4 QUALITY EDUCATION

masters' union university

MASTERS' UNION | ANNUAL IMPACT REPORT 2025

quality *education*

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.



SDG 4 IMPACT REPORT

contents

01 Introduction 03

Understanding SDG 4: Quality Education · Masters' Union's Contribution to SDG 4 · Contribution at a Glance

02 Research 05

Research on Educational Access, Quality and Outcomes · Research on Technology-enabled Learning and Knowledge Access

03 Stewardship 07

Academic Philosophy, Curriculum Governance and Review · Equitable Access through Scholarships and Financing · Student Support, Mentoring and Inclusive Progression · Digital Learning Infrastructure and Academic Resource Access · Learning Infrastructure and Specialist Facilities · External Quality Assurance and Academic Partnerships · Measuring Learning through Employability and Entrepreneurship Outcomes · Mission, Values and Quality Governance

04 Outreach 15

High School Startup League · Startup Weekend and School Entrepreneurship Programmes · School, Regional and Community Education Outreach · Lifelong and Executive Education · Public Knowledge Exchange and Educator Engagement · Community-based Educational Engagement · Public Entrepreneurship Platforms and Education-focused Ventures

05 Teaching 23

Learn Business by Doing Business · Practitioner-led and Industry-integrated Teaching · Experiential Learning and Authentic Assessment · Entrepreneurship as Curriculum · Career Pathways and Applied Professional Development · PGP Immersions and Field-based Immersive Learning · Global and Interdisciplinary Learning · Digital and AI Competency

06 Institutional Direction 34

Learning by Doing, at Scale · Education Open to Talent Everywhere · Support for Every Student to Succeed

01 Introduction

1.1 Understanding SDG 4: Quality Education

Sustainable Development Goal 4 seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. It addresses access, educational quality, relevant skills, equity, inclusion and learning across the life course, recognising education as a foundation for individual capability, economic participation and wider social development.

For higher-education institutions, SDG 4 therefore extends beyond enrolment. It concerns whether learning is sound and relevant, whether financial and personal barriers are lowered, whether students can turn knowledge into capability, and whether learning reaches professionals, schools and communities beyond the enrolled cohort.

1.2 Masters' Union's Contribution to SDG 4

Masters' Union contributes to SDG 4 through a practice-led model that connects academic foundations with current industry practice. Students learn through faculty-led instruction, practitioner teaching, live organisational problems, venture creation, investment decisions, field immersion, international exposure and repeated feedback. The institution describes this approach as 'Learn Business by Doing Business'.

This model gives SDG 4 a specific institutional meaning. Research examines educational access, outcomes and technology-enabled learning. Stewardship governs curriculum quality, student support, scholarships, learning infrastructure and academic resources. Outreach extends entrepreneurship education, public knowledge exchange and lifelong learning beyond the enrolled cohort. Teaching develops applied capability through practitioner-led courses, real business activity, investment decisions, field learning and global exposure.

Across these pathways, Masters' Union combines quality, access and application. Scholarships and financing lower barriers to entry. Mentoring and well-being support keep students engaged. Digital and physical infrastructure widen access to learning resources. Employability and entrepreneurship outcomes show how learning turns into professional capability.

1.3 Contribution at a Glance

AREA	DOCUMENTED CONTRIBUTION
Research	Five Scopus-indexed publications on educational access, learning outcomes, technology-enabled pedagogy and engagement; two are reported in ABDC A*-ranked journals. The SMARVUS dataset recorded 20,151 views and 35 citations, while Metaverse Unleashed recorded 3,519 views.
Teaching model	An integrated InClass-OutClass model combines academic foundations with live projects, practitioner-led courses, business building, investment decisions, product development and field immersion.
Access and student support	Scholarships cover merit, financial need, women, diversity, entrepreneurship, technology and social impact. Postgraduate awards can cover 10-100% of tuition, and education loans can cover up to 95% of programme fees. Academic mentoring and Amaha mental-health support complement financial access.
Experiential entrepreneurship	More than 500 students have participated in the Dropshipping Challenge, creating 150+ businesses with collective revenue exceeding INR 10 crore. Venture building is further supported through VIP, Demo Day, institutional grants and the Founders' Fellowship.
School and community outreach	The High School Startup League has drawn 10,000+ applications from 500+ schools across 15+ states. Additional outreach includes Startup Weekend, regional school engagement, the Nagaland initiative, the Udayan Care Drone Lab and Dream Girl Foundation activities.
Lifelong learning	Executive and professional programmes, hybrid formats, customised organisational learning and public knowledge platforms extend education to working professionals, entrepreneurs, leaders and wider audiences.
Global and field-based learning	International immersion, visiting faculty, academic pathways and PGP Immersions expose learners to companies, public institutions, rural communities and business ecosystems across India and international markets.
Graduate outcomes	For PGP TBM 2025, the careers report records an average CTC of INR 33.39 LPA and a highest CTC of INR 1.28 crore, alongside entrepreneurship as a parallel graduate pathway.

02 Research

Research under SDG 4 examines how educational systems create access, support learning and respond to technological and social change. For a business school, this includes the economics of educational access, evidence on learning outcomes, pedagogical innovation and the design of digital learning environments.

Masters' Union contributes through peer-reviewed work on educational access, learning outcomes, technology-enabled pedagogy, digital disruption and psychological factors affecting engagement. The current portfolio is modest in scale but includes internationally recognised outlets and open-data work with substantial documented reach.

2.1 Research on Educational Access, Quality and Outcomes

Masters' Union faculty research contributes to SDG 4 by examining the conditions that shape access to education, learning outcomes and the effectiveness of educational systems. The source portfolio identifies five Scopus-indexed publications spanning educational access, institutional design, technology-enabled learning and behavioural factors affecting engagement. Two of the five publications are reported in ABDC A*-ranked journals, indicating that the institution's SDG 4 research includes work published in internationally recognised outlets.

The portfolio addresses questions that are directly material to educational equity. Research on credit access and learning outcomes considers how financial constraints affect participation and achievement. Work on educational privatisation examines the institutional conditions under which access and quality are shaped. These themes are relevant to a business school because financing structures, institutional incentives and market design influence who can participate in education and what outcomes they can realise.

Selected outputs also show substantial documented reach. The SMARVUS dataset recorded 20,151 views and 35 citations, while 'Metaverse Unleashed: Augmenting Creativity and Innovation in Business Education' recorded 3,519 views. These indicators show that the work is being accessed and used beyond the institution itself.

Three further publications by Masters' Union faculty address education directly. Dr Muneer Kalliyil, with Srividya Aluru of BITS Pilani Hyderabad and Soham Sahoo of IIM Bangalore, wrote a 2023 Springer chapter on regional patterns in learning outcomes in India, in *Risks and Resilience of Emerging Economies*. Dr Anushree Poddar's 2019 chapter in *Reimagining Sustainable Futures: The SDG Framework*, published by Bloomsbury India, examines how far Indian firms' CSR agenda is oriented towards SDG 4. Dr Bhasker Malu and K. Jayasankara Reddy are the authors of the 2025 Routledge textbook Multidisciplinary Perspectives in Social Cognition: Recent Advances and Future Questions.

REPORTED RESEARCH INDICATOR	DOCUMENTED EVIDENCE
SDG 4 research portfolio	Five Scopus-indexed publications across access, quality, innovation and educational effectiveness.
High-ranked outlets	Two publications reported in ABDC A*-ranked journals.
Open-data reach	SMARVUS dataset: 20,151 documented views and 35 citations.
Technology-enhanced learning	Metaverse Unleashed: 3,519 views; Scopus Q3; DOI 10.3390/engproc2023059207.
Scholarly contribution	Reddy & Malu (2025), Multidisciplinary Perspectives in Social Cognition, Routledge.

2.2 Research on Technology-enabled Learning and Knowledge Access

A second area of research examines how digital environments can change the way learners create, engage and access knowledge. Research on metaverse-based pedagogy and digital disruption in education considers the design of new learning environments rather than treating technology simply as an administrative layer around conventional teaching.

This research is consistent with Masters' Union's wider educational model, which uses AI-enabled tools, digital platforms, simulations and applied projects throughout the student journey. The institution's own use of technology does not replace research evidence. Still, together with scholarship and practice, it creates a useful loop between what faculty study and what the institution tries in its own learning environment.

Masters' Union also uses open-data publication to widen access to research outputs. Making datasets and scholarly work accessible allows other researchers and practitioners to examine, reproduce and extend educational research, supporting a broader culture of evidence-based learning.

03 Stewardship

Stewardship under SDG 4 concerns the systems that make quality education possible: curriculum review, fair access, student support, learning resources, infrastructure, quality assurance and the ways programmes are checked for relevance and effectiveness.

At Masters' Union, these responsibilities are distributed across academic design, scholarship and financing frameworks, personalised support, digital learning systems, specialist facilities, external academic relationships and outcome monitoring. Together, these measures support both access to education and the quality of the learning experience once students enrol.

3.1 Academic Philosophy, Curriculum Governance and Review

Masters' Union positions itself as a pioneer of experiential learning in business education, and treats curriculum design as a continuing institutional process. Its academic philosophy is organised around relevance, application, technology use, inclusion and connection to real economic and social challenges. The InClass-OutClass model puts classroom teaching and applied experience in the same learning journey. Ideas are introduced through classes, cases, discussion and frameworks, then tested through company projects, venture building, investment decisions, field research and industry immersion.

Curriculum review is informed by multiple sources rather than a single periodic exercise. Inputs include student course evaluations, programme feedback, faculty and practitioner observations, feedback from employers and project partners, performance in live projects and internships, recruitment trends, new role requirements, regulatory change, technology developments and alumni experience. These are used to revise content, cases, digital tools, assessment formats, industry projects and experiential components.

This process creates an explicit quality loop. What is taught is reviewed against student experience and external application; changes in industry can enter the curriculum without displacing core management foundations. Student and stakeholder feedback is used to revise course sequencing, project briefs, mentoring structures and career-preparation interventions.

CURRICULUM REVIEW INPUT	HOW IT INFORMS ACADEMIC QUALITY
Students	Course evaluations, programme reviews, satisfaction measures and direct feedback.
Faculty and practitioners	Observations on learning, assessment and changing domain practice.
Employers and project partners	Feedback on project quality, preparedness and emerging role requirements.
Alumni and mentors	Workplace insights, role-specific guidance and continuing feedback after graduation.
External environment	Technology, regulation, recruitment trends and changes in industry practice.

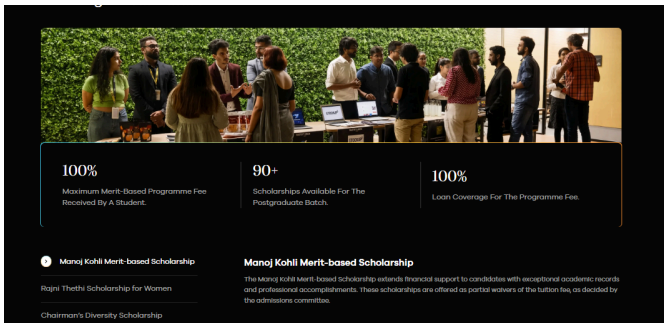
3.2 Equitable Access through Scholarships and Financing

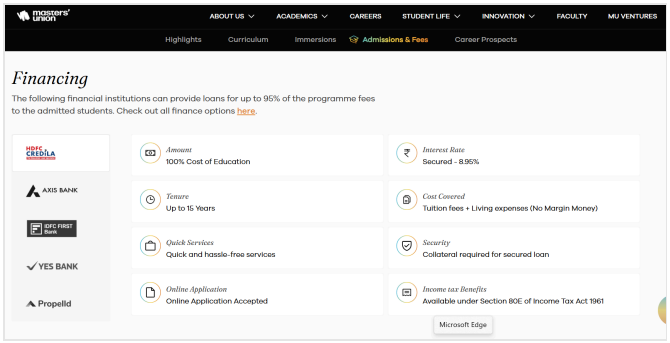
Masters' Union uses scholarships and financing to reduce financial barriers to higher education. Undergraduate applicants who meet the MUSAT threshold may receive partial tuition waivers. Postgraduate applicants are considered for awards of 10 to 100 per cent of tuition, based on academic merit, professional achievement, leadership potential and an overall assessment.

The scholarship portfolio recognises different forms of talent and constraint rather than relying on a single merit category. It includes need-based support, women-focused awards, diversity scholarships, entrepreneurship bursaries, technology-leadership awards and scholarships recognising service or social impact. Education-loan facilitation can cover up to 95 per cent of programme fees through partner financial institutions, with secured and unsecured options.

SCHOLARSHIP / SUPPORT	REPORTED PURPOSE
Mihir Mankad Need-Based Scholarship	Support for professionals facing genuine financial hardship; income documentation required.
Rajni Thethi Scholarship for Women	Support for exceptional women candidates and gender representation in business education.
Chairman / Narendra Jadhav Diversity Scholarships	Support for diversity and representation.

SCHOLARSHIP / SUPPORT	REPORTED PURPOSE
Founders' Bursary for Entrepreneurs	Support for applicants with demonstrated entrepreneurial experience.
Technology Leaders Scholarship	Recognition of notable achievement in technology, entrepreneurship, awards or hackathons.
Edward Rogers Change-Agent Scholarship	Recognition of demonstrated service to society and measurable social impact.
Education-loan facilitation	Financing of up to 95% of programme fees through partner institutions.





Masters' Union scholarship framework supporting access through merit, need, diversity, leadership and entrepreneurship awards. | Student financing options supporting access to programme fees.

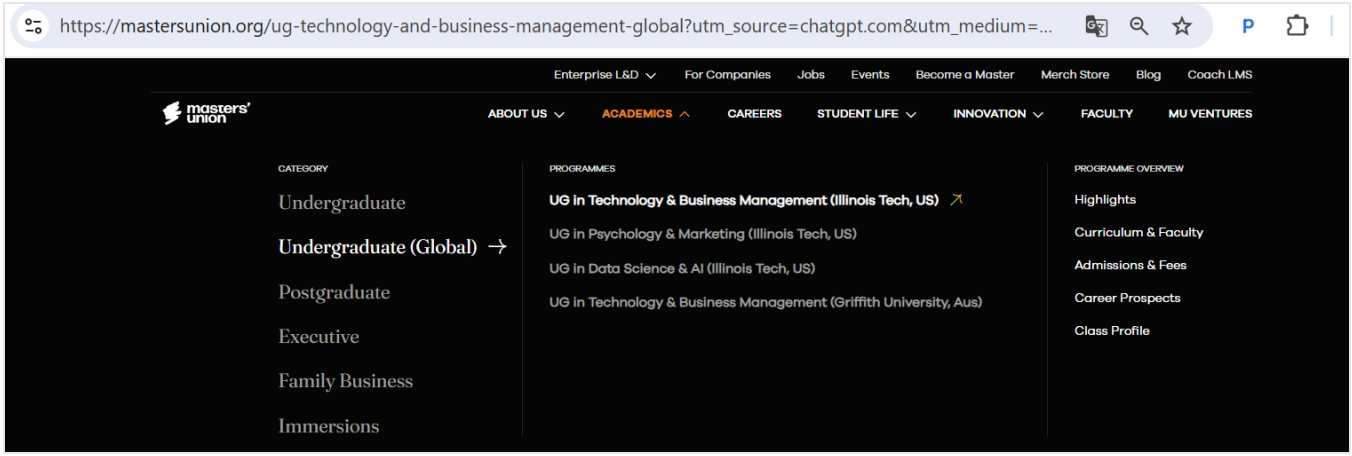
3.3 Student Support, Mentoring and Inclusive Progression

Masters' Union combines academic, behavioural and well-being support so that access to education is accompanied by the ability to remain engaged and progress. The Accountability and Mentorship framework provides one-to-one support for students who need additional intervention in areas such as delivery, confidence and structured communication. Progress can be reviewed through repeated touchpoints rather than a single remedial interaction.

Professional mental-health support complements academic mentoring. Since 2024, Masters' Union has partnered with Amaha to provide confidential counselling and therapeutic support, recognising that emotional well-being can materially affect persistence, participation and academic performance.

Mentoring also extends into academic and professional development. MentorUnion provides structured access to alumni and industry professionals; faculty, practitioners, career teams and mentors support portfolio reviews, domain guidance, mock interviews and role-specific preparation. Together, these measures create multiple routes for students to seek help and refine their learning.

The Learning Development Centre brings academic support, skills development and career preparation together. Students can draw on 18 career coaches and 2 academic advisers (full time), supported by 700 MentorUnion mentors, 720 alumni mentors, 159 industry mentors and 10 domain mentors (part time). The undergraduate programme draws on more than 800 industry experts, including more than 150 dedicated undergraduate mentors, and each student is mapped to a mentor in the field they are aiming for.



Student support and international learning pathways available across Masters' Union programmes.

3.4 Digital Learning Infrastructure and Academic Resource Access

Technology is integrated into academic delivery, individual feedback, research, career preparation and self-directed learning. The reported ecosystem includes the Learning Management System, µ.AI, Launchpad, MentorUnion, InterviewAI and AI-enabled practice tools. These platforms address different parts of the learning cycle: access to materials, personalised feedback, role knowledge, mentor access and repeated practice.

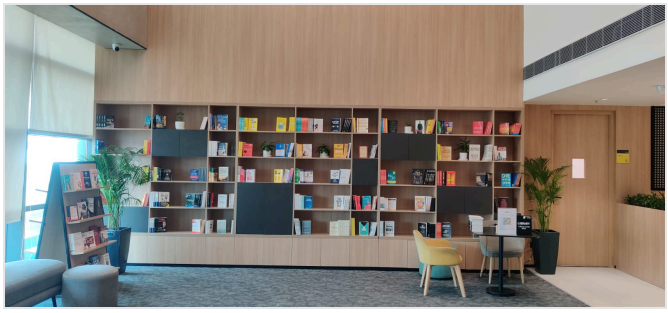
The Learning Management System is the central space that ties these together. Through it, students book one-to-one sessions with their mentors, manage their schedules, use the placement portal and get AI support, all in one place.

PLATFORM / RESOURCE	ROLE IN LEARNING
µ.AI	AI-powered digital business coach for feedback, progress tracking and personalised support.
Learning Management System	Central access to academic resources, assignments, assessments and communication.
Launchpad	Repository of role insights, company playbooks, interview expectations and alumni interview transcripts.
MentorUnion	Structured access to alumni and industry professionals for guidance.
InterviewAI and AI chatbots	Repeated interview simulation and personalised practice.
Bloomberg / Maker / Food Labs	Specialised environments for financial analysis, prototyping and entrepreneurial development.
Creative Studios	Content, branding, marketing and digital communication practice.

The Learning Resource Centre broadens this infrastructure through access to subscribed and open knowledge resources. Students and faculty can use Harvard Business Publishing, Statista, ET Prime, Business Standard and IBM SPSS alongside open resources such as DOAJ, SSRN, arXiv, PubMed Central, Google Scholar, the National Digital Library of India and Shodhganga. These resources support case analysis, consulting projects, research, capstones and investment work.

Information-literacy and research-support activities are intended to improve the quality of use, not only the quantity of access. Database demonstrations, research-methodology workshops, citation-management training, academic-integrity awareness and guidance on responsible AI use support independent research capability. Remote access through digital systems allows learners to continue using course materials and research resources during internships, immersions and exchange activity.

Coach, the in-house learning management system, is a central space for learning and support: students book one-to-one mentorship with mentors, manage scheduling, reach the placement portal and get AI support. Masters' Union also offers µ.ai, an AI-powered digital tutor that builds personalised study plans. Coach was introduced in 2023 and now runs more than 90% of active programmes: five PGP programmes, seven undergraduate programmes and three executive programmes, alongside five pilot programmes. Learning spaces at DLF Cyber Park and CDS Corporate Tower include three auditoriums seating 250, 150 and 146 people, 18 classrooms, silent coworking areas and more than 30 breakout and meeting rooms. Every classroom is equipped for hybrid delivery, so remote participants and guest faculty can join.





Learning Resource Centre supporting research, digital access and independent study.

3.5 Learning Infrastructure and Specialist Facilities

The physical learning environment supports applied rather than lecture-only education. Specialist facilities support financial markets, prototyping, digital content creation, venture development and investment analysis, allowing students to work with the tools and workflows associated with the activities they are studying.

Bloomberg terminals support financial-market analysis. Maker Labs support prototyping and hardware development. Creative and Content Studios support branding and communication work. Innovation and investment facilities support startup incubation, product development, equity research and portfolio management. Their educational value lies in giving students environments in which concepts can be translated into artefacts, analyses and decisions.

3.6 External Quality Assurance and Academic Partnerships

Masters' Union participates in external quality and institutional-development frameworks through AACSB International, EFMD Global and the Business School Impact System. These relationships provide benchmarking and institutional-learning mechanisms that complement internal curriculum review. It also holds an overall five-star QS Stars rating, reached within six years of its establishment, which assesses teaching, employability, online learning, entrepreneurship and inclusiveness.

Academic partnerships and pathways further extend the learning environment. Structured pathways with Griffith University and Illinois Institute of Technology, visiting faculty from international universities, and global immersions with companies, universities and public organisations give students academic continuity, exposure to different markets and a way to compare Indian and international management practice.



Global immersion and academic pathway opportunities extending comparative and cross-border learning.

3.7 Measuring Learning through Employability and Entrepreneurship Outcomes

Masters' Union uses graduate employment and venture creation as external indicators of whether students can apply what they have learned. These outcomes do not replace academic assessment, but they provide evidence of how learning is recognised in the labour market and entrepreneurial ecosystem.

For the PGP TBM Cohort of 2025, the careers report records an average CTC of ₹33.39 lakh per annum and a highest CTC of ₹1.28 crore. Recruiters span consulting, technology, financial services, venture capital, e-commerce and other sectors. Alumni feedback in the careers report repeatedly links role transitions to practical projects, mentorship, case competitions, domain preparation and venture-building experiences.

Entrepreneurship is treated as a parallel pathway. Approximately 40 students from the 2025 cohort chose entrepreneurship rather than placements. Masters' Union records more than INR 1.5 crore in institutional grants and more than INR 60 crore in external funding across student ventures. These outcomes are relevant to SDG 4 because learners are developing the capability to create work as well as enter it.

OUTCOME INDICATOR	REPORTED EVIDENCE
Average CTC, PGP TBM 2025	₹33.39 LPA
Highest CTC, 2025	₹1.28 crore per annum
Entrepreneurship pathway	Approximately 40 students chose entrepreneurship rather than placements.

OUTCOME INDICATOR	REPORTED EVIDENCE
Institutional venture support	More than ₹1.5 crore in institutional grants.
External venture funding	Student ventures reported to have secured more than ₹60 crore in external funding.

3.8 Mission, Values and Quality Governance

The institution's mission and values provide the governance frame for academic decisions. Masters' Union describes its purpose as continuously improving an education model across curriculum, culture and community, with integrity, inclusivity, innovation and impact informing policy and programme design. These principles are introduced through student orientation, faculty onboarding and institutional forums and are reflected in learning outcomes and programme architecture.

Formal frameworks support this operating model. Scholarship and financial-aid rules set who is eligible and how awards work. Student-welfare arrangements govern access to counselling and extra support. Programme orientation sets basic expectations for academic conduct, use of digital platforms and responsible behaviour during projects and immersions. Together, these structures turn broad institutional values into repeatable processes.

04 Outreach

Outreach extends the educational role of an institution beyond its enrolled students. Under SDG 4, this includes school-level learning, lifelong education, public knowledge exchange, educator engagement and community initiatives that widen access to skills and learning opportunities.

Masters' Union applies its practice-led model through the High School Startup League, Startup Weekend, regional school engagement, executive education, public learning platforms and community-based activities. The strongest programmes combine broad access with structured learning rather than operating only as promotional or one-off events.

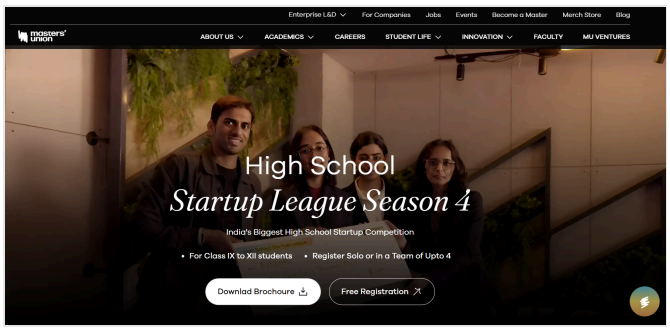
4.1 High School Startup League

The High School Startup League is one of Masters' Union's largest education-outreach initiatives. Open to students in Classes IX-XII, the programme introduces entrepreneurship before higher education through problem identification, idea development, prototyping, mentorship and investor pitching.

The programme is designed as a learning sequence rather than a single competition. Workshops and mentoring help participants move from identifying a problem to developing and presenting a venture idea. Participants are exposed to founders and mentors, and the strongest teams progress to city and national-level showcases.

The programme has drawn more than 10,000 applications from 500+ schools across 15+ states, with ₹20 lakh+ in cash prizes. Registration for the league is offered free of charge, widening participation. Selected participants can also access startup grants and the Masters' Union incubator and accelerator ecosystem. Participants can win funding of up to ₹20 lakh and gain access to an incubator and accelerator.





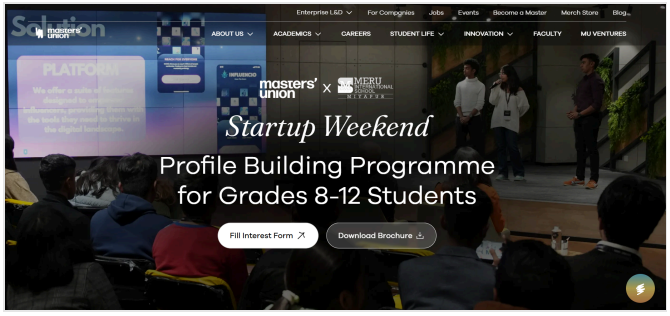
High School Startup League participants engaging in entrepreneurship learning and venture development. | High School Startup League outreach and programme information.

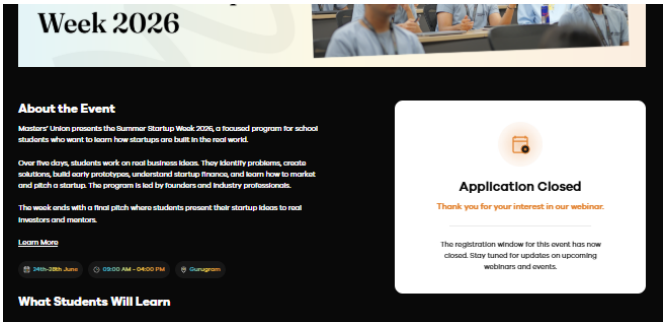
4.2 Startup Weekend and School Entrepreneurship Programmes

Masters' Union extends school-level entrepreneurship learning through shorter, intensive formats in addition to HSSL. Startup Weekend is a two-day programme for students in Grades 8-12. Participants identify problems, validate ideas, build prototypes, test product-market fit, use AI tools, prepare investor pitches and present their work to practitioners.

Summer Startup Week uses a similar applied model over five days, with sessions on venture ideas, prototyping, startup finance, marketing, pricing and growth. A June 2026 edition shows that this outreach model continued beyond the 2024-25 annual-report cycle; it is presented here as a subsequent development rather than as a 2024-25 outcome.

Together, these programmes show how Masters' Union adapts its practice-led pedagogy for younger learners. The emphasis is not on promoting business-school admissions alone, but on giving school students structured experience of problem solving, experimentation, collaboration and presentation.





Startup Weekend: applied entrepreneurship learning for school students. | Summer Startup Week 2026, showing continuation of school-level entrepreneurship outreach beyond 2024-25.

4.3 School, Regional and Community Education Outreach

Direct school and regional outreach complements large-scale entrepreneurship programmes. Student ambassadors and academic teams have engaged with schools across multiple cities, sharing academic journeys, entrepreneurship exposure and future-ready career pathways with prospective learners.

Masters' Union conducted an inaugural undergraduate outreach initiative in Nagaland at Tetso College, Dimapur. The engagement involved educators and students from Rincho Academy, Maple Tree School Dimapur and Hope Academy, and included discussions on future skills, higher-education pathways and entrepreneurship. The programme also engaged Shri Temjen Imna Along, Minister of Tourism and Higher Education, Government of Nagaland, strengthening the connection with the regional education ecosystem.



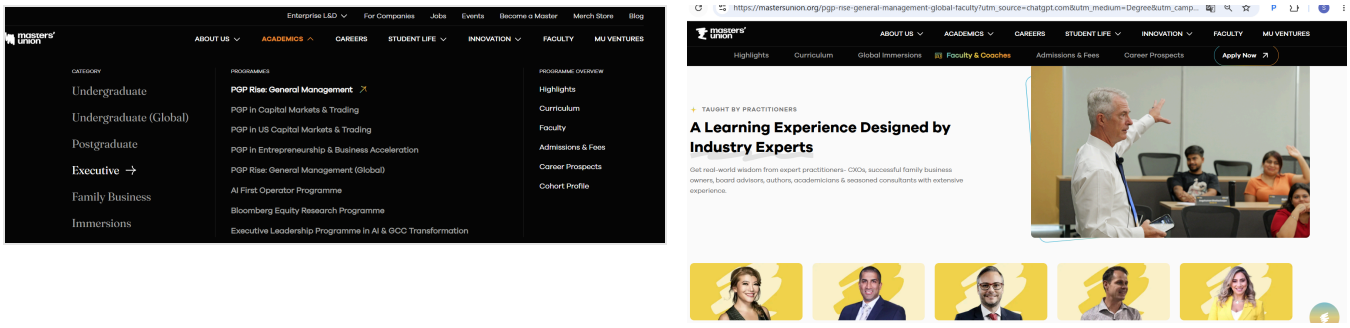
School and regional outreach activities connecting learners with future skills and higher-education pathways.

4.4 Lifelong and Executive Education

Masters' Union extends structured learning beyond degree-seeking students through executive and professional programmes for working professionals, entrepreneurs and organisational leaders. Programmes are designed around current business, technology, leadership and sustainability requirements, with practitioner-led instruction and applied assignments.

Flexible weekend and hybrid formats allow participants to continue learning alongside employment. Case studies, simulations, live projects, leadership workshops and peer learning are used to connect concepts with workplace application. Masterclasses and executive B2B courses extend this reach, and the institution works with organisations on customised leadership-development, digital-capability and innovation programmes, such as the one for Ambrane led by Kashika Sud.

This portfolio advances the lifelong-learning dimension of SDG 4 by providing routes for professionals to update skills after formal degree education. Continuous curriculum updates and industry involvement help keep executive learning responsive to changing professional requirements.



Executive education portfolio | Practitioner-led executive learning

4.5 Public Knowledge Exchange and Educator Engagement

Masters' Union contributes to public discussion on education through forums aimed at educators and wider audiences. Swati Ganeti, Director - Undergraduate Programme, spoke at TEDxAmity University Noida on learner-centred, technology-enabled and experiential education. The session placed the institution's pedagogical approach within a broader conversation about student engagement and the future of learning.

At the IB Global Conference Mumbai, Founder Pratham Mittal addressed educators and school leaders under the theme 'Shared Learning, Shared Futures'. The discussion focused on learner-centred pedagogy, critical thinking, active participation and real-world application. Participation in such forums extends knowledge exchange beyond the institution's own programmes and allows Masters' Union to contribute to conversations among education practitioners.

Public webinars, masterclasses, podcasts and expert interviews provide additional access to business and career learning. These formats are relevant to SDG 4 when they operate as open knowledge platforms rather than admissions communication alone; the strongest evidence is therefore the educational content and public accessibility of the sessions.

Intersect 4.0 and Open Knowledge Sessions

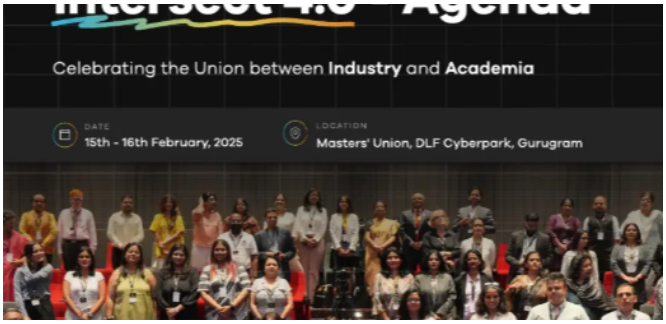
Intersect 4.0 brought together more than 350 participants from 15+ countries for two days of keynote discussions, panels and collaborative sessions connecting industry and academia. Its SDG 4 relevance lies in structured knowledge exchange across educators, practitioners, students and external participants rather than in the event format itself.

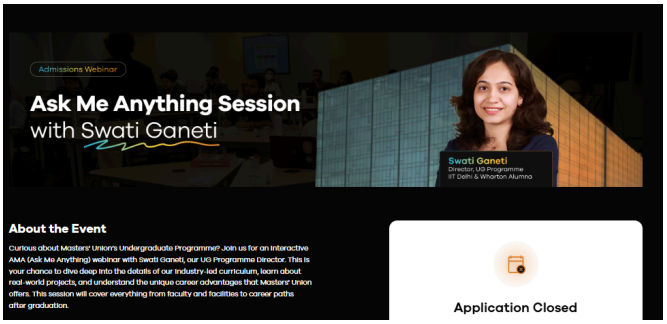
Public Ask Me Anything sessions provide prospective learners, parents and school communities with open access to information on experiential pedagogy, entrepreneurship education, global learning, scholarships, internships and career pathways. These sessions help participants make more informed education decisions and extend institutional knowledge beyond enrolled students.





TEDxAmity University Noida | IB Global Conference Mumbai





Intersect 4.0 | Public Ask Me Anything session

4.6 Community-based Educational Engagement

Swades Foundation: Rural Education and Community Institutions

During a PGP Immersions rural immersion in Nivi village, Raigad district, students engaged with community-led education initiatives spanning early-childhood learning, digital literacy, teacher capacity building and pathways to higher education and employability. The immersion allowed students to examine how government schools can be strengthened through teachers, infrastructure, curriculum support and community participation.

This matters for SDG 4 in two ways. It shows Masters' Union students the realities of inclusive education, and it puts them in direct contact with educators, volunteers and village committees working on educational access in rural communities.



PGP Immersions rural immersion with the Swades Foundation in Nivi village, Maharashtra.

Udayan Care: Drone Making Practical Lab for Girls

Masters' Union sponsored a hands-on Drone Making Practical Lab for girls from Udayan Care. Participants were introduced to drone components, basic engineering concepts and assembly through guided practical sessions. The activity used experimentation and teamwork to build technical confidence and exposure to emerging technology.



Hands-on Drone Making Practical Lab sponsored for girls from Udayan Care.

Dream Girl Foundation: Creative Learning and Student Volunteering

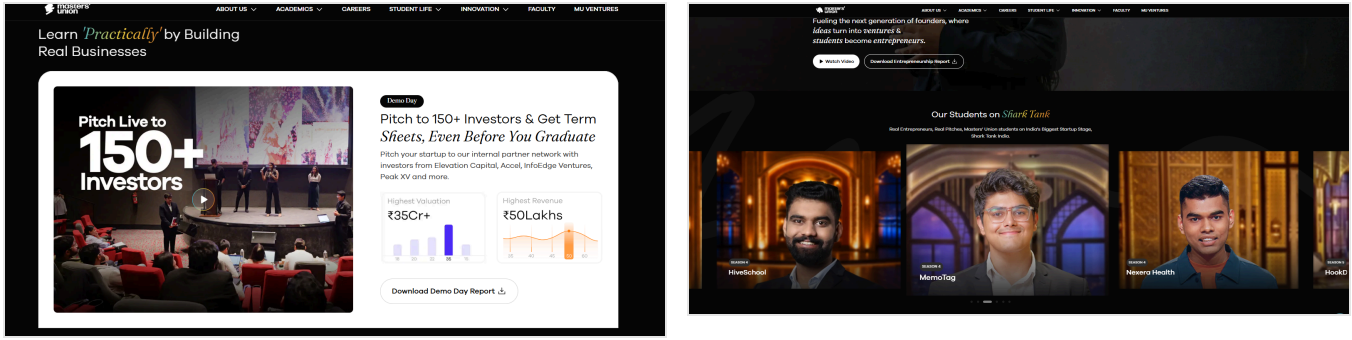
The SEWA Club organised a community-outreach visit to the Dream Girl Foundation in October 2024. Students and volunteers conducted interactive art and painting activities for children, creating a structured setting for creativity, self-expression and collaborative learning. The initiative also gave Masters' Union students direct experience of community engagement and educational volunteering.



Dream Girl Foundation creative learning | Student volunteers with participating children

4.7 Public Entrepreneurship Platforms and Education-focused Ventures

Several student entrepreneurship platforms also operate as public learning environments. Demo Day puts student founders in front of more than 150 investors. Shark Tank India takes student ventures to a national audience, with Bullspree, HiveSchool, MemoTag, HookD and Meta Fashion pitching on the show, and the publicly released Entrepreneurship Report documents venture revenue, funding and traction. The educational value of these platforms lies in disclosure, feedback, presentation and the public examination of business ideas.



Demo Day investor engagement | Shark Tank India Campus Special

Student venture outcomes are documented on the Masters' Union entrepreneurship page, alongside the Entrepreneurship Report.

The venture portfolio also includes businesses whose primary product is education or skill development. These ventures are especially relevant to SDG 4 because they extend learning opportunities beyond Masters' Union itself through financial education, career exploration, fashion entrepreneurship, AI-enabled school workflows, profile building and alternative learning models.

EDUCATION-FOCUSED VENTURE	REPORTED EDUCATIONAL ROLE
Bullspree	Experiential financial education using interactive, real-world market simulations.
Hive School	Skill-building and learning platform for students and young professionals.
Archimedes Lab	Career exploration and learning experiences for teenagers.
Pixel School of Fashion	Business learning for aspiring fashion entrepreneurs.
Bored Of Education Fellowship	Alternative education and learning experiences.
Praxel	Practical skills for students and professionals navigating an AI-shaped workplace.
Skill Before Degree	Interactive Vedic Maths and logical-reasoning learning.
Cospire	Student-led information and profile-building support for high-school learners.
Reknown Media	Visibility and communication support for educational institutes, investors and founders.
Savra	AI co-pilot for teachers and schools designed to reduce repetitive academic workflows.

05 Teaching

Teaching is the core of Masters' Union's contribution to SDG 4. The institution's approach is designed around the principle that students should repeatedly apply concepts in contexts that resemble the environments in which professional decisions are made.

Academic faculty, visiting scholars and industry practitioners contribute to this model through classroom teaching, live projects, venture creation, investment activity, field immersion, career practicums, global exposure and technology-enabled feedback. Assessment therefore extends beyond written examinations to products, recommendations, presentations, portfolios, investment decisions, customer validation and other applied outputs.

5.1 Learn Business by Doing Business

Masters' Union's teaching model is organised around the principle that students should learn management by making real decisions and producing real outputs. InClass teaching establishes concepts through faculty-led discussion, cases, simulations and analytical frameworks. OutClass components then require students to apply those concepts through ventures, consulting assignments, investment decisions, field work, product development and industry challenges.

The distinction is important to educational quality. Students are expected to demonstrate not only recall or conceptual understanding, but the ability to build, analyse, communicate and improve. Assessment can incorporate products, revenue, profitability, user feedback and Net Promoter Scores alongside conventional academic evaluation.

This approach is used across programmes rather than being restricted to a single entrepreneurship track. Students learn e-commerce by operating live stores, finance by managing capital and analysing investments, product development by building prototypes, and management by responding to live organisational problems.

5.2 Practitioner-led and Industry-integrated Teaching

Academic delivery combines full-time research faculty, visiting academics and current industry practitioners. Practitioners do more than appear as guest speakers: more than 200 industry professionals are documented as teaching complete courses, facilitating classroom discussions, supervising applied work and evaluating students against contemporary professional standards. Industry practitioners make up 40% of the teaching mix, full-time faculty 30%, and visiting faculty from schools such as Harvard, Stanford and Wharton the other 30%.

Visiting faculty and international academics bring additional perspectives, while founders, chief executives, investors, consultants, technology leaders and functional specialists connect concepts with current organisational practice. Industry participation continues beyond classroom delivery through live consulting projects, corporate challenges, internships, mentoring and assessment.

This creates a layered teaching environment in which academic rigour and professional relevance are not treated as alternatives. Faculty provide conceptual foundations and research perspective; practitioners contribute current operating knowledge; project partners and mentors provide external feedback on application.

5.3 Experiential Learning and Authentic Assessment

Experiential learning is embedded across the academic journey rather than reserved for internships. Recurring features include live business building, corporate One-Day Challenges, consulting projects, factory and office visits, case competitions, hackathons, investment management, product prototyping, field projects and international immersion.

EXPERIENTIAL MECHANISM	APPLIED LEARNING OUTCOME
Dropshipping businesses	E-commerce, customer acquisition, pricing, branding, finance and execution.
Corporate One-Day Challenges	Rapid problem definition, analysis and recommendations under real constraints.
Live consulting projects	Stakeholder engagement, evidence gathering and solution design.
Factory / office / showroom visits	Understanding operating systems, processes, technology and organisational context.
Case competitions and hackathons	Structured problem-solving, teamwork and presentation.
Investment activity	Research, valuation, risk analysis and decision-making with real capital.

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EXPERIENTIAL MECHANISM	APPLIED LEARNING OUTCOME
Product development and prototyping	User understanding, experimentation and iteration.
Global and field immersions	Contextual learning across industries, markets and institutions.

Authentic assessment follows the same logic. Students may be evaluated by faculty, practitioners, customers, project partners and investors, depending on the nature of the work. Outputs include recommendations, products, pitches, investment theses, portfolios and validated ventures. This widens the evidence used to judge learning while preserving academic oversight.

5.4 Entrepreneurship as Curriculum

Dropshipping Challenge and Live Market Learning

The Dropshipping Challenge requires students to create and operate live e-commerce businesses. Rather than analysing a simulated marketing plan, teams confront customer acquisition, pricing, positioning, fulfilment and unit economics in the market. More than 500 students have participated, creating 150+ businesses with collective revenue exceeding INR 10 crore. For the 2024-25 undergraduate cohort, 43 digital brands generated more than INR 1.2 crore in revenue.

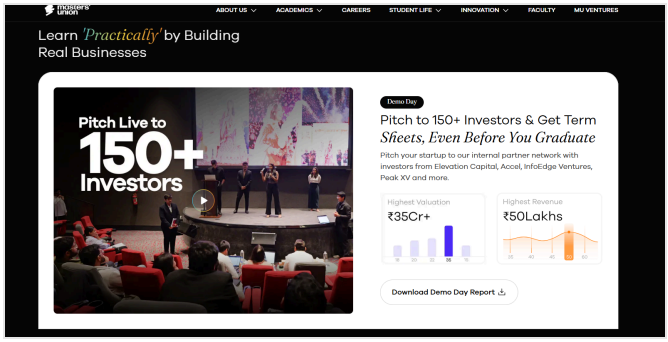
Venture Initiation Programme

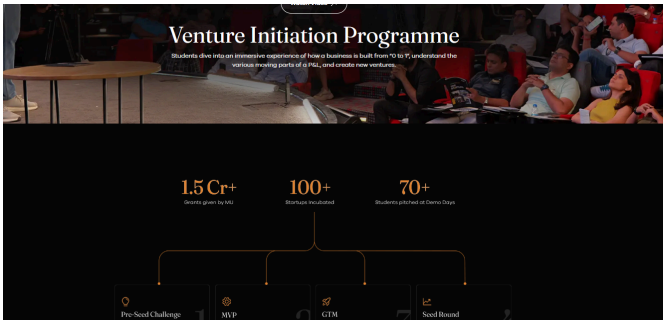
The Venture Initiation Programme is structured as a 9-10 month venture-building journey. Students move through Pre-Seed, MVP, Go-to-Market and Product-Market-Fit stages. Each stage requires evidence: problem validation, a functioning first product, customer acquisition and iterative proof that a venture can scale. Workshops, mentorship, pitching rounds and one-to-one checks with investors support the progression.

The Pre-Seed stage requires students to define a problem worth solving and validate it with real-world facts, customer evidence and a clear founding hypothesis. Strong teams can receive non-dilutive institutional funding to continue development. Subsequent stages require students to test products with users, execute go-to-market activity and refine the venture through market feedback.

Demo Day, Funding and Investor Feedback

The programme culminates in investor-facing evaluation. Demo Day brings more than 150 venture capitalists and angel investors to campus to review the strongest student ventures. In 2025, 15 student-led startups presented to 150+ investors and received 18 investment commitments; the participating ventures had collectively generated more than INR 3 crore in revenue.

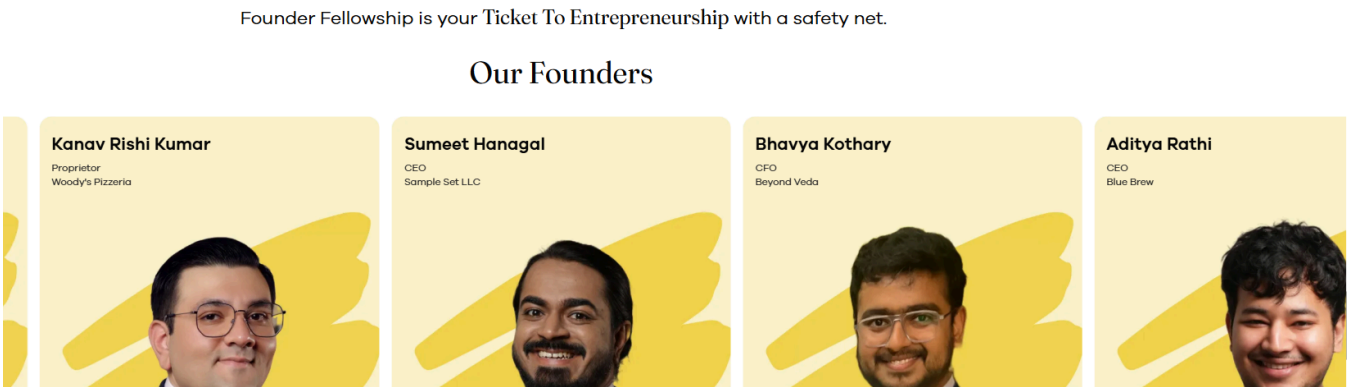




Demo Day: student ventures presenting to investors and receiving market-facing feedback. | Venture Initiation Programme: staged venture development from ideation to market validation.

Founders' Fellowship and Venture Support

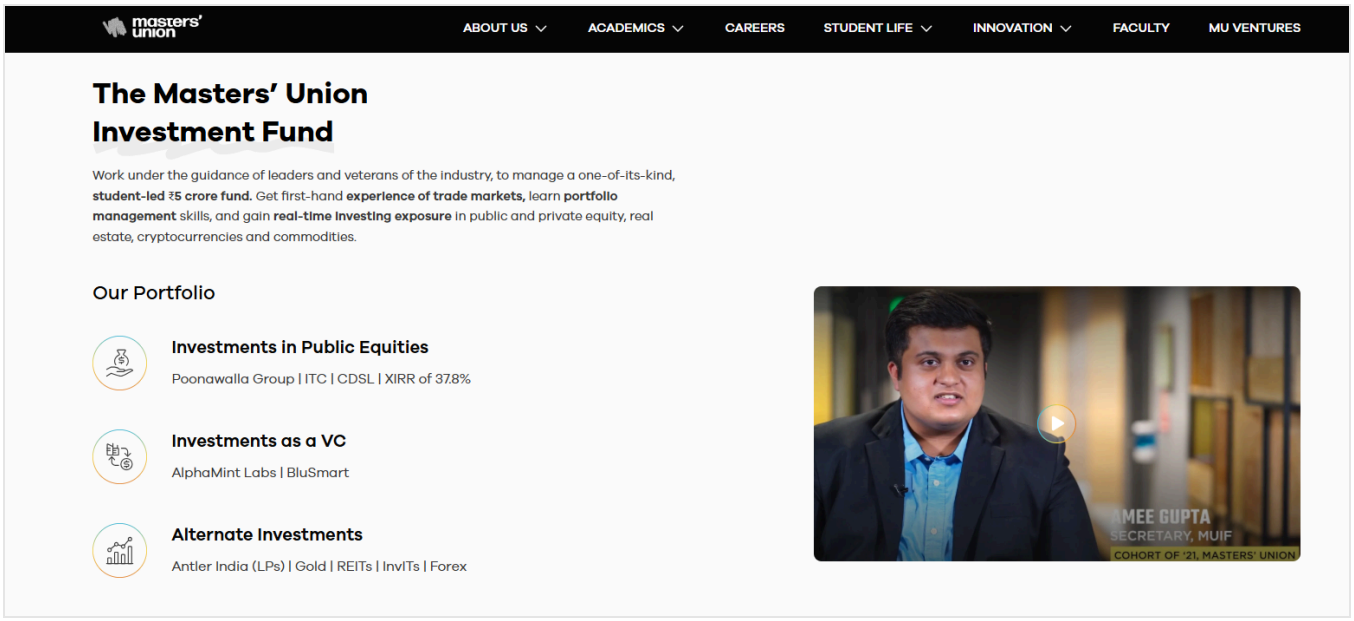
Students who choose entrepreneurship as a full-time pathway can receive additional support through the Founders' Fellowship, which provides a stipend of INR 50,000 per month for up to one year. The fellowship reduces the short-term financial cost of choosing venture building over conventional placement and is complemented by mentoring and investor access.



Founders' Fellowship supporting students who pursue venture building as a full-time pathway.

Student-managed Investment Fund

Finance learning is reinforced through a student-managed investment fund with an institutional corpus of INR 5 crore. Students participate in portfolio management, investment analysis, risk assessment and allocation decisions across public equities and alternative assets under faculty and practitioner guidance. Students participate in more than 10 investments annually, and the fund recorded portfolio returns of 65%+ during 2024-25.



Student-managed investment fund providing applied exposure to portfolio and investment decisions.

INVESTMENT-LEARNING INDICATOR	REPORTED DETAIL
Institutional corpus	₹5 crore student-managed fund.
Decision exposure	Students participate in 10+ investments annually.
Reported 2024-25 performance	65%+ portfolio returns during 2024-25.
Asset exposure	Public equities, venture capital, REITs, InvITs, commodities, cryptocurrencies and other alternative assets.
Learning focus	Portfolio management, research, valuation, risk assessment and investment decision-making under faculty and practitioner supervision.

5.5 Career Pathways and Applied Professional Development

Masters' Union enables students to develop personalised professional pathways rather than follow a single placement-preparation sequence. Students are exposed to multiple domains before narrowing their focus through counselling, panels, practicum courses, portfolios, mentoring, mock interviews and company-specific preparation.

CAREER DOMAIN	LEARNING AND PREPARATION ROUTE
Consulting	Cases, structured problem solving, communication and interview practice.
Product Management	Product thinking, user problems, analytics, prototyping and role-specific practicum.
Finance and Investment	Financial analysis, markets, valuation, investment activity and interviews.
Data and Analytics	Applied analytics, business interpretation and technical preparation.
Marketing	Consumer understanding, content, growth, brand and commercial reasoning.
Sales and Business Development	Commercial communication, account thinking and negotiation.
Founder's Office / General Management	Ambiguous problem solving, cross-functional decision-making and leadership.
Supply Chain and Operations	Operations analysis, systems thinking and process improvement.
Human Resources	People systems, organisational behaviour and workforce decision-making.

Career preparation begins early in the programme with professional-profile development and domain exploration, then becomes progressively more role-specific. Students can develop capability in more than one domain through electives, practicum work, mentoring and applied projects. Entrepreneurship remains an additional pathway rather than being treated as separate from career development.

The careers report provides external evidence of this learning model. Alumni say that domain preparation, live startup work, dropshipping, case competitions, mentoring and repeated mock interviews helped them move into roles across product, programme management, founder's office, data, finance and other functions.

5.6 PGP Immersions and Field-based Immersive Learning

PGP Immersions uses India as a learning environment through more than 25 business and cultural immersions across more than 20 cities. Students study organisations, markets, public institutions, manufacturing systems, rural communities and entrepreneurial ecosystems through site visits, CXO interaction, consultancy challenges and structured reflection.

Sports Ecosystem Exposure

The first cohort of the Sports Management & Gaming programme participated in the Sport India Conference at Bharat Mandapam in collaboration with the Physical Education Foundation of India. Students engaged with representatives from the Sports Authority of India, National Anti-Doping Agency, Lakshmibai National Institute of Physical Education and universities, and explored sports technologies and business models at the Sports Business Expo. The activity connected classroom learning with sports policy, governance, institutional leadership and the commercial sports ecosystem.



Sports Management & Gaming students at the Sport India Conference and Sports Business Expo.

Technology and Operational Innovation

At Addverb Technologies, students observed robotics, warehouse automation and intelligent manufacturing systems. The immersion connected technology adoption with organisational culture, operating processes, scalability and innovation management.





Addverb Technologies immersion | Practitioner interaction during the immersion

Public Institutions and Governance

PGP Immersions students also visited the Election Commission of India and Parliament of India to examine the operating systems behind large public institutions. Topics included electronic voting systems, election management, real-time monitoring, standard operating procedures, cascade training, accountability and stakeholder coordination. The educational value lies in seeing how complex institutions translate governance principles into repeatable operating systems.







PGP Immersions engagement with the Election Commission of India and Parliament of India.

Industry and Cultural Context

Other PGP Immersions include U Sports and RSVP Movies, where students examine business strategy, stakeholder management and revenue models in sports and entertainment. Others cover technology, manufacturing, community development and regional business systems. The programme's contribution to SDG 4 is the use of field context as a structured academic resource rather than treating immersion as observational travel.



PGP Immersions industry immersion connecting classroom learning with operating environments.

Auroville: Sustainability, Enterprise and Community-based Learning

Sixty undergraduate students participated in an Auroville immersion focused on sustainability, entrepreneurship and community-based practice. Students engaged with local entrepreneurs, sustainable production, artisanal enterprise, craft, pottery and organic farming, and visited initiatives including Sadhana Forest and Mason & Co. The activity broadened the applied-learning environment beyond conventional corporate settings and exposed students to alternative enterprise and livelihood models.



Auroville immersion focused on sustainability, enterprise and community-based learning.

5.7 Global and Interdisciplinary Learning

International exposure is integrated through visiting faculty, global immersion and academic pathways. Engagements across Japan, Singapore, China, Dubai, Italy, the United Kingdom, the United States and continental Europe allow students to examine manufacturing, finance, technology, trade, innovation and sustainability in different markets.

Reported immersion engagements include organisations such as the United Nations Office at Geneva, EDF, Rabobank, Porsche, Temasek, Honda and Daikin, alongside academic collaboration with SDA Bocconi and H-FARM. The purpose is comparative learning: students observe how organisations operate in different regulatory, cultural and market environments and bring those perspectives back into coursework and projects.

Interdisciplinary learning complements geographic exposure. Students combine management foundations with data analytics, design, engineering, consumer psychology, public policy, sustainability and technology. Domain practicums, live projects, portfolios, internships and venture building allow specialisation to develop through both formal coursework and applied work.



Global learning and academic pathways supporting comparative and cross-border education.

5.8 Digital and AI Competency

Digital competency is developed as an applied graduate capability rather than a standalone technology module. Students use digital tools for data analysis and visualisation, financial research, AI-assisted learning and productivity, digital marketing, content creation, no-code and low-code prototyping, product testing, online business operations, project management, research and interview practice.

Students are expected to produce functioning outputs with these tools: stores, digital products, analytical dashboards, investment theses, pitch decks, prototypes and content channels. This ensures that digital literacy is connected to problem solving and execution rather than limited to tool familiarity.

µ.AI and other AI-enabled learning tools add a personalised practice layer through feedback, progress tracking and repeated simulation. Masters' Union also identifies a planned AI Lab and Experience Centre and research collaborations with organisations such as PwC and EY. Planned facilities are presented as institutional direction rather than as completed impact until they are operational.

06 Institutional Direction

We already offer a different kind of education: classes taught with practitioners, ventures and real projects, scholarships and mentoring, and learning that carries on after graduation. Our ambition is to make learning by doing available to far more people and to set the standard for how business is taught.

6.1 Learning by Doing, at Scale

We want to make our practice-led model available to many more learners, on campus and through executive programmes, so that learning by doing becomes a normal way to learn business in India.

6.2 Education Open to Talent Everywhere

We want a Masters' Union education to be open to talented students whatever their background, through scholarships, education-loan support and routes such as the High School Startup League that find talent early.

6.3 Support for Every Student to Succeed

We want every student to finish well and move into work they value. Our ambition is to keep strengthening mentoring, career coaching, counselling and the Learning Development Centre, and to use new learning technology to help each student learn in their own way.



SDG 4 IMPACT REPORT

masters' union university