10 REDUCED INEQUALITIES

masters' union university

MASTERS' UNION | ANNUAL IMPACT REPORT 2025

# reduced *inequalities*

Reduce inequality within and among countries.



SDG 10 IMPACT REPORT

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# 01 Introduction

## 1.1 Understanding SDG 10 Reduced Inequalities

Sustainable Development Goal 10 calls for reducing inequality within and among countries. In higher education, this concerns more than who is admitted. It includes whether students from different economic, regional, cultural and personal backgrounds can enter an institution, participate safely, access appropriate support, complete their education and progress towards meaningful economic and social opportunity.

For a business school, inequality is also a question of how future managers, entrepreneurs and organisational leaders understand exclusion. Higher-education institutions contribute to SDG 10 through research on discrimination and belonging, financial and academic support, systems for non-discrimination and accessibility, community engagement, and teaching that helps students see how markets and organisations can widen opportunity or deepen disadvantage.

## 1.2 Masters' Union's Contribution to SDG 10

Masters' Union contributes to SDG 10 through four connected pathways. Research examines discrimination, identity and collective action. Stewardship reduces barriers to entry and participation through scholarships, inclusive admissions, mentoring, counselling, grievance routes and accessibility provisions. Outreach extends learning and technology opportunities to underserved communities and supports student ventures that widen access to skills. Teaching connects classroom study of bias, culture, leadership and social impact with PGP Immersion experiences across rural, informal and platform economies.

The institution's approach links access with participation. Financial assistance can make entry possible, but students also require academic guidance, psychological support, physical accessibility and protection from discrimination to participate fully. The same principle informs learning beyond campus: community programmes and field experiences are designed around access to knowledge, technology, livelihoods and markets rather than one-time charitable activity.

## 1.3 Contribution at a Glance

The 2024–25 evidence presents a developing but substantive institutional contribution. Its strongest elements are the targeted scholarship portfolio, established safeguards for dignity and well-being, research on discrimination in Sikkim, curriculum addressing bias and inclusive leadership, and applied learning across communities and economic systems.

| INDICATOR | REPORTED POSITION |
|---|---|
| **National reach** | Approximately 84% of students originate outside the host region. |
| **Scholarship access** | Six reported scholarship routes account for 179 awards or supported students. |
| **Research contribution** | Two 2024 peer-reviewed studies address collective identity, belonging and discrimination in Sikkim. |
| **International representation** | Recent cohorts include learners from the UAE, Nepal, Australia and the USA. |
| **Gender representation** | Women constitute approximately 30%–38% of recent postgraduate cohorts. |
| **Institutional safeguards** | Equal opportunity, PoSH, grievance redressal, anti-ragging, counselling, mentoring and accessibility provisions. |
| **Community and technology access** | Creative learning with Dream Girl Foundation and an applied drone laboratory for girls supported by Udayan Care. |
| **Experiential teaching** | Twelve PGP Immersion contexts examine livelihoods, informal enterprise, financial access, platform work and inclusive markets. |

# 02 Research

Research under SDG 10 asks how inequality is produced, experienced and challenged. Masters' Union's current contribution centres on communities in Sikkim whose experiences illuminate the relationship between identity, recognition, discrimination and collective action. Together, the two studies move beyond inequality as an economic measure and examine the social conditions that determine whether communities are recognised as belonging and able to participate on equal terms.

## 2.1 Collective Identity and Action in Sikkim

Dr Bhasker Malu, with S. Belavadi, S. Chhabra, S. K. Rajan and R. Dochania, published "You are not Sikkimese enough: Collective action in Sikkim using SIMCA" in the Asian Journal of Social Psychology in 2024. The study examines how perceptions of identity and belonging shape collective action among communities in Sikkim. The study uses the Social Identity Model of Collective Action to explore what happens when a community's claim to belonging is questioned. Its relevance to SDG 10 lies in showing that participation depends not only on formal rights, but also on social recognition, legitimacy and the ability of groups to articulate shared experiences of exclusion.

## 2.2 Discrimination Experienced by Old Settlers in Sikkim

In a second study, Dr Malu, with S. K. Rajan, N. Jindal and A. Thakur, published "Discrimination experiences of old settlers in Sikkim: A qualitative exploration" in Psychological Studies in 2024. It documents discrimination experienced by old-settler communities in Sikkim. Through qualitative inquiry, it records how exclusion is encountered and understood by those affected. This focus on lived experience is important to SDG 10 because it reveals how unequal treatment can persist through social boundaries and everyday institutional practice even where communities have longstanding economic and civic ties. An earlier paper by Dr Malu and co-authors, Perceived Discrimination of Old Settlers in Sikkim, appeared in Changing Societies and Personalities in 2022.

## 2.3 Social Exclusion and Consumer Responses

Dr Aditya Kulashri, with G. Rawat and P. P. Dewani, reviewed research on how social exclusion shapes consumer behaviour in the International Journal of Consumer Studies in 2022. The paper builds a theoretical framework that brings together what is known about how people who feel excluded respond as consumers.

## 2.4 Book Chapters and Reference Works

Two further publications extend this research into politics and regional identity. Dr Tathagata Bhowmik's 2026 chapter in the Springer Nature volume Technology, Management, and Design for Social Justice examines how political consultancies in India use technology, and how that can leave people out and spread disinformation. Dr Bhasker Malu, with S. K. Rajan and N. Jindal, wrote the 2023 entry on regional populism in Sikkim for Springer's Encyclopedia of New Populism and Responses in the 21st Century, which turns to the same state as the discrimination studies above.

| FACULTY | TITLE | WHERE IT APPEARED |
|---|---|---|
| **Dr Tathagata Bhowmik** | Marginalization and Disinformation: The Perilous Use of Tech by Political Consultancies in India | Technology, Management, and Design for Social Justice, Springer Nature, 2026 |
| **Dr Bhasker Malu, with S. K. Rajan and N. Jindal** | Regional Populism in India: A Case of Sikkim | Encyclopedia of New Populism and Responses in the 21st Century, Springer, 2023 |

## 2.5 Conference Papers

Dr Vipin Sreekumar presented Advertising as Institutional Work: The Case of Casteless Collective in India at the 50th Macromarketing Conference in Rio de Janeiro in 2025. It looks at how advertising can drive change against caste. Dr Kashika Sud's study of investor bias in the funding of women-led ventures was presented as a poster at the American Psychological Association in Seattle in 2024, and at the European Academy of Management in Florence in 2025.

| FACULTY | PAPER | WHERE IT WAS PRESENTED |
|---|---|---|
| **Dr Vipin Sreekumar** | Advertising as Institutional Work: The Case of Casteless Collective in India | Macromarketing Conference (50th), Rio de Janeiro, 2025 |
| **Dr Kashika Sud** | Investor's Bias in the Funding of Women Ventures: A Qualitative Narrative Enquiry Using LIWC | American Psychological Association, Seattle, 2024 (poster); European Academy of Management, Florence, 2025 |

# 03 Stewardship

Stewardship under SDG 10 concerns the institutional conditions that shape access, dignity, participation and continuation. Masters' Union's approach combines financial assistance with formal safeguards and individual support. Scholarships address the cost of entry; non-discrimination and grievance policies establish expectations of fair treatment; mentoring and counselling respond to academic and personal barriers; and accessibility measures support participation by people with disabilities.

## 3.1 Equitable Admissions and Scholarship Access

Masters' Union follows a transparent, merit-based and non-discriminatory admissions approach. Applicants are assessed without discrimination on the basis of background, race, religion, gender or other protected characteristics. Targeted scholarships and financial assistance widen access for applicants who demonstrate merit, financial need, leadership potential or experience of regional and social underrepresentation.

Across the listed routes, 179 awards or supported students are recorded. In the most recent academic year, approximately ₹22.91 crore was awarded in scholarship and bursary support, and 100 students received scholarships covering at least 50% of their tuition fees.

Other routes widen access further. The Need-Based Scholarship supports undergraduates who require financial assistance from the 2025 intake onwards, and working professionals facing hardship can apply for the Mihir Mankad Need-Based Scholarship. The Bharat Innovator Scholarship supports entrepreneurs from villages and Tier 2 and Tier 3 cities who have already built a startup or minimum viable product. The Edward Rogers Change-Agent Scholarship recognises social impact or service.

Academic scores are not the only way potential is assessed. Entrepreneurs who have built meaningful ventures can be considered through an interview-led pathway and may receive merit-based scholarship support, and a separate exceptional-achievement pathway recognises accomplishment in sport, adventure, leadership, arts and public impact.

| SCHOLARSHIP | PURPOSE OR ELIGIBILITY | REPORTED SUPPORT |
|---|---|---|
| **Narendra Jadhav Diversity Scholarship** | Applicants from low-income, marginalised or underserved communities | 46 students; 15%–100% fee waiver |
| **Chairman's Diversity Scholarship** | Applicants from marginalised or underserved regions of the Indian subcontinent, including the North-east, Ladakh, Bhutan and tribal belts | 5 students; 10%–50% fee waiver |
| **Scholarship for Technology Leaders** | Applicants demonstrating technology leadership, innovation, patents or research | 41 students; 10%–100% fee waiver |
| **Rajni Thethi Scholarship for Women** | Women with strong academic or professional records and leadership potential | 17 students; 15%–100% fee waiver |
| **Karthik Ramanna Merit-Based Scholarship** | Applicants demonstrating financial need | 63 students; 15%–80% fee waiver |
| **Sibling Scholarship** | Applicants demonstrating financial need through supporting documentation | 7 students; 15%–40% fee waiver |

## 3.2 Representation and Participation Monitoring

The institution monitors regional, gender and international representation to understand where access is broadening and where further action is required. Female participation in postgraduate cohorts has ranged from approximately 30% to 38% over recent cycles. Masters' Union is also strengthening its approach to tracking first-generation learners, applicants from underrepresented groups and students requiring accessibility support. An Equality, Diversity and Inclusion Strategy sets pre-defined, time-bound targets for this work.

Student organisations carry inclusion into daily campus life. The Belong Club creates room for conversations on inclusion, dignity and healthy relationships. The Socio-Cultural Club brings communities together around culture and identity, and the SEWA Club takes students into service with communities beyond campus. Support and belonging centres offer assistance to students from minority and underrepresented communities, and a dedicated prayer and reflection room serves the cultural and religious needs of the community.

## 3.3 Non-discrimination, Dignity and Grievance Safeguards

Masters' Union maintains an institutional framework designed to protect equal opportunity, dignity and safety. Equal Employment Opportunity Guidelines support diverse recruitment and an inclusive workplace. The Anti-Sexual Harassment Policy establishes zero tolerance for sexual harassment and provides for action in accordance with the Prevention of Sexual Harassment Act and applicable UGC requirements. Student grievance redressal and anti-ragging processes provide formal routes for reporting concerns and securing resolution. The student-led Safety Committee adds a channel students trust when something goes wrong, building awareness of where and how to seek support across campus, hostels and offsite events.

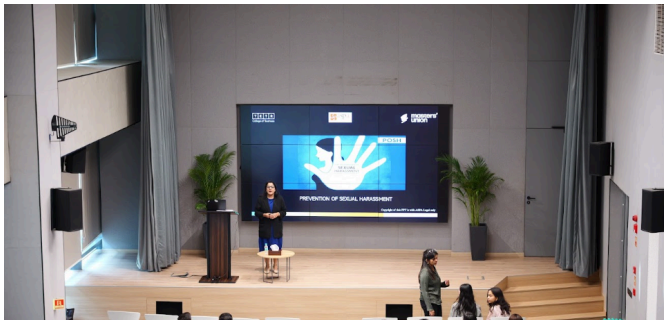
| POLICY FRAMEWORK | INSTITUTIONAL PURPOSE |
|---|---|
| **Equal Employment Opportunity Guidelines** | Equal access, diverse recruitment and an inclusive work environment |
| **Anti-Sexual Harassment Policy** | Prevention, reporting and disciplinary response under applicable requirements |
| **Student Grievance Redressal Policy** | Formal channels for raising and resolving student grievances |
| **Anti-Ragging Policy** | Zero tolerance for ragging and prescribed disciplinary action |

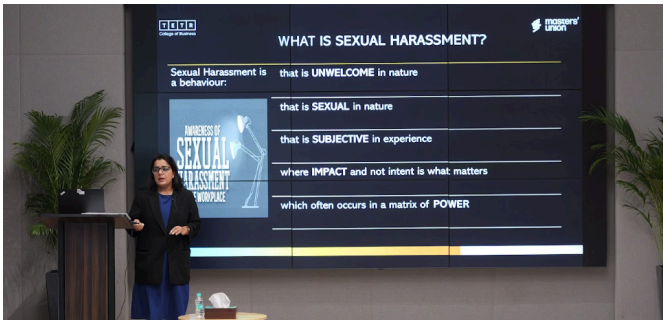
## 3.4 POSH Awareness and Sensitisation

Masters' Union conducts Prevention of Sexual Harassment awareness and sensitisation sessions to strengthen understanding of workplace rights, responsibilities and professional conduct. Masters' Union is vigilant about building this awareness early: students' first interaction with POSH is at orientation, in a session led by Sonia Jaitley. The student-led Safety Committee works to build channels students can trust when something goes wrong. Sessions held across central functions, academic teams and executive education reached substantial groups of faculty and staff during the reporting period.

| SESSION DATE | COVERAGE | REPORTED ATTENDEES |
|---|---|---|
| **27 January 2025** | Central Functions and academic teams | 153 |
| **6 February 2025** | Central functions | 144 |
| **11 February 2025** | Central and Executive Education | 164 |
| **17 February 2024** | Central and Executive Education | 141 |

| SESSION DATE | COVERAGE | REPORTED ATTENDEES |
|---|---|---|
| **20 February 2024** | Executive Education | 131 |
| **26 February 2024** | Central Functions and academic teams | 153 |






POSH awareness and sensitisation sessions for faculty and staff

## 3.5 Mentoring and Academic Support

Students receive support through faculty mentoring, one-to-one academic advising and structured accountability sessions. Faculty mentors provide academic guidance, personal support and career direction, supported by an online mentoring platform that helps identify learners requiring additional assistance or advanced opportunities. Advising also supports course selection, elective planning, project alignment and performance review. The Learning Development Centre also offers academic writing, tutoring, study-skills and communication support. Students returning to formal education after a gap can get preparatory and refresher help in quantitative reasoning, analytical thinking and academic communication.

Students requiring focused development may participate in one-to-one mentorship and accountability sessions addressing confidence, delivery and structured communication. Masterclasses, workshops, leadership boot camps and student-led activities extend access to founders, CXOs, alumni, faculty and industry practitioners.

## 3.6 Counselling and Well-being

Accessible mental-health support is provided to students, faculty and staff through confidential individual and group counselling. Services operate Monday to Saturday, from 9:00 a.m. to 7:00 p.m., and can be accessed through self-referral or referrals from faculty, peers, family members and student-support teams. Awareness programmes, workshops and seminars help normalise help-seeking and strengthen psychological well-being. The Counselling Cell provides free support six days a week, and more than 500 offline one-to-one sessions were recorded between September 2024 and August 2025.

Student support is complemented by the Amaha digital dashboard, while employees can access the Ekaant Mental Wellness Platform. The practitioner team includes qualified psychologists and counselling professionals.

| PRACTITIONER | ROLE |
|---|---|
| **Ms Dyuti Vaid** | Psychologist, Amaha |
| **Ms Jahnavi Jha** | Senior Consultant Psychologist, Amaha |
| **Ms Mahima Nagpal** | Counselling Psychologist |
| **Ms Sheba Solomon** | Counselling Psychologist |



Accessible counselling and mental-health support

## 3.7 Accessibility for People with Disabilities

Masters' Union supports accessibility through coordinated academic, administrative and infrastructure assistance. Available provisions include ramps and step-free routes, lifts, accessible washrooms, flexible classroom seating, wheelchairs, canes, scribes for examinations, accommodation guidance and support for members of the public attending institutional events. Built-in accessibility features on computer systems support visually impaired students, classroom delivery is adapted for students with hearing impairments, and dedicated academic support is available to students with learning disabilities. Lifts and accessible washrooms are available across the campus, and classrooms and event venues offer flexible seating for wheelchair users.

Where required, students with significant mobility impairments may be accompanied by a personal care attendant, with campus-access fees waived for the accompanying individual. These measures are intended to reduce physical and learning barriers and enable fuller participation in academic and campus life.





Accessible campus routes and facilities | Campus accessibility infrastructure

# 04 Outreach

Outreach under SDG 10 connects institutional capability with communities that face unequal access to enrichment, technology and career development. Masters' Union's documented activity combines direct community learning with student-led enterprise. The common purpose is to widen exposure and participation: children gain access to creative learning, girls encounter applied STEM education, and education ventures create alternative routes into skills and career exploration.

## 4.1 Community Learning with Dream Girl Foundation

On 21 October 2024, student volunteers collaborated with the Dream Girl Foundation to engage children from underserved communities in art and painting activities. The programme created opportunities for creative expression, learning and positive social interaction, while enabling volunteers to develop empathy, civic awareness and a practical understanding of inclusion.




Creative learning activities with children from underserved communities | Student volunteers supporting community participation

## 4.2 Drone-making Practical Laboratory for Girls from Udayan Care

Masters' Union sponsored and ran a hands-on drone-making laboratory for girls supported by Udayan Care. Participants explored drone components, learned basic operating principles and assembled models through guided practical sessions. The programme widened exposure to engineering, technology and innovation while developing problem-solving, teamwork and technical confidence.

By providing an applied STEM experience to girls from an underserved community, the initiative supported wider participation in emerging-technology learning and encouraged participants to consider future educational and career pathways in engineering and technology.

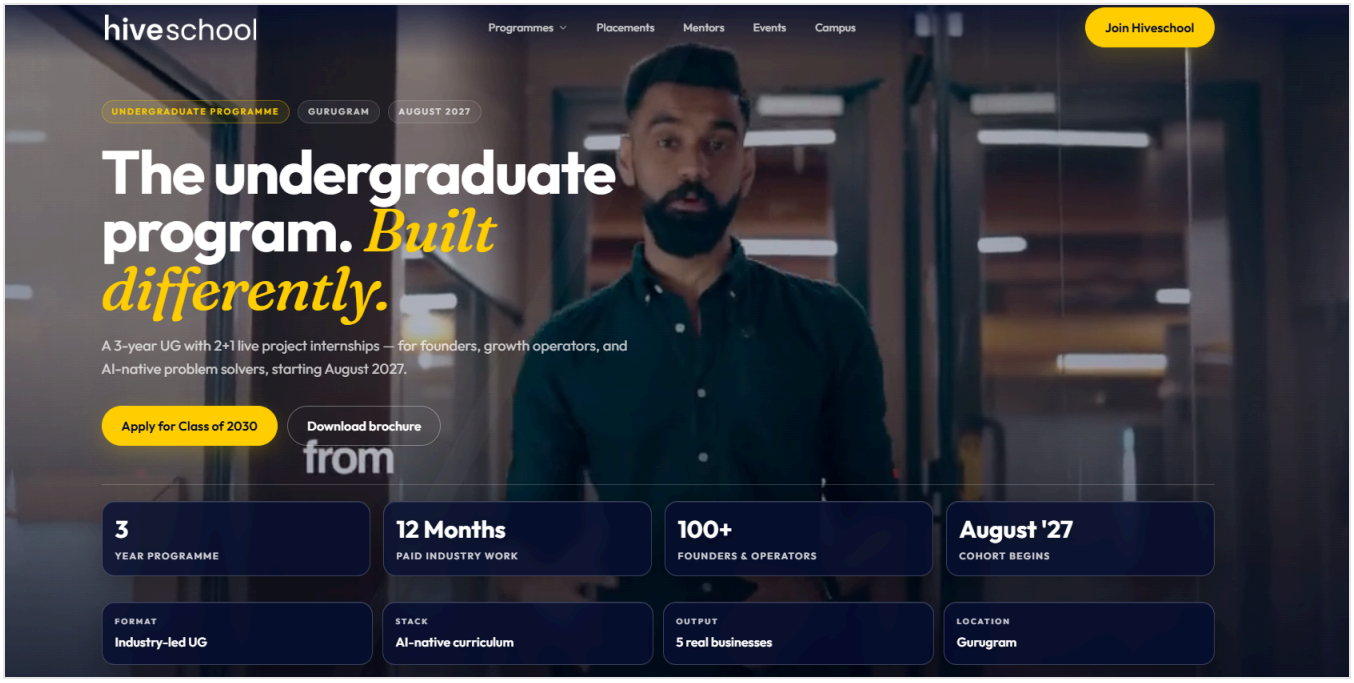


Participants during the drone-making practical laboratory

## 4.3 Student Ventures Widening Access to Learning

Student entrepreneurship contributes to SDG 10 when ventures reduce barriers to skills, information and career development. Six ventures represented in the source report address learning access through different models.

| VENTURE | CONTRIBUTION TO REDUCED INEQUALITIES |
|---|---|
| **Skill Before Degree** | Interactive Vedic Mathematics and logical-reasoning learning; reported revenue above ₹45 lakh shows that a student-led access model can grow. |
| **Hive School** | Experiential learning and entrepreneurship programmes, including BuildCamp, through which learners develop AI, product-building and entrepreneurial skills. |
| **Praxel** | Practical, portfolio-based digital and AI learning designed for participants without a technical background. |
| **Praxy** | Learning venture led by alumni Pushpak and Ashwin, who now teach at Masters' Union and bring practitioner-led learning back to current students. |
| **Archimedes Lab** | Career exploration and learning support for teenagers, widening access to information about educational and professional pathways. |
| **Bullspree** | Finance-learning app, founded by Dharmil Bavishi, that makes investing education accessible; more than 10 lakh registered users. |




Student-led education and skills-access venture

## 4.4 Sharing the Light

Sharing the Light brought together alumni, employees and Masters' Union to support visually impaired learners. The campaign raised ₹50,000 and supported the distribution of 42 walking canes, 43 headphones, 81 Braille slates and food packages through the Nirmala Foundation, Blind Welfare Society and Blind Persons Association. The aim was practical learning and mobility tools that help visually impaired people take part more independently.

## 4.5 Working with Communities in Gurugram

The student-led SEWA Club works with community organisations on food, clothing, health and other support. In one initiative with the Robin Hood Army, twelve student volunteers collected food, clothing and funds for more than 250 residents of Ghata Village near Banjara Market.

## 4.6 Supporting Artisan Livelihoods

Students also work with artisans and community producers to help their products reach wider markets. Saaha, a student-built venture, worked with a rural women's cooperative in Rajasthan to develop a sustainable handicrafts brand and generated income for more than 20 artisans. Through Kalaghar, students have worked with handcrafted home decor produced by artisans from underserved communities, supporting marketing, sales and customer access.

## 4.7 Punjab Entrepreneurship Mindset Programme

Masters' Union built the Punjab Entrepreneurship Mindset Programme with the Government of Punjab, from curriculum to app, to bring practical entrepreneurship education to students across the state's higher-education system. Its stated focus is rural and underserved youth, women and backward districts. It is taught in English, Hindi and Punjabi, needs little or no starting capital and is credit-bearing, which lowers the cost of taking part. The programme's outcomes are recorded below.

| METRIC | VALUE | METRIC | VALUE |
|---|---|---|---|
| **Students engaged** | 101,884 | Universities covered | 47 |
| **Colleges covered** | 1,695 | Student-led businesses created | 20,226 |
| **Businesses still active** | 15,341 | Revenue generated by ventures | ₹44.15 crore |
| **Business transactions recorded** | 43,605 | | |

# 05 Teaching

Teaching under SDG 10 prepares students to recognise inequality within teams, organisations, markets and communities and to respond through better managerial choices. Masters' Union combines conceptual learning on social influence, bias, culture, people management and inclusive leadership with applied inquiry into livelihoods, market access, financial participation and platform work.

## 5.1 Curriculum Addressing Inequality and Inclusion

Across the institution's academic portfolio, students examine social and cross-cultural psychology, behavioural bias, people management, leadership, teamwork, organisational behaviour, impact measurement and responsible decision-making. These learning experiences develop the ability to recognise structural and interpersonal barriers and design more inclusive organisations and interventions.

| CURRICULAR AREA | SDG 10 CONTRIBUTION |
|---|---|
| **Social Psychology** | Social influence, teamwork and inclusive participation |
| **Developmental Psychology** | Life stages, human evolution, natural biases and sources of exclusion |
| **People and Personalities** | Individual differences, interpersonal relationships and respectful interaction |
| **Managerial Behaviour** | Human psychology in managerial and organisational contexts |
| **Cross-Cultural Psychology** | Culture, behaviour, markets and culturally aware decision-making |
| **Introduction to HRM** | Equitable participation, employee development and people processes |
| **Leadership and Organisational Behaviour** | Inclusive leadership, motivation, feedback and team development |

| CURRICULAR AREA | CORE INCLUSION-RELATED THEMES |
|---|---|
| **Social Impact** | Inclusive growth, theory of change, beneficiary analysis, human rights, livelihoods, gender, health and education outcomes |
| **Leadership and Negotiation** | Power, influence, coalition-building, conflict resolution, ethical leadership and inclusion |
| **Talent and People Decisions** | Evidence-based hiring, employee experience, diversity, equity, inclusion, psychological safety and labour standards |
| **Cross-Cultural Management** | Communication, trust, multicultural teams, global stakeholders and ethical sensitivity |
| **Managerial Decision-Making** | Biases, group decision-making, dissent, governance and stakeholder trade-offs |

The PG Programme in Sustainability and Business Management maps each of its 40 courses to the goals it serves. Five are mapped to SDG 10: Social Impact, Leadership and Negotiation, Talent and People Decisions, Cross-Cultural Management and Managerial Decision-Making. Gender and Inclusion in Organizations examines bias and how workplace systems produce different outcomes for different groups. Business and Public Policy examines how government and regulation affect the people touched by business decisions.

## 5.2 PGP Immersions

The PGP Immersion enables students to examine how business models widen or restrict access to markets, income and services for small producers, informal workers, women and rural communities. Across live organisational and community contexts, students consider who gains access, who remains excluded and how managerial design can reduce barriers associated with geography, income, gender and organisational scale.

| IMMERSION | LOCATION | SDG 10 LEARNING FOCUS |
|---|---|---|
| **U Sports** | Mumbai, Maharashtra | Participation in sport, athlete development and professionalisation |
| **Swades Foundation** | Rural Maharashtra | Livelihoods, education, health, water and community institution-building |
| **Dharavi** | Mumbai, Maharashtra | Informal enterprise, recycling, community livelihoods and urban economic systems |

| IMMERSION | LOCATION | SDG 10 LEARNING FOCUS |
|---|---|---|
| **Amul** | Anand, Gujarat | Farmer-owned cooperation, rural incomes, nutrition and inclusive market access |
| **EDII** | Ahmedabad, Gujarat | Entrepreneurship education, incubation and livelihood creation |
| **Kotak Private Banking** | Mumbai, Maharashtra | Financial intermediation, responsible investment and capital allocation |
| **Meesho** | Bengaluru, Karnataka | Small-seller enablement, platform entrepreneurship and market access |
| **Zerodha** | Bengaluru, Karnataka | Low-cost financial participation and investor education |
| **Swiggy** | Bengaluru, Karnataka | Platform logistics, gig work and last-mile systems |
| **GI Tag and local markets** | Darjeeling, West Bengal | Place-based enterprise, heritage products and producer market access |
| **Ada Chikankari** | Lucknow, Uttar Pradesh | Artisan livelihoods, cultural production and design-led market access |
| **SEWA Chikankari** | Lucknow, Uttar Pradesh | Women's collective enterprise, fair livelihoods and inclusive value chains |






PGP Immersion engagement with organisations and communities | Students on a PGP Immersion field visit

## 5.3 Rural Immersion Challenge

The Rural Immersion Challenge places students within rural communities for 10 to 15 days. They spend time with residents, observe local businesses and services, and study challenges related to livelihoods, infrastructure and access to opportunity. Using field research and human-centred design, they develop business, technology, policy or community responses based on what they have learned.

## 5.4 Social Entrepreneurship Challenge

The Social Entrepreneurship Challenge gives students the chance to work on social problems with NGOs, social enterprises, community groups and other organisations. Projects can focus on education, healthcare, women's empowerment, poverty and financial inclusion, and students may work on programme design, fundraising and operations or build an independent social venture.

### Subjects in the PGP-TBM Curriculum

The course plan includes Diversity, Equity & Inclusion, Managing Diversity and Inclusion in Organizations and Social Entrepreneurship, which covers how to build and scale a social enterprise, for-profit or non-profit.

# 06 Institutional Direction

We already work to open education and enterprise to people from many backgrounds, and take learning to communities beyond our campus. Our ambition is a community where background never decides who gets a chance.

## 6.1 Education Open to More People

We want a Masters' Union education to be within reach of any talented student, whatever their background. We will keep widening scholarships, admissions routes and support until background stops deciding who can join and succeed.

## 6.2 A Campus where Everyone Belongs

We want every student and staff member, from every background, to feel at home here. Our ambition is for our clubs, support centres and Equality, Diversity and Inclusion Strategy to make belonging something people feel every day.

## 6.3 Reaching the Underserved

We want to take learning and enterprise to rural and underserved communities through lasting partnerships, building on the Punjab Entrepreneurship Mindset Programme, PGP Immersions and our work with artisans.

10 REDUCED INEQUALITIES



SDG 10 IMPACT REPORT

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