

Green HRM and Teaching Sustainability in higher education Institutions: For Promoting Sustainable Education and Sustainable Development Goals

Mahesh K. M. ¹, P. S. Aithal ² & Sharma K. R. S. ³

¹ Post-Doctorate Fellow, Srinivas University, Mangalore-575001, India and Principal- SBM Jain Evening College, V.V Puram, Bangalore-560004,

OrchidID: 0000-0002-7196-7580; Email: km.mahesh@jaincollege.ac.in

² Senior Professor, Institute of Management & Commerce, Srinivas University, Mangalore-575001, India,

OrchidID: 0000-0002-4691-8736; E-mail: psaithal@gmail.com

³ Assistant Professor, Dept. of MBA, JNNCE, Shivamogga, India,
Orchid ID: 0000-0001-9559-6633; Email: sharmakrs@jnnce.ac.in

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³ Assistant Professor, Dept. of MBA, JNNCE, Shivamogga, India,

Orchid ID: 0000-0001-9559-6633; Email: sharmakrs@jnnce.ac.in

ABSTRACT

Purpose: Sustainable education is achieved through Green Human Resource Management practices such as virtual interviews, training, e-meetings, recycling, green payroll, energy-efficient office spaces, and raising awareness among teaching faculty about pedagogical techniques that connect the environment, economy, and society in the fields of education, agriculture, and medicine by utilizing the Teachers, Students, and Education Institutions (TSE) approach to developing 21st-century skills with multidisciplinary, Interdisciplinary, research, incubation for Student Nirbhar (SN) through business leaders, marketing experience lab, sustainable entrepreneurship with AI, Chat GPT, allowing faculty members to participate in Massive Online Open Courses (MOOCs) based approaches to building a better world, quality of life, and values for future generations. UNESCO emphasizes that course metrics should include Sustainable Development Goals. Green HRM and Teaching Sustainability in Higher Education can be met. SDG-1: No Poverty SDG-4: Quality Education, SDG-5: Gender Equality, SDG-8: Decent Work and Economic Growth SDG-9: Industry, Innovation, and Infrastructure; SDG-10: Reduced Inequality SDG-13: Climate Action, SDG-16: Peace, Justice, and Strong Institutions, and SDG-17 SDG-17: Partnerships for the Goals It is possible to meet 9 of the 17 Sustainable Development Goals (SDGs) for a sustainable livelihood and an inclusive society.

Methodology: This study is solely based on secondary data, case studies, and the literature reviews of several scholars. The study collects information from online journals, e-papers, newspaper stories, and websites for the present research article.

Analysis/Results: The Main impact of this research paper A case study on NIRBHAR-SREE KUTUMBH and ABCD analysis gives more insight into Green HRM in HEIs sustainability.

Originality/Value: The institutional 3'sP sustainability model highlights higher educational institutions, GHRM (Green Human Resource Management) - People & Planet, Policy and Program for Institutional Sustainability and this original study highlights its significance.

Type of Research: Conceptual research.

Social Implication: Research article as created on the environment as well as social awareness in the HEIs through, Institutional 3p's Sustainability Model.

Keywords: Green HRM(GHRM); Higher Education Institutions; Sustainability; Sustainable Development Goals (SDGs); 21st Century Skills; Student Nirbhar (SN)

1. INTRODUCTION :

Green HRM Practices drive transferable skills in the area of waste management, reduction of unwanted resources, maintaining cleanliness, Green Campus Projects, water management of the campus, CSR

projects, Yoga, and Health, investing in promoting innovative teaching to Faculty, staff and other stakeholders through the HR requirement process and in turn, enhance the student's productive, sustainable, environmentally friendly and structured to deliver positively (Manju, K. G. et al. (2019). [1]), Through teaching, learning and research in the higher education institution can develop generations of new leaders and skilled professionals who will drive social and economic development, Green HR focuses on the development, implementation and maintenance of all activities aimed at making staff members supportive and committed to sustainable goals. Initiatives encompass HR processes of staffing, performance management and appraisal, training and development, and employment relations aligned with the organization's sustainability goals (O'Donohue et al. (2016). [2]). In 2035 Higher institutions will have 80 Million students and 3 million teachers provides an opportunity for sustainable practices and helps integrate the economy with concern for ecology (Mint 25th September 2023 "The our institute of higher learning can produce a generation") institutions, leadership, staff and our students higher education institutions can implement teaching sustainability through Web-based recruitment helps recruiters to have additional details about their environmental protection practices along with Green skills are those that enable the environmental sustainability of economic activities, such as skills in pollution mitigation and waste prevention, environmental remediation, sustainable procurement, energy generation and management, etc. The adoption of GHRM principles may have resulted from workers' growing environmental consciousness, which has led to the organization's sustainability. GHRM Under this form of recruitment pattern, mediums such as online portals, online application forms like Google forms, and telephone or video-based interviews are employed in minimizing travel-related environmental impact. Sustainability — a situation in which economic, social and environmental goals are all achieved in balance through sustainable development in the area of Selection, recruitment, training, and development of managers who carry out the duties of human resource management assigned to workers in an environmentally responsible manner constitute examples of green HRM activities (Sukardi, S. et al. (2023). [3]). The process of sustainable development encompasses various aspects such as human intelligence, effective decision-making, planning and management abilities, creative thinking, entrepreneurship, development and production while maintaining environmental safety, and more. Sustainable development is typically associated with people. creative learning, lifelong learning, inter- or transdisciplinary learning and personalised student-centred learning based on humanistic values lie at the heart of Education 4.0. UNESCO believes that higher education should reorient its mission, vision, and values around three interconnected themes: 1) the need to develop interdisciplinary and transdisciplinary teaching, learning, and research; 2) the need to become fully open institutions by focusing on diversity, equity, inclusion, and humanistic values; and 3) the need to take a more active role in society by partnering with other institutions to serve the common good Higher education institutions need to invest in promoting innovative teaching that will meet the needs of today's diverse students and enable them to address the challenges of a rapidly changing world. Sustainability in Higher Education Institutions through higher education leaders, faculty, and students implement sustainable development in their institutional vision, mission and values statements, strategic plans, and organizational culture. Sustainable development, according to the 1987 World Commission on Environment and Development, is 'development which meets the needs of the present without compromising the ability of future generations to meet their own needs'. Higher Education Institutions, Inquiry-based learning (problem-based and research-based learning), Creative learning (experiential and product-based learning), Meaningful learning (relevant and holistic learning), and Humanistic learning (inclusive and equity-based learning).

2. REVIEW OF LITERATURE :

The detailed review of literature is shown in the below table which highlights Green HRM practices, and performance and covers various aspects.

Table 1: Literature Review

S. No.	Focus	Author& Year
1	This article discusses the growing importance of environmental issues and how governments worldwide are urging industries to integrate environmental management into their operations. Governments have introduced environmental protection policies in response to environmental	Subhadeep Mukherjee, Soumendra Bhattacharjee,

	degradation, prompting organizations to align their business processes with sustainability goals. The paper focuses on the emergence of Green Human Resource Management (GHRM) as a new concept, with many organizations incorporating Green HR policies alongside traditional Corporate Social Responsibility (CSR) activities. The aim is to raise employee awareness of their responsibilities in environmental management.	Nabanita Paul, Urvashi Banerjee 2020. [4]
2	This article explores the theme of Green Human Resource Management (GHRM) and its significance in addressing environmental needs while providing businesses with a competitive edge for sustainable development. Conducting a systematic review of 70 articles spanning 2008 to 2020, the study focuses on reflections, execution, factors, and effects of GHRM. The results indicate that GHRM is in a developmental phase, emphasizing the importance of green training, teamwork, management support, and a green organizational culture for sustainable development at both organizational and individual levels. The paper not only outlines the past and current state of GHRM but also provides insights into future trends, serving as a guide for researchers entering this field and addressing knowledge gaps.	Muhammad Hamza Khan, SyaharizatunNooriz wan Muktar 2021. [5]
3	This study explores the relationship between green human resource management (GHRM) and the environmental performance of higher education institutes (HEIs). It analyzes the mediating impact of green commitment and green behaviour, while also investigating the moderating role of green self-efficacy (GSE) in the connection between green commitment and green behaviour. The findings, based on data from 208 individuals in Pakistani HEIs, suggest a positive link between GHRM practices and environmental performance. Additionally, the study emphasizes the importance of commitment levels and GSE in enhancing HEIs' environmental performance, proposing initiatives for management to implement GHRM practices. The research contributes by empirically exploring the indirect double mediation effect and the under-explored moderating role of GSE in this context.	Qazi Muhammad Ali, Qasim Ali Nisar, Kybernetes, 2022. [6]
4	This study investigates how green human resource management (GHRM) practices influence prospective employees' (university students) perceptions and future green behaviour in the workplace. Using a sample from the largest university in North Cyprus, the study administered 400 questionnaires, with 342 valid responses. Data analysis, including confirmatory factor analysis, revealed that GHRM directly influences perceived green task-related and voluntary behaviours, with an indirect impact through the mediation of psychological green climate perception. The study underscores the significance of integrating sustainability into HRM departments and highlights the role of GHRM practices in achieving sustainability, contributing to the literature on behavioural HRM and environmental management.	Ozlem Ercantan, Serife Eyupoglu 2022. [7]
5	This empirical study delves into the impact of employee green behaviour on well-being in higher educational institutions, with self-esteem as a mediating factor. Focused on faculty members in Chennai, Tamil Nadu, the research explores the intricate connections between green behaviour, well-being, and self-esteem. Using convenience sampling, 410 questionnaires were distributed, yielding 385 accurate responses through Google Docs. Findings suggest that employee green behaviour indirectly influences both employee well-being and self-esteem, with self-esteem positively mediating the relationship between green behaviour and well-being. The study contributes to understanding the dynamics of environmental consciousness, well-being, and self-esteem in an educational context.	K Vanisri, Prabir Chandrapadhy 2023. [8]

3. OBJECTIVES OF THE PAPER :

Research Objectives are:

- (1) To understand the significance of Green HRM.
- (2) To know the focus areas on sustainability by Higher Education Institutions.
- (3) To analyse the focus of Higher Education Institutions on SDGs.
- (4) To highlight the Institutional 3' P s sustainability model.
- (5) To evaluate the Green HRM practices through ABCD analysis.

4. CONCEPTUAL ANALYSIS :

The conceptual analysis covers Green HRM practices, Higher education policies and Institutional Sustainability.

Table 2: Shows a list of Focused Areas on Sustainability by Higher Education Institutions

S. No.	Focus areas on sustainability by Higher education Institutions
1	Visionary Leadership and Higher Education Institution Vision and Mission
2	Industry academic collaboration
3	Faculty orientation, training, and Research
4	Faculty Retention growth
5	Focus on Interdisciplinary
6	Sustainability orientation of the curriculum
7	Transdisciplinary entrepreneurial ecosystems and Entrepreneurial skills
8	Maintaining student interest
9	Implementing more blended learning programs
10	Transdisciplinary ecosystems often include incubators and accelerators within the Higher education institution environment
11	Learning to acquire or improve one's knowledge, skills, competencies and values is lifelong.
12	Community engagement through stakeholders including governments, the private sector and civil society, NGOs
13	Promoting innovative teaching
14	Fundraising raising and donation policy

Term sustainability and sustainability development have 3 pillars: Economic, Social, and environmental developments and outcomes. Green Management is another term for sustainable development according to the World Commission on Environment and Development in the report "Our Common Future". Opatha and Arulrajah (2014, p. 104)[9] define Green HRM: "... It is the side of HRM that is concerned with transforming normal employees into green employees to achieve environmental goals of the organization and finally to make a significant contribution to environmental sustainability. It refers to the policies, practices, and systems that make employees of the organization green for the benefit of the individual, society, natural environment, and business. The purpose of green HRM is to create, enhance, and retain greening within each employee of the organization so that he or she gives a maximum individual contribution to each of the four roles, i.e., preservationist, conservationist, non-polluter, and maker" (Opatha, H. H. D. N. P. (2016). [10]). Meet sustainability development through the Teachers, Students, and Education Institutions (TSE) approach helps in developing 21st-century skills in core competencies, creativity, critical thinking, computational thinking, contextual competencies(Lifelong learning), collaborative activities, communication, cooperative work culture, Community practices, climate literacy and Curriculum this is an essential ability for students in higher education institutions to adopt Industry 4.0, MOOC (Massive- Open- Online Course) in the area of Big data, AR, Fonick

accounting, machine learning, and conducting virtual labs. To meet the skills and knowledge that they will need in the digital age. and 4 IR. (do Rosário Cabrita, et al., (2020). [11]) Higher education institutions have to adopt the black chain technology (storing educational results and certificates). Teachers are the backbone of educational sustainability (Gündüzalp, S. (2021). [12]). and they are directly involved in the development of students, 21st-century skills are the heart of individual learning, “Education for Sustainability Development (ESD) introduced by United Nations in the Land Mark 1992 Agenda” (Taylor, N., et al. (2019). [13]).

In September 2015 the United Nations (UN) formally adopted the 17 Sustainable Development Goals (SDGs) education is a key driver of sustainable development goals(ESDG) Education for Sustainability Development contents covers diverse disciplines of Sustainable Development Goals for transforming our world climate change, Poverty, Industry, Innovation, Responsible consumption and Production, Gender equality, lifelong learning, partnership for goals, decent work economic growth covering an interdisciplinary and transdisciplinary issues (Mohanty, A., et.al., (2018). [14]). NEP 2020 is founded on the **five guiding pillars** of Access, Equity, Quality, Affordability, and Accountability positive step for focusing on the SDG along with Leadership of Higher education Institutions, Teaching, Research, Learning, and community services. The UN General Assembly in its 70th Session considered and adopted the 17 Sustainable Development Goals (SDGs), the seventeen Sustainable Development Goals (SDGs) to be achieved by 2030. The aim of these seventeen goals is “*to secure a sustainable, peaceful, prosperous and equitable life on earth for everyone now and in the future*” (United Nations, & Žalėnienė, I. et al. (2015). [15]). In India NITI Aayog has been overseeing the implementation of SDGs along with the Ministry of Statistics and Programme Implementation (MoSPI). As per the Global Sustainable Development Report 2023 published by the Sustainable Development Solutions Network (SDSN) or SDG Index, Finland is followed by three Nordic countries Denmark, Sweden, and Norway. India ranked 112 out of 163 countries.

Table 3: SDGs Ranking of South Asian Countries

SDGs Ranking	South Asian Countries
61	Bhutan
83	Sri Lanka
99	Nepal
101	Bangladesh
112	India
128	Pakistan

Source: SDG Transformation Center

Through GHRM, higher education institutes (HEIs) can incorporate SDGs into their curriculum, campus operations, idea incubation, and start-up creation. Multidisciplinary and multidisciplinary educational systems provide multitalented persons capable of doing research and producing innovative solutions to global challenges such as climate change and global warming, as well as inexpensive and clean energy to a variety of Sustainability areas like Planet, People, Prosperity, Peace, Partnership and Policy (6 Ps). Environmental Awareness, engaging with the local community, promoting cultural competency and Integrating sustainability into education by promoting green initiatives and incorporating environmental studies across disciplines reflects a growing emphasis on sustainability in academic programs (Aithal, P. S. et al. (2023). [16]).

Table 4: Analysing the focus of Higher Education Institutions towards Sustainable Development Goals (SDGs)

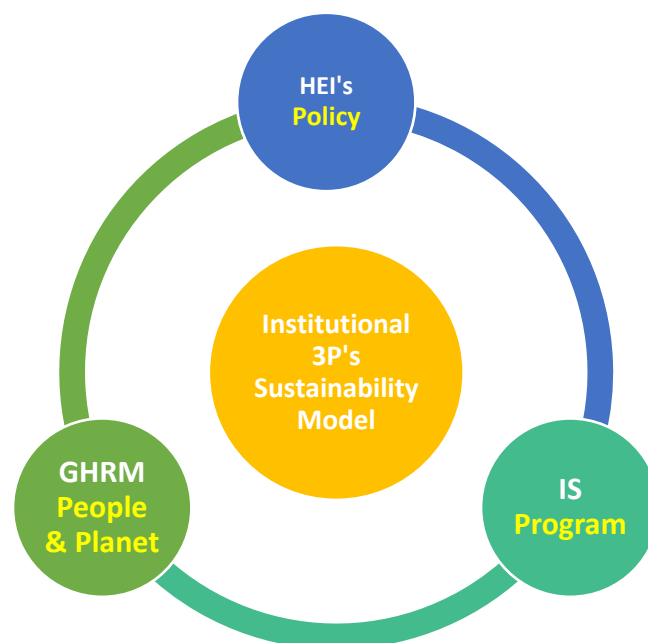
Sustainable Development Goals(SDGs)	The focus of Higher Education Institutions on SDGs
SDG -3: Good Health and well-being	Incorporating Yoga and wellness in day-to-day teaching can promote the well-being for all of all ages.
SDG-4:Quality Education	Life-long learning and providing good Infrastructures.

SDG-5: Gender Equality	HRM Policy to Promote gender equality in education and to eliminate gender-based discrimination.
SDG -8: Decent Work and Economic Growth	Focusing on practical skills and knowledge will provide more employable skill sets in the area of startups, and entrepreneurial skills that promote sustainable economic growth productive employment and decent work for all.
SDG-7 Affordable and Clean Energy, SDG-11 Sustainable Cities and Communities; SDG-13-Climate Action	Multidisciplinary and multidisciplinary educational systems provide multitalented persons capable of doing research and producing innovative solutions to global challenges such as climate change and global warming, as well as inexpensive and clean energy to a variety of Digital technologies and encourage Eco-friendly practices and awareness of environmental issues among students, staff, teachers.
SDG-9: Industry, Innovation, and Infrastructure	HEIs have developed research centres and incubator centres to foster a culture of innovation and Entrepreneurship.
SDG-15 Life on Land	Introducing value-based education, Local Community Service and the Indian Knowledge System (IKS) will assist citizens in becoming accountable to themselves, society, and the earth, and will assist India in achieving Life on Land.
SDG-17: Partnership for the Goals	HEIs have promoted more collaboration with global institutions for the implementation of the agenda.

Source: Author

5. INSTITUTIONAL 3P'S SUSTAINABILITY MODEL :

Institutional 3's sustainability model highlights higher educational institutions, GHRM (Green Human Resource Management) - People & Planet, and Institutional Sustainability – Program.



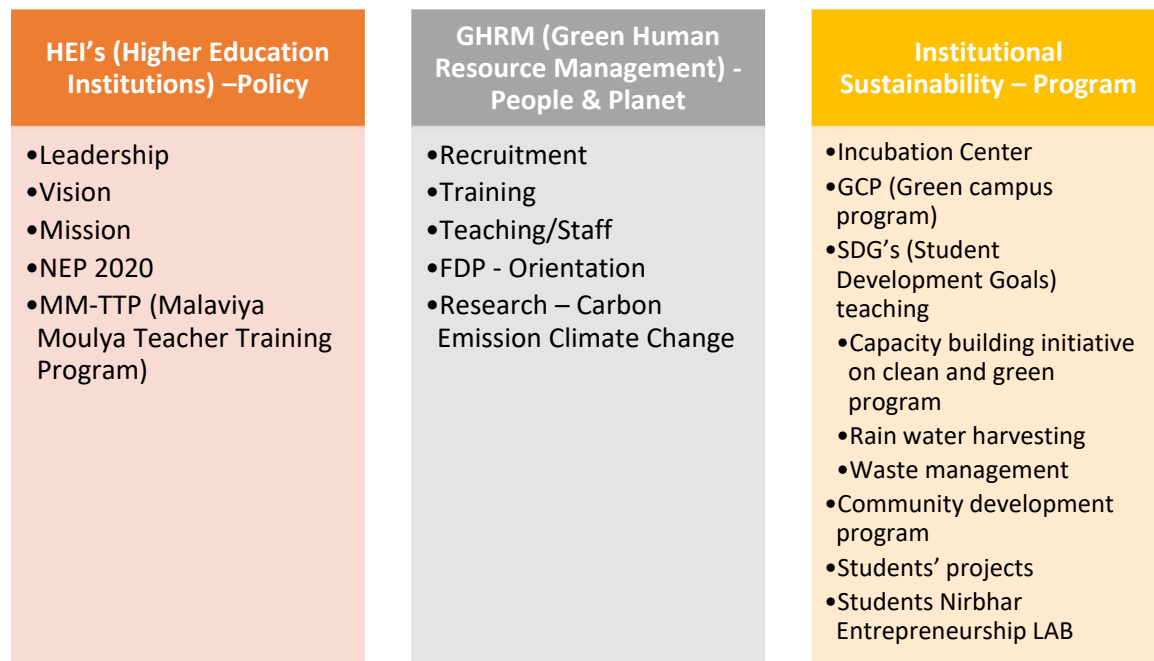


Fig. 1: Institutional 3p's Sustainability Model

Source: Author

The policies governing Higher Education Institutions (HEIs) vary widely depending on the country and the specific institution. It's important for institutions to regularly review and update their policies to reflect changes in educational trends, societal needs, and legal requirements. Additionally, transparency and effective communication about these policies are crucial for the smooth functioning of Higher Education Institutions.

Green Human Resource Management (GHRM) is an approach that integrates environmental sustainability into human resource management practices. The focus of GHRM is on promoting environmentally friendly and sustainable practices within the organization, aligning with the broader goals of corporate social responsibility and sustainable development. The People & Planet concept emphasizes the interconnectedness between human well-being (People) and the health of the planet (Planet). GHRM seeks to balance organizational goals with social and environmental responsibility. Organizations practicing GHRM often communicate their environmental performance and initiatives transparently to stakeholders. This includes reporting on carbon footprint reduction, energy conservation, and other relevant metrics. By incorporating People & Planet principles into GHRM practices, organizations aim to create a workplace culture that not only prioritizes human well-being but also recognizes and addresses its impact on the planet. This integrated approach aligns with the broader global goals of sustainable development and environmental stewardship.

Institutional sustainability programs are comprehensive initiatives implemented by organizations to integrate sustainable practices into various aspects of their operations. These programs aim to promote environmental responsibility, social equity, and economic viability within the institution. By incorporating these elements into a comprehensive program, institutions can work towards a more sustainable future, fostering positive environmental, social, and economic impacts. Regular assessment, adaptation, and collaboration are crucial to the success of institutional sustainability programs.

According to UNESCO Education for Sustainable Development "empowers people to change the way they think and work towards a sustainable future". Thus, EDUCATION for Sustainable Development and UN sustainable development goals (SDGs) go hand in hand (University Word News dated 7th September 2018).

6. CASE STUDY OF STUDENT NIRBHAR-SREE KUTUMBH [MARKETPLACE EXPERIENCE LAB (MPEL)] BY JAIN UNIVERSITY INITIATIVE :

HEIs model towards the students will create all-round holistic development and create quality graduates with employability and entrepreneurial ability skills and make the students independent and successful citizens (Aithal, P. et al. (2022). [17]) through student engagement with the Industry in the areas of manufacturing, private labelling, white labelling, supply chain management, business analysis market demand analysis, and Business profit analysis, Sree Kutumbh (Student Nirbhar) is a market Experience lab (MPEL) to give practical insight into the entrepreneurial ecosystem, skills, enhancing industry exposure, project-based experience and prepare them for the modern global market while studying. Currently, Bove 2,500 students are enrolled in the market experience lab. This will bridge the gap between industry and higher education institutions and impart outcome-based education. The Innovations and Best practices have an impact on the teaching-learning process in HEIs (Aithal, P. et al. (2015). [18]).

7. ABCD ANALYSIS OF GREEN HRM PRACTICES:

7.1 Advantages:

- (1) Implementing green HRM practices such as telecommuting, energy-efficient workplaces, and reducing paper usage can lead to significant cost savings through reduced energy consumption and resource usage.
- (2) Adopting green HRM practices improves the company's reputation and image as an environmentally responsible organization, which can attract environmentally conscious employees and customers.
- (3) Green HRM initiatives promote employee involvement in sustainability efforts, fostering a sense of purpose and pride among employees, which can improve morale and productivity.
- (4) Green leads to the development of eco-friendly products, services, and processes and fosters a culture of sustainability within the organization,
- (5) Green HRM practices enhance training and development programmes by prioritizing environmental responsibility.

7.2 Benefits:

- (1) Indoor air quality improvements and ergonomic workplace designs contribute to a healthier and more comfortable work environment, reducing absenteeism and improving employee well-being.
- (2) Organizations minimize their ecological footprint by implementing practices such as waste reduction, recycling programs, and energy conservation measures.
- (3) Adopting green HRM practices demonstrates a commitment to environmental responsibility, enhancing relationships with stakeholders such as customers, investors, and communities.
- (4) By proactively addressing environmental issues through green HRM, organizations can mitigate risks associated with climate change, resource scarcity, and regulatory changes.
- (5) These issues encompass energy efficiency, lowering carbon footprint, waste reduction through recycling and reduction, sustainable construction, mobility, water conservation through recycling and reuse, procurement, biodiversity, and fostering environmental awareness.

7.3 Constraints:

- (1) Implementing green HRM practices may require significant upfront investment in technologies, infrastructure, and employee training, which can be a constraint for organizations with limited financial resources.
- (2) Employees and management may resist adopting green HRM practices due to inertia, lack of awareness, or perceived disruptions to existing workflows and practices.
- (3) Integrating green HRM initiatives into existing HR processes and systems can be complex and time-consuming, requiring careful planning, coordination, and monitoring.
- (4) Green HRM extends beyond the organization's boundaries to include supply chain management, which can pose challenges in ensuring that suppliers adhere to sustainability standards and practices.

7.4 Disadvantages:

- (1) Balancing environmental sustainability with other business priorities such as cost reduction, profitability, and customer satisfaction can be challenging, leading to conflicts and trade-offs.
- (2) The success of green HRM practices may depend on external factors such as government policies, market conditions, and technological advancements, which are beyond the organization's control.
- (3) Employees may perceive green HRM initiatives as sacrifices or inconveniences if they entail changes in work practices, schedules, or benefits without tangible benefits or incentives.
- (4) Green HRM in HEIs entails collaborative efforts among students, faculty, staff, and academic administrators to address a spectrum of sustainability issues.
- (5) These obstacles include resistance to change, resource limitations, stakeholder management, skill development, and aligning sustainability goals with institutional objectives. Overcoming these challenges necessitates a comprehensive approach, emphasizing regular dialogue, stakeholder engagement, and a commitment to ongoing development.

8. CONCLUSION :

The present study emphasizes the integration of Green Human Resource Management (GHRM) practices and Teaching Sustainability in Higher Education Institutions to promote sustainable education and contribute to Sustainable Development Goals (SDGs). The approach includes virtual interviews, training, e-meetings, and fostering awareness among faculty. The Teachers, Students, and Education Institutions (TSE) approach focuses on developing 21st-century skills with a multidisciplinary approach. Based on secondary data and literature reviews, the study suggests that such practices can address nine out of the seventeen SDGs, fostering a sustainable livelihood and an inclusive society.

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