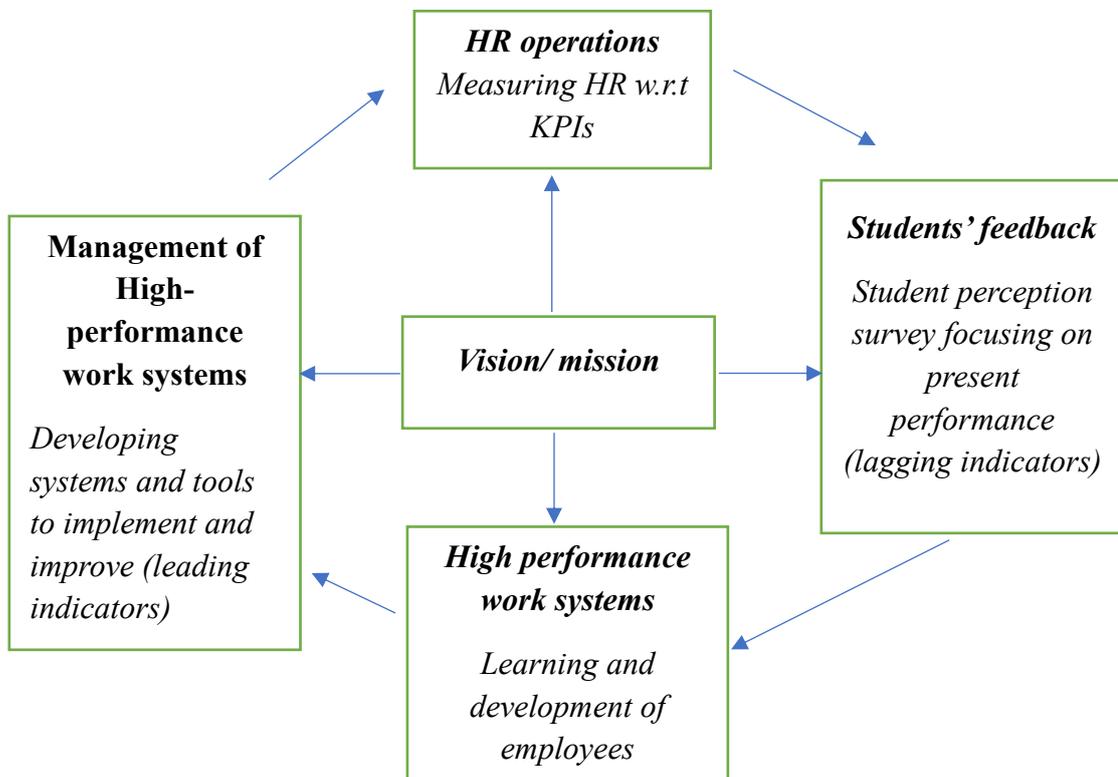


Fig.1: Developed by the researcher based on the available literature.

Creating the HRSC for teachers and staff of The Maharaja Sayajirao university of Baroda (MSU)

Vision of the M.S. University

The progress of a nation requires that its people should be educated. Knowledge is a necessity of man. It instils in him a desire to question and to investigate, which leads him on the path of progress. Education, in the broadest sense, must be spread everywhere. Progress can only be achieved by the spread of education. Cooperation is necessary to achieve any worthy end and this readiness to cooperate will not be found in people if they are not educated.

Mission of the M.S. University

- Sustain an environment of academic excellence and innovative research that enable students to think global and act local with a conscious focus on indigenous perspectives.
- Striving to create an equitable and gender just society that ensures better quality of life to individuals, families, and communities.
- To inculcate highest human values, tolerance, compassion, and equanimity in all the adherents, students, teachers, and support staff of the University.
- Promoting and enhancing high standards of Teaching, Learning and Research for an all-round development of students.
- Providing a learning environment that nurtures critical reflections, exchange of ideas and innovation among students to help them realize their optimum potential. Increasing access to education by all sections of the society.
- Relating knowledge to the contemporary socio-economic needs and moral concerns.
- Building mutually enriching linkages with the society and its institutions.

HR Operations

HR deliverables serve to execute firm's strategy. These deliverables come in two categories: performance drivers and enablers. HR performance drivers are core people-related capabilities or assets, such as employee productivity or employee satisfaction. Each organisation identifies its own set based on its unique characteristics and the requirements of its strategy implementation process. HR deliverables are measured to predict about the future growth. To measure long term growth of the firm, key performance indicators (KPI's) are used that help to measure performance of teachers

and non-teaching staff. KPI's help to measure a firm's growth through objectives, or targets in resonance with strategy that is set. KPI's are set including parameters from NIRF, NAAC, NEP, 2020, committees/ commissions report pre- and post-independence. HR deliverables in the study comprise competencies of employees that help in implementing the strategy with respect to vision/ mission of the organisation. Competencies related to soft skills, technical skills, engaging with students, pedagogy, curriculum, tech-pro teachers, soft skills of staff, assessment methods. Gaps in competencies are identified based on student' feedback. Specific training and development programs would be designed by The M.S. University to fill in the gaps, and systems and processes would be developed to ensure that student' feedback becomes better.

Measuring HR and Implement

Measuring human resources is important so that management can be done. Measurement is done by setting the KPIs. Key performance indicators are metrics that help to measure performance. KPIs are quantitative in nature and are formed to know the progress of key result areas (KRAs) which are qualitative in nature. The management of high-performance work systems is done, it is important to measure the impact of training, learning and development on the performance of teachers through students' feedback. Outcomes (performance) are measured in line with leading indicators. Performance management is the vital element of HR and needs acute attention. It is important to give attention to performance as there are two components attached to it. Unless performance is measured, it cannot be managed and rewards would not be linked to the performance (Becker, Huselid, & Ulrich, 2001). Leading indicators predict and navigate us through the future growth of HEIs. The leading indicators will be decided by the quality benchmarks of NAAC, NIRF, and NEP, 2020 to name a few. Leading indicators are known after the students' feedback. What is done is the lagging indicator, and what is yet to be done is the leading indicator. Based on leading indicators, key roles and responsibilities of teachers (KRA's) would be decided. Based on roles and responsibilities of teachers, performance indicators would be decided against which the performance is measured. The true essence of the HR scorecard lies in gauging HR's role in value creation by quantifying the effectiveness and value addition by HR. The HR scorecard is a tool that uses human resources strategically and proves how HR contributes to success (Huselid, Becker, & Beatty, 2005). The measurement of HR is not complete until it is implemented. Implementation would guide through what needs to be streamlined and improved so that feedback is

better the next time. Implementation would enable the HR function to understand how to do things differently so that workforce competencies, HR practices are enhanced, HR systems are aligned and integrated.

Students' Feedback

Students are major stakeholders for any higher educational institution. Quality can be measured and managed using the feedback form students. Quality can be measured using student perception, student loyalty, and student satisfaction (Murmura, (Casolani, Bravi, & Bravi, 2016). Feedback from students is taken to know their perception regarding curriculum appropriateness, teachers being tech-pro, soft skills and technical of teachers, pedagogy, and teacher engagement with students, leadership qualities of teachers, perception on whether students want any changes in their respective faculties w.r.t. curriculum, teachers, etc. Students' perception is taken into consideration regarding curriculum, teaching methods, and assessment methods, and soft- skills of staff based on which gaps are identified. Students feedback guides us on lagging and leading indicators.

High-Performance Work Systems

This includes HR systems, HR competencies. HR systems or practices help to build organizational mind-set, capability, and competitive advantage for the respective business.

HR systems

HR systems include (e.g., staffing, training, appraisal, rewards, structure, communication, selection, appraisal, development, compensation, communication, etc. HR deliverables are included in HR systems. HPWS includes HR competencies, and HR systems. This helps to bridge the gap between lagging and leading indicators.

HR Competencies

HR's role in terms of its focus on people, processes, strategic and operational focus. HR competencies must be aligned with the HR systems. It includes learning and development of employees on the basis of gaps identified through feedback from students. Teachers would be trained if they fall short in any of the criteria that students must have identified. It can be training in soft skills, technical skills, digital skills, training in curriculum, or being flexible and adaptive to new changes that may happen in future. So, knowledge, skill, and abilities are honed and improved so that student feedback is improved the next time. This would include what HR practices are being taken into consideration for building competencies in teachers. HR practices play a major role in enhancing performance in educational institutions. HR practices like

motivation would help teachers deliver the services well, career development would help teachers grow and develop, linking performance to rewards would help teachers be more competitive, supportive culture would enable them to perform tasks smoothly, fair recruitment a selection based on merit, would go a long way in developing teachers in the long run and improving quality (Kulkarni, 2015).

As recommended by various committees and commissions, recruitment processes should be fair, merit-based selection, in-service training, and other forms of training so that teachers' performance is enhanced and that improvement is reflected in their way of delivering lectures to students. Parameters of NAAC, NIRF, National Education Policy, 2020, have also emphasised the importance of honing skills of teachers that would help students learn and grow better. Teaching-learning processes must be streamlined in context with the NEP, 2020.

Management of HPWS

As discussed above, various competencies need to be built up by the university so that teachers' performance can be improved. This would also have an impact on the feedback of students. So, the university must manage the HPWS. Firstly, gaps need to be identified so that systems can be developed in line with the gaps that are identified.

The university must have mechanisms, systems, and tools in place where taking regular student feedback can become a part of the culture and actions be taken to improvise the systems. This will help identify service quality dimensions based on the student feedback and necessary improvements can be made on the relevant dimensions of the service quality (Onditi & Wechuli, 2017). Some mechanisms include: setting up of human resource development centres where soft skills training, technical skills training, stress management techniques, training on 5S, conflict management techniques, training on updating pedagogical tools and techniques for classes, inclusion and equity, research orientation, entrepreneurship development among students, cross disciplinary or interdisciplinary training, training to be flexible and cope with changes, total quality management, quality assurance, ISO certification, collaboration and teamwork, time management, anticipate students' needs, innovation and creativity, developing competencies in teachers through various methods, measuring teachers' performance through various tools and techniques. These tools and systems will be aligned with the gaps that will be identified by students' feedback. Once gaps are identified, teachers would be trained and developed in those particular areas so that improvement is more evident.