Sustainability Meets Strategy: A Holistic Framework for Enhancing B-School Effectiveness

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ABSTRACT:
Business schools across the globe are evolving to meet the dynamic expectations of the global business ecosystem. However, the lack of a standardized framework often results in disparities in institutional performance, academic outcomes, and stakeholder satisfaction. This study proposes a comprehensive, sustainability-driven strategic framework for enhancing the effectiveness of B-schools, rooted in a comparative analysis of top international and Indian management institutions. Through a mixed-method approach—comprising quantitative and qualitative insights from stakeholders (students, parents, alumni, coaching centres, owners/founders, directors, faculty, recruiters, accreditation experts), surveys, focus groups, and best practice benchmarking—the study distils five critical pillars: marketing, infrastructure, placements, admissions, and administration. Integrating insights from pioneering institutions and grounded in sustainability principles, the framework aligns B-school operations with global expectations while maintaining contextual relevance. Findings suggest that embedding sustainability into strategic governance, pedagogy, and stakeholder engagement fosters institutional resilience, enhances leadership outcomes, and improves global positioning. This framework serves as a blueprint for B-school leaders aiming to drive long-term institutional growth, stakeholder value, and future-readiness in management education.

Keywords: *B-schools, strategic framework, sustainability, higher education effectiveness, stakeholder engagement, Points of Parity (POP), Points of Difference (POD)*

1. INTRODUCTION

The business environment of the twenty-first century is marked by rapid technical breakthroughs, altering geopolitical dynamics, and increasing demands for leadership that is both ethical and sustainable. When seen against this backdrop, business schools, often known as B-schools, perform an essential service by functioning as incubators for future company leaders and innovators. Throughout the course of their existence, business schools have responded to these demands by modifying their curricula, improving their infrastructure, and establishing stronger industry connections. However, these reforms are frequently fragmented, and there are significant differences amongst institutions in terms of the quality, emphasis, and consequences of their efforts. Furthermore, the limitations of traditional business school models have grown increasingly apparent in light of numerous worldwide shocks, including as the COVID-19 epidemic and the climate issue. There are a number of challenges that institutions are currently facing, including employability, curricular relevance, integration of sustainability, and strategic agility.

The absence of a consistent and reproducible framework has resulted in variations in institutional development and the satisfaction of stakeholders, despite the fact that top institutions have made attempts to modernise the educational offers they provide (Hart et al. 2017). When it comes to maintaining enrolments, attracting faculty talent, or building substantial business collaborations, certain schools have been able to rise in worldwide rankings using strategic clarity and innovation. However, other institutions are having a difficult time doing so. The idea that a sustainability-aligned strategy framework is not only desirable but required for guaranteeing the relevance, competitiveness, and long-term success of business schools in India and beyond is the assumption upon which this study is based (Dash, Singh, and Pund 2022).

2. LITERATURE REVIEW

The intersection of sustainability, strategic management, and business education has emerged as a critical area of research in recent years. This literature review explores the evolving landscape of business school effectiveness, focusing on innovative approaches to management education that integrate sustainability principles and strategic thinking.

A pivotal study by Hart et al. (2017) introduced a phase model of sustainability in MBA education, highlighting the progressive integration of sustainable practices into business curricula. This research underscores the growing recognition that modern business education must transcend traditional paradigms and embrace a more holistic approach to organizational effectiveness. Other researcher works critically examine the structure and objectives of MBA programs are by Hemsley-Brown and Goonwardana (2007); Mohapatra and Mishra (2017); and Aithal and Karanth (2024). Nguyen (2017) applied Porter's five forces model to analyze MBA programs as an industry, providing a strategic perspective on the positioning and value proposition of management education. This approach reveals the complex dynamics shaping contemporary business school offerings. Recent scholarship, such as the work by Aithal and Karanth (2024), explores innovative models for MBA programs. Their research focuses on creating educational frameworks designed to produce "super executives" – graduates equipped with advanced strategic capabilities and a comprehensive understanding of complex business landscapes.

As observed the authors, there is a clear trend towards embedding sustainability principles more deeply into business education. This goes beyond mere theoretical discussion to practical implementation of sustainable practices in curriculum design and institutional strategy (Hemsley-Brown and Goonawardana 2007). Business schools are increasingly viewed as dynamic entities that must continuously evolve to meet changing organizational needs. This requires a strategic approach to educational design, curriculum development, and institutional effectiveness (DeShields, Kara, and Kaynak 2005). Further, the recent research in this domain emphasizes the need for MBA programs to develop comprehensive skill sets that blend traditional business acumen with emerging capabilities in sustainability, innovation, and strategic thinking (Dash et al. 2022) (Taylor 2000).

3. NEED FOR THE STUDY

As a result of the variability and deficiencies that are identified in the existing institutional models, there is a requirement for a framework that is both organised and strategic for business schools. When it comes to marketing, student admissions, facility development, industry partnership, and governance procedures, Indian and international business schools alike display significant difference in their approaches. Many educational institutions are falling behind, unable to bridge the gap between the academic offerings they provide and the demands of the real world. While some universities have made sustainability and innovation fundamental principles, others are falling behind.

The findings of a study conducted by Garvin, Cullen, and Datar (2010) brought to light basic deficiencies in MBA education around the world. These findings highlighted the necessity of a pedagogical change away from "knowing" and towards "doing" and "being." In addition, the qualitative investigation conducted by Najera (2014) indicated that stakeholders, such as students, professors, and recruiters, express discontent with the limited focus and lack of practical skills that are present in many MBA programs. These findings have a significant impact within the setting of India, where institutions frequently function in isolation from one another without comparing their operations against global norms or the expectations of stakeholders.

This study tackles the urgent need for a framework that is both scalable and adaptable for business schools, one that embraces sustainability as a strategic lens rather than a worry that is on the periphery of the curriculum (DeShields et al. 2005). A framework of this kind can make it possible for educational institutions to cultivate graduates who are not only capable of functioning in a global context but also future-ready leaders who are equipped with the values, competences, and capacities that are necessary for addressing contemporary challenges.

While the existing literature provides valuable insights, there remains a significant opportunity for further research. The authors have observed this area of research demands focus and attempted or reported in this domain. There is greater need for focused research on:

- Measuring the long-term impact of sustainability-focused MBA programs (Aithal and Karanth 2024)
- Developing more sophisticated frameworks for integrating sustainability across business education (Auken, Chrysler, and Wells 2016)
- Exploring innovative pedagogical approaches that enhance strategic thinking and sustainability awareness (Taylor 2000)

The literature reveals a transformative period in business education, characterized by a growing emphasis on sustainability, strategic innovation, and holistic skill development. Business schools are increasingly recognized not just as educational institutions, but as critical platforms for shaping future business leadership that can address complex global challenges

4. SCOPE OF THE STUDY

This research spans both a geographical and thematic breadth, and it offers a comparative comparison of premier business schools located in a variety of educational environments and regions.

From a geographical point of view, the research encompasses educational establishments located in North America (such as Harvard Business School and Stanford University) and Europe (such as London Business School and INSEAD) from the international arena. To analyze the institutes identified for the study, authors have used the secondary source of information especially the institute website, the social media posts, promotional videos, and the information available in the published literature. The authors considered the business schools from India (such as IIM Ahmedabad, ISB Hyderabad, SPJIMR Mumbai, SDMIMD Mysore, and Symbiosis Pune) for analysis. Using this comparative perspective, it is possible to identify common strategic themes as well as actions that are distinctive to the institution that contribute to academic and operational excellence. The research explores five foundational pillars that are essential to the effectiveness of business schools. These pillars include marketing, infrastructure, placements, admissions, and administration at the business school level.

Each of these dimensions is investigated in great detail, and linkages are drawn between the strategies employed by the institution and the outcomes that result from those strategies in terms of the engagement of stakeholders, the employability of graduates, and the long-term impact. In addition, the research places these pillars within the context of broader trends such as the transformation of digital technology, the preservation of the environment, principles of ethical governance, and inclusive education.

The study provides a comprehensive framework that is contextually relevant, internationally informed, and strategically actionable. This is accomplished by engaging with these several dimensions.

5. RESEARCH OBJECTIVES

The fundamental objective of this study is to provide a framework that is both strategic and sustainable for business schools, with the goal of improving the efficiency of the institutions while also aligning them with the best practices that are used around the world. This primary objective is drawn from the literature review and the gap identified as detailed in Section 3, need for the study. Specific goals include the following:

1. To analyse the strategic initiatives undertaken by top international and Indian B-schools and assess their applicability within the Indian context.
2. To develop a replicable model that can be employed by both emerging and established B-schools.
3. To provide actionable recommendations for B-school leaders, administrators, and policymakers seeking to improve educational delivery and organisational performance.

6. RESEARCH METHODOLOGY

The study employs a mixed-method design, combining extensive secondary research; blended with the primary data collection to triangulate findings and validate framework components. Secondary data was collected through an in-depth review of institute website, institutional reports, academic publications, accreditation guidelines, video promotional materials available in YouTube, social media posts and global rankings survey reports. This was supplemented by detailed case analysis of select B-schools known for their innovation and impact.

As detailed in the above Section 4, this research explores five foundational pillars that are essential to the effectiveness of business schools. These five pillars - marketing, infrastructure, placements, admissions, and administration at the business school level – is considered both for the geographical and thematic approach of this research. The researcher presented the outcome of the research on secondary data in the form of Point of Parity (PoP) and Point of Difference (PoD) for both the international and national business schools. Further, the authors made an attempt to draw some of the unique features form the identified business schools and detailed as another category as – Other Best Practices.

Primary data collection was carried out using multiple qualitative and quantitative techniques. A structured online survey (*Link for the respective online survey form will be shared upon request to the corresponding author*) was administered to over 450 stakeholders, prospective students, parents, alumni, faculty, recruiters, and heads of the coaching centre, who prepare the students for the MBA eligibility entrance exams.

In-depth interviews were also held with directors of business schools, founders or chairman of select business schools, and the experts in the national and international accreditations for the

business schools. These discussions explored governance models, strategic challenges, leadership approaches, and infrastructure planning.

The qualitative and quantitative insights gathered were then used to prototype a sustainability-strategy framework, which was iteratively refined through stakeholder consultations. The prototype leveraged AI tools to simulate institutional design and test operational scenarios. This methodological approach allowed for both conceptual clarity and empirical relevance.

Further, focus group discussions were conducted with two cohorts of postgraduate management students to understand experiential perceptions of institutional practices.

The inputs from the focus group are mapped to the existing prototype to identify the differences between the stakeholder's expression and expectations to the experiential learning of the focus group. Further, the differences are examined with the available literature to ascertain the importance of the factor to incorporate in the model. With this, the final model was developed using the AI tools to present the conceptional model for a business school to meet the needs of the current day stakeholders at the global level.

The following flowchart presented as Figure 1 will present the research methodology adopted by this study.

Research Methodology adopted for the Study
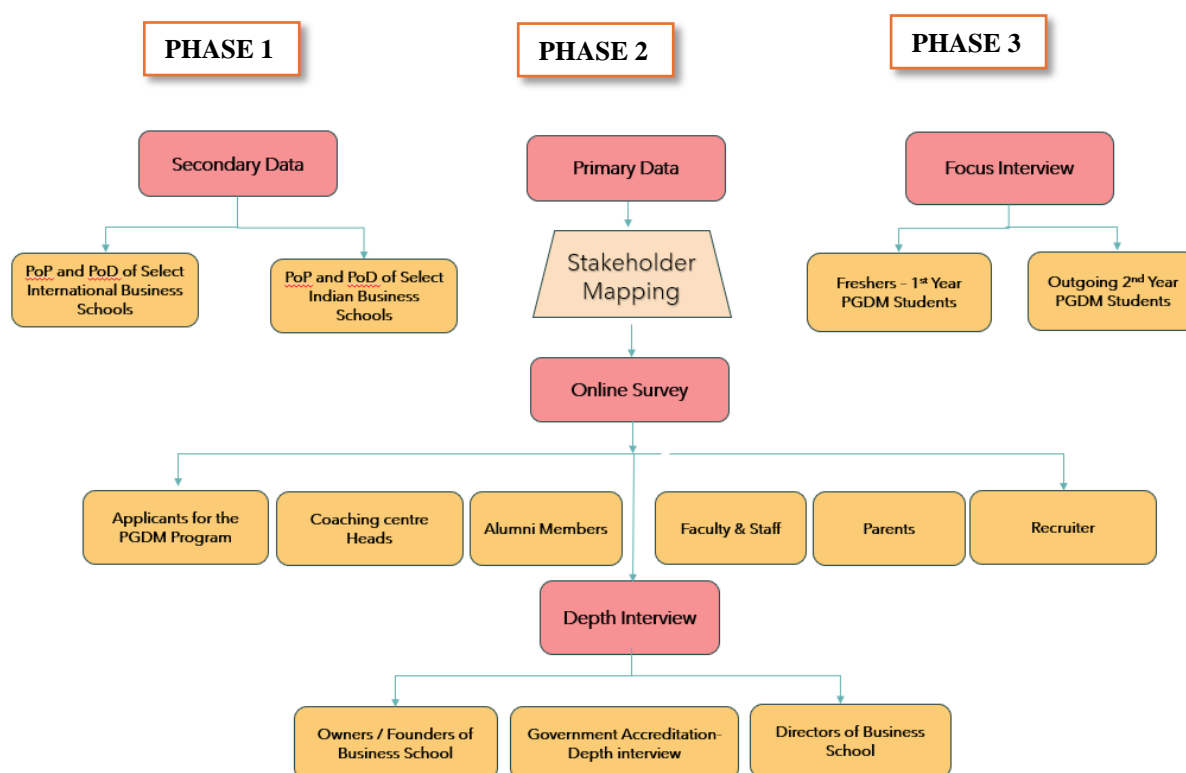
Figure 1: Flowchart presenting the Research Methodology of the study
(Authors Creative)

7. SECONDARY RESEARCH – PoP and PoD of Select International Business Schools

The impact of globalization and invitation for the participation of specific segment leaders influences the strategy and operations of firms. This equally exerts an impact on the business schools. The business schools always experience ups and downs in demand for their MBA

Programs and MBA graduates. Such changing demand was the ultimate consequence of the evolution of domestic economics, implying a decreasing number of applications for MBA in periods of economic recession, and otherwise in situations of expanding demand. Under the process of globalization that is affecting business schools, such demand is much less contingent on the short-term performance of domestic markets.

Literature suggests that there is an increasing tendency among B-Schools to view students as customers, hence B-Schools adopt the marketing strategy and practices similar to the other services (Iñiguez de Onzoño and Carmona 2007). B-schools should address the needs of all stakeholders such as students, parents, faculty, recruiters, society and mainly the governing body. To meet the requirements of various stakeholders, B-schools establish the infrastructure, take initiatives, and initiate the exercise to market the same.

To understand this effort at the international or global level a detailed analysis of global B-schools was done which reveals several best practices that contribute to their success. Institutions such as Harvard (https://www.exed.hbs.edu/), INSEAD (https://www.insead.edu/), and London Business School (LBS - https://www.london.edu/) have established leadership in management education by focusing on differentiated value propositions, experiential pedagogy, and systemic integration of sustainability.

The similar exercise was carried out in Indian business school context by identifying the institutions from the National Institutional Ranking Framework (NIRF) 2024 results and the B-School survey rankings published in India. Accordingly, the authors identified Indian Institute of Management, Ahmedabad (IIMA - https://www.iima.ac.in/), SP Jain Institute of Management and Research (SPJIMR - https://www.spjimr.org/) and Indian School of Business (ISB - https://www.isb.edu/en.html).

The learning from this exercise is presented as the Points of Parity (PoP) and Points of Difference (PoD) as table 1 for the learning from international business schools and table 2 is for the national or Indian business schools. Further, the authors made an attempt to list the best practices which are worth mentioning, as identified during this exercise is presented as best practices from other business schools in this section.

Table 1
Points of Parity (PoP and Points of Difference (PoD) of International B-Schools

Pillar	Points of Parity	Points of Difference
Marketing	• **Accreditation**: Harvard - AACSB, EQUIS, LBS - AACSB, EQUIS, AMBA, INSEAD - AACSB, EQUIS, AMBA. • **Reputation**: Harvard - Globally renowned, LBS - Highly regarded, INSEAD - Highly respected. • **Program Offerings**: Harvard - MBA, Executive Education, LBS - MBA, EMBA, MSc, PhD, INSEAD - MBA, EMBA, Global EMBA, MSc, PhD.	• **Teaching Methodology:** Harvard - Case method predominant, LBS - Case method, experiential learning, INSEAD - Case method, experiential learning, simulations. • **Program Length:** Harvard - 2 years (MBA), LBS - 15-21 months (MBA), INSEAD - 10 months (MBA). • **Class Size:** Harvard - Larger cohorts, LBS - Smaller cohorts, INSEAD - Moderate cohorts.

	• **Faculty**: Harvard - Distinguished scholars, industry experts, LBS - International faculty, industry connections, INSEAD - Internationally diverse, industry experienced.	• **Elective Courses:** Harvard - Broad range of electives, LBS - Specialization options, electives, INSEAD - Flexible curriculum, various electives.
Infrastructure	• **Plot Area:** Harvard - 40 acres, LBS - Urban campus, smaller footprint, INSEAD - Fontainebleau: 8 hectares, Singapore: urban, Abu Dhabi: urban. • **Facilities:** Harvard - Baker Library, Spangler Center, fitness centers, innovation labs, LBS - Sammy Ofer Centre, sports center, library, digital labs, INSEAD - Europe Campus: building, gym, restaurants; Asia Campus: modern facilities. • **Extracurricular Activities:** Harvard - Leadership Institute, Entrepreneurship Center, global immersion programs; LBS - LBS Incubator, London CAP, Leadership Launch; INSEAD - INSEAD Entrepreneurship Club, social clubs, multinational study groups. • **Mode of Education:** Harvard - Predominantly case method; LBS - Blend of case method, experiential learning; INSEAD - Case method, experiential learning, simulations.	• **Campus Setting:** Harvard - Suburban, spacious, LBS - Urban, central London, INSEAD - Rural (Fontainebleau), urban (Singapore, Abu Dhabi). • **Accommodation:** Harvard - On-campus dormitories, off-campus housing options, LBS - Limited on-campus, off-campus nearby, INSEAD - On-campus (Fontainebleau), off-campus (Singapore, Abu Dhabi). • **Outdoor Spaces:** Harvard - Green spaces, sports fields, LBS - Limited outdoor space, INSEAD - Forest surroundings (Fontainebleau), urban parks (Singapore, Abu Dhabi). • **Accessibility**: Harvard - Close to Boston city center, LBS - Located in central London, INSEAD - Fontainebleau: near Paris; Singapore and Abu Dhabi: central locations.
Placement	• **Strong Alumni Network:** Harvard - Yes, LBS - Yes, INSEAD - Yes. • **Career Services:** Harvard - Comprehensive support, career fairs, workshops, LBS - Comprehensive support, career fairs, workshops, INSEAD - Comprehensive support, career fairs, workshops.	• **Average CTC Offered:** Harvard - $150,000+, LBS - £90,000+, INSEAD - £ 105,000+. • **Highest CTC Offered:** Harvard - $300,000+, LBS - £250,000+, INSEAD - £250,000+. • **Least CTC Offered:** Harvard - $100,000+, LBS - £70,000+, INSEAD - £80,000+.

	• **Internships:** Harvard - High internship placement rates, LBS - High internship placement rates, INSEAD - High internship placement rates. • **Top Hiring Sectors:** Harvard - Consulting, Finance, Tech, LBS - Consulting, Finance, Tech, INSEAD - Consulting, Finance, Tech. • **Global Recruiter Base:** Harvard - Yes, LBS- Yes, INSEAD - Yes	• **Regional Placement:** Harvard - Strong placements in North America, LBS - Strong placements in Europe, INSEAD - Strong placements in Europe, Asia. • **Number of Companies Visiting:** Harvard - 300+, LBS - 250+, INSEAD - 300+
Admissions	• **Highly Competitive Admissions:** Harvard – Yes, LBS – Yes, INSEAD – Yes. • **Holistic Review Process:** Harvard – Yes, LBS – Yes, INSEAD – Yes. • **Emphasis on Leadership Potential:** Harvard – Yes, LBS – Yes, INSEAD – Yes. • **Essays and Interviews**: Harvard – Required, LBS – Required, INSEAD – Required. • **Language Proficiency:** Harvard – English proficiency tests required, LBS – English proficiency tests required, INSEAD – English proficiency tests required.	• **Requirement of Work Experience:** Harvard – Yes (average 4–5 years), LBS – Yes (average 5 years), INSEAD – Yes (average 5–6 years). • **Total Pool of Applicants:** Harvard – ~10,000+, LBS – ~4,000+, INSEAD – ~4,000+. • **Number of Students Selected:** Harvard – ~930, LBS – ~500, INSEAD – ~1,000 (across campuses). • **Number of Seats Available (MBA):** Harvard – ~930, LBS – ~500, INSEAD – ~1,000 (across campuses). • **Admission Fee (Application):** Harvard – $250, LBS – £200, INSEAD – €250. • **Tuition Fee (MBA):** Harvard – ~$73,440 per year, LBS – £97,500 total, INSEAD – €98,500 total. • **Average Class Size**: Harvard – ~930, LBS – ~500 per intake (two intakes per year), INSEAD – ~500 per intake (two intakes per year).
Administration	• **Robust Career Services and Academic Advising Systems:** All three institutions offer highly structured, student-centric administrative support systems including dedicated career development centres, academic advising teams, and	• **Decentralized and Agile Governance Structures** - INSEAD and LBS operate with highly decentralized administrative systems that empower faculty and program directors to make real-time curriculum and academic

personalized mentoring programs. • **Commitment to Quality Assurance and Continuous Improvement:** Harvard, LBS, and INSEAD have established internal quality assurance mechanisms aligned with global accreditation bodies (AACSB, EQUIS, AMBA), ensuring academic and administrative excellence through regular reviews and stakeholder feedback loops. • **Transparency and Accessibility in Student Services:** These B-schools maintain transparent administrative policies and ensure easy access to services through centralized portals, help desks, and responsive student affairs offices—enhancing trust and institutional reliability.	decisions. This contrasts with more centrally managed systems in many Indian institutions. • **Global Campus Integration and Operational Synchronization** - INSEAD, with campuses in France, Singapore, and Abu Dhabi, has developed seamless administrative coordination across geographies, ensuring consistency in student experience and academic delivery—an advanced global operational model. • **Digitally Enabled Academic Services and Real-Time Student Support** - Harvard Business School leverages advanced digital platforms to automate academic advising, track student performance, and personalize administrative interactions—setting benchmarks for AI-enabled academic administration.

Table 2
Points of Parity (PoP and Points of Difference (PoD) of Indian B-Schools

Pillar	Points of Parity	Points of Difference
Marketing	• **Accreditation**: ISB Hyderabad, SPJIMR Mumbai, and Symbiosis Pune have international accreditations. • **Reputation**: Globally regarded. • **Program Offerings:** MBAs, EMBAs, and other advanced degrees. - Faculty: Distinguished, internationally diverse. • **Alumni Network:** Strong global network. – • **Diversity**: Increasing international cohorts. • **Entrepreneurship**: Strong focus. • **Case Method:** Extensively used. - Global Exposure:	• **Teaching Methodology**: Varies from experiential learning (ISB) to simulations (Symbiosis). • **Program Length:** 1 year (ISB) to 2 years (Symbiosis). • **Class Size:** Smaller at ISB, larger at Symbiosis. • **Elective Courses:** Range and flexibility differ. • **Focus Areas:** General management, leadership, entrepreneurship. • **Career Services:** Vary in support and coaching. • **Admissions Criteria:** Emphasis on leadership or diverse backgrounds varies. • **Alumni Engagement:** Different levels of engagement and events.

|		
	Global immersion opportunities. - Leadership Development: Comprehensive programs.	
Infrastructure	• **State-of-the-Art Facilities:** Modern facilities. • **Extracurricular Activities:** Clubs and cultural events. • **Mode of Education:** In-person and online options. • **On-Campus Housing:** Available. • **Fitness and Wellness:** Gym and wellness programs. • **Library Resources:** Extensive. - Dining Facilities: Multiple options. • **Technology Integration:** High-tech classrooms and digital resources. - Career Services: Comprehensive.	• **Plot Area:** Varies significantly. • **Extracurricular Festivals:** Unique to each institution. • **Campus Setting:** Urban to semi-urban. • **Accessibility and International Collaboration:** Differences in city access and international focus.
Placement	• **Global Recruiter Base:** Attract international recruiters. • **Diverse Industries:** Consulting, finance, technology, FMCG, healthcare, etc. • **Strong Alumni Network:** Supported by career services. • **Internships and Leadership Programs:** High placement rates and leadership opportunities.	• **Number of Companies Visiting:** ISB Hyderabad (over 300) vs. SPJIMR and Symbiosis (fewer). • **Average and Highest CTC Offered:** Variations in compensation. • **Regional Placement and Startup Opportunities:** National vs. international focus and startup support.
Admissions	• **Selection Criteria:** Academic records, entrance exams, interviews. • **Diversity Consideration:** Academic background, gender, work experience. • **Application Process:** Structured with records, recommendations, essays.	• **Entrance Exams:** CAT (Indian) vs. GMAT/GRE (International). • **Work Experience Requirement:** More years for International B-schools. • **Interview Process:** Holistic (International) vs. academic/ career-focused (Indian).

Administration	• **Infrastructure Management:** High-quality classrooms, libraries, IT resources. • **Support Services:** Career counseling, academic advising, alumni networks. • **Academic Rigor:** High level maintained.	• **Faculty Composition:** Higher percentage of international faculty in International B-schools. • **Global Exposure:** More global programs in International B-schools. • **Decision-Making Autonomy:** Decentralized (International) vs. centralized (Indian).

Other Business Schools Best Practices:

- Government to support a world-wide re-branding exercise campaign to establish a clear and competitive identity for the Indian Universities and attract more international students. (Hemsley-Brown and Goonawardana, 2007)
- A 'wow' factor must be created with distinct image created in the students mind through digital marketing with proper logo, moto, brand equity helps the university brands to attract more students and sustainably grow.
- IMD Switzerland stands out for its **personalized leadership development** programs, where participants receive one-on-one coaching tailored to their specific needs and career goals. Another unique practice is their **Real Learning Real Impact** approach, which emphasizes practical, hands-on learning experiences directly applicable to real-world business challenges. This method ensures that participants can immediately implement what they learn in their professional environments, enhancing their leadership and decision-making skills.
- Shri Ram College of Commerce (SRCC), India: Significant developments include earthquake-resistant buildings, fully air-conditioned classrooms with modern pedagogical tools, and comprehensive digital connectivity. They also have a strong focus on environmental sustainability with projects like rainwater harvesting and solar power generation, making the campus a "No Open Waste" zone. SRCC has implemented various facilities for differently abled students, including ramps, elevators, and specially designed washrooms. The college emphasizes environmental care, demonstrated through projects like the solar power project, which supplies almost 50% of the college's energy needs, and an aggressive promotion of environmental sustainability.
- California Polytechnic State University (Cal Poly), San Luis Obispo: The construction management program offers project-based learning covering materials, architecture, engineering, safety, quality, budgeting, and project planning.
- Stanford University, USA: energy-efficient buildings and a campus-wide energy system that reduces greenhouse gas emissions. The campus features state-of-the-art facilities designed to foster collaboration and innovation among students and faculty.
- **Georgia Institute of Technology, USA:** cutting-edge research facilities, such as the Georgia Tech Research Institute (GTRI) and the Advanced Technology Development Centre (ATDC), which support groundbreaking research and innovation in various fields.
- Nanyang Technological University (NTU), Singapore: **Smart Campus**: NTU is transforming its campus into a "Smart Campus," featuring cutting-edge technologies like autonomous vehicles, smart buildings, and advanced sustainability initiatives. The campus is designed to be a living testbed for new technologies and global employability.

Prototype Based on the Geographical Approach Study

The PoP and PoD of both the national and international business schools are analysed to draw the representation of a Global Business School of Excellence as per the available information from the secondary sources of the identified business schools for the study. The authors based on the experience and expectations of the necessary facilities and services in the business school have identified the key areas and the services of a Global Business School. The same is presented as a minimum viable product (MVP) layout in Figure 2 below:
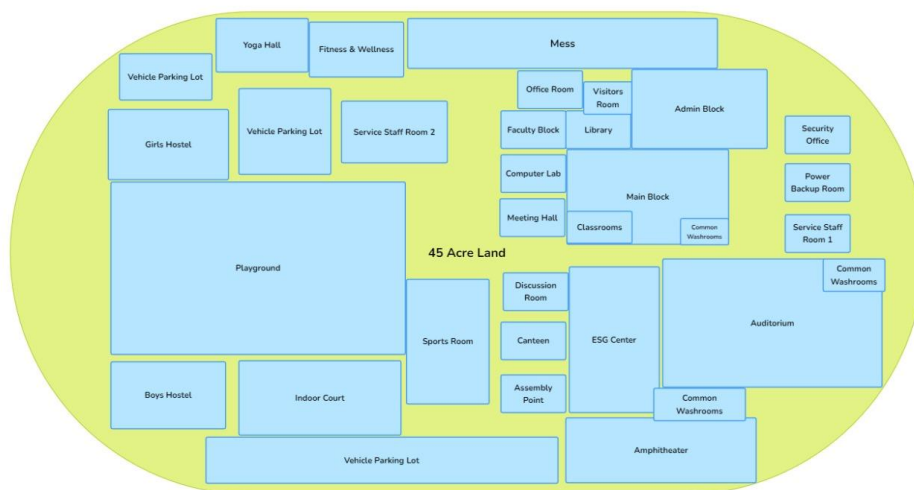
Figure 2: Global Business School Layout drawn from the PoP and PoD Analysis
(Authors Expression)

For the proper representation and to meet the needs of this research, attempt was made to provide the necessary promoting to the image generator AI – Leonardo AI tool to generate the model for the Global Business School and the same is shared as Figure 3 below.
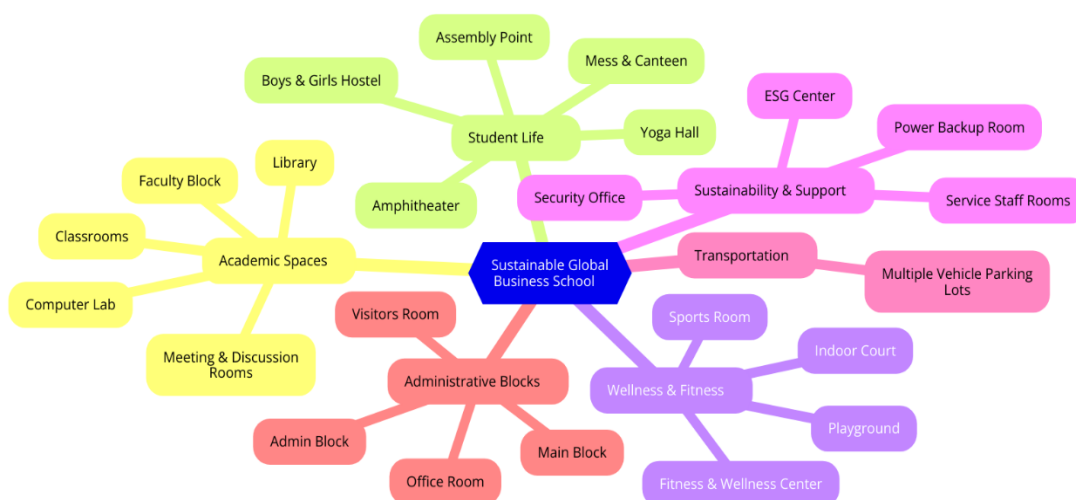
Figure 3: Flowchart of Global Business School Layout drawn from the PoP and PoD Analysis
(ChatGPT 40)

As detailed in Section 6 – Research Methodology, this study is carried out in 2 approaches – Geographical and Thematic approach. The geographical approach is discussed as Section 7 –

Global Best Practices in Business School Environment resulting in a prototype of a Global Business School spread across 45 acres of land with all the best facilities and services available in the identified business schools both at national and international arena. The Thematic approach study has been carried out in 3 phases and is discussed in the subsequent section.

7. Thematic Approach Study of Stakeholders

The thematic approach study is carried out to understand the expectations from the stakeholders of a business school environment. This approach has 3 phases –

Phase 1: Quantitative Analysis of stakeholder expectations

Primary data collection was carried out using a structured online survey (*Link for the respective online survey form will be shared upon request to the corresponding author*) administered to over 450 stakeholders, prospective students, alumni, faculty, recruiters, heads of the coaching centre, students for the MBA eligibility entrance exams and their parents.

Analysis of Marketing Pillar

Table 3:
Stakeholder Response for Marketing Pillar
(Average of response in the 1-5 Likert Scale, where 1 is lowest and 5 is the highest)

Parameter	Students	Parents	Recruiters	Alumni	Faculty	Coaching center	Average	Rank	Std_Dev	Min_Rating	Max_Rating
Use of case methodology to learn	4.31	4.23	4.43	4.57	4.43	4.43	4.4	1	0.12	4.23	4.57
Focus on entrepreneurship and leadership development programs	4.24	3.87	4.43	4.64	4.43	3.86	4.24	2	0.32	3.86	4.64
Global alumni network	4.18	3.97	4.29	4.46	4.29	3.86	4.17	3	0.22	3.86	4.46
Variety of programs offered	4.28	4.03	3.86	3.96	3.86	4.14	4.02	4	0.17	3.86	4.28
Internationally diverse faculty	3.96	4.03	4	4.07	4	3.57	3.94	5	0.18	3.57	4.07
Diversity among students	4.08	4	3.86	3.89	3.86	3.86	3.92	6	0.09	3.86	4.08
Global immersion opportunities	4.22	3.97	3.29	4.11	3.29	3.71	3.76	7	0.41	3.29	4.22
International Accreditations	4.05	3.93	3	3.54	3	3.71	3.54	8	0.45	3	4.05

The analysis of the Marketing Pillar based on the response average detailed in Table 3, reveals several key insights into stakeholder expectations, focusing on the attributes that align or differ significantly. These insights provide valuable guidance for aligning the branding and communication strategies of the Global Business School with its stakeholders' expectations. Here's a detailed breakdown of the findings and their implications:

Points of Parity (POP)	Points of Difference (POD)
POP parameters in the Marketing Pillar indicate areas where stakeholders (students, parents, recruiters, alumni, faculty, and coaching centers) share similar expectations. These include: • **Variety of programs offered (4.02):** Stakeholders uniformly appreciate the breadth of programs, highlighting the importance of offering diverse specializations. • **Internationally diverse faculty (3.94):** Consistent ratings suggest shared recognition of the value of faculty diversity in enriching the academic environment. • **Global alumni network (4.17):** This reflects a shared understanding of the critical role alumni play in enhancing institutional credibility and offering global career opportunities.	POD parameters reflect significant variability among stakeholders, pointing to areas requiring targeted messaging. These include: • **International Accreditations (3.54):** Recruiters and faculty have relatively lower ratings, suggesting a gap in their perception of the importance or visibility of accreditations. • **Global immersion opportunities (3.76):** Parents and coaching centers seem less convinced about the school's ability to provide robust global exposure compared to students and alumni.
Implications: • A consistent emphasis on these aspects in marketing materials can strengthen the school's global image. • Collaborative efforts to showcase alumni achievements, program diversity, and faculty expertise in international forums can enhance the school's appeal.	**Implications:** • Highlighting recent accreditations, partnerships, and global collaborations can help address recruiter and faculty concerns. • Enhancing communication about global exchange programs, internships, and partnerships with international institutions could address perceived gaps among parents and coaching centers.

Strategic Recommendations

Based on the findings, here are strategic actions for the Marketing Pillar:

1. **Enhance Global Branding**: Promote accreditations, global rankings, and partnerships prominently to address the gaps in recruiter and faculty perceptions.
2. **Showcase Alumni and Student Success:** Highlight case studies of alumni who have excelled in global roles and students who benefited from immersion programs.

3. **Strengthen Parent and Coaching Center Engagement:** Organize workshops/webinars to educate parents and coaching centers about the school's global opportunities and accreditations.
4. **Focus on Differentiation:** Develop campaigns highlighting the school's leadership in case methodology, entrepreneurial success, and diversity in programs.

This analysis emphasizes the importance of aligning the school's marketing narrative with stakeholder expectations while reinforcing its position as a truly global business school. Addressing

POD areas and leveraging POP strengths will enable the school to build a stronger and more cohesive global identity.

Analysis of Infrastructure Pillar:

Table 4:
Stakeholder Response for Infrastructure Pillar
(Average of response in the 1-5 Likert Scale, where 1 is lowest and 5 is the highest)

Parameter	Students	Parents	Recruiters	Alumni	Faculty	Coaching center	Average	Rank	Std_Dev	Min_Rating	Max_Rating
Modern facilities	4.28	4.07	4.14	4.25	4.14	4.57	4.24	1	0.18	4.07	4.57
Promote extracurricular activities	4.28	3.97	4.14	4	4.14	3.86	4.07	2	0.15	3.86	4.28
Extensive library	4.28	4.2	3.57	4.21	3.57	4	3.97	4	0.32	3.57	4.28
On-campus housing	4.13	4.1	3.29	3.82	3.29	4.43	3.84	5	0.47	3.29	4.43
Location (Sub-urban or Urban)	4.09	4.03	3.57	3.68	3.57	3.71	3.78	6	0.23	3.57	4.09
Offline and Online course	3.94	4.1	3.43	3.93	3.43	3.71	3.76	7	0.28	3.43	4.1
Fitness and wellness facilities	4.1	3.8	2.86	3.75	2.86	3.43	3.47	8	0.52	2.86	4.1
Multiple dining options	4.14	4.27	2.71	3.57	2.71	3.14	3.42	9	0.69	2.71	4.27

The Infrastructure Pillar analysis based on the response average detailed in Table 4, provides significant insights into how stakeholders perceive the facilities and resources available at the Global Business School. This pillar directly impacts the perception of the school's ability to provide a conducive environment for academic excellence and holistic development.

Points of Parity (POP)	Points of Difference (POD)
POP parameters in the Infrastructure Pillar highlight areas where stakeholders align in their expectations and perceptions. These include: **Modern facilities (4.24):** Consistent appreciation among stakeholders emphasizes the importance of maintaining state-of-the-art infrastructure. **Promote extracurricular activities (4.07):** All stakeholders value a well-rounded educational environment that supports extracurricular engagement. **Extensive library (3.97):** The alignment indicates a shared recognition	POD parameters reflect significant variability among stakeholder perceptions. These include: **On-campus housing (3.84):** Recruiters and faculty rate this parameter significantly lower than students and alumni. **Fitness and wellness facilities (3.47):** Lower ratings by recruiters and faculty highlight the need for improvement in promoting or upgrading these facilities. **Multiple dining options (3.42):** This parameter shows substantial variation,

of the importance of comprehensive academic resources.	with recruiters and faculty again being less satisfied.
Implications: • The school should consistently showcase its modern facilities, highlighting advancements in technology and infrastructure. • Extracurricular opportunities should be emphasized in promotional materials to attract students and reassure parents.	**Implications:** • Address recruiter and faculty concerns by enhancing and promoting on-campus housing, fitness centers, and dining facilities. • Conduct surveys or focus groups to understand specific expectations and implement targeted upgrades.

Strategic Recommendations

Based on the analysis, here are strategic recommendations for the Infrastructure Pillar:

1. **Promote Strengths:** Highlight modern facilities and campus aesthetics in marketing materials to leverage stakeholder alignment.
2. **Address the core PODs**
   a) Improve on-campus housing, wellness centers, and dining facilities.
   b) Communicate enhancements and initiatives clearly to stakeholders, especially recruiters and faculty.
3. **Sustainability Initiatives:** Emphasize green buildings, energy efficiency, and sustainable practices to align with global trends.
4. **Engage Stakeholders:** Use surveys and feedback sessions to involve stakeholders in planning infrastructure improvements, ensuring their expectations are met.
5. **Showcase Differentiation:** Create virtual tours and promotional videos that demonstrate the unique aspects of the campus and its infrastructure.

By addressing the gaps (PODs) and amplifying the strengths (POPs), the school can solidify its position as a global leader in providing a world-class academic environment.

Analysis of Admissions Pillar:

Table 5:
Stakeholder Response for Admissions Pillar
(Average of response in the 1-5 Likert Scale, where 1 is lowest and 5 is the highest)

Parameter	Students	Parents	Recruiters	Alumni	Faculty	Coaching center	Average	Rank	Std_Dev	Min_Rating	Max_Rating
Assesses both your academic and career aspirations	4.32	4.2	4.14	4.32	4.14	4.71	4.31	1	0.21	4.14	4.71
Selection criteria: academic records, entrance exams, and interviews	4.22	3.87	4.29	4.14	4.29	4.71	4.25	2	0.27	3.87	4.71
Structured application process	4.14	4	4	4.11	4	4.43	4.11	3	0.17	4	4.43

Academic background and demographic diversity	4.02	4.03	4	4.11	4	4.43	4.1	4	0.17	4	4.43
Inclusion of behavioral assessments	4.2	4.17	4	4.14	4	4	4.09	5	0.10	4	4.2
Gender diversity	4.3	3.93	3.86	3.86	3.86	3.71	3.92	6	0.20	3.71	4.3
Acceptance of multiple entrance exam score	4.45	3.53	3.14	4.04	3.14	4	3.72	7	0.53	3.14	4.45

The analysis of the Admissions Pillar based on the response average detailed in Table 5, offers critical insights into stakeholder perceptions, reflecting the factors that influence the attractiveness and competitiveness of the Global Business School's admission processes. This pillar is central to shaping the institution's reputation and its ability to attract high-caliber candidates from diverse backgrounds.

Points of Parity (POP)	**Points of Difference (POD)**
The POP parameters indicate areas where stakeholder perceptions are largely consistent, signifying shared expectations across groups. These include: **Academic background and demographic diversity (4.10):** Stakeholders demonstrate a uniform appreciation for the school's efforts to embrace diverse academic and demographic profiles. **Structured application process (4.11):** There is alignment in recognizing the clarity and efficiency of the admissions process. **Inclusion of behavioral assessments (4.09):** This reflects a shared understanding of the importance of evaluating candidates holistically, beyond academic metrics..	POD parameters demonstrate variability in perceptions, underscoring areas that require tailored strategies to address specific stakeholder concerns. These include: **Selection criteria:** academic records, entrance exams, and interviews (4.25): While students and recruiters value these criteria highly, parents exhibit relatively lower confidence in their effectiveness. **Acceptance of multiple entrance exam scores (3.72):** Recruiters and faculty rate this aspect significantly lower than students, indicating a potential gap in communicating the school's rationale or policy regarding entrance exams.
Implications: - The school should reinforce and communicate its commitment to structured, transparent, and inclusive admission policies. - Highlighting diversity initiatives and behavioral assessments can serve as a differentiating factor in a competitive global market.	**Implications:** - Engage parents through webinars and information sessions to build trust in the robustness of the selection criteria. - Clarify and promote the acceptance policy for multiple entrance exams to align recruiter and faculty perceptions with institutional policies.

Strategic Recommendations
Based on the insights derived from the analysis, the following strategic initiatives are recommended:
1. **Strengthen Communication:**
   a) Develop targeted communication materials to address parent concerns regarding the selection criteria.

b) Clarify the advantages of accepting multiple entrance exam scores through brochures and digital campaigns.
2. **Promote Diversity Initiatives:** Showcase success stories of students from diverse academic, demographic, and gender backgrounds to enhance the school's reputation for inclusivity.
3. **Enhance Behavioral Assessment Integration:** Invest in tools and processes that assess candidates' soft skills effectively, and communicate the importance of these assessments in identifying future global leaders.
4. **Leverage Technology:** Implement AI-driven application platforms to enhance the structured application process and highlight this innovation to stakeholders.
5. **Engage Stakeholders:** Host regular forums for parents, recruiters, and faculty to align expectations and share developments in the admissions strategy.

This analysis highlights the need for a nuanced approach to admissions, balancing transparency, diversity, and inclusivity to meet global standards. By addressing the identified PODs and amplifying the strengths of POPs, the school can further solidify its position as a global leader in business education.

Analysis of Administration Pillar

Table 6:
Stakeholder Response for Administration Pillar
(Average of response in the 1-5 Likert Scale, where 1 is lowest and 5 is the highest)

Parameter	Students	Parents	Recruiters	Alumni	Faculty	Coaching center	Average	Rank	Std_Dev	Min_Rating	Max_Rating
Overall reputation	4.35	3.87	4.57	4.68	4.57	4.71	4.46	1	0.31	3.87	4.71
Academic rigor in its programs	4.14	4.13	4.43	4.43	4.43	4.57	4.35	2	0.18	4.13	4.57
Career counselling and academic advising	4.49	4.4	3.86	4.43	3.86	4.43	4.24	3	0.30	3.86	4.49
International Faculty	4.27	4.13	3.71	4	3.71	3.71	3.92	4	0.25	3.71	4.27
Facilities for student exchange programs	4.37	4.27	3.14	4.29	3.14	3.86	3.84	5	0.57	3.14	4.37
Centralized administration	4.24	4.27	3	3.89	3	3.86	3.71	6	0.58	3	4.27

The Administration Pillar is integral to the effective functioning of a Global Business School, encompassing governance, academic advising, reputation management, and exchange programs. This pillar directly impacts the perceptions of efficiency, institutional credibility, and student experience among diverse stakeholders. The following insights are derived from the analysis of stakeholder expectations. Based on the response average detailed in Table 6, the detailed analysis is presented below:

Points of Parity (POP)	Points of Difference (POD)
POP parameters highlight alignment in stakeholder perceptions, indicating strong institutional practices. These include: **Career counseling and academic advising (4.24):** Stakeholders consistently value the availability of structured guidance, underscoring its importance in supporting academic and career goals. **Overall reputation (4.46):** The strong consensus reflects the high regard for the institution's global standing. **Academic rigor in its programs (4.35):** A shared appreciation for the academic intensity of the school suggests that its programs meet stakeholder expectations for quality and challenge.	POD parameters indicate variability in perceptions, suggesting areas requiring targeted interventions. These include: **International faculty (3.92):** Lower ratings from recruiters and faculty indicate concerns about the presence or impact of international faculty members. **Facilities for student exchange programs (3.84):** Variability across stakeholders suggests potential gaps in either the availability or communication of these opportunities. **Centralized administration (3.71):** Parents, recruiters, and faculty rate this aspect lower, reflecting a perception of inefficiency or lack of transparency.
Implications: - Leverage the institution's reputation and commitment to academic rigor in global marketing efforts. - Showcase success stories of students and alumni who have benefited from career counseling to further highlight this strength.	**Implications:** - Strengthen the visibility and engagement of international faculty members through seminars, workshops, and research collaborations. - Improve communication about student exchange programs, emphasizing their scope, benefits, and accessibility. - Conduct internal audits to address bottlenecks in administrative processes and promote centralized systems for transparency.

Strategic Recommendations

Based on the analysis, the following actions are recommended:

1. **Enhance Administrative Transparency:** Implement user-friendly digital platforms to streamline administrative processes and improve communication with parents, recruiters, and faculty.
2. **Strengthen International Faculty Engagement:**
   a) Highlight the contributions of international faculty in academic and co-curricular activities to improve perceptions.
   b) Promote collaborative research and guest lectures to maximize impact.
3. **Expand Student Exchange Programs:**
   a) Increase the number and diversity of exchange opportunities by partnering with leading global institutions.
   b) Use testimonials and success stories to communicate the value of these programs effectively.
4. **Maintain and Communicate Reputation:** Develop campaigns that highlight the school's global rankings, accreditations, and institutional achievements.
5. **Invest in Career Services:** Scale up career counseling resources by leveraging AI-driven platforms and expanding partnerships with global corporations.

The Administration Pillar represents the backbone of the institution, influencing both operational efficiency and stakeholder satisfaction. Addressing the PODs while amplifying the strengths in POPs will enable the Global Business School to reinforce its leadership position in the competitive global education landscape.

Analysis of the Placement Pillar:

Table 7:
Stakeholder Response for Placement Pillar
(Average of response in the 1-5 Likert Scale, where 1 is lowest and 5 is the highest)

Parameter	Students	Parents	Recruiters	Alumni	Faculty	Coaching center	Average	Rank	Std_Dev	Min_Rating	Max_Rating
Placement opportunities in wide range of industries	4.53	4.56	4.29	4.75	4.29	4.71	4.52	1	0.20	4.29	4.75
Number of companies visiting campus	4.64	4.56	4	4.71	4	4.86	4.46	2	0.37	4	4.86
Global recruiter base	4.69	4.38	4	4.64	4	4.86	4.43	3	0.37	4	4.86
Growth rate of placements offer	4.7	4.24	4	4.61	4	4.57	4.35	4	0.31	4	4.7
Alumni supported career services	4.58	4.43	3.86	4.5	3.86	4.71	4.32	5	0.37	3.86	4.71
Average CTC offered	4.53	4.17	4	4.64	4	4.43	4.29	6	0.28	4	4.64
Growth rate of internship offers	4.69	4.17	3.43	4.39	3.43	4.14	4.04	7	0.51	3.43	4.69
International placement opportunities	4.26	4.07	3.43	4.5	3.43	4.43	4.02	8	0.48	3.43	4.5

The Placements Pillar is a critical aspect of stakeholder expectations, as it directly impacts students' career trajectories, recruiters' talent acquisition, and the institution's reputation in the competitive global education market. A robust placement process is often the defining factor for prospective students and recruiters when selecting a business school. Based on the response average detailed in Table 7, the following analysis presents detailed insights into the expectations and perceptions surrounding this pillar.

Points of Parity (POP)	Points of Difference (POD)
POP parameters in the Placements Pillar indicate alignment among stakeholders, reflecting shared appreciation for the school's placement practices. These include: • Placement opportunities in a wide range of industries (4.52): Stakeholders consistently recognize the institution's ability to provide diverse industry	POD parameters reflect varying perceptions among stakeholders, highlighting areas requiring strategic focus. These include: • Growth rate of internship offers (4.04): Recruiters and faculty rate this parameter significantly lower than students and alumni, indicating potential dissatisfaction with internship programs' scale or visibility.

opportunities, signaling a strong and well-rounded placement ecosystem. • Number of companies visiting campus (4.46): The broad recruiter base is highly valued, highlighting the institution's reputation and industry connections. • Global recruiter base (4.43): A shared acknowledgment of the school's ability to attract global recruiters underpins its credibility in the international job market.	• International placement opportunities (4.02): Lower ratings from recruiters and faculty suggest gaps in meeting expectations for global placement opportunities. • Alumni-supported career services (4.32): While overall positive, faculty and recruiters rate this lower, possibly reflecting underutilized alumni networks in facilitating placements.
Implications: • These parameters should be leveraged in external communication to reinforce the institution's image as a hub for diverse and global career opportunities. • Collaboration with industries across emerging markets and traditional hubs can further enhance this alignment.	**Implications:** • Enhance communication and engagement with recruiters and faculty to highlight the school's initiatives for internships and international placements. • Strengthen alumni networks and involve them more actively in mentoring and placement activities, bridging the gap between alumni potential and recruiter expectations.

Strategic Recommendations

To meet stakeholder expectations and strengthen its positioning, the following strategies are recommended:

- **Enhance Internship Ecosystems:**
  a) Collaborate with new industries and geographies to expand internship opportunities.
  b) Create more robust platforms for students to showcase their skills to recruiters, including live projects and hackathons.
- **Expand Global Placement Initiatives:**
  a) Forge partnerships with multinational corporations and global startups to increase international placement opportunities.
  b) Promote success stories of graduates placed in prestigious global roles to enhance the institution's global appeal.
- **Strengthen Alumni Engagement:**
  a) Leverage alumni networks to create mentoring programs and facilitate job referrals for current students.
  b) Highlight alumni involvement in placement activities to reassure stakeholders about the strength of the network.
- **Focus on Industry-Driven Placements:**
  a) Collaborate with recruiters to design programs that align with industry needs, such as certifications in emerging fields like AI, fintech, and sustainability.
  b) Develop specialized placement cells for key industries to create focused strategies for recruiter engagement.
- **Promote Salary and Career Outcomes:**
  a) Regularly update and publish placement reports, showcasing high salary packages and successful career trajectories.
  b) Use data-driven insights to identify emerging trends in salary and placement sectors to attract prospective students and recruiters.

The Placements Pillar is a cornerstone of the Global Business School's success, directly influencing its ability to attract top-tier students and recruiters. By addressing PODs and amplifying POPs, the school can further enhance its placement ecosystem to meet the evolving demands of the global job market. Strategic investments in alumni engagement, international opportunities, and industry partnerships will position the school as a leader in providing transformative career outcomes for its graduates.

Discussion on the Key Takeaways from Phase 1 of Thematic Approach:
The author present the discussion on the understanding of Phase 1 outcome which details the holistic perspective on stakeholder expectations for a Global Business School. This is aimed for an integrated discussion of the five strategic pillars—**Marketing, Infrastructure, Admissions, Administration, and Placements**—anchored in the analysis of Points of Parity (PoP) and Points of Difference (PoD) across diverse stakeholder groups. Drawing on the responses of prospective students, alumni, faculty, corporate recruiters, and coaching center heads, this synthesis aims to inform institutional strategies that resonate with global expectations and local aspirations.

Integrating Insights: Strategic Directions for Global Alignment
A synthesis of PoP and PoD across all five pillars yields four strategic imperatives for global business schools:
1. **Amplify Institutional Strengths:** Showcase consistently valued features—such as program diversity, career services, and global alumni networks—in branding, outreach, and recruitment.
2. **Address Stakeholder-Specific Gaps:** Invest in targeted improvements where perceptions vary—accreditation awareness, wellness infrastructure, administrative responsiveness, and global exposure.
3. **Enhance Global Positioning:** Prioritize international collaborations, student exchange programs, and sustainability commitments to meet evolving global education benchmarks.
4. **Engage Stakeholders Continuously:** Implement feedback loops and digital tools to foster transparent, responsive, and inclusive stakeholder engagement mechanisms.

The five-pillar analysis offers a roadmap for aligning stakeholder expectations with institutional strategy. By leveraging areas of consensus (PoPs) and actively addressing variances (PoDs), a Global Business School can reinforce its market position, enhance operational excellence, and prepare graduates for leadership in an interconnected world.

Phase 2: Qualitative Analysis of Founder, Director and Experts from Accreditation Bodies
In-depth interviews were also held with directors of business schools, founders or chairman of select business schools, and the experts in the national and international accreditations for the business schools. These discussions explored governance models, strategic challenges, leadership approaches, and infrastructure planning. The qualitative insights gathered were then used to prototype a sustainability-strategy framework, which was iteratively refined through stakeholder consultations. The prototype leveraged AI tools to simulate institutional design and test operational scenarios. This methodological approach allowed for both conceptual clarity and empirical relevance.

Interview with Directors of Business School

	Virtual Interview with Dr. Thomas George, Director, LEAD Business School, Palakkad, Kerala, India	*Interview with Dr. S.N. Prasad, Director, SDM Institute for Management Development (SDMIMD), Mysore, Karnataka, India*
Pillar	**Insights from Dr. Thomas George (LEAD Business School)**	**Insights from Dr. Prasad S.N (SDMIMD)**
Marketing	Entrepreneurship-focused brand positioning with guaranteed placement or fee refund; global appeal through international student diversity and digital marketing.	Emphasized role of international accreditations and program diversification; need to strengthen global alumni network and integrate case-based learning.
	Strong alumni network leveraged via digital platforms; marketing approach avoids traditional advertising in favor of viral content and social media.	Focus on enhancing global exposure through faculty diversity, leadership development, and outbound immersion programs.
Infrastructure	Campus integrates academics and social learning; unique features like farm-to-table programs; plans to add interactive boards and sports complex.	Infrastructure is supportive but not a primary focus; importance of extracurricular activities, hybrid learning, and suburban campus context acknowledged.
	Future-facing infrastructure enhancements include digital tools; emphasis on integrated student experiences.	Wellness facilities present but personal well-being emphasized more; housing and dining align with student needs; library as key academic resource.
Admissions	Creative, non-traditional selection methods (e.g., city-building games) to assess leadership and teamwork; challenge in attracting international diversity.	Structured, holistic process using academic, exam, interview, and behavioral criteria; focus on diversity (gender and academic) and inclusivity.
	Focus on experiential admissions that reflect institutional values and entrepreneurial orientation.	Behavioral assessment key to identifying leadership potential; multi-exam acceptance supports wider applicant base.
Administration	Mixed governance structure; student involvement in decision-making; lead score system incentivizes engagement and administrative participation.	Centralized governance with strong academic advising and research focus; ambition to compete with top global B-schools.

	Administration supports autonomy and participatory decision-making through a balanced governance model.	Plans to expand faculty diversity; limited current exchange programs with focus on future internationalization.
Placements	Entrepreneurship prioritized over traditional placements; strong use of alumni and recruiter relationships; internships tied to performance.	Growing recruiter base; expanding sectoral scope; stable internship offers; alumni play a key role in placements.
	Innovative model to transition students into entrepreneurs, not just job-seekers.	Strategic placement diversification and salary competitiveness are priorities; international placements limited by regulations.
Other Points	Implementation of lead score system; focus on experiential learning; global branding; digital-first outreach; student participation in governance.	Action plans include international partnerships, faculty recruitment, expanded industry outreach, and technology integration.
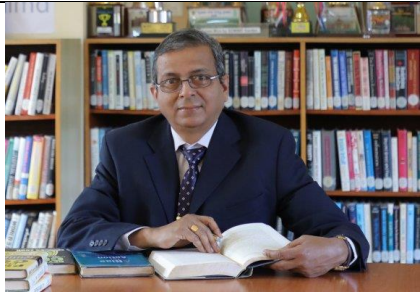
Interview with Founders of Business School

	Virtual Interview with Dr. Thomas George, Founder, LEAD Business School, Palakkad, Kerala, India	*Interview with Insights from Founder* *Mr. Kantharaje Urs & Dean Dr. Ambarish of MyRA School of Business, Mysore, Karnataka, India*
Pillar	**Insights from Dr. Thomas George (LEAD Business School)**	**Insights from Mr. Kantharaje Urs & Dr. Ambarish (MyRA)**
Marketing	Brand strategy centers on entrepreneurship with a job guarantee or fee refund model; differentiates through international appeal and outcome-based marketing.	Marketing driven by storytelling, thought leadership, TEDx events, and alumni advocacy; digital platforms and content play a central role.
	Alumni leveraged as marketing assets; digital-first campaigns replace traditional advertising and boost institutional outreach.	Emphasis on SEO, LinkedIn, YouTube, and paid campaigns for digital visibility; research-based brand building enhances credibility.
Infrastructure	Student-centric infrastructure enhances academic-social integration; future upgrades to include interactive learning tech and wellness spaces.	Modern campus infrastructure supports collaborative learning and technological integration (AI tools); sustainability is embedded.
	Strategic infrastructure investments planned to support experiential learning and leadership development.	Sustainable, safe, and inclusive infrastructure includes green energy

		and waste management systems alongside collaborative lounges.
Admissions	Admissions involve creative tasks to evaluate leadership, teamwork, and innovation; international diversity is a strategic goal.	Data-driven and personalized admissions process; blends merit and need-based scholarships to foster inclusion and diversity.
	Selection criteria reflect entrepreneurial philosophy and student potential over conventional metrics.	Focus on global outlook via exchange programs; admissions strategy is tech-enabled and student-focused.
Administration	Adopts a hybrid governance model combining centralized authority with participatory mechanisms like student representation.	Administrative processes emphasize transparency, automation, and feedback loops; faculty development is a core component.
	Incentivized governance system (lead score) fosters student engagement in institutional processes.	Technology integration in governance; real-time student input and faculty upskilling initiatives ensure adaptability.
Placements	Emphasis on developing entrepreneurs via real-world experience, internships, and strategic recruiter-alumni relations.	Placement strategy relies on alumni tracking, industry tie-ups, and soft skill development; proactive recruiter engagement is key.
	Redefines placement as a platform for venture development rather than just employment outcomes.	Institutional placement model blends corporate readiness with longitudinal career tracking to improve outcomes.
Other Points	Institution-wide strategy promotes autonomy, experiential learning, digital outreach, and integrated governance.	Action agenda includes smart tech adoption, green campus initiatives, data-backed policy making, and digital ecosystem strengthening.

Interview with Experts from the Accreditation Bodies

	Dr. B.G. Sangameshwara (Former Chairman, AICTE, Government of India and Member of National Board of Accreditation, India)	*Dr. N.R. Parasuraman, Member of EFMD International Accreditation*
Pillar	**Insights from Dr. B.G. Sangameshwara (National Board of Accreditation, India)**	**Insights from Dr. N.R. Parasuraman (Member of EFMD International Accreditation)**

Marketing	Branding through structured programs and executive education partnerships enhances institutional positioning; accreditation as a reputational asset.	Achieving international accreditations like EQUIS is key to global positioning; marketing through program innovation and academic distinctiveness.
	Policy-driven institutional development integrates structured industry engagement and continuous student performance tracking.	Institutional visibility enhanced via thought leadership, social platforms, and research collaborations; alumni as brand ambassadors.
Infrastructure	Support for academic-social balance through fests, sports, canteens, and counseling centers; future-focused planning for sustainable student services.	Infrastructure development integrates smart classrooms, collaborative workspaces, and green campus strategies for global appeal.
	Structured infrastructure policies with affordability and inclusivity at the core; student wellness is institutionalized through service access.	Technology-enabled infrastructure aligns with hybrid models and AI learning environments; physical and digital spaces prioritized.
Admissions	Merit-based, multi-channel admission processes (CAT, MAT, GMAT, interviews); accreditation linked to diversity and mobility metrics.	Admissions embrace diversity and internationalization via data-driven strategies and holistic candidate evaluation.
	Structured frameworks for faculty recruitment and student evaluation elevate academic credibility and align with accreditation benchmarks.	Evaluation beyond academics includes leadership, ethics, and purpose-driven criteria to identify future-ready professionals.
Administration	Governance emphasizes institutional autonomy; directors and deans empowered for decision-making within 2-3 days for agile academic leadership.	Institutional governance fosters transparency, accountability, and academic freedom through structured quality enhancement cycles.
	Transparent, efficient administration achieved through automation, documented policies, open-door discussions, and stakeholder alignment.	Global accreditation linked to documented governance, stakeholder participation, and outcome-based evaluation mechanisms.
Placements	Structured internship model with industry tests and performance-based continuation ensures sustained employability.	Placements require strong industry ties and alumni involvement; strategies prioritize sectoral diversity and international readiness.
	Early-stage internships, industry collaboration, and dropout policies reflect a commitment to real-time, experiential talent development.	Career services must provide cross-border placement readiness; experiential learning and corporate networking emphasized.
Other Points	Advocates holistic engagement - balancing academics, policy-driven extracurriculars, and gender-sensitive support systems.	ERS integration, alumni tracking, and internationalization are seen as non-negotiable standards for globally accredited schools.

Discussion on the Phase 2 of the Thematic Approach Study:

The insights gathered from Founders, Directors, and Experts representing both national and international accreditation bodies offer a wealth of strategic understanding and contextual depth for this research. These diverse perspectives have provided the authors with a comprehensive view of how business schools are envisioned, structured, governed, and evaluated—both within the Indian landscape and against global benchmarks. The integrated learnings have not only enriched the study's conceptual foundation but have also illuminated critical dimensions of institutional excellence, stakeholder expectations, and accreditation-driven transformation in management education.

Based on the insights the authors attempted to identify the areas of improvement and the key takeaways from each of the experts in the following Table 8.

Table 8
Key Takeaways, Learnings and Areas of Improvement identified during Phase 2

Pillar	Learning from Directors	Learning from Founders	Learning from Accreditation Experts	Areas of Improvement
Marketing	Emphasis on entrepreneurship branding, global appeal, and digital outreach over traditional marketing; alumni networks leveraged.	Digital storytelling, SEO strategies, research-led branding, and alumni advocacy used for market positioning.	Branding tied to structured programs and accreditation value; thought leadership and global visibility emphasized.	Integrate storytelling with accreditation-driven value; scale alumni-driven outreach; emphasize international accreditations in branding.
Infrastructure	Focus on interactive learning spaces, social development, and future digital enhancements.	Modern, sustainable campuses with collaborative spaces, AI tools, and safety provisions.	Balanced infrastructure with wellness access, smart classrooms, and hybrid learning support.	Advance green infrastructure and tech integration; expand student-centric services for wellness and collaboration.
Admissions	Non-traditional, experiential admissions processes; behavioral assessments; challenge in attracting diversity.	Personalized, tech-enabled admissions with a global outlook; merit and need-based scholarship structures.	Data-driven, multi-channel strategies; emphasis on holistic candidate assessment and mobility.	Combine experiential and data-driven selection; enhance global student diversity through targeted scholarships and outreach.
Administration	Governance models balancing central authority with student	Transparent, automated governance with faculty development and	Governance tied to autonomy, structured decision-making, and continuous	Promote participatory governance with robust policy documentation

	participation; lead score systems for engagement.	real-time feedback loops.	quality enhancement.	and automation for global quality benchmarks.
Placements	Entrepreneurship-centered placement model; strong alumni and recruiter engagement.	Proactive industry relationships; longitudinal career tracking; skill readiness programs.	Structured internships and global career services; sectoral diversity and international readiness prioritized.	Broaden placement model to include startup incubation, cross-border partnerships, and alumni tracking systems.
Other Points	Global branding, digital marketing, experiential learning, autonomy, and student governance emphasized.	Sustainability, policy-driven digital transformation, and green practices prioritized.	Internationalization, ERS integration, and continuous stakeholder engagement as non-negotiable standards.	Embed sustainability, ERS, and internationalization across strategies; maintain feedback-driven quality cycles.
Key Takeaway	B-schools must embed entrepreneurship, experiential learning, and student engagement into institutional culture to remain globally relevant.	Modern business education demands innovation in branding, sustainability in infrastructure, and personalization in admissions to stay competitive.	Accreditation-driven governance, global outlook, and alignment with ERS and internationalization standards are imperative for long-term credibility.	Integrate entrepreneurship, innovation, and global benchmarking with measurable policy frameworks and continuous quality assurance mechanisms.

Moving Forward for Phase 3

The insights derived from Phase 1 and Phase 2 of the study have been critically analyzed in alignment with the Sustainable Global Business School Model, originally conceptualized through a geographic and contextual approach based on secondary data. Building upon this foundation, the authors revisited stakeholder expectations alongside expert insights to construct a comprehensive and actionable framework. This integrative model reflects the dynamic interplay between institutional practices and global accreditation standards, offering a roadmap for developing sustainable and globally relevant business schools. The outcome is illustrated in Figure 4.
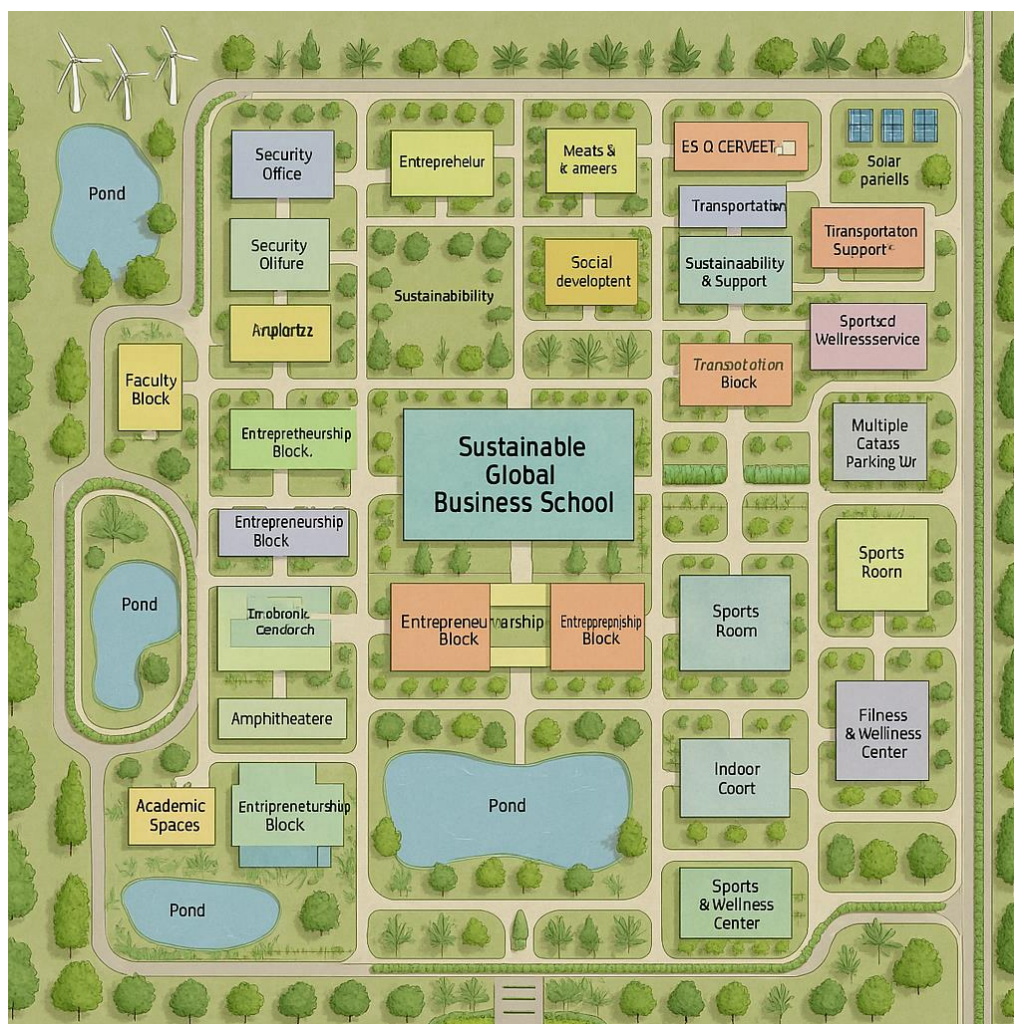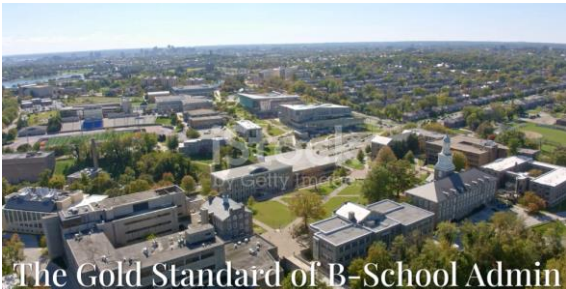
Figure 4:
45 Acres Implementable Sustainable Global Business School Model

The authors did a focus group study by presenting the Figure 4 presented above and the expectations gathered from the secondary sources, stakeholders' response and the experts' insights in the form of a video presentation. The process and the outcome of the Phase 3 is discussed in the next section.

Phase 3: Analysis of expectations from the focused group
Focus group discussions were conducted with two cohorts of postgraduate management students to understand experiential perceptions of institutional practices.

The inputs from the focus group and quantitative & qualitative analysis of stakeholders are mapped to the existing prototype to identify the differences between the stakeholder's expression and expectations to the experiential learning of the stakeholders group. Further, the differences are examined with the available literature to ascertain the importance of the factor to incorporate in the model. With this, the final model was developed using the AI tools to present the conceptional model for a business school to meet the needs of the current day stakeholders at the global level.

Focus Group 1 *Representation from the first-year's for the Post Graduate Diploma in Management Program of SDM Institute for Management Development (SDMIMD), Mysore.*	*Focus Group 2* *Representation from the Second – Year Post Graduate Diploma in Management Program of SDM Institute for Management Development (SDMIMD), Mysore.*
Insights from Focus Group 1	**Insights from Focus Group 2**
Marketing	
• High importance to case-based pedagogy • Entrepreneurship focus valued • Expect more global alumni interaction • Demand better visibility on international accreditations	• Emphasize faculty quality and alumni credibility as key branding tools • Expect strong digital presence and marketing with ROI transparency
Infrastructure	
• Strong demand for modern facilities • Want hybrid learning spaces • Value extracurricular and wellness amenities • On-campus housing improvement suggested	• Focus on modern, sustainable design • Prioritize wellness centers • Call for campus design that supports learning and collaboration

Admissions	
• Support academic and skill-based diversity • Prefer flexible entrance exams • Request structured application with behavioral assessment • Desire multiple interview rounds for fairer selection	• Favor structured admissions process • Recommend multi-exam acceptance • Emphasize diversity and transparency in candidate selection
Administration	
• Strong preference for centralized admin • Appreciate academic rigor and reputation • Value career counseling • Expect industry-experienced faculty	• Prioritize faculty development • Demand efficient exchange programs • Highlight need for robust counseling and governance models
Placements	
• Top priority on *diversity of companies* visiting campus • Internship opportunities are essential • Demand better mock interview training • Stronger alumni support expected	• Expect industry-wise placement expansion • Want more global recruiter engagement • Value internship pipelines leading to final placement
Points of Parity (PoP) • Both groups value modern infrastructure and global connectivity.	

- Career services and placements are considered crucial pillars by both.
- Strong desire for diversity in admissions and flexibility in selection processes.

  Points of Difference (PoD)
- Juniors focus more on process transparency and exposure expectations.
- Seniors seek strategic improvements in global recruiter relationships, faculty quality, and digital marketing maturity.

8. Final Discussions

This study demonstrates that the effectiveness of a Global Business School is intricately linked to its ability to balance stakeholder expectations, integrate global best practices, and commit to sustainable development. The dual lens—geographical and thematic—reveals convergences and divergences in institutional performance, stakeholder satisfaction, and strategic direction.

Across all five pillars—**Marketing, Infrastructure, Admissions, Administration, and Placements**—stakeholders consistently value global exposure, academic rigor, and practical readiness. Points of Parity (PoPs) indicate universal expectations for diverse programs, strong alumni networks, and comprehensive placement opportunities. However, Points of Difference (PoDs) underscore gaps in areas such as wellness infrastructure, clarity in admissions criteria, international placements, and administrative responsiveness.

The thematic approach, particularly the feedback from newly joined first-year PGDM students and second-year students (focus groups), affirmed the validity of the proposed model while emphasizing finer experiential gaps. Furthermore, expert interviews validated the need for participatory governance, accreditation-driven branding, and AI-integrated teaching and administration. By synthesizing these inputs, the final sustainable business school model presented —visually and architecturally—captures the operational, academic, and strategic aspirations of a future-ready management institution.

The outcome of the understanding is presented as Figure 5A and 5B.

Figure 5A: Proposed Model for the Global Business School of Excellence as per the research outcome in an area of 45 acres (Generated by AI Tool)

Figure 5B: Proposed Model for the Outbound Training Facility in a Global Business School of Excellence as per the research outcome in an area of 5 acres (Generated by AI Tool) (Research outcome by one of the authors of this research - Shetty, Nanda Kishore, L. Gandhi, and Yashaswini M. 2025. "From Theory to Action: Enhancing B-School Learning through Outbound Training." *European Economic Letters (EEL)* 15(1):3665–81.

9. Recommendations
The study offers the following strategic recommendations to enhance B-School effectiveness:

1. Marketing and Global Branding
- Integrate digital storytelling, alumni success, and accreditation milestones into the school's global identity campaigns.
- Develop SEO-optimized, thought-leadership-driven content strategies across LinkedIn, YouTube, and Instagram.
- Utilize alumni networks as ambassadors in brand advocacy, admissions support, and corporate relations.

2. Sustainable and Smart Infrastructure
- Establish Out-bound Training facility to extend the hybrid learning pods, outdoor classrooms, and collaborative tech lounges to promote immersive learning (Learning from the research by one of the author is used to present the concept to focus group (Shetty, Gandhi, and M 2025).
- Prioritize wellness centers, sustainable housing, and dining spaces alongside green energy and smart classrooms.
- Use virtual campus tours and green ratings to enhance visibility.

3. Inclusive and Data-Driven Admissions
- Adopt holistic selection mechanisms blending behavioural assessments with academic metrics.
- Clearly communicate flexibility in entrance exam acceptance and scholarship criteria.

- Implement AI-driven admissions platforms for better candidate fit and faster decision-making.

4. Agile and Participatory Administration

- Digitize governance structures through real-time dashboards, faculty development metrics, and stakeholder feedback loops.
- Promote decentralized decision-making with structured student involvement.
- Institutionalize international faculty integration and academic exchange programs.

5. Strategic and Global Placements

- Develop sector-focused placement cells aligned with evolving fields such as sustainability, fintech, and AI.
- Foster cross-border collaborations for international internships and final placements.
- Scale alumni engagement in resume reviews, mock interviews, and talent referrals.

10. Scope for Further Research

While the current study provides a robust framework, several avenues remain open for future exploration:

- **Longitudinal Impact**: Evaluate the sustained effects of implementing the proposed model on student outcomes and institutional rankings.
- **AI and Digital Integration**: Assess how emerging technologies (e.g., generative AI, virtual classrooms) shape pedagogy and operations.
- **Comparative Global Studies**: Expand the geographical scope to include institutions from Latin America, Africa, and East Asia for broader benchmarking.
- **Sustainability Metrics**: Develop a measurable ESG-index framework specific to B-schools to guide infrastructural and academic development.
- **Experiential Learning Models**: Investigate the impact of immersive experiences (capstone, OBT, live projects, startup incubations) on career readiness and global adaptability.

11. Conclusion

This study presents a pioneering attempt to design a **Sustainable Global Business School Model** rooted in both strategic foresight and empirical evidence. Drawing on global best practices and contextualizing them within the Indian landscape, the research provides an integrated roadmap for institutional excellence. Through the dual lens of geographical benchmarking and thematic stakeholder engagement, it reveals that sustainability, digital transformation, inclusivity, and stakeholder responsiveness are no longer optional—they are imperative.

The final model, developed through AI simulation and stakeholder iteration, embodies these priorities in a scalable, implementable vision. If adopted and customized by institutions, this framework promises to enhance employability, institutional reputation, academic innovation, and global relevance. As the world continues to demand ethical, innovative, and adaptive leaders, business schools must transform not just what they teach—but how they govern, engage, and evolve. This study serves as a blueprint for that transformation.

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