

RE-ENGINEERING HUMAN RESOURCE MANAGEMENT IN ARCHITECTURE EDUCATION: A SWOT ANALYSIS IN THE AGE OF NEP 2020

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Abstract

Re-engineering the Human Resource Management (HRM) in architectural education is a paradigm shift of the administrative control to participatory control in the vision of the National Education Policy of India (NEP) 2020. The paper examines the HRM in the light of governance based on a SWOT review of how architecture institutions can become decentralized, accountable, and sustainability oriented. Using Indian policy documents, literature in the field of human resource, and institutional frameworks, the analysis indicates that proper planning of human capital enhances institutional autonomy and is aligned with the overall objectives of the local self-government. Regulatory clarity, multidisciplinary expertise, and emerging digital practices are the main strengths, and the weaknesses are associated with bureaucratic inertia, the lack of HR data systems, and limited leadership mobility. The potential opportunities, including AI-based HR analytics, Green HRM, and partnership governance with urban organizations, suggest the presence of the innovation and community interactions, whereas weaknesses are still present in implementation gaps and talent retention. The strategic foresight model is offered in 2035 focusing on the predictive HR planning, continuous learning ecosystems, and governance audits as the instruments of institutional resilience. The results emphasize the fact that HRM is ceasing to be a support department but the processes heart of educational governance, which is sustainable, efficient, and transparent. Architecture education can be the backbone of Viksit Bharat 2047 by embedding the principles of ethical management and civic accountability into the affairs of institutional organizations, creating autonomous and inclusive institutions in harmony with the vision of India development.

Keywords: *Human Resource Management, Architecture Education, NEP 2020, Governance, Sustainability*

1. Introduction: HRM and Local Governance in Higher Education

Human Resource Management (HRM) has become the strategic hub of educational management in the institution of higher education in India. Within the discipline of architecture education, the notion of HRM contains, in addition to the traditional human-capital practices of recruitment, appraisal, and faculty welfare, the design of long-term human-capital practices integrating institutional effectiveness and community building. Since India is rapidly urbanizing and is on a sustainable city planning mission, architecture institutions have transformed into mini-governance organizations that directly influence the built-environment policy nexus (Goyal et al., 2023).

The enforcement of the National Education Policy (NEP) 2020 also transformed the structural dynamics of higher education making the attributes of autonomy, academic freedom, and outcome-based learning more significant (Policy, 2020). The policy describes each Higher Education Institution (HEI) as an independent and responsible governance entity that takes responsibility of the internal administration and performance management. With such change, HRM is no longer an administrative, internal operation but a local governance mechanism that can be utilized to help in deploying human-capital based on efficiency, transparency and equity. According to Press Information Bureau (2020), one of the attempts was the introduction of Minimum Standards of Architectural Education Regulations, which aimed at introducing consistency among professional councils, including the Council of Architecture (CoA) and university-level systems of HR. These developments show a definite trend towards a decentralized system whereby power is devolved to institutions so that they can become sub-national governance institutions.

The Council of Architecture (2020) proceeded to describe the way in which the Minimum Standards of Architectural Education Regulations would act as a guide of the faculty cadre having appropriate qualifications, transparency in hiring and regular improvement of skills. Similarly, the University Grants Commission (UGC, 2018) established the requirements in faculty credentialing and conditions of service, which, when paired with NEP demands of accountability and lifelong learning, creates a demanding but adventurous field of work of HRM. All these regulatory frameworks, combined together, require the redesign of current HRM systems that would enable them to not only be governance-compromised but also to be able to synchronize the academic performance with the policy outcomes.

Simultaneously, the All-India Council of Technical Education (AICTE, 2025) unveiled the ATAL Faculty Development Programme Scheme the futuristic scheme aimed at professionalizing academic human resources by means of digital and pedagogical up-skilling. Since these programs are geared towards improving the quality of teaching, local academic authorities are not left behind as they strive to have a decentralized approach to capacity-building. In parallel to this, the Ministry of Education (2025) has outlined the national dream of Viksit Bharat 2047 and has indicated the pillars based on which the inclusive national progress will be established: these are educational innovation and human-capital empowerment. The NITI Aayog (2025), in its Working Paper on Strategic Imperatives to India @ 2047 expressed this point of view and highlighted the urgency of reforms in the governance at different levels with particular reference to human-resource planning and knowledge infrastructure.

Combined, these policy frameworks highlight one thing in particular: HRM is evolving out of personnel administration into a pillar of local self-governance in education. Therefore, the function of the latter is not as that of personnel administration but the model of a local self-governmental institution in the educational sphere that is represented by the example of such concentration of the sub-sector as architecture. The architecture departments are by nature highly interdisciplinary in nature and are by default largely influenced by design ideals that, as a result, make them the ideal environments to conduct governance experiments. They will be forced to step up to the occasion and develop strong but nimble forms of HRM that will be capable of coping with regulatory compliance, retaining originality and at the same time, strengthening the relationship with the society. Therefore, the given paper seeks to critically examine the re-engineering of HRM within the scope of architecture education under the NEP 2020 umbrella, as well as to predict the trends in HRM in the next five years in 2035. The paper regards HRM reform as an administrative modernisation but more as a governance innovation which is necessary in the fulfilment of the Viksit Bharat 2047 vision of India.

2. Policy Landscape: NEP 2020 and Administrative Decentralization

2.1 From Central Control to Institutional Autonomy

The changes to the governance of higher-education in India by the National Education Policy 2020 (NEP 2020) shift the governance of higher-education institutions to the greatest extent of control to institutional autonomy with participation in several decades. Prior to NEP 2020, human resource management in universities and particularly in architectural field was primarily dealt with bureaucratically and in a centralized fashion. Faculty appointments, promotions and training procedures were strictly adhered to according to the policies of University Grants Commission (UGC) and council of Architecture (CoA), therefore leaving virtually no room to be innovative locally (Rao, 2007). The new policy therefore gives the Boards of Governance at the institutional level the authority to take decisions on operations that in the turn, construct the local self-governance framework of a school of architecture- each which will become a semi-autonomous unit of governance.

This shift is well represented in Table 1: the centrally controlled personnel appointment and appraisal systems have been substituted with data-driven yet locally controlled HR systems that facilitate accountability and transparency.

Table 1. Comparative Overview of HRM Practices Before and After NEP 2020

Parameter	Pre-NEP 2020 System	Post-NEP 2020 System	Governance Implication
Recruitment & Appointment	State/UGC controlled selection; seniority-based	Institution-level merit selection under statutory oversight	Enhances local accountability
Faculty Development	Limited refresher courses	Continuous, digital faculty-development via HR cells	Builds decentralized competence
Performance Appraisal	Tenure- and seniority-linked	Outcome- and research-linked incentives	Introduces performance governance
HR Planning	Reactive staffing	Predictive workforce analytics	Enables strategic local planning
Sustainability Integration	Rarely considered	Mandatory “Green HRM” adoption	Aligns HRM with environmental governance
Leadership Structure	Bureaucratic hierarchy	Empowered governance boards	Mirrors local-self-government ethos

2.2 Strategic HRM and Competency Governance

The college strategy according to NEP 2020 has one of the areas that is the HR planning. Rao (2009) stipulated that effective HR systems must be competency based but not regulation based; at this point, the policy has enacted this through linking faculty hiring, reviewing, and upgrading, to numerical parameters such as quality of research and community service. Deb (2009) continues by adding that integrating HR strategy and corporate mission transforms employees into cost centers into strategic assets which is a strategy that NEP 2020 practices directly by institutional performance contracts. As Gold et al. (2017) note, the shift in this case is the shift of administrative HRM to strategic HRM in which human-resource functions transform to future capability anticipators. When it comes to architecture education, it entails its resultant planning of workforce including design innovation, sustainability awareness, and technological expertise therefore making sure that the HRM of any given institution is not only supporting but deriving regional development.

2.3 Governance Mechanisms and Local Implementation

The NEP 2020 form of decentralization is congruent with the local-self-governance that is also one of the outstanding peculiarities of the Indian tradition. It does it through giving powers to the institutional governing agents hence the policy is the participatory spirit of municipal and panchayati institutions embodied. Baviskar and Bhangale (2020) suggest that due to their interaction with the local built environment, architecture schools can be the educational entities around which the community-responsive education can be built. The local government systems therefore becoming stakeholders in education bring in collaboration among faculty, students, and the local government which enhances responsiveness to the urban and regional issues.

Still, according to Mundhe (2025), such decentralization can exist only through the help of digital platforms that provide the functioning of perpetual learning and transparency of decisions. Accordingly, NEP 2020 would support the creation of Faculty Development Centres (FDCs) and HR cells whose primary tasks would involve training, appraisal, and data analytics and therefore its activities would be internal and rather small dependence on central agencies.

2.4 Sustainability and Human Values in HRM

The modern management systems seek sustainability besides values that are human oriented. According to Sharma and Bhardwaj (2025), the fact that one of the major characteristics of Green HRM is that of environmental stewardship through all the activities including hiring, training, and appraisal that subsequently co-produces ecological and institutional resilience. As the key driver of sustainable design, education of architecture is precisely the correct location to implement those practices. Therefore, implementing green in the respective human resource policies, institutions are advancing the two objectives of NEP 2020 sustainability and sound governance.

2.5 Administrative Integration with Local Governance Structures

To keep the reforms on, NEP 2020 incorporates educational governance within the systems of urban development. Architecture schools are rather numerous, either operated under the supervision of the municipal or the regional planning universities; thus, they become not only the major actors but the heart players in the local government systems. In case strategic HR planning is aligned with the city level development missions, the outcome would be that the architects trained in the local institutions would participate directly in the actualization of the local infrastructure objectives. Indeed, such organization of HRM as a political government in action as opposed to administration is the root of the integration that is being described here.

3. Conceptual Framework: Re-Engineering HRM in Architecture Education

3.1 Understanding Re-Engineering in HRM

Reengineering of the Human Resource Management (HRM) in architectural education entails modification of the institutional system to generate the output that is required to create efficient, flexible and most importantly within the national policies. Since NEP 2020 will take the educational institutes towards autonomous management, the HRM system is no longer viewed as the one that helps the other functions but is the core of strategic governance capable of addressing

changes, innovative ideas, and at the same time comply with the rules established by the regulators. Bahuguna et al. (2023) stress that modern HRM must always be assessed in terms of performance and simultaneously be subject to change and innovation - these are the factors without which it would be impossible to introduce the concepts of design thinking and sustainability in the educational management and make them a part of the feedback cycle.

The concept of re-engineering is based on process redesigning, that is to say, the elimination of redundancies and the development of new workflow processes that are focused on the delivery of performance results. In the case of architecture schools, that would imply the shift of the traditional administrative hierarchies into the dynamic HR ecosystems that combine data analytics, mentoring, and interdisciplinary collaboration. Table 2 is a summary of the HRM subsystems that are applicable in the context of architecture education and their connections with the dimensions of governance.

Table 2. Structure of HRM Subsystems in Architecture Education

HRM Subsystem	Governance Dimension	Expected Outcome
Recruitment & Selection	Transparency and Meritocracy	Credible and diverse faculty base
Training & Development	Decentralized capacity-building	Continuous professional growth
Performance Management	Accountability & Data-driven appraisal	Improved teaching and research quality
Employee Welfare & Engagement	Participatory governance	Motivated workforce and lower attrition
Digital HRM Systems	Efficiency & Traceability	Streamlined HR operations
Green HRM Practices	Sustainability & Ethics	Environmentally responsible institutional culture

3.2 Integrating HRM with Educational Design and Governance

Rao et al. (2001) assume that HRD in Indian educational institutions cannot be regarded as independent strands of training, structure, and culture but, instead, a single framework of development. This connection is crucial to the education of architecture in which the pedagogical process is an interwoven and complicated interrelation of creative design and technological application. Sethi and Mahajan (2021) note that inclusion of mental health and capacity development aspects in educational reform policies obligate the use of a HRM system not only adaptive but also understanding - the features of the core of local self-governance. Therefore, effective HRM becomes a planning tool as well as a governance tool where institutional growth is maintained within the region development priorities.

As a proponent, Rahman (2021) supports the idea that professional academies do well when their HRM aligns with the concept of decentralization of administration and leadership training thereby leading to the creation of agile and self-sufficient institutions in the sphere of reforms management. The rationale of this is quite similar to the rationale of NEP 2020 which seeks to make HEIs self-governed organizations. Chairman (2018) laments that in educational management, leadership organization ought to be geared towards developing decision-making at an early stage hence faculty and staff being enabled - these principles are currently being implemented through HR re-engineering systems.

3.3 Emphasis on Human Security and Sustainability

The anthropocentric approach to architecture makes HRM one of the primary channels of professional ethics and distribution of eco-friendly design values. In their calculation, Chahal et al. (2024) infer that HR planning ought to be built on the human security model including safety, dignity, and equity in case we even desired to have educational institutions that are well prepared to deal with the socio-environmental challenges of the future. This is what HRM is that transcends the scope of an administrative role into the moral quandary that enables inclusiveness and renders the system a survivor.

Kumar and Goyal (2023) believe that the use of digital learning and technologies in the COVID-19 pandemic and even post-pandemic has revealed the possibility of using HR systems in the process of hybrid learning and environmentally friendly e-operations. A company that is willing to embrace a re-engineered HR framework that simultaneously is digitally efficient and ethically sustainable will be a true competitor in the realization of the NEP 2020 dream of education as a sustainable development.

The distribution of the current HRM focus areas in the architecture institutions is provided in a graphical format in figure 1. Literature and policy observation have been used to acquire the data. It reveals that the primary activity of HRM is the faculty development that is followed by recruitment and performance management, whereas the processes such as digital HRM and Green HRM most likely remain underdeveloped. This gap is a definition of those spheres where re-engineering work should be pursued most actively.

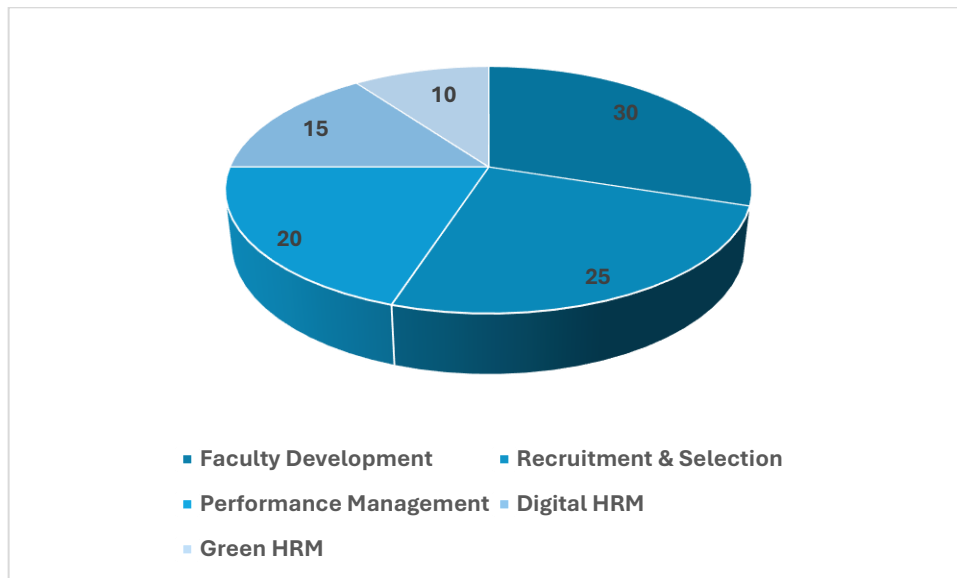


Figure 1: Current HRM Focus Areas in Architecture Institutions.

3.4 Re-Engineering Architecture Education for Localized Governance

To begin with, the re-engineering model should be capable of connecting human resource planning with the management of the local institutions. Architecture schools are primarily the examples of decentralized governance units because most of the time they are administrated by the state or municipal universities. The organizations can align HR development to the regional urban planning and the local-body initiatives by redefining the HRM subsystems (such as in Table 2) and identifying the gaps in capacities (as indicated in Figure 1). This type of collaboration, in its turn, does not only guarantee the benefits of the faculty experience that promotes the academic objectives but also the civic and infrastructural interests of the regions they operate in.

4. HRM as a Local Governance Instrument

4.1 Linking Institutional HRM with Local Governance Structures

The management of human Resources in the public educational sector particularly, in the institutions of architecture has changed significantly where it is no longer a simple administrative control but rather a tool of governance. When the HR systems are designed based on the principles of participation, accountability and transparency, the very systems serve as the democratic values, as an example of which is the local self-government. As a matter of fact, the decentralizing nature of NEP 2020 has reduced each institution to a micro replica of a local government that does not only regulate its own internal resources but also aligns the outcomes to the requirements of the locals.

PS et al. (2022) substantiate this assumption by saying that the presence of strategic planning in the work of private universities is already reflective of such a model: the local implementation of the strategy and participative leadership affect HR decisions. Besides, in the sphere of architecture education, the impacts are even stronger because the education institutions are the direct contact point to the municipal and regional development bodies in question, thus, turning the HR policies into the primary factor that predetermines how education can become an active player in the urban life and suburban planning.

4.2 HRM and Governance Interaction in Architecture Education

The HRM interventions tend to become similar to governance models as they share the major values of autonomy, transparency and accountability. Moharana (2025) suggests that AI and personalized learning tools, stipulated by the digital structure of NEP 2020, have the potential to enhance not only the efficiency of human capital but also make the process of decision-making more transparent, which is also among the key goals of good governance. Similarly, Naagar and Malaiya (2025) imply the similarity of the education policies in 1986 and 2020 that underscores the significant shift to bureaucratic control to institutional self-regulation, therefore, the decentralization of the local government is reflected in the sphere of education.

An example of the intersection between HRM and governance principles comes in the Conceptual Model of HRMGovernance Linkage (Figure 2) that demonstrates that participation and sustainability in institutional governance can be achieved through the participation of HR activities such as planning, recruitment and appraisal.

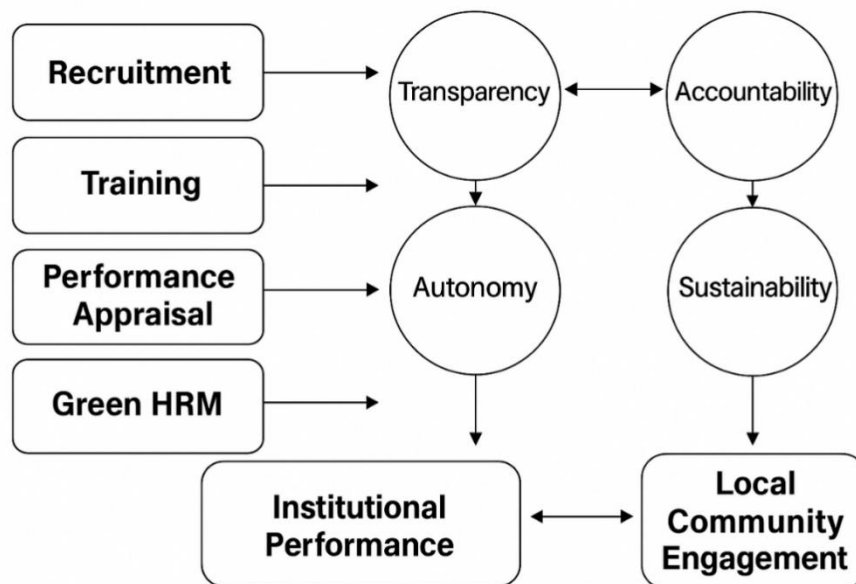


Figure 2: Linkage Model of HRM and Local Self-Governance.

This paradigm explains the role of redesigned HRM structures as tools of governance: transparent HRM practices facilitate meritocracy, decentralized training improves institutional capacity, and green HRM practices help to make decisions that promote ethical accountability.

4.3 Institutional HRM as Local Policy Instrument

According to Dahal (2020), the success of municipal planning is based on the fact that local policy tools can combine human, financial and infrastructural resources. Equally, HRM is a powerhouse in the learning institutions- it is a policy instrument that will ensure that intellectual capital is managed appropriately besides being cognizant of local developmental needs. In the case of architecture faculties, teacher development, research, and the project-based learning are not only in synergy with the development goals at the city level but also the HRM is the driving force that links education and local governance.

Kaushik (2024) goes even further and claims that educational governance should be founded on fairness and inclusion. The HRM policies, which make it diverse, gender balanced, and equal opportunity, are the ones that reflect the democratic local governance as inclusive as it is and the social and cultural dimensions of the local community as the foundation of the educational institutions.

4.4 HRM, Sustainability, and Strategic Vision

The issue of sustainability has developed into a major determinant in the role of HRM in the governance innovation. Indeed, Goyal et al. (2023) argue that in India, universities will become significant providers of the sustainable development goals (SDGs) via their human-capital policies. As an example, the schools of architecture are the ones that lead with Green HRM and design pedagogy, which is eco-friendly. Consequently, HRM would become a governance mechanism, when sustainability is one of the conditions to assess faculties, by connecting the institutional responsibility with global concerns of sustainable urbanization.

This opinion is consistent with the NITI Aayog (2025) paper, which depicts human-resource development as a key to the roadmap of the Vision 2047 in India. It suggests that some of its powers should be given to the universities and they include: Weighing localized HR policies that will drive the regional innovation systems a concept very pertinent to architecture institution that come under the jurisdiction of state and municipal universities.

These ideals in practice are demonstrated by the architecture schools in that HRM is a tool of governance which not only assists in the implementation of national policy goals but also aligns them with local administrative structures. HRM is thus expanded past personnel management to institutional performance governance in which it creates a cycle of accountability and developmental effect which is compatible with the decentralised self-governance vision.

5. SWOT Analysis – HRM in Architecture Education under NEP 2020

5.1 Purpose and Analytical Logic

The Human Resource Management (HRM) in architecture education of the National Education Policy (NEP) 2020 must be strategically analyzed to determine the strengths and weaknesses of the institutional governance. A SWOT framework or in other words the analysis of strengths, weaknesses, opportunities, and threats is an ordered instrument to evaluate the present situation and the prospects of the HRM system at any level. Application of this framework is critical in the case of architecture faculties where the HR functions need to be aligned with the standards of autonomy, accountability and participatory local governance according to NEP 2020.

According to Agarwal and Kamalakar (2013), the Indian higher education reforms are to be understood in terms of governance, where the human-capital planning becomes relevant as one of the drivers of the institutional quality. It is possible to examine HRM in architecture education based on the perspective that it can be viewed as a governance tool that aligns the management of the faculty, professionalism, and sustainability ethics within a decentralized policy setting.

5.2 SWOT Analysis of HRM in Architecture Education

The following SWOT Matrix (Table 3) is a tool to establish the key problems of human resources which lie in the heart of the architecture institutions leading under NEP 2020. Each of the quadrants refers to the connection between the inner state and the outer policy and governance aspects, providing an example of the social interplay between HRM functions, including recruitment, performance review, and skill enhancement and institutional autonomy, accountability, and the larger context of local self-governance.

Table 3. SWOT Matrix of HRM in Architecture Education under NEP 2020

Strengths (Internal Positive Factors)	Weaknesses (Internal Negative Factors)	Opportunities (External Positive Factors)	Threats (External Negative Factors)
1. Strong regulatory frameworks from CoA and AICTE ensuring baseline quality.	1. Bureaucratic rigidity limits quick HR decisions and local adaptability.	1. NEP 2020 promotes decentralization and institutional autonomy in HR functions.	1. Uneven implementation of HR reforms across states creates disparity.
2. Presence of qualified, multi-disciplinary faculty with design and planning expertise.	2. Absence of advanced HR information systems for analytics and planning.	2. Integration of AI, data governance, and automation in HRM enhances efficiency.	2. Fragmentation between UGC, AICTE, and CoA slows unified policy execution.
3. Emerging culture of digital teaching and online learning platforms improves competency.	3. Insufficient leadership training and career-mobility structures for faculty.	3. Increasing collaboration with municipal bodies for community-based projects.	3. Persistent talent migration to private or international institutions weakens retention.
4. Growing awareness of sustainability and social responsibility in architectural pedagogy.	4. Limited budget autonomy for HR development in government-funded colleges.	4. Expansion of Green HRM practices aligns education with national sustainability goals.	4. Lack of trained HR professionals in academia to sustain reforms.

5.3 Interpreting the SWOT Dynamics

The architecture education sector of the Human Resource Management (HRM) is greatly complemented by well-managed organizations in India such as the Council of architecture (CoA) and the All India council of technical education (AICTE) who amongst other things uphold minimum standards of quality and qualification of the faculty. These organizations offer the stability of the architectural pattern of institutions and the professional integrity. The facet of increasing digitization of instruction is another indicator of emerging ability to innovate the academic HRM systems.

Nevertheless, inefficiency is still being held back by the weaknesses. Decision-making power is centralized, rigid service regulations can be applied, and HR analytics is not performing its task, which all stands in the way of the adoption of data-driven approaches to workforce planning. The result of this is bureaucratic bottlenecks that lead to slow recruitment process and thus, innovation is constrained in most of the locally funded institutions. The non-existence of career paths demoralizes the employees and lowers their performance.

The list of the opportunities is not so short on the other side either. In its nature, NEP 2020 evidently contributes towards the freedom being extended to its institutions, thereby providing the architecture schools with freedom over their HR policies, the ability to introduce performance-based incentives, and the establishment of local training centers. The digital governance, sustainability, and artificial intelligence in the HR systems are not isolated problems, but they are a question of modernization. Collaboration with municipalities and local planning authorities, however, creates tremendous opportunities to kinetic academic governance in which HRM is a means of local development objectives.

Conversely, implementation asymmetry and administrative overlap are the primary causes of the threats. The presence of different regulatory bodies leads to the duplication of policies and slowing down of procedures. In addition to this, members of the architecture faculty are likely to transfer to other privately or internationally based organizations, which

may provide more career development opportunities, thereby exerting pressure on human resources. This risk is enhanced by the scarcity of HR budgets especially in government institutions that already undermine the sustainability of the reforms.

Based on the evidence provided by Moktadir et al. (2020), it is possible to suggest that green human resource management (GHRM) can mitigate these systemic flaws, as it can entail the incorporation of the sustainability principles in the institutional culture. When recruitment, appraisal and training are oriented towards the environmental and ethical dimension, HRM would play an important role in institutional governance, would, in addition to making them more hardy, coincide with the sustainability-oriented education stretched by NEP 2020.

5.4 Governance Implications of the SWOT Findings

The combination of the strengths and opportunities implies that HRM in architecture education is a governance promoter. By aligning the HR policies with the decentralization model of the NEP 2020, organizations, therefore, are learning ecosystems, which are self-governed rather than subject to regulations. The strategic foresight role - planning open, responsible and sustainable HRM systems to benefit the local self-government as well as institutional performance should therefore be used in place of a compliance focus.

6. HRM Foresight 2035 – Strategic Human Capital Planning

6.1 Vision 2035 and the Evolution of HRM

The proposed changes to the Human Resource Management (HRM) in the sphere of architecture education within the decade are in accordance with the wishes of NEP 2020 and the growth model of Viksit Bharat 2047 in India. According to the transformation, HRM would have become dynamic, technology-oriented, a form of management system that will control higher educational institutions that act as independent, self-reliant organizations in 2035.

In this framework, HRM will form a key system of governance, linking of faculty competencies, institutional credibility, and goals of sustainable development. Architecture institutions will be the change agents since their unique interdisciplinary nature will integrate the ideas of artificial intelligence, data analytics, and sustainability into human-capital planning. Thus, the HRM models in 2035 will be structured not only to manage employees, but also to shape the ability of the organization to be direct stakeholder in the local and national development agendas.

6.2 Emerging Trends in Future-Oriented HRM

The adoption of the digital innovation, sustainable management, and accountability in governance in architecture education will define future HRM practices. Artificial intelligence will be applied in one of the ways, which is to implement predictive workforce analytics that will offer institutions the capabilities to forecast the faculty requirement and align the recruitment with the demand in academic institutions. The shift to Green HRM will introduce environmental consciousness and moral responsibility as the fundamental values of the operations of the institutions, thereby adding to the ecological objectives of the design education.

The classical faculty role will also be changed. It will be dominated by interdisciplinary and hybrid academic positions, which will allow working together with architecture, engineering, environmental sciences, and management. The faculty members will also act as the project managers and guides, as well as researchers at the same time, with the focus on lifelong learning and modular career growth. The institutional HRM will be a governance ecosystem- a way that will make sure that the policy decisions are data based, transparent, and directly connected to the performance results.

Graphical representation of the proposed changes of HRM skills in the next 25-35 years is provided in Figure 3 though the five key areas are selected, as they are most probable to influence the future of the sphere.

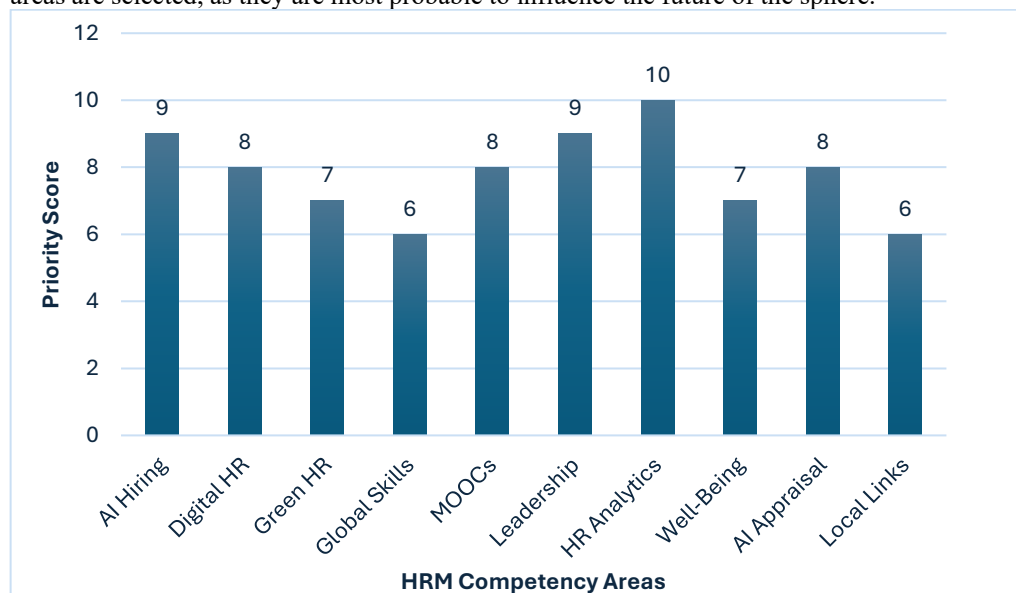


Figure 3: Projected HRM Competency Priorities for Future Architecture Education.

6.3 Strategic HRM Initiatives for Architecture Institutions

Table 4 chart provides the HRM strategic actions that will become the cornerstones of academic governance changes in the architecture institutions. The institutional reform agenda is hence outcome-focused and responsive to context since each initiative is an association of a given HR operation with a governance objective.

Table 4. Strategic HRM Initiatives for Architecture Institutions (Vision 2035)

Strategic Initiative	Focus Area	Governance Alignment	Expected Outcome
AI-Based Workforce Planning	Predictive modeling for staffing and workload distribution	Evidence-based decision-making and institutional autonomy	Efficient HR forecasting and optimal faculty utilization
Green HRM Integration	Sustainable workplace policies and eco-friendly HR practices	Environmental accountability and ethical governance	Creation of climate-conscious academic environments
Digital HR Dashboards	Automation of HR data, feedback systems, and transparency tools	Participatory and transparent governance	Enhanced accountability and real-time institutional insight
Continuous Learning Platforms	Faculty development through micro-credentials and online certification	Professional development and quality assurance	Skill renewal and international competitiveness
Leadership Succession Programs	Grooming academic leaders through structured mentorship	Decentralized decision-making and leadership continuity	Sustainable leadership pipeline and institutional stability
Community Partnership Schemes	Engagement with urban local bodies and planning councils	Collaboration with local self-government	Civic-responsive and community-integrated design education
International Collaboration Cells	Global exchange and faculty mobility programmes	Global-local integration and policy benchmarking	Diversified learning networks and knowledge sharing
HRM Governance Audits	Periodic evaluation of HR policies and performance	Accountability and institutional transparency	Governance standardization and evidence-based reform

6.4 Institutional Pathways Toward 2035

The elements of the strategic projects of 2035 realization require the institutional structures, which would integrate the HR planning and the outcomes of the governance. Architectural schools will be required to establish HRM foresight cells that would predict tendencies in the labor market and calculate metrics of digital governance. Institutional executives are not to be satisfied with the administrative control but must take a step further to strategic facilitation, where they use the HR analytics to make decisions and align the mission of the institutions with the community development.

When architecture education is slowly losing its boundaries and it is becoming more interdisciplinary, HRM will turn out to be the cornerstone of institutional innovation to the extent that academic freedom is in balance with public accountability. Some of the features that will define institutional success will be the adoption of sustainable HR practices, the development of transparent evaluation system and the application of performance-based incentives. The level of maturity of HRM systems by 2035 will be on how these systems can integrate autonomy, transparency, and sustainability into the system of daily governance in an effective way.

Through such a revolution, not only will the architecture institutions be in line with NEP 2020, but they will also serve to illustrate the components of local self-governance in education- thereby, creating learning ecosystems that are morally sound, technologically adaptable and socially responsive.

7. Implementation Framework for HRM Re-Engineering

7.1 Governance-Driven Implementation Model

The NEP 2020 reforms, which are translated into the institution level, need an implementation framework, which incorporates of HRM and governance. Architecture institutes will need to be in effect decentralized administration units which can make decisions on their own, but which are held responsible by the regulatory authorities. Thus, the implementation framework is based on the cooperation of the institutional governing councils, HR cells, and academic leaders in order to make sure that all the interventions in the human resource are aligned to the principles of transparency, autonomy, and sustainability.

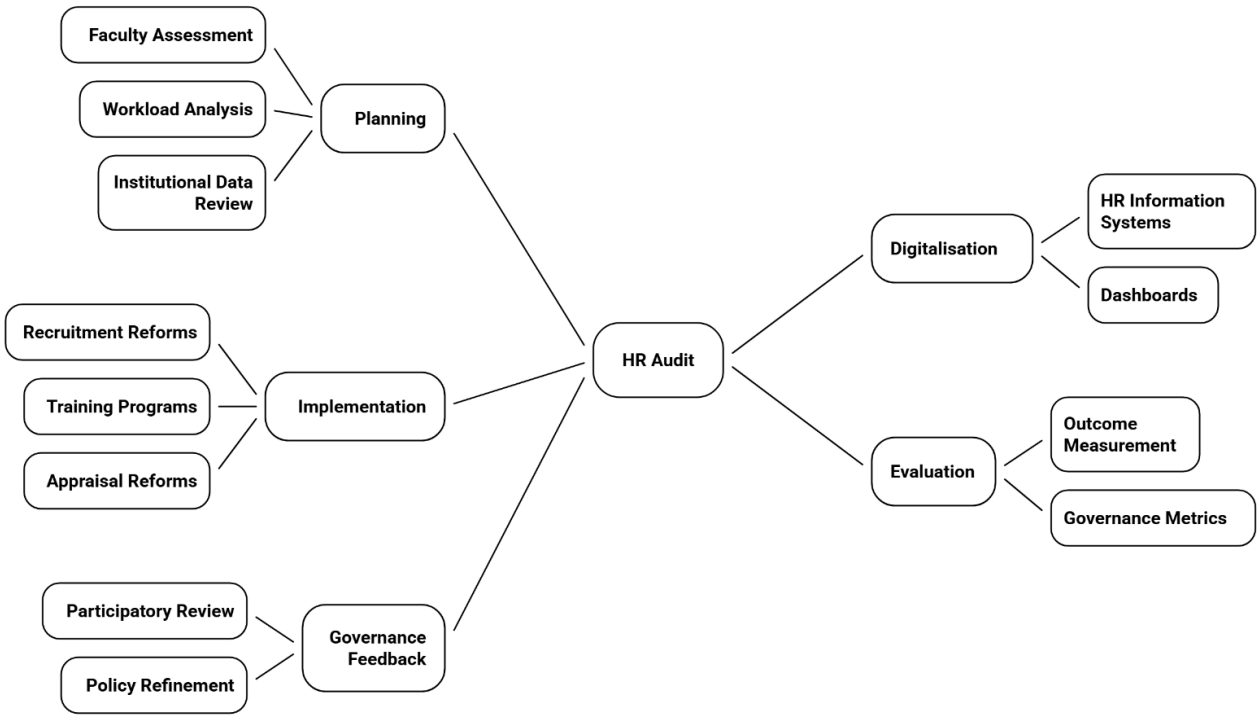


Figure 4: Process Flow of HRM Re-Engineering under NEP 2020.

The initial stage is to conduct a high-level HR audit to assess the qualifications of the faculty, their workload, and the needs of the institution. Planning will in the future be shifted towards the alignment of human-capital objectives with NEP 2020 outcomes. HR data can be computerized due to the digitalisation, thereby establishing transparency and operational efficiency. The implementation phase will be based on new recruitment, appraisal, and development policies, whereas the evaluation performance measures will rely on the indicators that are evidently connected with the governance metrics. An implementation stage is also added to the development of policies by consulting.

7.2 Governance–HRM Alignment Mechanism

The success of the re-engineering process largely depends on the level to which the HRM functions are aligned to the governance principles. Table 5 demonstrates this correspondence by connecting the HRM activities to the core values of local self-government, autonomy, transparency and sustainability.

Table 5. Governance–HRM Alignment Matrix

HRM Function	Governance Principle	Implementation Mechanism	Expected Impact
Recruitment & Selection	Transparency	Digital advertisement portals, merit-based selection panels	Fair appointments and public confidence
Training & Development	Autonomy	Institution-level Faculty Development Cells	Context-specific skill enhancement
Performance Appraisal	Accountability	Outcome-based metrics integrated with digital dashboards	Data-driven evaluation and reward systems
Employee Engagement	Participation	Feedback surveys and collaborative committees	Inclusive decision-making culture
Digital HR Systems	Efficiency	Cloud-based HR information systems	Streamlined administration and reduced delays
Green HRM Practices	Sustainability	Eco-friendly campus policies and awareness programmes	Institutional contribution to SDG 11
Leadership Succession	Continuity	Structured mentorship and rotation policies	Stability of governance and adaptive leadership
Community Partnerships	Local Integration	Joint projects with municipal and regional bodies	Stronger link between education and civic development

This matrix illustrates that HRM is not merely a back-office operation but a governance instrument that puts down the ways institutions of learning engage with their communities and other stakeholders. The connections between every HRM operation to a governance outcome lead to empowerment of local institutional self-rule.

7.3 Operationalising the Framework

Implementation of the plan entails progressive institutional planning on three horizons namely, short-term (1-2 years), medium-term (3-5 years), and long-term (to 2035). At the beginning, HR audit, HRM cells and digitisation of personnel records should be implemented in schools and colleges. The objectives of the medium term should be faculty-development programmes, leadership mentoring, and green-campus initiatives. By the long term, the institutions should have included predictive HR analytics and sustainability indicators in the strategic-planning cycles.

To enable continuous improvement, institutions need to establish an HRM Governance Board. This will be a board of administrators, faculty representatives and outside experts to monitor the policy results, compliance with NEP 2020, and maintain an open reporting channel. They will not only be measurable through reforms of QA, which will be done by periodical HRM audits, but also be found to be consistent across various institutions.

7.4 Expected Outcomes

The impacts of a properly functioning HRM-governance structure will reflect through the quantitative increase in transparency, efficiency and social accountability. Professional development plans will be more localized and faculty recruiting will be on merit and timely basis. In addition, environmental ethics will slowly be incorporated into the daily activities of the institutions. The bodies that will be established due to such a model will be independent, but responsible, organizations, and therefore will become a live example of local self-governance in the educational sphere.

Localising HRM as a governance role in the architecture industry will not only enable the supply of the market with the necessary professionals but will also lead to the development of the graduates who are socially responsible and who will take an active part in sustainable urban and regional development.

8. Discussion – Linking HRM Re-Engineering to Local Self-Governance

8.1 HRM as a Governance Paradigm

Human Resource Management (HRM) in architecture education is now commonly perceived as an administrative role, but as a governance paradigm, one that can radically change institutional behaviour. The re-engineering system developed by NEP 2020 makes HRM a strategic system of governance facilitating accountability, transparency and participatory management. This has been found to be in line with the observation made by Agarwal and Kamalakkar (2013) that the means by which higher-education reforms in India have been effective is by having institutional autonomy which is accompanied by decentralised decision-making and localised leadership.

Due to their hybrid character (a combination of design, technology and community consideration), architecture institutions are the perfect testbeds of decentralised HRM governance. These institutions demonstrate the constitutional vision of local self-governance in education where power, responsibility, and innovativeness run down instead of up through localised recruitment, performance-based incentives and sustainable HR practices.

8.2 Comparison with International and Indian Literature

HRM re-engineering has governance implications, which can be better comprehended by comparison with other theoretical and empirical literature. Moktadir et al. (2020) were able to define that Green HRM is a driver of the long-term sustainability of organisations because it introduces ecological ethics in the management of workforce. This concept echoes the environmental focus of NEP 2020 and (NEP) associates architecture education with Sustainable Development Goal 11 (sustainable cities and communities). Their premise is further developed by the current framework that revealed that GHRM is not just a practice in the environment but a governance tool that can connect the sustainability of the institutions with the civic responsibility.

On the contrary, Baviskar and Bhangale (2020) investigated HRM in NEP 2020 focusing mostly on the administrative point of view, citing bottlenecks of faculty recruitment and training but did not focus on the governance aspect. The current interpretation transcends the operation reform with the incorporation of HRM into the frame of the local institutional self-rule. In the same manner, Sharma and Bhardwaj (2025) emphasized that sustainable HRM can be used to develop resilient educational organisations; the present analysis confirms the findings of the former and supplements them with the fact that resilience in HR systems resembles the flexibility of the municipal models of self-governance.

In its turn, Deb (2009) claimed that HRM should evolve beyond control-focused supervising to value-based empowerment. The findings of this study support this argument by demonstrating how HRM re-engineering in architecture education serves as a value-driven governance which is grounded on transparency, sustainability, and inclusivity.

8.3 Interpretation and Theoretical Implications

It is demonstrated that HRM and governance theory are conceptually dualistic: HRM is a discipline of management that provides efficiency in the institution and a political-administrative device that imposes accountability. In the decentralised system of NEP 2020, this dual role makes architecture institutions into micro-polities, organisations with little autonomy and a large civic responsibility.

Based on the interpretation of the SWOT results, institutional capabilities like the digital HRM power and multi-disciplinary competency are aligned with the governance literature regarding the administrative capacity formation. On the other hand, the weaknesses identified are inflexible bureaucratic hierarchies and weak analytics as the legacies of centralised governance. The literature indicates that there will be a need to change not only the procedure but also the culture to achieve sustainable reform. The focus on Green HRM, which is based on the literature of Moktadir et al. (2020), proves that institutional sustainability is impossible to debate outside the framework of governance ethics.

The theoretical position of Rao and Rao, (2009) that HRM performance will rely on the decentralisation of leadership as well as participatory feedback mechanisms is also confirmed by the analysis. Institutions of architecture that embrace the said principals are more flexible and have a greater institutional identity that fits the local settings. According to this mode of governance, HRM is not a technical subsystem but an enforcer of democratic professionalism a model in which power to make decisions is decentralized but coordinated.

8.4 Practical Implications for Policy and Institutional Practice

The practical implications of this meaning are numerous. HRM Autonomy Charters must be institutionalised to re-engineer HRM models giving guidelines on self-governing recruitment, appraisal, and leadership development. An institution level transparency and accountability evaluation is provided through the HRM Governance Audit model that is outlined in Section 7. These audits may be included in accreditation cycles in UGC or CoA as a way of ensuring continuous improvement of quality.

The architecture schools can be also made civically responsive through integration with the municipal and state-level governmental structures. As an example, HRM models that also involve faculty involvement in local urban-planning initiatives would bring the educational labour into the same direction as the local area development agenda. This is indicative of the form of cross-sectoral governance that NITI Aayog (2025) advises in its Strategic Imperatives of India in 2047; that suggests the use of decentralised human-capital planning as a source of inclusive growth.

At the operational level, HRM will need to introduce digital data ecosystems that would measure workloads distribution, research productivity, and sustainability indicators. The connection between HR analytics and governance dashboards will provide the evidence-based understanding of the policy performance to the institutional leaders. Moreover, the incentives of performance based on community engagement indicators will encourage civic accountability- a strategy that would balance educational governance and service delivery through democracy.

8.5 Limitations of the Current Analysis

Although this study has a wide conceptual and policy scope, it has a number of limitations. Primarily, it is not based on the empirical studies but the conceptual review; therefore, the theoretical correlations between HRM and governance are justified but not quantitated. Second, the institutional heterogeneity in India implies that the architecture schools vary widely in terms of resource, administrative autonomy, and leadership culture; the suggested framework might, thus, need to be adapted to the specific context. Third, the analysis presupposes a positive relationship between HR autonomy and institutional performance, which is an assumption that should be empirically tested to prove cause and effect relation.

However, such restrictions provide avenues of future research, stimulating comparative and longitudinal research that would be in a position to quantify the empirical effect of HRM-governance fit on the outcome of education and civic development.

8.6 Future Research Directions

In the future, this conceptual framework must be elaborated with the mixed-method policy analysis research, institutional surveys and longitudinal performance information. Research can explore how digital HR can convert the degree of transparency in governance or the faculties-development programmes can underpin local innovation systems. How local autonomy and HRM would interrelate in culturally disparate contexts could be obtained through comparisons with the decentralised systems of education in the Scandinavia or East Asia.

The other case of direction is the empirical assessment of Green HRM in professional education which quantifies the effects of Green HRM on energy use, research focus and student involvement. Introduction of an HRM Governance Index could provide policy makers with a statistical tool of measuring the output of the institutional governance. Lastly, the incorporation of the HRM foresight, sustainability planning, and the local governance analytics will be gauged on how well the architecture institutions in India are not only made globally competitive but also, at the same time, accountable to the local community.

Conclusion

The Human Resource Management (HRM) re-engineering of architecture education under NEP 2020 is an indicator of a transformative reform in governing architecture education and this is much beyond reorganizing administration. It transforms the HRM into a strategic, participative and sustainability governance mechanism and establishes the architecture institutions as decentralized local self-governance units. Through human-capital planning and institutional autonomy, accountability and ecological responsibility, HRM becomes the driver of operational core of the Indian educational governance in the changing higher-education environment. The results of the review indicate that the effective

reforms in HRM presuppose the compatibility of the policy design with the institutional capability and governance innovation. The transparency, efficiency, and resilience of architecture schools can be reinforced with the help of strategic HRM practices AI-powered workforce analytics, Green HRM, digital dashboards, and leadership succession. Nevertheless, the imbalance in the ability to implement, bureaucratic sluggishness, and the absence of uniform HR data systems are all burning issues. Thus, the HRM charters, the institutionalization of HRM audits as part of accreditation cycles, and capacity-building programs to generate leadership competencies according to NEP 2020 can be included in the list of policy recommendations. Furthermore, the institutions of architecture should incorporate HRM into civic and environmental structures, so that the interaction of the faculty is directly aimed at the sustainable urban development. Simply put, re-engineered HRM is the convergence of education and governance as well as sustainability a synthesized way of accomplishing the objectives of Viksit Bharat 2047 by having empowered, responsible, and community-reactive educational governance systems.

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