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Green Human Resource Management Practices- Implementation in Indian Higher Educational Institutions: A Conceptual Study

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ARTICLE INFO	ABSTRACT
<p>Article history</p>	<p>Green Human Resource Management is to be recognized as a requirement in educational institutions. It can be defined as the incorporation of environmental management with human resource management. Green HRM practices facilitate educational institutions to implement environment management systems quickly. This paper discusses the different green HRM practices as well as the relevance of implementing them in educational institutions. If an appropriate Green HRM system can be implemented, it will raise awareness among management and staff about waste management, resource reduction, and campus cleanliness. In the end, it will satisfy various stakeholders including employees, and encourage them to increase their productivity.</p>
<p>Keywords</p> <p>Educational Institutions, Environment Management, Environmental Sustainability, Green Behaviour, Green Human Resource Management</p>	

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1. Introduction

Environmental sustainability is an important factor for societal and organizational development. Due to the existence of natural disasters, shortage of natural resources, and climate change, the environment is degraded day by day (Markey et al.,2019). The organizational and human activities such as usage of fossil fuel, discharge of carbon monoxide, and excessive cutting of trees are responsible for the polluted environment. To overcome these issues, organizations are trying to adopt various environmental strategies via the implementation of green practices or environmental management systems (Fawehinmi et al.,2020). Green HRM is the application of human resource management practices to encourage corporate organizations to use resources optimally and to achieve environmental sustainability (Kulsum, 2019). There are various HR practices applied by organizations like green recruitment and selection, green training and development, green rewards and compensation, and green employee relations. These HR practices help to gain a competitive advantage in this competitive world and build a good image of the organization in the eyes of stakeholders, employees, and society (Ahmad, 2015). The majority of GHRM research has been undertaken at the organizational level, with an emphasis on determining its impact on organizational environmental performance and collective behaviors, according to the existing GHRM literature (Jabbour et al., 2010; Masri and Jaaron, 2017; Pinzone et al., 2016). Most of the studies that have been conducted at the employee level are focused on analyzing the impact of GHRM on employees' environmental attitudes and behaviors (Kim et al. 2019; Shen et al.2018; Aboramadan, 2020). Several researchers have applied different theories to study the Green HRM in different sectors such as AMO (ability motivation opportunity) theory (Ragas et al.,2017; Anwar et al., 2020; Sobaih et al., 2020; Akhtar et al.,2021), spillover theory (Ragas et al.,2017), social exchange theory (Aboramadan, 2020), signalling theory and social identity theory (Chaudhary,2019), resource-based view theory (Singh et al.,2020; Malik et al.,2020), stakeholder theory (Guerci et al.,2016; Malik et al.,2020), theory of ecocentrism and triple bottom line theory (Hadjri et al.,2019).

Sustainability in Higher Education (SHE) has gained attention since the Stockholm Declaration, 1972 in the late 19th century. In 1990 more than 350 universities signed the 'Talloires Declaration' which consists of a "ten-point action plan" for incorporating sustainability and environmental literacy in teaching, research, and operations at colleges and universities. In 2004, the United Nations Educational, Scientific and Cultural Organization (UNESCO) declared the United Nations Decade of Education for Sustainable Development (2005-2014), which intends to "promote education as a basis for a sustainable society and to integrate sustainable development in the education system at all levels" (Velazquez et al., 2005, p.384). In 2012, the United Nations Conference on Sustainable Development (UNCSD) was held in Rio de Janeiro where the international academic community proclaimed commitment to sustainable development practices in higher education institutions (Rio+20). India endorsed the UN 2030 Agenda for Sustainable Development in 2015 and the education sector can play a significant role in implementing SDGs.

India is one of the developing nations in the area of education. The educational institution is a place of Discipline, Values, Ethics, and Knowledge for youth (Bhagyalakshmi & Priyanka,2019). In 2020, the University Grants Commission suggested a sustainable campus framework to provide guidelines for creating a green and sustainable campus environment for Indian higher education institutions (HEIs) (Times of India, 2021).

Educational institutions are large organizations that consume acres of land, water, and electricity for their operations. The Banaras Hindu University in Varanasi owns a land area of 4000 acres and the campus area of Jawaharlal Nehru University is 1000 acres. Therefore, these organizations produce a large amount of waste in terms of paper waste, electronic waste, plastics, etc (cited in Varma & Viswanathan,2021). The education institutions have both direct and indirect environmental impacts on campus like usage of electricity, waste generation, material consumption, movement of people, and transport (Akhtar et al.,2021). In recent times many corporate companies, financial institutions like banks, and educational institutions are creating initiatives towards environment-friendly activities i.e., green practices. These

practices help them to attain corporate social responsibility or environmental sustainability. These practices include reducing carbon emissions, waste management, and recycling materials. To boost the environmental performance of an organization, it is important to focus on developing the environmental skills, attitudes, and behavior of employees.

Mohamed et al. (2020) highlighted the best practices of a successful environment management system in the higher education sector. Teaching, research, and administrative employees in higher education institutions would need to implement green and ecologically friendly techniques in their daily work activities. Research on GHRM has increased in the last few years with studies carried out in various industries such as tourism and hospitality (Luu, 2017; Pham et al., 2018; Joong et al., 2018), information and technology (Ojo and Raman, 2019; Ojo and Murali, 2019) and automobile industry (Chaudhary, 2019). But research on GHRM in higher education is limited (Fawehinmi et al., 2020; Gilal et al., 2019). This was validated by a recent literature review by Pham et al. (2019), who called for the need to conduct more research in diverse service sectors such as banking, education sector, etc.

Significance of the study:

This study makes some contributions for firstly, it contributes to the general literature of GHRM which depicts the relationship between GHRM practices and the performance of educational institutes. Secondly, this study contributes to the green HRM in the education sector due to their limited prevalence. It helps management implementation of green HRM practices in education institutions for the future.

Research gap:

In today's world, Green HRM is a contentious topic in developing countries. Several scholars are advised to examine this field of study. Researchers identified the need for and importance of green human resource management practices concerning organizations and industries. Many organizations and sectors in developing nations are unfamiliar with the notion of green HRM. So, green practices are more limited in developing countries than in developed countries. There is a need to conduct more research to overcome some factors such as excessive use of energy, carbon footprint, usage of paper, etc (Jam & Jamal, 2020). Therefore, green HRM studies are limited in the education sector. GHRM literature is primarily defined by organizational-level studies with little attention paid to employee-level outcomes (Chaudhary, 2021).

2. Review of Literature:

F. Gilal, Ashraf, N. Gilal, R. Gilal, and Channa (2019) have determined the impact of green human resource management practices on environmental performance in higher education institutions in Pakistan". The number of respondents was 214 which was drawn from public and private higher education institutions in Pakistan. The study explores the positive relationship between green human resource management (HRM) practices and environmental performance through environment passion among employees in higher education institutions. The study also found that environmental passion can be measured by employees' green values and environmental performance can be measured through a manager's guidance.

Bhagyalakshmi and Priyanka (2019) have investigated the influence of practices of green human resource management based on teaching faculties in Chennai City". The data was collected from 140 respondents through primary and secondary method in Chennai city. The study concluded that male faculties were better performers in the implementation of green HR practices rather than female faculties because they had lack of technical knowledge and awareness.

Chaudhary (2019) has examined the effects of green human resource management over job pursuit intentions in higher education institutes in India and its mediating and moderating role through organizational attractiveness and personal orientation respectively. The number of respondents was 172 final-year engineering students from top higher education institutes. The collected data was analyzed through SPSS24 including regression techniques. The results revealed that there were significant

differences between organizational attractiveness and job pursuit intention of students.

Fawehinmi et. al (2020) have assessed the green behavior of academics and the role of green human resource management and environmental knowledge in Malaysia's universities. 425 respondents were drawn from public research universities and collected data was analyzed through Smart PLS. The study found that green HRM positively affects employee green behaviour through environmental knowledge and there is theoretical implication of Ability Motivation Opportunity theory.

Singh (2020) has conducted a study on organizational development intervention through green and E-HRM in the education sector in Faridabad". This study explored that organizations motivate their employees to use eco-friendly practices like double side photocopies, powering down the computer when there is no use, usage of energy-efficient bulbs i.e., LED bulbs, donating/ discounting used office furniture, etc. The study also found that green recruitment and selection practices were implemented by the top 6 companies i.e., WIPRO, HCL, ITC, TCS, IIM, and IIT'S. E-HRM creates a new learning process and increases the understanding of green HRM practices that help the organization improve its environmental performance.

Jam and W. Jamal (2020) have explored the relationship between green human resource management practices, organizational sustainability, and employee retention in educational institutions in South Punjab". The data was collected from 150 respondents who were H.R. managers and heads of institutions in south Punjab. This study found that there was a significant impact of green HR practices i.e., recruitment, training and development, reward and remuneration, and performance evaluation on organizational sustainability and employee retention.

Dakhan et al. (2020) have investigated the influence of green HRM on employees' proenvironmental Behaviour and the mediating role of women's environmental knowledge in higher education institutions in Pakistan". 240 respondents were drawn and collected data was analyzed through with SEM-PLS including CFA with using Smart PLS to analyze the impact of green HRM practices on the pro-environmental behavior of employees. This study revealed that Green HRM practices have a significant impact on the employee's pro-environmental behavior through female environmental knowledge and mediate the relationship between recruitment & selection and pro-environmental behavior.

Anwar et al. (2020) have conducted a study on green human resource management on organizational citizenship behavior towards the environment and environmental performance on a university campus in Malaysia". The data was collected from 122 respondents and analyzed through PLS modelling technique. This study discovered that Green HRM practices based on the Ability-Motivation-Opportunity framework had a significant impact on OCBE and environmental performance. The study also found that green practices were categorized into three types i.e., Green Competence Building Practices, Green Motivation Enhancing Practices, and Green Employee Involvement Practices.

Gill, Ahmad, and Kazmi (2021) have investigated the impact of green human resource management on environmental performance through the mediation of employee eco-friendly behavior in Pakistan. The number of respondents was 230 from public and private higher institutions in Pakistan. The collected data was analyzed through SEM using Smart PLSv3.0. This study proved the positive effect of green human resource policies on environmental performance through the partial mediating effect of employee eco-friendly behavior. This study suggested that some principles for HR managers and management of educational institutions apply green HR practices to improve environmental performance.

Varma and Viswanathan (2021) have examined green human resource management practices implemented in Universities and Higher Educational Institutions. The study found that green human resource management can create awareness among management and staff regarding eco-friendly practices like waste management, reduction in unwanted resources, water management, and cleanliness of the campus. The study also found that it will help to increase the satisfaction and productivity of stakeholders.

Noonari, Junejo, and Ahmed (2021) have conducted a study on green human resource management practices and sustainable competitive advantage in higher education institutions. The data was collected

from 200 respondents from higher education institutions in Sindh, Pakistan. The collected data was analyzed through SPSS including reliability and regression analysis. The study revealed that there was a significant effect of training and development and employee retention practices on sustainable competitive advantage. The study also found that there was insignificant relationship between recruitment and selection and sustainable competitive advantage.

Akhtar, Khan, Atlas, and Irfan (2021) have explored the student's pro-environmental behavior in higher education institutions from an ability-motivation-opportunity perspective. The number of respondents was 208 from higher education organizations in Palestine. The collected data was analyzed through SEM-PLS technique. The study found that GHRM was a significant predictor of in-role and extra-role green behavior of employees and green innovative work behavior through green work engagement.

Aboramadan (2022) has analyzed the effect of green HRM on employee green behaviors in higher education through the mediating role of green work engagement. The number of 291 respondents was taken for data analysis through EFA technique from Pakistan. The study explored those green practices using AMO theory have a significant relationship between students' pro-environmental behavior (PEB) and environmental knowledge. The study also found that leader's support has a moderate effect on green ability-enhancing practices and green opportunity-enhancing practices on students' PEB.

3. Objectives of the study:

The objectives of the study are:

- To study the applicability of green HRM practices in the education sector.
- To know the significance of green HRM practices in the education sector.
- To identify several green initiatives taken by Indian higher educational institutions.
- To provide some suggestions for the implementation of green HRM practices in the education sector.

4. Methodology & data collection:

The present study is descriptive. The researcher collected data from secondary resources i.e., research papers, articles, magazines, Journals, and databases.

5. Analysis and Discussion:

Every organization has a responsibility towards the environment as it provides raw materials, and natural resources like air, water, and human. As a responsible citizen, organizations must make efforts for eco-friendly activities by Corporate Social Responsibility. According to the Companies Act, of 2013, organizations that have more than 500 crore profit been bound to spend their 2% profit on social and eco-friendly issues. The contribution helps organizations to improve their goodwill and build good relationships with stakeholders.

Educational institutions are large organizations that use natural resources in bulk like land, water, and energy for their working activities. Most of these provide multiple facilities like canteens, banks, playgrounds, hostels, markets, residential quarters, gyms, yoga centers, dispensaries, etc. which is why these are called 'mini cities' (Bhandari, 2019). In 2020, the University Grants Commission suggested a sustainable campus framework to provide guidelines for creating a green and sustainable campus environment for Indian higher education institutions (HEIs) (Times of India, 2021).

The role of educational institutions in environmental destruction, resource depletion, and waste production is significant. The positive side is the development of their Human Resources which includes the Management, the teachers, the administrative staff, and the students. These institutions accommodate thousands of students and teachers. Therefore, it is crucial to inform these resources' impact on the environment. The institutions can develop sustainable growth by utilizing human resources efficiently.

They can also include courses regarding environmentally friendly practices in every discipline in their curriculum thereby educating the students to become 'Green employees'. This would ensure the implementation of Green Human Resource Management for all the organizations that recruit these students as employees (Varma & Viswanathan, 2021).

5.1 Green Human resource management practices: The amount to which Human Resource Management is 'Greened', on the other hand, must be investigated further. Green HRM practices strive to conserve the resources we use daily. Let's look at the different ways that GHRM can be included in HRM procedures. The following are the different types of GHRM practices:

5.1.1 Green Recruitment & Selection: Green Recruitment is paper paper-free recruitment process with minimal environmental impact and recruits those candidates who are aware of green management policies implemented by the organization. This involves using Erecruitment activities to reduce paperwork. In the traditional method of recruitment, a company demands the CV, certificates, their interview test paper, etc of the candidates. The advertisements regarding recruitment were given in newspapers and magazines. Shifting into an online recruitment system has reduced the usage of paper. Online tests, web and telephonic interviews, job postings through the company website or through e-mails, and maintaining online employee records through HR software have led to a good contribution in minimizing this resource. It can be made better by including green goals and tasks in the job description specifications.

5.1.2 Green Training & Development: Green Training is about educating employees about environment management and waste management. Its main purpose is to enhance the awareness of the employees and to improve their knowledge, skills, and attitude towards Greening. Many Training programs relating to wastage management, water management, recycling, carpooling, etc. could be implemented. Topics like water conservation, bio waste, plastic waste segregation, minimal use of paper, practical measures to reduce air pollution like carpooling or using public transport or cycles to work, reduction of electricity wastage, etc can be included in the training sessions.

5.1.3 Green Employee Participation: Basically, it is about workers' participation in management. Green employee relations mean employees are responsible for participating in green practices in organizations. Activities including campus cleaning, planting trees, maintaining gardens, etc will improve the relations between the top management, the staff, and the students. It would enhance the motivation and; morale of employees and empowerment activities create new ideas about eco-friendly practices.

5.1.4 Green Performance Management and Compensation Management: The HR can set green goals if achieved, the employee can be rewarded. A punishment system can also be implemented for those who do not follow the green policies and objectives. Critical incidents can include green practices. This will improve the productivity of the employee and his commitment to greening the organization. Employees who introduce innovative green solutions can be recognized with a certificate or a gift. Green rewards include offering some rewards to employees for going green. It can be extrinsic or intrinsic and monetary or nonmonetary rewards.

5.1.5 Green Exit: Exit interviews can be performed online. The resignation can be sent through the e-mail instead of submitting the paper

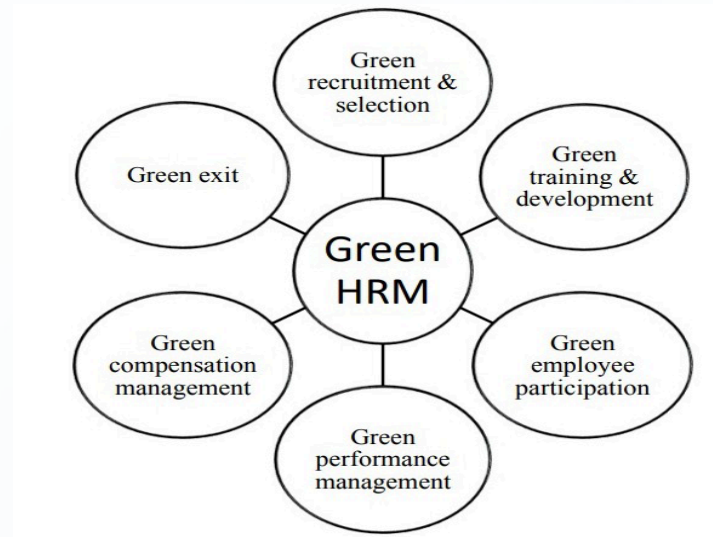


Figure 1: Green HRM practices

Source: Developed by the author

5.2 Green Initiatives taken by Indian Higher Education institutions:

There are some higher education institutions which took green initiatives discussed below:

Table 1: Green initiatives taken by Indian Higher Educational Institutions

Sr. no.	Institution name	Green initiatives/practices
	National Institute of Technology, Silchar (Assam)	Green recruitment, green training and development, and green compensation management have less applicability than green performance management and employee participation in institutions. Eco-friendly practices were implemented like waste management, planting trees, etc.
	Manipal Academy of Higher Education (MAHE)	Environmental policy Energy management system Solid waste management Wastewater management Renewable energy sources (Solar heaters)
	Indian Institution of Management (IIM), Bangalore	Solar panels Rainwater harvesting Waste management through waste segregation in colored dustbins, waste composition, SAHAS program Efficient energy equipment
	Indian Institution of Technology (IIT) Roorkee	Green building Energy management through energy audit Water management (under progress)
	University Business School, Mumbai	Energy management system (solar panels, LED bulbs, BLDC technology, etc.) Green zone habitat (7500 plant species) ESG report
	Mangalore university	Green campus & Managing waste and water

Source: Developed by the author

5.2.1 National Institute of Technology, Silchar (Assam):

The institute has implemented environment-friendly activities. Management organizes programs and workshops to encourage employees to be environmentally conscious and sets green goals to be met. There are still many growth opportunities. The following green practices were implemented in NIT, Silchar:

Green Recruitment: NIT Silchar's recruitment practices are insufficient to qualify as "green." Although there is an online option for submitting profiles for recruiting, candidates must still submit hard copies of their data. Interviews are held on campus, and candidates' environmental awareness is not assessed during the recruitment process.

Green Training & Development: Eco-friendly practices-based training programs are held occasionally but the impact of these training sessions on the environmental knowledge of employees is not assessed. Green training is overshadowed by other programs. Some training is offered online, but there isn't yet a common framework for conducting all training programs online.

Green Performance Management: The management has set green objectives and activities that have raised employee awareness, but the lack of feedback from superiors and the consequences or fines for non-performance of the green activities have lessened the impact of the green goals and activities.

Green Compensation Management: There are no provisions for incorporating green compensation management strategies. The institution does not provide any incentives or advantages for achieving the institute's green objectives.

Green Employee Participation: Employee participation in green practices is strong. At the time of developing strategies, management consults with employees and uses their input to solve problems. Employees cooperate to carry out a variety of ecological initiatives on campus.

Green Exit: The institute's exit interviews do not include any questions related to the environment. The employees' role in establishing green practices, as well as the areas where they have fallen short, is never discussed.

5.2.2 Manipal Academy of Higher Education (MAHE):

The institute has an eco-friendly campus which is an ISO 9001:2015, 14001:2015 & 50001: 2018 certified campus based on Quality and Environmental and Energy Management Systems. The Environment and Energy Policy acts as a guide that enables the University to achieve continuous improvement over time. It helps to establish community welfare, environmental protection, and efficient energy use activities. The following are environmental best practices implemented within campus:

Solid waste management: There are many types of waste like domestic waste, garden waste, wet waste, biomedical waste, hazardous waste, e-waste, etc. generated by educational activities. So, these wastes are properly managed by the institution. Biomedical waste is segregated at the source using color-coded bins according to a precise protocol. Individual units submit their biomedical waste to a central facility, where it is collected at regular intervals by authorized agencies. They make certain that the garbage is properly processed and disposed of.

Wastewater Management: The institution follows the 3 R's for water resource management: Reduce, Recycle, and Reuse. MAHE set up and maintains three sewage plants to treat the wastewater generated on campus. They can purify 6,500 cubic meters of water per day when used together. These plants' treated water is fully utilized in gardening and arboriculture. A sullage treatment plant with a capacity of 330 cubic meters per day processes grey water from the treatment plant, which is re-circulated to the flush system in a few hostel blocks. Rainwater harvesting is done through water collected from rooftops is filtered before being sent to a shared header via existing down-takes. The purified water is subsequently pumped for home use from a nearby sump. This plan has a catchment area of 27,250 square meters.

Air quality: According to the institution the air on campus is clean and clear. They test diesel generator emissions regularly to verify compliance with the environment. Emissions from vehicles are kept to a minimum. Electric vehicle usage lowered carbon footprints. The campus's 'environmental lungs' are trees and bushes. These lungs absorb and transform toxic carbon dioxide into oxygen. Arboriculture and greenery are used to develop all available open spaces. MAHE currently uses Exam pads to conduct examinations, which has resulted in a large reduction in paper usage and saving the cutting of trees.

Energy conservation: Air-conditioning systems have been upgraded. This is accomplished by replacing inefficient air-conditioning systems with star-rated equipment that is more energy efficient. Old systems are replaced with central air conditioning systems embedded with automation systems for buildings with sensors for efficient cooling and automatic switching on and off based on occupancy and fixed time schedule. In all cooling systems, environmentally friendly gas systems are utilized. There are certain methods to improve energy efficiency through reducing maximum load, and power quality by substituting energy-efficient transformers, pumps, detuned filters for capacitor banks, and CFL/LED lighting. Load synchronization panels and energy-efficient power equipment approved by the Bureau of Energy Efficiency (BEE).

Solar water heaters: The institution relies on solar-powered heaters to meet heating needs. Solar heaters currently have a total installed capacity of four lakh gallons per day, eliminating the need for conventional energy. The theme of all MAHE campus facilities' planning and development is energy conservation. Green is not merely a color here; they are focused on sustainable energy sources such as solar energy.

Some awards have been received by MAHE such as the Golden Peacock Award for environmental management (2012, 2013, and 2014), the AICTE Clean Campus Award (2017), the APHI Health Care Excellence Award (2019), and Green World Award (2019). The institute has ranked no.1 in India and 125th in the world by the UI Green Metric World University Ranking in 2019.

5.2.3 Indian Institution of Management (IIM), Bangalore:

It is one of India's premier management institutions with a 100-acre campus. "Learning how to live sustainably and include environmental education in the curriculum enables students to make informed decisions by gaining an understanding of how their actions and decisions impact the environment as managers of tomorrow," claims Professor M. S. Narasimhan, dean of administration. The campus contains solar panels, a rainwater collection system, and a small recycling facility where everyone on campus is responsible for segregating their waste with color dustbins. Collection and sorting of waste are done with the help of some NGOs called SAHAS. Most of this waste is recycled after being composted on campus in a biogas facility.

High-efficiency lighting fixtures were used which achieved an energy saving of 980 kWh/ day on average. Star-rated AC units and energy-efficient fans are installed. Furthermore, IIMB has been awarded for its horticultural projects, documentation of the local flora and fauna, willingness to adopt and care for trees that have been relocated, sustainable business methods, and clean energy usage. The IIM Bangalore campus has been selected as one of the 25 Most Important Post-War Structures in the World by the New York Times Magazine for 2021.

5.2.4 Indian Institution of Technology (IIT) Roorkee

The Institution is spread across 365 acres and is entirely covered with greenery. An energy audit was undertaken by academics and students to lower energy and power usage. "Along with solarizing the campus and developing using eco-friendly materials, the prototype testing for surface water harvesting is ongoing," says Prof. R P Saini of the Department of Hydro and Renewable Energy. To power the nation's most rural areas, new sustainable energy sources are required.

5.2.5 University Business School, Mumbai:

The campus, which spans 40 acres and is in the Green Karjat Valley, uses 70% renewable energy (912 solar panels). It also contains waste management facilities and water collecting ponds. BLDC technology fans have been used that consume 50% less electricity than normal regular fans. A power saver LED is installed. The campus's 16 acres of green zone habitat are home to 7,500 different plant species as well as other flora and wildlife. Additionally, it is the first MBA program in India to release an independent Environmental Social Governance (ESG) report. "I believe that the most essential and urgent issue that humanity needs to solve is climate change as it impacts all of us collectively," says Tarun Anand, head of Universal Business School. Green supply chain and logistics, green finance, green human resources, and other related topics are all required credit-based courses at Universal Business School.

5.2.6 Mangalore University:

The campus spans over 353 acres and has about 114 acres of forest vegetation. The campus, which is situated in the historic coastal city of Mangalore, was named first in the nation and 139th globally for Most Sustainable Universities in 2020 by Green Metric. According to vice chancellor P S Yadapadithaya, the university administration aims to make the campus clean, green, and fit through a variety of initiatives. The campus features environmentally friendly infrastructure for managing waste and water, and numerous studies on sustainability are ongoing.

The main objectives of this paper were to identify the applicability and significance of green HRM practices and green initiatives taken by Indian higher educational institutions. To achieve the above objectives, the study found that a total of six institutions have implemented green practices such as the National Institute of Technology, Silchar (Assam), Manipal Academy of Higher Education (MAHE), Indian Institution of Management (IIM), Bangalore, Indian Institution of Technology (IIT) Roorkee, University Business School, Mumbai, and Mangalore University. The major green initiatives implemented by these institutions are waste management systems, wastewater management systems, sustainable or renewable energy, energy conservation practices, etc for environmental sustainability. From the foregoing analysis, it is quite evident that implementing green HRM practices in institutions will benefit the organization such as (i) will contribute to other functional areas like marketing, operations (ii) It will enhance the image and ranking (iii) Institution become cost-efficient (iv) A clean campus will attract more students and staff.

6. Suggestions for implementation of GHRM practices:

There are the following suggestions for the implementation of green HRM practices in educational institutions:

- The management should test the environmental knowledge of employees at the time of recruitment and accept softcopies of documents through online platforms like e-mail.
- Environmentally friendly training programs should be held regularly through online mode and based on these training programs employee performance should be analysed.
- The management should set green goals and objectives for employees and give feedback regularly for the accomplishment of their targets.
- Employees should receive incentives after the achievement of their targeted green objectives.
- There should be employee participation at the time of making strategies for accomplishing green objectives by management.
- The institutions should follow some practices like solid waste management, water waste management, energy conservation, planting of trees, etc.
- The exams should be through electronic means i.e., exam pads without the usage of paper.
- The institutions should use online methods for the submission of assignments, important notifications,

workshops, attendance, etc.

7. Conclusion:

Educational Institutions face many problems while implementing green HRM practices. Because these will not come under the responsibility of staff and students in an educational institution. They may treat this as a difference from their actual goals and objectives. Every university and other educational institution should implement Green Human Resource practices. In the long run, this will benefit not only the business but also society in many ways. Under this sector, the institute should also have separate funds to organize various activities and plans. The various green activities like maintaining cleanliness, water conservation, waste management, planting trees, beautifying the campus, etc will undoubtedly lead to a sense of accomplishment, employee satisfaction and motivation, teamwork, and increased creativity among staff and students.

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