



Research Article

Reimagining Human Resource Management in Architectural Education under NEP 2020: A Comprehensive SWOT Based

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Abstract

The National Education Policy (NEP) 2020 has encouraged architecture colleges in India to rethink how they manage faculty, staff, and academic processes. Human resource management (HRM) in these institutions now involves academic planning, leadership development, digital readiness, and long-term institutional stability. This study examines HRM practices in architecture education using a SWOT framework, drawing insights from policy documents, regulatory guidelines, and academic literature. The review shows that institutions benefit from multidisciplinary learning environments, increased autonomy, and growing acceptance of digital tools. However, gaps in leadership preparation, slow administrative processes, and inconsistent HR planning continue to affect institutional performance. The paper also highlights emerging opportunities created by technological growth, environmental responsibility, and collaboration with professional bodies. Persistent issues such as policy implementation delays and faculty retention remain important concerns. The study argues that architecture institutions can strengthen HRM by adopting evidence-based planning, supporting continuous learning, improving governance, and conducting regular evaluations. These measures can help institutions become more resilient and better prepared for future academic and professional demands.

Keywords: National Education Policy 2020; Human Resource Management; Architecture Education; SWOT Analysis; Faculty Development.

Introduction

Human resource management has become central to how higher education institution's function, especially in fields that combine creativity, technology, and professional practice. Architecture education is one such field. Faculty members are expected to teach design, understand construction technologies, engage with communities, and stay updated with industry trends. This makes HRM essential for maintaining academic quality and institutional growth.

NEP 2020 encourages colleges to operate with more autonomy, flexibility, and accountability. Architecture

institutions must therefore strengthen their governance systems and support faculty development. They also follow guidelines from the Council of Architecture (CoA) and the University Grants Commission (UGC), which influence recruitment, qualifications, and academic standards. Together, these frameworks highlight the need for transparent and responsible HR practices [1].

Digital learning, outcome-based education, and multidisciplinary collaboration are becoming more common. Institutions must create environments that support innovation, continuous learning, and professional development. Evaluating current HRM practices through a SWOT framework helps identify strengths, gaps,

opportunities, and challenges. This study uses that approach to understand how HRM can be improved in architecture education under NEP 2020.

Materials and Methods

The present study adopted a qualitative descriptive research design to examine human resource management practices in architecture education within the framework of the National Education Policy (NEP) 2020. A qualitative approach was considered appropriate because the objective was to understand policy directions, governance practices, and institutional perspectives rather than to measure numerical relationships. The research focused on interpreting existing evidence to identify the strengths, limitations, opportunities, and challenges associated with HRM in architectural education [1].

Research Approach

Document-based analytical approach supported by a structured literature review. Relevant information was gathered from peer-reviewed journal articles, government policy documents, regulatory guidelines, and reports related to higher education governance, architecture education, and human resource management [2]. Emphasis was placed on publications released before 2025 to ensure consistency with the study period. The collected literature was examined to understand how HRM practices have evolved under institutional reforms and governance changes.

Data Sources

The evaluation highlights strengths including multidisciplinary collaboration, institutional autonomy, and the growing use of digital technologies. Sources included higher education policies, institutional governance frameworks, faculty development guidelines, and research articles addressing HRM, educational leadership, and architectural education.

Selection Criteria

A systematic selection process was followed to ensure that the materials included in this study were relevant, reliable, and aligned with the research objectives. The review considered publications focusing on human resource management in higher education, architecture and professional education, institutional governance, educational policy, and institutional autonomy. Only studies and official documents published before 2025 and produced by recognized academic journals, government bodies, or professional regulatory organizations were

included. Sources that lacked academic credibility, contained duplicated information, or did not directly address the objectives of the research were excluded from the final analysis [3].

Analytical Framework

The collected information was analysed using the SWOT (Strengths, Weaknesses, Opportunities, and Threats) framework. Internal institutional characteristics were classified as strengths or weaknesses, whereas external policy developments, technological changes, and governance reforms were categorized as opportunities or threats [4]. This framework enabled a systematic evaluation of the current status of HRM in architecture education and helped identify strategic areas requiring institutional improvement.

Data Analysis Procedure

The selected literature was examined through thematic content analysis. The analysis involved repeated reading of policy documents and research studies to identify recurring themes related to faculty recruitment, professional development, institutional leadership, governance, digital transformation, and organizational sustainability. Similar concepts were grouped into broader thematic categories, and these themes were subsequently interpreted within the SWOT framework. This process ensured consistency while reducing subjective interpretation.

Reliability and Ethical Considerations

To strengthen the credibility of the findings, evidence was triangulated across multiple academic and policy sources. Because the study relied exclusively on publicly available documents and published literature, it did not involve human participants and therefore did not require ethical approval. All referenced sources were appropriately acknowledged to uphold academic integrity. The analysis was conducted objectively, with interpretations grounded in documented evidence rather than opinion, thereby enhancing the transparency and reliability of the findings [5,6].

Results and Discussion

Institutional Strengths Supporting Human Resource Management

Architecture institutions have gradually strengthened their human resource practices through improved academic governance, multidisciplinary collaboration, and greater emphasis on faculty development. The implementation of NEP 2020 has encouraged institutions to adopt more

flexible academic structures while promoting institutional autonomy and accountability. These changes have enabled departments to redesign faculty roles according to emerging educational requirements rather than relying solely on conventional administrative procedures (Figure 1) [7].

Another significant strength is the growing acceptance of continuous professional development. Faculty members increasingly participate in research activities, curriculum development, digital learning initiatives, and industry interaction, improving both teaching quality and institutional performance. Existing regulatory standards established by national agencies have also contributed to maintaining minimum academic qualifications and promoting transparency in recruitment and promotion processes (Table 1).

Limitations Affecting Human Resource Practices

Despite these improvements, several institutional challenges continue to influence the effectiveness of HRM within architecture education [8]. One of the major

concerns is the persistence of administrative delays in recruitment, promotion, and decision-making. In many institutions, human resource planning remains reactive rather than strategic, limiting the ability to respond quickly to changing academic demands.

The results further indicate the need for stronger leadership development initiatives. Opportunities for academic leadership development remain uneven across institutions, reducing organizational continuity and innovation. In addition, limited integration of digital HR systems often restricts efficient workforce planning, performance monitoring, and institutional decision-making.

Opportunities Emerging from Educational Reforms

The policy reforms introduced through NEP 2020 create several opportunities for strengthening human resource management in architecture education. Increased institutional autonomy allows universities and colleges to design faculty development programmes that respond to

Table 1: HRM Functions and Expected Institutional Outcomes.

HRM Function	Institutional Outcome
Faculty Recruitment	Improved teaching quality
Professional Development	Enhanced academic competency
Performance Evaluation	Greater accountability
Leadership Development	Strong institutional governance
Digital HR Practices	Efficient administrative processes
Research Support	Higher research productivity
Employee Engagement	Better organizational commitment

Major Human Resource Management Functions in Architecture

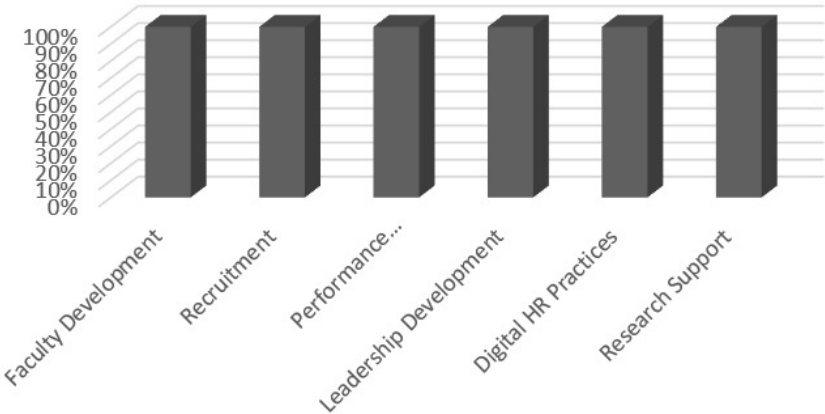


Figure 1: Major Human Resource Management Functions in Architecture Education.

local academic priorities while maintaining national quality standards. Greater flexibility in curriculum design also encourages collaboration across disciplines, expanding opportunities for faculty engagement in research and innovation.

Digital transformation presents another important opportunity. The increasing use of online learning platforms, digital administration, and educational technologies has the potential to improve faculty training, communication, and institutional management. Partnerships with industry, professional organizations, and research institutions further create opportunities for knowledge exchange, practical learning, and collaborative project development [9].

External Challenges Influencing Institutional Performance

The analysis identifies several external factors that may affect the successful implementation of HRM reforms. Rapid technological change requires continuous updating of faculty competencies, creating additional demands for professional development and institutional investment. Financial limitations, particularly in resource-constrained institutions, may restrict the adoption of advanced digital infrastructure and long-term capacity-building initiatives.

Another challenge involves balancing institutional autonomy with regulatory compliance. While decentralized governance encourages innovation, institutions must continue to satisfy accreditation requirements and professional standards. Achieving this balance requires effective leadership, transparent governance, and consistent policy implementation.

SWOT Interpretation of Human Resource Management

The SWOT assessment demonstrates that the future effectiveness of HRM in architecture education depends on the interaction between institutional capabilities and external policy conditions. Existing strengths provide a strong foundation for academic improvement, while identified weaknesses highlight areas requiring administrative reform and strategic planning. Educational reforms and technological advancement create opportunities for innovation, whereas governance complexity and resource constraints represent continuing challenges (Figure 2) [9].

The results suggest that institutions capable of integrating strategic planning, faculty development, and digital transformation into their HR policies are more likely to achieve sustainable organizational growth. Conversely, organizations that continue to rely on traditional administrative approaches may experience slower adaptation to changing educational environments (Table 2).

Implications for Architecture Education

The findings emphasize that human resource management should be viewed as a strategic function rather than a routine administrative responsibility. Effective HRM contributes to improved faculty performance, stronger institutional leadership, enhanced governance, and better educational outcomes. Architecture education, because of its multidisciplinary and professional orientation, particularly benefits from human resource policies that encourage innovation, collaboration, and lifelong learning (Figure 2) [10].

Table 2: SWOT Analysis of Human Resource Management in Architecture Education under NEP 2020.

Strengths	Weaknesses	Opportunities	Threats
Institutional autonomy encouraged by NEP 2020	Delays in faculty recruitment and appointments	Expansion of digital HR systems	Rapid technological changes requiring continuous upskilling
Multidisciplinary teaching and learning environment	Limited leadership development programmes	Stronger collaboration with industry and professional bodies	Budgetary and resource limitations
Faculty development and capacity-building initiatives	Inconsistent workforce planning	Increased research and innovation opportunities	Policy implementation gaps across institutions
Transparent academic regulations and quality standards	Uneven adoption of technology in HR practices	Outcome-based education and curriculum flexibility	Competition for qualified faculty members
Growing emphasis on academic accountability	Administrative complexity in decision-making	International academic collaborations	Changing regulatory requirements



Figure 2: Strategic Priority Areas for HRM Improvement.

Table 3: Strategic Recommendations for Strengthening HRM.

Strategic Area	Recommended Action	Expected Benefit
Faculty Development	Regular training programmes	Improved teaching quality
Digital HRM	Adoption of integrated HR systems	Faster decision-making
Leadership	Leadership capacity-building	Better governance
Collaboration	Industry and academic partnerships	Enhanced practical learning
Performance Management	Transparent evaluation mechanisms	Increased institutional accountability
Policy Implementation	Periodic institutional review	Continuous quality improvement

Institutions that invest in transparent recruitment systems, continuous faculty development, performance evaluation, and collaborative governance are likely to improve both academic quality and organizational resilience. Such initiatives also support the broader objectives of higher education reform by strengthening institutional accountability and responsiveness (Table 3) [11-13].

CONCLUSION

Human resource management has become an essential element of institutional development in architecture education, particularly in the context of the reforms introduced through the National Education Policy (NEP) 2020. The findings of this study demonstrate that effective HRM extends beyond routine administrative functions and contributes to academic quality, institutional governance, faculty development, and organizational sustainability. A strategic approach to managing human resources enables institutions to respond more effectively to changing educational expectations while maintaining transparency and accountability.

The SWOT analysis highlights that architecture institutions possess several strengths, including multidisciplinary

learning environments, supportive policy reforms, and increasing opportunities for professional development. At the same time, challenges such as limitations in workforce planning, leadership development, and digital integration continue to influence institutional performance. Addressing these issues requires long-term planning, continuous capacity building, and greater alignment between institutional goals and human resource strategies. The study further emphasizes that strengthening recruitment practices, promoting faculty excellence, encouraging collaborative governance, and adopting technology-enabled HR systems can improve both academic performance and institutional resilience. These measures not only support effective educational management but also prepare architecture institutions to adapt to future academic and professional demands.

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