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Benchmarking Rajagiri Business School's Scholarly Output through Sustainable Development Goals (SDG) Lens: A Bibliometric Approach

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Abstract: This study provides a bibliometric analysis of Rajagiri Business School's (RBS) research contributions through the Sustainable Development Goals (SDGs) lens, utilizing SciVal's research intelligence and benchmarking capabilities to assess impact, alignment, and strategic growth areas in responsible management education (RME). Analyzing key performance metrics—including Field-Weighted Citation Impact (FWCI), citation counts, and scholarly output across all 17 SDGs—this work reveals RBS's substantial contributions to SDGs such as Affordable and Clean Energy (SDG 7), Decent Work and Economic Growth (SDG 8), and Climate Action (SDG 13), with FWCI scores significantly above global averages. Meanwhile, research gaps in SDGs like Gender Equality (SDG 5) and Clean Water and Sanitation (SDG 6) highlight further areas for development. This analysis underscores how benchmarking and insights tools empower business schools to position their research within national and international academic landscapes, enhancing institutional visibility and impact. By illustrating the strategic role of SDG-focused research in business schools, particularly within India and globally, this study affirms the integral role of academia in advancing sustainable development. The findings demonstrate how business schools can utilize data-driven insights to support targeted research growth, foster impactful collaborations, and align their missions with

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global sustainability objectives, thereby reinforcing the critical influence of academia on pressing societal challenges and global sustainability objectives.

Keywords: Sustainable Development Goals (SDGs), Research Benchmarking, Business Schools, Rajagiri Business School, Bibliometric Analysis, Field-Weighted Citation Impact (FWCI)

Introduction

In 2015, the United Nations General Assembly established 17 Sustainable Development Goals (SDGs). The introduction of SDGs was with a vision and mission to commence with a new tab/window to facilitate a more sustainable future to build this world a better place to live. Starts in a new tab/window to facilitate a more sustainable future where no one is marginalized. Research and funding institutions are essential in facilitating this significant endeavour: A comprehensive understanding of the research landscape about the SDGs can identify gaps necessitating further funding and support. It also encompasses the rankings and accreditations of higher educational institutions in assessing their scholarly contribution to the social and impactful research contribution. The Times Higher Education's Impact Rankings, which evaluate institutions based on their contributions to the SDGs (SDG research mapping initiative,2020) is one of the highly valued and cited assessment in this regard. Higher education institutions are under more pressure to concentrate on the Sustainable Development Goals (SDGs) as a means to change management education to responsible management education (RME) and "evolve their traditional approach to education" in the framework of the growing attention to the SDGs (Snelson-Powell et al., 2020). Citation analysis is a bibliometric tool often used in academic libraries to evaluate what they already have and assist the institutions/scholars to decide on how to grow their collections in the future. Researchers can avail information in many different ways, hence it is considerable to understand more about the sources they are using, and how the library assist them to access these sources (Vaaler, 2018). The citation analysis

of both faculty and student research identifies gaps in information utilization, which in turn guides improvements in library instruction. It provides quantifiable insights into the efficacy of library resources in improving academic productivity at all levels (Carbery & Leahy, 2015). Combining citation analysis of student papers with instructor feedback exposes students' unfamiliarity with significant publications and authors. This emphasizes the necessity for collaboration between librarians and faculty to raise awareness of critical academic resources and inform collection development (Currie & Monroe-Gulick, 2013). Combining citation analysis of student papers with instructor feedback exposes students' unfamiliarity with significant publications and authors. This emphasizes the necessity for collaboration between librarians and faculty to raise awareness of critical academic resources and inform collection development (Halo & Demeter, 2022). Business schools are at a critical point in their development, necessitating an increased focus on societal value by connecting their mission with a distinct vision and purpose grounded in sustainable effect (Thomas & Cornuel, 2012). Business schools are fundamentally designed to produce academic, personal, and social value. This is accomplished by preparing knowledgeable graduates who is expected meaningful contributions to society, providing quality education, and conducting impactful research (Hay, 2008). Business school's reliance on market dynamics can expose them to risks, including fluctuating demand, exchange rate volatility, changes in student subsidies, and intensifying global and local competition (Parker & Guthrie, 2010). As business school rankings grow, employing extensive bibliometric data, including web-based analytics, becomes indispensable for assessing scholarly impact and matching academic output with Sustainable Development Goals (SDG) benchmarks (Bradshaw,2007). AACSB International accreditation demonstrates a business school's commitment to global relevance, responsiveness, and academic excellence, allowing it to compete in management education while driving

strategic actions in the face of dynamic change and aligning with the larger goals of SDG-driven initiatives (Trapnell, 2007).

The success of a business school depends on preserving academic integrity while ensuring its research and academic practices are congruent with the requirements and esteem of the wider business community (Cotton et al., 2001). "Educational research has paid little attention to analyzing how business schools affect education and how they influence academic results (Ogawa & Kim, 2005). It is clear that business schools face an imperative for reappraising their role as knowledge creators, educators, and social institutions (Khurana, 2007; Starkeyand Tempest, 2008) and, simultaneously, as competitive organizations (Antunes and Thomas, 2007; Thomas, 2007). Sustainability represents the potential to achieve lasting advancement by incorporating environmental, social, and economic factors into decision-making, fulfilling current requirements without jeopardizing the demands of future generations, and closely correlating with sustainable development ideals (Landrum, 2021). The SDGs are a linked roadmap for tackling global challenges, calling for transformative partnerships and governance to build a peaceful, prosperous, and sustainable world through cross-sectoral collaboration (Eweje et al., 2020). A paradigm shift in quality management involves incorporating sustainability as a fundamental element, redefining superior results for enterprises, and highlighting the need for sustainable practices for long-term performance and impact (Fundin et al., 2021; Siva et al., 2016). This advancement in quality management corresponds with the UN's Agenda 2030, prompting leaders to re-evaluate organizational policies to promote sustainable development principles inside their systems and the wider community (Cole, 2003; Hawkins and James, 2018; Martensson et al., 2019). However, Education for Sustainable Development (ESD) discusses the integration of sustainable development into educational institutions (Collier et al., 2022). The 2030 Agenda for Sustainable Development (UN, 2015) is the UN's comprehensive program, building on the 2015 Millennium Development Goals (UN, 2013), to strengthen global efforts toward sustainable development in the future years (Zarestky & Collins, 2017).

The private sector's contributions to achieving Sustainable Development Goals (SDGs) are increasingly recognized, highlighting its significant role in research (Garcia-Sanchez et al., 2020; Mio et al., 2020; Sullivan et al., 2018). Academics, particularly management education, have an essential role in influencing society. Business schools nurture future leaders and stimulate knowledge exchange, conversations, and partnerships necessary for accomplishing the Sustainable Development Goals (Arruda Filho, 2017; Parkes et al., 2020; Rasche et al., 2020; Storey, Killian, & O'Regan, 2017; Weybrecht, 2017; PRME, 2020). Integrating Sustainable Development Goals (SDGs) into higher education is a multifaceted, dynamic, and non-linear endeavour, requiring new approaches that synchronize educational practices with global sustainability aims in management and business education (Cicmil et al., 2017). Sesen and Gurbuz (2025) conducted a bibliometric analysis of postgraduate dissertations focusing on organizational stress factors affecting information managers, highlighting mobbing, leadership issues, and organizational silence. Their study revealed a significant gap in thesis-level research across Turkish universities, emphasizing the need for increased academic attention. Their findings underscore the relevance of bibliometric methods in mapping research trends and offer valuable insights for future interdisciplinary studies in organizational and information management

Through this research study, the authors aim to explore and analyze the scholarly output of Rajagiri Business School within the framework of the Sustainable Development Goals (SDGs). By employing bibliometric analysis employing data from the SciVal database, the current study seeks to uncover the extent to which research initiatives align with the SDGs and identify existing gaps that may necessitate further investigation, funding, and collaboration. The focus is on highlighting the pivotal role of business schools in fostering responsible management education (RME) that contributes not only to academic excellence but also to societal value and sustainable development.

Leveraging SciVal, a comprehensive research intelligence platform, this study delves into key performance metrics such as Field-Weighted Citation Impact (FWCI), scholarly output, and citation count. The FWCI metric, which measures how well-cited a publication is compared to similar publications in different subject areas, provides an objective benchmark for assessing Rajagiri Business School's research impact. By normalizing citation data across fields, FWCI offers valuable insights into the institution's comparative standing in global research trends. This analysis also considers citation counts and overall scholarly output, offering a data-driven understanding of Rajagiri's strengths in SDG-related research and indicating areas where additional focus or collaboration could enhance impact.

This study aspires to contribute to the discourse on the intersection of business education and sustainable development by showcasing how business schools can reshape, redesign and realign their research agendas to address pressing global challenges.SciVal's advanced metrics, including FWCI, Rajagiri Business School can benchmark its research performance, identify high-impact areas for growth, align its efforts with global SDG priorities, and enhance its contributions to sustainable development. This holistic approach underscores the value of integrating sustainability into business education, promoting academic institutions' contributions to research excellence and societal advancement.

Research Objectives

Every research study evolves around specific objectives that shape its direction and impact. Accordingly, this study frames clear objectives designed to evaluate Rajagiri Business School’s alignment with the SDGs, assess research impact, and identify strategic growth areas. The following objectives guide the analysis, emphasizing the role of SDG-focused research in elevating institutional visibility, academic reputation, and sustainable development contributions, especially within the context of India’s higher education landscape.

- To what extent does the scholarly output of Rajagiri Business School (RBS) align with the United Nations' Sustainable Development Goals (SDGs), and how does this compare with global trends in business school research
- How does RBS's Field-Weighted Citation Impact (FWCI) reflect the quality and impact of its SDG-related research in comparison to international business schools
- What are the key areas of strength and opportunity in RBS's SDG-focused research output, as identified through bibliometric analysis, and how can these inform future research strategies
- Why is benchmarking SDG-related research in business schools important in shaping responsible management education (RME) and fostering societal impact
- What global and national trends emerge from the analysis of SDG-aligned research in business schools, and how does RBS position itself within these trends
- How can business schools in India and abroad leverage SDG-focused research to address contemporary challenges such as climate change, inequality, and sustainable economic growth
- Why is the integration of bibliometric tools, such as SciVal, crucial in evaluating and improving research performance in higher education institutions
- How can the findings from RBS's SDG-related research benchmarking influence policy and funding decisions in higher education, particularly in India and developing economies.
- How can the insights from RBS's SDG-focused research benchmarking contribute to enhancing India's higher education system, particularly in shaping policy, strategic funding, and alignment with international standards.

- What role does SDG-aligned research benchmarking play in elevating institutional rankings and reputation for higher education institutions, and how can it be effectively implemented in Indian business schools?

Background -Rajagiri Business School's Journey Toward SDG Excellence

Rajagiri Business School (RBS), Kerala, India, established in 2008, is an autonomous institution recognized for its focus on quality education and contributions to global management education and research. Internationally recognized accreditations, such as AACSB, EFMD, ACBSP, and NBA, RBS is committed to excellence in teaching, research, and social responsibility. The school's PGDM program, accredited by leading global and national bodies, underscores its dedication to equipping students with the competencies needed for today's complex business landscape(Rajagiri Business School).

RBS is deeply engaged in fostering sustainable development and addressing the global challenges outlined in the United Nations' Sustainable Development Goals (SDGs) (Vijesh et al., 2024). Its scholarly output is aligned with SDG-focused research, underscoring the institution's commitment to addressing critical issues like poverty alleviation, gender equality, environmental sustainability, and innovation. This is evident in the business school's strategic research initiatives, where numerous scholarly publications address SDG-related topics. The institution's focus on SDGs reflects a broader vision to impact society positively through responsible research, contributing to achieving these goals internationally.

Rajagiri Transcend, the school's social outreach arm, mirrors this ethos by engaging students in community service and social audits, reinforcing that future business leaders must be attuned to social and environmental responsibilities (Vijesh & Sreejith,2020). The institution integrates these values through its Rajagiri Immersive Learning Experience (RILE), ensuring that students graduate with professional skills and a strong sense of social responsibility. This emphasis on experiential learning and a robust research

culture highlight RBS's commitment to SDG-aligned research and its academic contributions to global sustainability initiatives. Through its focus on sustainability and social responsibility, the institution actively shapes future business leaders equipped to address the world's pressing challenges. One unique testament to RBS's commitment to sustainability is the establishment of the Rajagiri Garden Library, also known as the SDG Words Park. This innovative facility, blending natural elements with modern technology, features a fish spa, tree hut, discussion cabanas, and swing chairs, creating an inspiring and serene environment for reading. The library also boasts an audio collection and cultural installations, emphasizing global citizenship and the appreciation of world languages. This initiative exemplifies the institution's broader dedication to SDG 4 (Quality Education), promoting knowledge acquisition, peace, and cultural understanding (Kuruvilla, 2024).

Method

This study adopts a structured bibliometric analysis to benchmark Rajagiri Business School's (RBS) research output through the Sustainable Development Goals (SDGs) lens. The analysis is grounded in data sourced from Elsevier's SciVal platform, encompassing research publications over five years from 2019 to 2024. Key performance indicators analyzed include Scholarly Output (publication count), Field-Weighted Citation Impact (FWCI), and Citation Count, which provide insights into the productivity and global influence of RBS's research. The FWCI was used to normalize citation impact, comparing RBS's research quality against global benchmarks to assess its competitiveness. The study covers all 17 SDGs, ensuring a holistic evaluation of the school's contribution to sustainable development research and identifying areas for strategic enhancement.

Search Strategy

To ensure accuracy and relevance, the search strategy was carefully designed. SciVal's advanced filters were employed to limit the dataset to Rajagiri Business School, with the publication period restricted to 2019-2024. The research focus was refined by selecting publications associated with the 17 SDGs, ensuring alignment with sustainability frameworks. Bibliometric data—comprising Scholarly Output, FWCI, and Citation Count—were systematically retrieved and analyzed for each SDG. These parameters were chosen to evaluate the volume, quality, and visibility of RBS's research about global standards. This search strategy enabled a comprehensive view of RBS's strengths and gaps in SDG-focused research, offering insights for future strategic planning and institutional development.

Results

SciVal Metric: Relative Activity Index (RAI)

The Relative Activity Index (RAI) is defined as the proportion of an entity's publications in a subject area compared to the global proportion of publications in that subject. A value of 1.0 indicates that the entity's research activity in an area is identical to the worldwide activity in that field; a value more than 1.0 indicates greater attention and a value less than 1.0 indicates a lesser focus. The RAI for the Sustainable Development Goals (SDGs) is computed by dividing the total number of publications an entity has for an SDG by the total number of publications for the same entity to yield a percentage. The exact computations are carried out for each SDG for the World. The index is computed by dividing the entity's percentage by that of the World.Below is an example of how the RAI was calculated for the Worlds, which provides the index of 1.00, vs the UK and Athena University(www.scival.com).

UK SDG 1 percentage is (10539/1371780) *100 = 0.77%

UK SDG 1 Index is 0.77 / 0.43 = 1.79

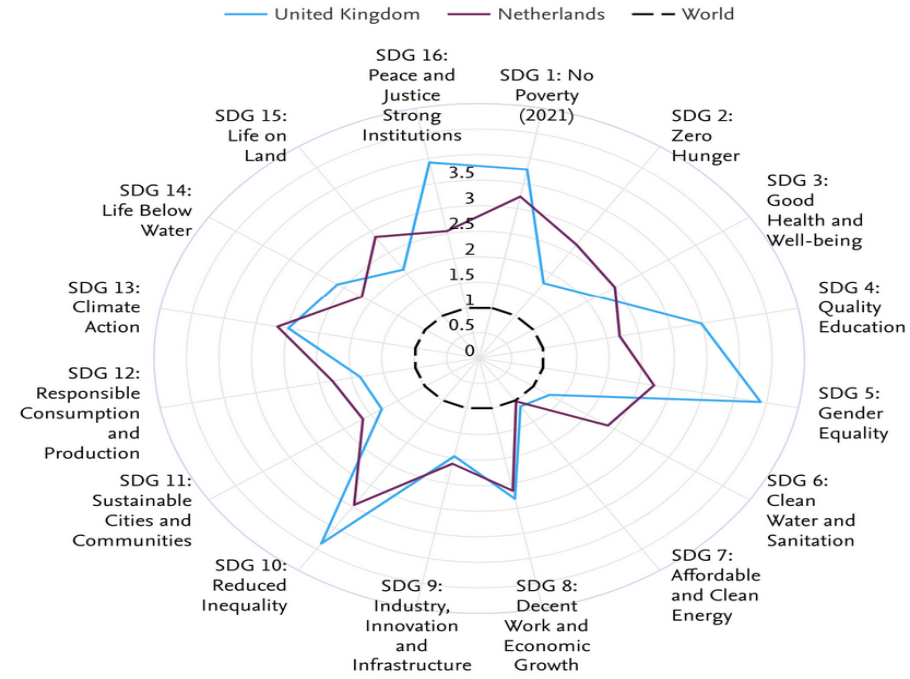
Table1 Relative Activity Index (RAI) Comparison for Sustainable Development Goals (SDGs)

SDG	World (2021)	UK (2021)	Athena University (2021)
Total Publications	**20,561,586**	**1,371,780**	**14,899**
SDG 1: No Poverty	0.43% (89,322)	0.77% (10,539) (RAI: 1.79)	0.47% (70) (RAI: 1.08)
SDG 2: Zero Hunger	1.14% (235,338)	1.12% (15,359) (RAI: 0.98)	0.55% (82) (RAI: 0.48)
SDG 3: Good Health and Well-being	13.35% (2,744,271)	14.17% (194,444) (RAI: 1.06)	13.29% (1,980) (RAI: 1.00)
SDG 4: Quality Education	1.25% (256,269)	1.44% (19,716) (RAI: 1.15)	1.46% (218) (RAI: 1.17)
SDG 5: Gender Equality	0.80% (164,146)	1.37% (18,785) (RAI: 1.72)	0.95% (142) (RAI: 1.19)
SDG 6: Clean Water and Sanitation	1.57% (322,868)	0.97% (13,269) (RAI: 0.62)	1.26% (187) (RAI: 0.80)
SDG 7: Affordable and Clean Energy	4.29% (881,746)	3.14% (43,090) (RAI: 0.73)	6.12% (912) (RAI: 1.43)
SDG 8: Decent Work and Economic Growth	1.35% (278,312)	1.70% (23,323) (RAI: 1.26)	2.25% (335) (RAI: 1.66)
SDG 9: Industry, Innovation, Infrastructure	2.37% (487,131)	2.40% (32,918) (RAI: 1.01)	3.40% (506) (RAI: 1.43)
SDG 10: Reduced Inequality	1.40% (287,826)	2.17% (29,769) (RAI: 1.55)	1.58% (235) (RAI: 1.13)
SDG 11: Sustainable Cities and	2.09% (429,894)	2.00% (27,416) (RAI:	3.10% (462) (RAI: 1.48)

Communities		0.96)	
SDG 12: Responsible Consumption & Production	1.26% (258,875)	1.25% (17,100) (RAI: 0.99)	2.89% (430) (RAI: 2.29)
SDG 13: Climate Action	1.46% (299,957)	1.96% (26,914) (RAI: 1.34)	2.36% (351) (RAI: 1.61)
SDG 14: Life Below Water	0.90% (185,383)	0.99% (13,586) (RAI: 1.10)	0.48% (72) (RAI: 0.54)
SDG 15: Life on Land	1.11% (227,919)	1.35% (18,451) (RAI: 1.21)	0.48% (72) (RAI: 0.44)
SDG 16: Peace, Justice, and Strong Institutions	1.22% (250,758)	2.31% (31,756) (RAI: 1.90)	1.62% (241) (RAI: 1.33)

(Source: Scival database)

The RAI is displayed in SciVal as a Cobweb Chart:



Source -Scival database, Figure 1 -Scival Cobweb chart

The analysis of the Relative Activity Index (RAI) for the Sustainable Development Goals (SDGs) highlights distinct research focus patterns between the World, the UK, and Athena University. The RAI, which measures the proportion of an entity's publications in a particular subject area relative to the global proportion, reveals both areas of alignment and divergence in research emphasis across various SDGs.

For **SDG 1 (No Poverty),** the UK demonstrates a significantly higher focus, with a RAI of 1.79, indicating a much greater research activity in this area compared to the global average. Athena University also shows a slightly above-average focus with a RAI of 1.08. In contrast, the UK's research activity in **SDG 2 (Zero Hunger)** is nearly aligned with the global average, having a RAI of 0.98, while Athena University exhibits a considerably lower emphasis, reflected in a RAI of 0.48. The UK slightly surpasses the global focus on **SDG 3 (Good Health and Well-being)** with a RAI of 1.06, while Athena University's activity is on par with the global index at 1.00. Both the UK and Athena University display a stronger emphasis on **SDG 4 (Quality Education),** with RAIs of 1.15 and 1.17, respectively, suggesting that these institutions prioritize education research more than the global average.

The UK also shows a markedly higher focus on **SDG 5 (Gender Equality),** with a RAI of 1.72, reflecting a considerable research effort in this area. Athena University, while also above the global index, is slightly lower with a RAI of 1.19. For **SDG 6 (Clean Water and Sanitation),** the UK and Athena University both fall below the global average, with RAIs of 0.62 and 0.80, respectively, indicating lower research attention. In the case of **SDG 7 (Affordable and Clean Energy),** Athena University outperforms both the UK and the global average with a RAI of 1.43, showcasing a strong research focus on clean energy, while the UK lags behind with a RAI of 0.73.

Regarding **SDG 8 (Decent Work and Economic Growth),** both the UK and Athena University surpass the global average, with RAIs of 1.26 and 1.66, respectively, highlighting their enhanced research activity in this domain. Similarly, Athena University has a much stronger focus on **SDG 9 (Industry, Innovation, and Infrastructure)** with a RAI of 1.43, while the UK remains close to the global benchmark at 1.01. The UK exhibits a higher-than-average emphasis on **SDG 10 (Reduced Inequality)** with a RAI of 1.55, while Athena University, with a RAI of 1.13, also shows increased focus compared to the global average.

For **SDG 11 (Sustainable Cities and Communities),** Athena University stands out with a RAI of 1.48, indicating a significant research focus in this area, whereas the UK's RAI of 0.96 suggests a slightly lesser emphasis. Athena University shows exceptional research activity in **SDG 12 (Responsible Consumption and Production)** with a RAI of 2.29, considerably exceeding both the UK (0.99) and the global index. In **SDG 13 (Climate Action),** Athena University (RAI 1.61) and the UK (RAI 1.34) both exceed the global average, reflecting a stronger research engagement in climate-related issues.

Conversely, Athena University shows lower research activity in **SDG 14 (Life Below Water)** with a RAI of 0.54, while the UK's activity is slightly above the global average with a RAI of 1.10. The UK also places greater emphasis on **SDG 15 (Life on Land)** with a RAI of 1.21, while Athena University, with a RAI of 0.44, demonstrates a much lower focus. Finally, for **SDG 16 (Peace, Justice, and Strong Institutions),** the UK exhibits a significantly higher focus with a RAI of 1.90, and Athena University also surpasses the global average with a RAI of 1.33.

The RAI analysis illustrates how the UK and Athena University differ in their research priorities compared to the global standard. While both entities show stronger-than-average emphasis on several SDGs, Athena University

particularly excels in areas such as clean energy, decent work, and responsible consumption, whereas the UK's research focus is more balanced across a broader range of SDGs, with notable emphasis on gender equality and peace, justice, and strong institutions. This comparative analysis provides valuable insights into the research landscapes of these entities and their contributions to the global sustainability agenda.

Rajagiri Business School's Research Intelligence Metrics with SDG Goals

Table 2 –RBS's Scholarly Metrics with SDG goals

Name of the SDG	Scholarly Output (SO)	Field-Weighted Citation Impact (FWCI)	Citation Count (CC
SDG 1: No Poverty (2023)	8	2.49	190
SDG 2: Zero Hunger (2023)	3	4.62	167
SDG 3: Good Health and Well-being (2023)	16	4.07	500
SDG 4: Quality Education (2023)	9	1.06	41
SDG 5: Gender Equality (2023)	3	0.07	2
SDG 6: Clean Water and Sanitation (2023)	1	0	0
SDG 7: Affordable and Clean Energy (2023)	24	4.28	1176
SDG 8: Decent Work and Economic Growth (2023)	45	2.84	1610
SDG 9: Industry, Innovation and Infrastructure (2023)	21	2.64	441
SDG 10: Reduced Inequality (2023)	33	2.25	797
SDG 11: Sustainable Cities and Communities (2023)	9	2.21	218
SDG 12: Responsible Consumption and Production (2023)	22	1.9	377
SDG 13: Climate Action (2023)	26	3.42	1159
SDG 14: Life Below Water (2023)	0	0	0
SDG 15: Life on Land (2023)	5	2.51	70
SDG 16: Peace, Justice and Strong Institutions (2023)	8	2.05	119

(Sources -Scival database)

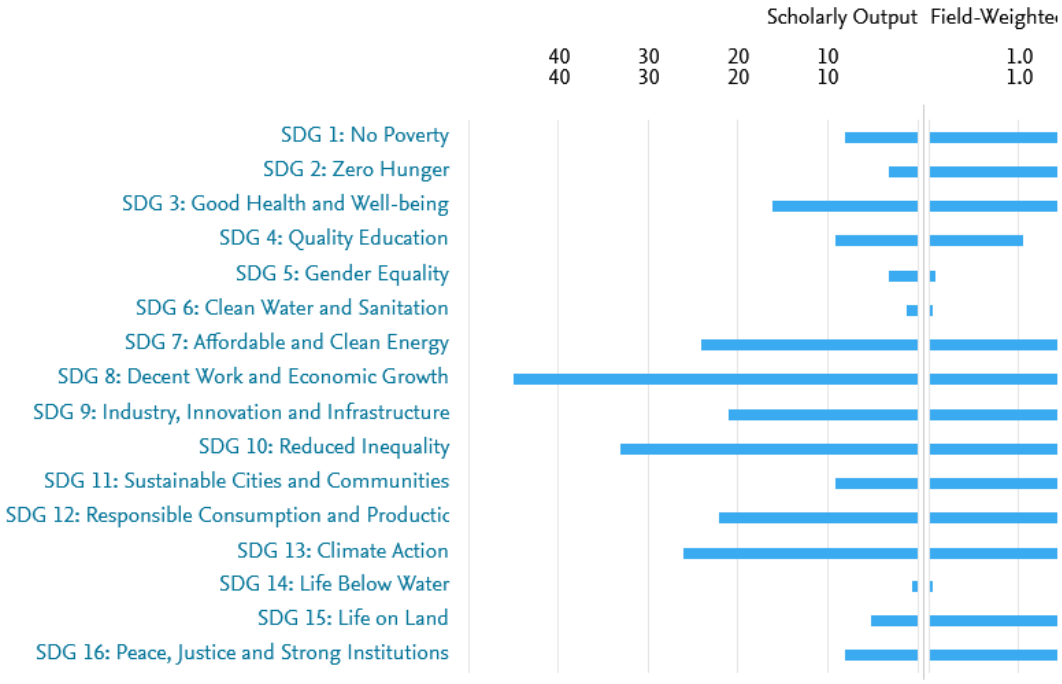


Figure 2-RBS's Scholarly Metrics with SDG Goals, Sources: Scival database

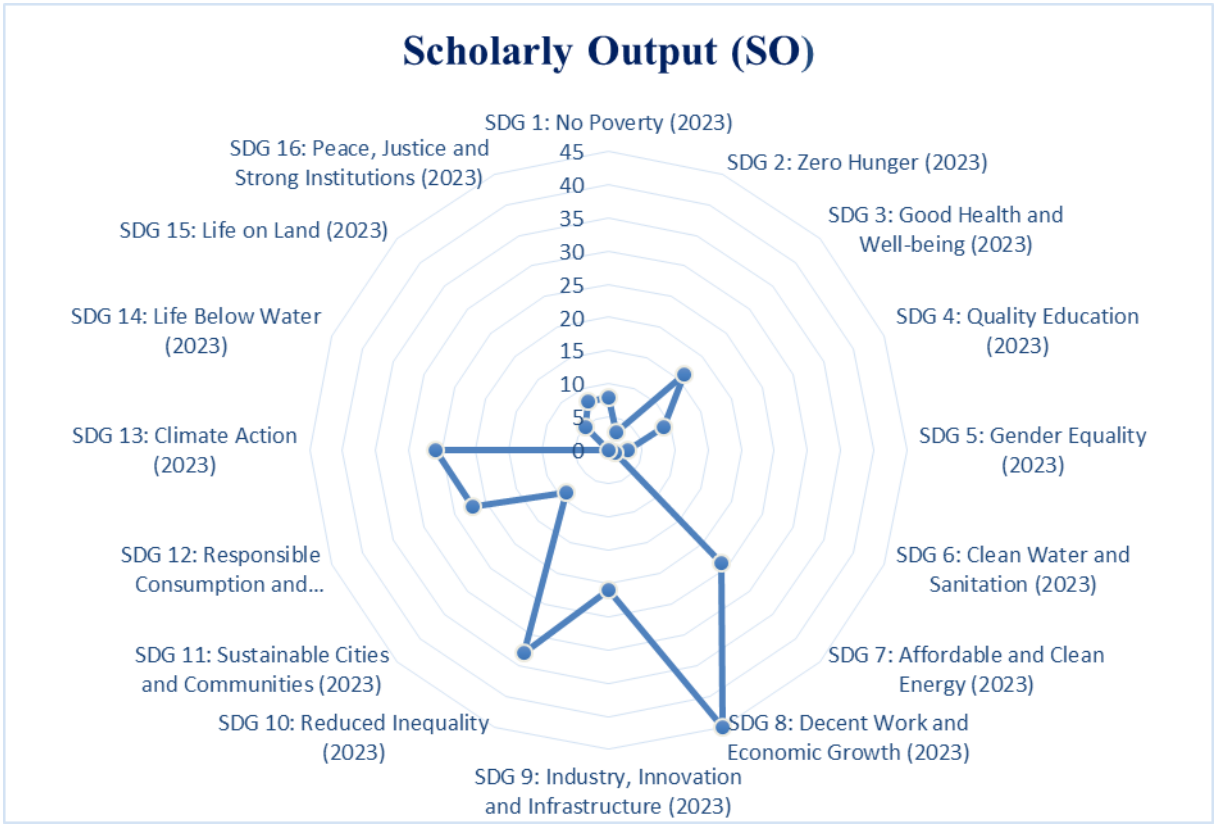


Figure 3- Scholarly Output, Sources -Authors

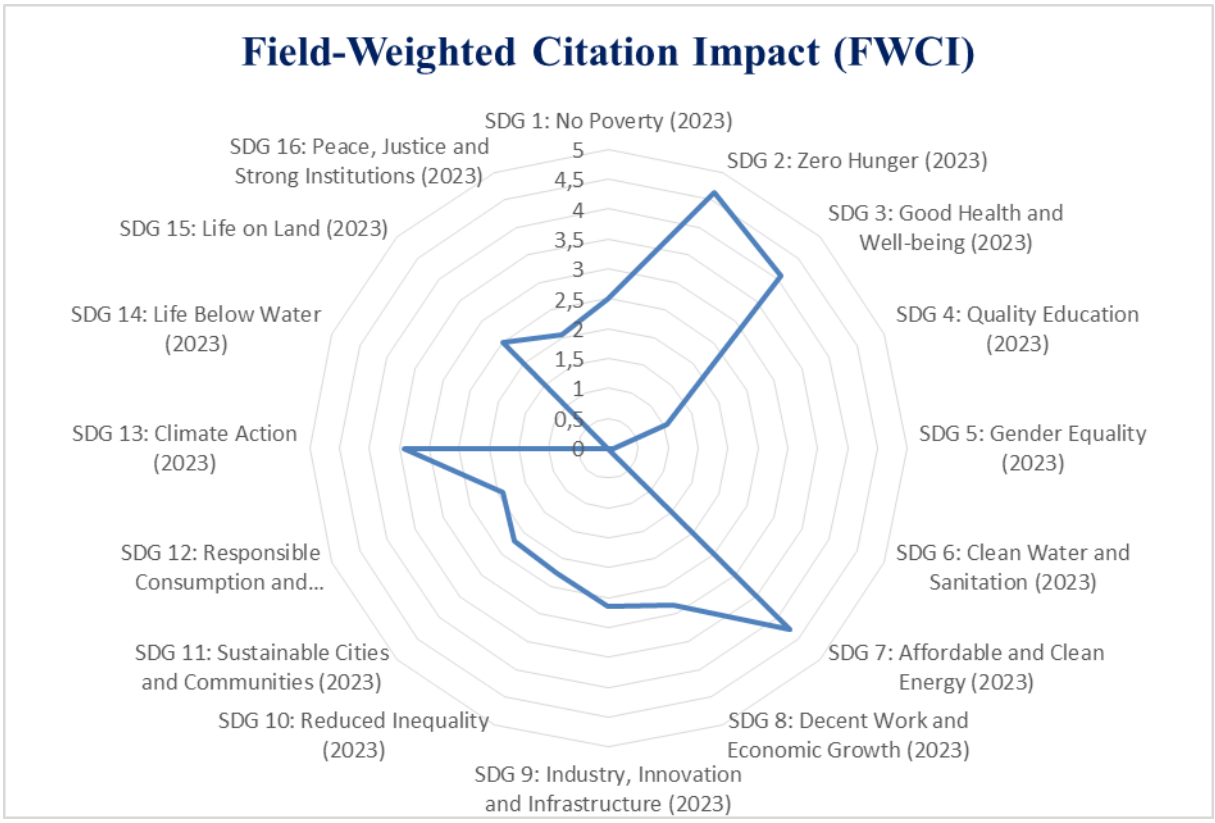


Figure 4- Field-Weighted Citation Impact (FWCI), Sources -Authors

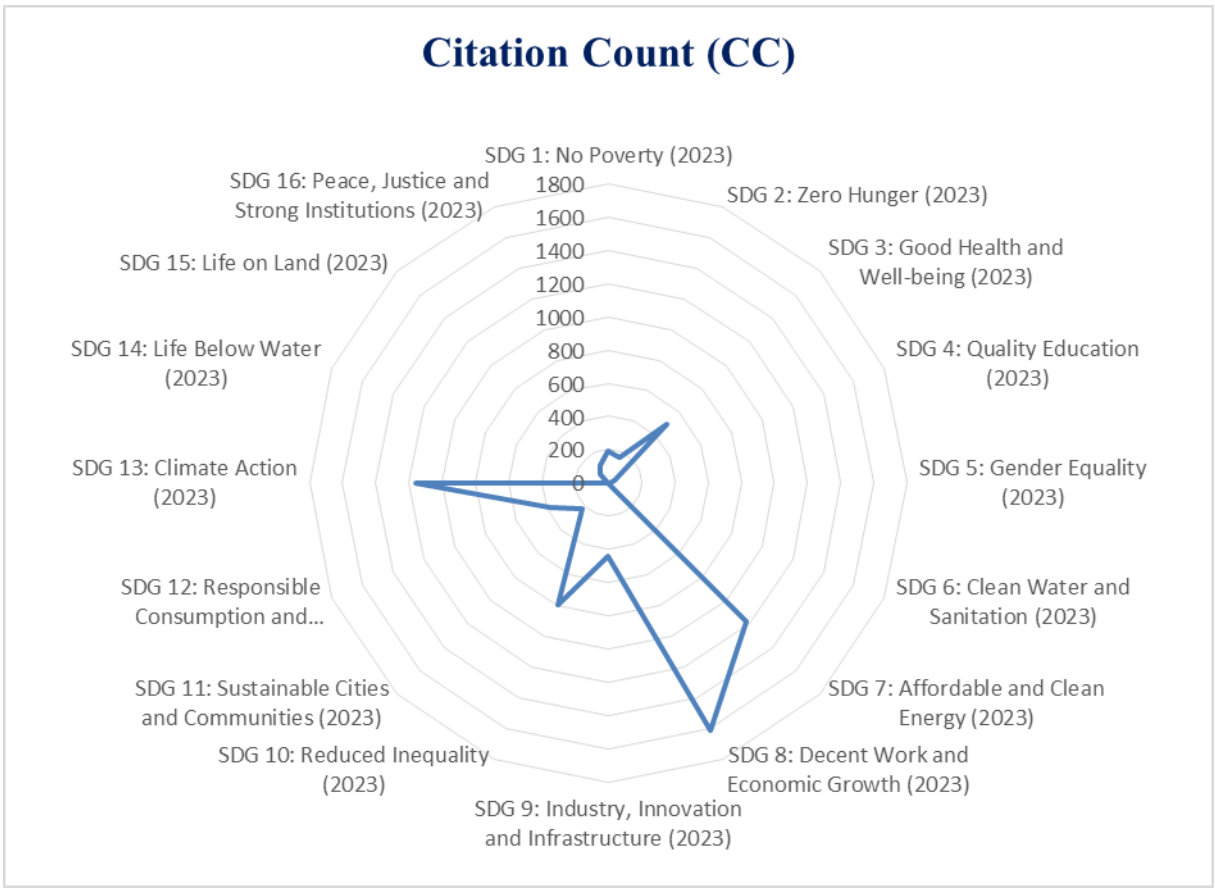


Figure5 -Citation Count (CC), Sources -Authors

RBS's Scholarly Metrics with SDG Goals

Table 2, and Figure 2-5, Analyses the Rajagiri Business School's (RBS) scholarly metrics concerning the Sustainable Development Goals (SDGs) provide a comprehensive view of its research performance and impact. The analysis below evaluates the research outputs, Field-Weighted Citation Impact (FWCI), and citation counts for each SDG from SDG 1 to SDG 16, providing insights into the institution's strengths and areas for improvement.

SDG 1: No Poverty

RBS produced eight publications in this area with an FWCI of 2.49 and 190 citations. This suggests a high impact, with the research being cited more than twice as often as the global average. While the output is modest, the quality and influence of the research are evident, positioning RBS as a strong contributor to research on poverty alleviation.

SDG 2: Zero Hunger

With only three publications, RBS shows limited research output in this domain, yet the FWCI of 4.62 and 167 citations reflect exceptional academic impact. Each publication is cited over four times the global average, indicating that despite the low output, the institution's contributions to food security are highly influential.

SDG 3: Good Health and Well-being

RBS has a solid presence in health-related research, with 16 publications and an FWCI of 4.07, accompanied by 500 citations. The FWCI highlights a significant influence, with research being cited over four times more than the global norm. This strong citation impact demonstrates RBS's relevance and authority in health and well-being research.

SDG 4: Quality Education

This area sees nine publications with an FWCI of 1.06 and 41 citations, suggesting that the research impact is close to the global average. While the citation impact is lower than in other areas, RBS shows steady output. Increasing research focus in education could enhance the volume and impact of scholarly contributions.

SDG 5: Gender Equality

RBS's research on gender equality is minimal, with just three publications, an FWCI of 0.07, and 2 citations. The low FWCI indicates a significantly lower impact compared to the global average. This underdeveloped area represents a clear opportunity for RBS to increase its scholarly contributions and focus.

SDG 6: Clean Water and Sanitation

With only 1 publication and 0 citations, the FWCI of 0.00 reflects no measurable impact in this area. RBS has yet to contribute meaningfully to water and sanitation research. Expanding research in this critical area could help align RBS's output with global sustainability priorities.

SDG 7: Affordable and Clean Energy

RBS excels in clean energy research, producing 24 publications with an FWCI of 4.28 and 1,176 citations. This high FWCI reflects significant academic influence, with publications being cited more than four times the global average. The large citation counts further underscores RBS's leadership in this field.

SDG 8: Decent Work and Economic Growth

RBS has made 45 publications in this area with an FWCI of 2.84 and 1,610 citations. The high FWCI and substantial output indicate a robust research presence in economic growth, with work being cited almost three times more than the global average. This highlights RBS's strong engagement in labour and economic development issues.

SDG 9: Industry, Innovation, and Infrastructure

RBS contributed 21 publications in this domain, with an FWCI of 2.64 and 441 citations. This high FWCI shows that the research is well-cited, reflecting the institution's significant academic contribution to innovation and infrastructure, where it is performing well above the global average.

SDG 10: Reduced Inequality

RBS's research on inequality is impactful, with 33 publications, an FWCI of 2.25, and 797 citations. The elevated FWCI indicates that this research is over twice as impactful as the global average, suggesting a strong research focus on social justice and inequality, a key area of global concern.

SDG 11: Sustainable Cities and Communities

This area saw nine publications from RBS, with an FWCI of 2.21 and 218 citations. The high FWCI reflects that research in this area is well above the

global citation average, indicating RBS's influence on the sustainability of urban environments and its relevance to SDG 11.

SDG 12: Responsible Consumption and Production

RBS has contributed 22 publications to this domain, with an FWCI of 1.90 and 377 citations. The elevated FWCI shows a solid research impact, with publications being cited almost twice the global average. This suggests RBS's sustainable production and consumption research is influential and globally relevant.

SDG 13: Climate Action

RBS is strong in climate action research, with 26 publications, an FWCI of 3.42, and 1,159 citations. This high FWCI highlights that RBS's climate-related work is cited over three times the global average, showcasing the institution's significant contributions to addressing climate change challenges.

SDG 14: Life Below Water

RBS has no publications in this area, with 0 citations and an FWCI of 0.00. This represents a gap in the institution's research profile, as marine and aquatic ecosystems are critical for sustainable development. The increased focus here could improve RBS's alignment with SDG 14.

SDG 15: Life on Land

With 5 publications and an FWCI of 2.51, RBS shows solid impact in this area, with 70 citations. The elevated FWCI demonstrates that research on terrestrial ecosystems is cited more than twice the global average, reflecting a growing strength in biodiversity and land conservation research.

SDG 16: Peace, Justice, and Strong Institutions

RBS produced 8 publications in this domain with an FWCI of 2.05 and 119 citations. The FWCI indicates that the research is highly impactful, being cited twice as much as the global average. This shows an intense research focus on peace, justice, and institutional development, aligning well with global priorities in this area.

In a nutshell, Rajagiri Business School's research output shows notable strengths in SDG 7 (Affordable and Clean Energy), SDG 8 (Decent Work and Economic Growth), and SDG 13 (Climate Action), where high FWCI scores and citation counts underscore the global relevance and impact of its work. However, areas such as SDG 5 (Gender Equality), SDG 6 (Clean Water and Sanitation), and SDG 14 (Life Below Water) represent significant opportunities for growth, where increased research focus could help balance RBS's overall scholarly contributions toward global sustainability goals.

Discussions

This study offers a pioneering exploration of Rajagiri Business School's (RBS) scholarly contributions through the Sustainable Development Goals (SDGs) lens, leveraging a robust bibliometric analysis using data from Elsevier's SciVal platform. The findings reveal RBS's significant alignment with SDG-focused research, showcasing its potential to influence responsible management education (RME) within the Indian higher education landscape. The analysis highlights notable strengths in high-impact areas, particularly SDG 7 (Affordable and Clean Energy), SDG 8 (Decent Work and Economic Growth), and SDG 13 (Climate Action), where RBS's Field-Weighted Citation Impact (FWCI) scores are significantly above global averages. This indicates that RBS is producing a substantial quantity of impactful research and is positioned as a leader in critical sustainability themes, contributing effectively to global knowledge production. However, the study also uncovers areas for growth, notably in SDG 5 (Gender Equality), SDG 6 (Clean Water and Sanitation), and SDG 14 (Life Below Water). The minimal scholarly output in these domains highlights the need for RBS to enhance its focus on gender-related issues and environmental sustainability, which are crucial for achieving comprehensive SDG alignment. By addressing these gaps, RBS can further its contributions to the academic discourse on sustainable development and elevate its institutional

reputation in global research circles.To further enhance Rajagiri Business School's (RBS) SDG-aligned research impact, regular training sessions and updates from the SciVal team can be instrumental in fostering a robust publication culture. Focused training on SDG-oriented research and Field-Weighted Citation Impact (FWCI) metrics can elevate awareness among faculty, scholars, and students about aligning research with sustainability goals and achieving high-impact outcomes. This emphasis on targeted publication strategies would boost RBS's scholarly output and amplify its visibility and global research standing, particularly in high-priority areas.

Integrating bibliometric tools like SciVal underscores the importance of data-driven decision-making in enhancing research performance. The study illustrates how RBS can strategically leverage its existing research strengths to inform future initiatives, funding opportunities, and collaborations, fostering a robust research culture. Additionally, analyzing scholarly metrics emphasizes the relevance of benchmarking in positioning RBS within international academic standards, enabling it to contribute meaningfully to pressing global challenges such as climate change and inequality. Ultimately, this study highlights RBS's current research achievements and provides a framework for continuous improvement and alignment with global sustainability objectives. It serves as a call to action for business schools to integrate SDG-focused research into their core missions, thus promoting academic excellence while addressing critical societal needs. By embedding sustainability into the fabric of business education, institutions like RBS can cultivate a new generation of business leaders who are equipped with the necessary skills and deeply committed to creating positive social and environmental impacts.

Limitations

While this study provides valuable insights into Rajagiri Business School's (RBS) scholarly output via the Sustainable Development Goals (SDGs)

prism, it is essential to recognize some limitations inherent in the research approach. The analysis is only based on data from Elsevier's SciVal platform, which, while strong, limits the scope of citation and publication metrics to a single database. Other well-known bibliometric databases, such as Scopus and Web of Science, could give complementary insights and a more thorough assessment of RBS's research effect across other fields. Furthermore, the study does not include advanced bibliometric analysis tools such as Biblioshiny, VOSviewer, or CiteSpace, which might deepen the investigation by facilitating network visualization and co-citation studies. The current technique focuses on directly evaluating SciVal data, which may miss subtle patterns in RBS's contributions to SDG research. Future studies could also include benchmarking studies of other famous business institutions, such as the Indian Institutes of Management (IIMs) and the Indian Institutes of Technology (IITs). This would allow for a more comprehensive assessment of SDG contributions within India's higher education landscape and more effective monitoring and strategic alignment with global sustainability goals. By overcoming these limitations, future research can promote a more comprehensive understanding of business schools' role in furthering SDG-focused research and responsible management education. By overcoming these limitations, future research can promote a more comprehensive understanding of business schools' role in furthering SDG-focused research and responsible management education.

Conclusion

This pioneering study highlights Rajagiri Business School's (RBS) unique contribution to Sustainable Development Goals (SDGs)-oriented research, establishing a foundational benchmark for other business schools to align with global sustainability priorities. By leveraging SciVal metrics, including Field-Weighted Citation Impact (FWCI), this research offers a comprehensive view of RBS's strengths across SDG areas such as Affordable

and Clean Energy (SDG 7), Decent Work and Economic Growth (SDG 8), and Climate Action (SDG 13), which demonstrate significant citation impact and global relevance. Conversely, identified gaps in areas like Gender Equality (SDG 5) and Clean Water and Sanitation (SDG 6) provide strategic growth opportunities for balanced contributions to SDG-focused research. The study underscores the critical role of business schools in integrating SDG-centered research to foster responsible management education (RME), thereby enhancing academic excellence, societal impact, and institutional reputation. Through research intelligence and benchmarking tools like SciVal, institutions can assess their impact, identify growth opportunities, and position themselves within national and international research landscapes, contributing more effectively to the UN's sustainability objectives. The findings encourage other institutions to adopt similar SDG-aligned benchmarking frameworks to evaluate their research strategies to promote sustainable development, attract strategic funding, and foster impactful collaborations. Targeted bibliometric training for faculty and students at Rajagiri Business School could strengthen its contributions to Sustainable Development Goals (SDGs) by advancing research quality and impact. Skill-building in bibliometric tools like SciVal will empower researchers to identify trending topics, maximize Field-Weighted Citation Impact (FWCI), and strategically align publications with SDGs, thereby enhancing RBS's research visibility and sustainable development contributions.

Despite the strengths of the approach, the study's focus on a single database limits its scope; future research could integrate additional bibliometric tools and data sources for a more nuanced understanding. Expanding this benchmarking study to include comparisons with prominent Indian institutions, such as the IIMs and IITs, would further contextualize RBS's contributions within the broader Indian higher education landscape. Ultimately, this study highlights how RBS and similar institutions can redefine research agendas to tackle pressing global challenges, positioning business education as a pivotal player in achieving the SDGs and driving sustainable societal advancement.

Disclosure Statement

No potential conflict of interest was reported by the author(s).

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17 Sustainable Development Goals (SDG's) are:

1. No poverty
2. Zero hunger
3. Good health and well - being
4. Quality education
5. Gender Equality
6. Clean water and sanitation
7. Affordable and clean energy
8. Decent work and economic growth.
9. Industry, innovation, and infrastructure
10. Sustainable cities and communities
11. Reduced inequality
12. Responsible consumption and production
13. Climate action
14. life below the river
15. Life on land
16. Peace, justice, and strong institution
17. Partnership for the goals.