MEDHAVI SKILLS UNIVERSITY

Skill • Empower • Liberate

Annual Sustainability Report

2025–26

What Makes **Medhavi Skills University** Stand Out Among Universities



Institutional Commitment to the United Nations Sustainable Development Goals (UNSDGs)

Medhavi Skills University (MSU) is committed to contribute to the achievement of the United Nations Sustainable Development Goals (UNSDGs) through quality education, skill development, research, innovation, community engagement, environmental sustainability and inclusive institutional practices. The University recognises that higher education institutions have a significant responsibility in addressing global challenges and creating positive social, economic and environmental impact.

As a skills-focused higher education institution, Medhavi Skills University seeks to integrate the principles of sustainability, equity, social responsibility and responsible citizenship into its academic programmes, institutional policies, research activities, industry partnerships and community outreach initiatives.

The University's commitment is reflected in collaborations with government departments, industry partners, non-governmental organisations and international institutions, alongside student engagement activities, awareness programmes and initiatives supporting disadvantaged communities.

University's Contribution to the 17 Sustainable Development Goals

SDG 1 – No Poverty

The University promotes inclusive skill development and employability-oriented education to enhance livelihood opportunities, particularly for economically and socially disadvantaged sections of society. Through collaborations with community organisations and skill development partners, the University seeks to facilitate access to vocational training, entrepreneurship and employment opportunities.

SDG 2 – Zero Hunger

The University recognises the importance of food security, nutrition awareness and sustainable food systems. It encourages awareness of balanced nutrition, food security, sustainable agriculture and responsible consumption through educational activities and community engagement. Skill development in agriculture and allied sectors also contributes to improved livelihood opportunities.

SDG 3 – Good Health and Well-being

The University is committed to promote physical and mental well-being among students, faculty and staff. Its institutional initiatives include awareness programmes,

health-related educational activities, mental health support and sensitisation regarding healthy lifestyles. The University also promotes awareness of preventive healthcare, hygiene, nutrition and reproductive health.

SDG 4 – Quality Education

Quality, inclusive and accessible education is central to the University's mission. MSU emphasises industry-oriented education, competency-based learning, vocational training, experiential learning and lifelong learning opportunities. Its collaborations with organisations such as the National Skill Development Corporation (NSDC) and other skill development partners strengthen the connection between education, practical competencies and employability.

SDG 5 – Gender Equality

The University promotes equal opportunities and a safe, inclusive and discrimination-free educational environment. It supports women's participation in education, skill development, leadership and employment. Institutional mechanisms for gender sensitisation, prevention of sexual harassment and awareness of sexual and reproductive health contribute to gender equality.

SDG 6 – Clean Water and Sanitation

The University recognises the importance of water conservation, sanitation and hygiene. It encourages responsible water use, awareness of water conservation, efficient resource utilisation and hygienic campus practices. Environmental awareness and student participation are encouraged to promote sustainable water management.

SDG 7 – Affordable and Clean Energy

The University supports the transition towards energy efficiency and clean energy through awareness of renewable energy, responsible electricity consumption and sustainable campus practices. It encourages students and institutional stakeholders to understand the importance of energy conservation and environmentally responsible technologies.

SDG 8 – Decent Work and Economic Growth

Promoting employability, entrepreneurship and decent work is an important institutional priority. Through vocational education, industry collaborations, practical training and skill development programmes, MSU seeks to improve workforce readiness and create opportunities for sustainable economic growth. Partnerships with NSDC and other stakeholders support industry-relevant competencies.

SDG 9 – Industry, Innovation and Infrastructure

The University promotes innovation, entrepreneurship, technology-enabled education and industry-academia collaboration. Its partnerships with skill development organisations, industry stakeholders and institutions support practical learning, innovation and the development of future-ready skills. The University encourages students to develop innovative solutions to real-world challenges.

SDG 10 – Reduced Inequalities

MSU is committed to promoting equitable access to education and skill development irrespective of gender, economic background, geographical location or social circumstances. Through collaborations with organisations such as Helping Hands and SANDIKSHA, the University supports inclusive engagement and opportunities for underserved communities.

SDG 11 – Sustainable Cities and Communities

The University promotes awareness of sustainable communities, environmental responsibility, civic engagement and inclusive development. Students are encouraged to participate in community-oriented initiatives, local development activities and awareness programmes addressing social and environmental challenges.

SDG 12 – Responsible Consumption and Production

The University encourages responsible consumption, resource efficiency, waste minimisation and environmental awareness. It seeks to promote sustainable practices in the use of institutional resources and encourages students to adopt responsible consumption habits and understand the importance of circular economy principles.

SDG 13 – Climate Action

Climate change awareness and environmental responsibility form an important part of the University's sustainability commitment. The University encourages environmental education, climate awareness, resource conservation and student participation in activities promoting climate action and sustainable development.

SDG 14 – Life Below Water

The University recognises the importance of protecting aquatic ecosystems and marine biodiversity. It promotes awareness regarding water pollution, conservation of aquatic resources, responsible waste disposal and the importance of protecting rivers, lakes and other water bodies through educational and awareness initiatives.

SDG 15 – Life on Land

MSU supports awareness of biodiversity conservation, ecosystem protection, sustainable land use and environmental stewardship. The University encourages students to understand the importance of protecting terrestrial ecosystems, forests, wildlife and natural resources through environmental education and community participation.

SDG 16 – Peace, Justice and Strong Institutions

The University is committed to promote ethical conduct, transparency, accountability, equality and responsible institutional governance. It encourages constitutional values, human rights awareness, gender sensitivity, student participation and a culture of mutual respect. Institutional policies and grievance redressal mechanisms support a safe and accountable academic environment.

SDG 17 – Partnerships for the Goals

Partnerships are an important component of the University's sustainable development strategy. MSU has established collaborations with organisations and institutions to strengthen education, employability, community engagement and international cooperation. Key collaborations and initiatives include:

- National Skill Development Corporation (NSDC): Strengthening skill development, vocational education and employability.
- TTAADC, NECBDC and Sikkim Police: Collaborative engagement through institutional partnerships and MoUs signed on 20 June 2025.
- Goethe-Institut: Collaboration through the SHINE initiative on 29 January 2026.
- Helping Hands and SANDIKSHA: Supporting inclusive community engagement and social development.
- Student-led SDG engagement: Activities such as the SDG Quiz (5 November 2025), NSS Pledge (20 August 2025) and SDG Poster Activity (18 June 2026) promote awareness and student participation in sustainable development.

Institutional Commitment and Way Forward

Medhavi Skills University considers the UNSDGs an integral framework for responsible higher education and institutional development. The University aims to progressively strengthen the integration of SDGs into its curriculum, research, skill development programmes, institutional governance, campus operations and community outreach.

The University will continue to encourage student volunteering, interdisciplinary research, industry collaboration, environmental awareness, gender equality, inclusive

education and partnerships with government bodies, NGOs and international organisations.

Through these collective efforts, Medhavi Skills University aspires to contribute meaningfully to the achievement of the 2030 Agenda for Sustainable Development and nurture socially responsible, environmentally conscious and professionally competent graduates who can contribute to a sustainable and inclusive future.



MEDHAVI SKILLS UNIVERSITY

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REPORT ON SUSTAINABLE DEVELOPMENT





GOAL 1

Introduction

Poverty is closely associated with limited access to quality education, employment opportunities, skills, financial resources and essential services. For a skill-focused higher education institution such as Medhavi Skill University (MSU), addressing poverty is closely linked with creating pathways through which students and communities can acquire relevant skills, improve employability and build sustainable livelihoods. The University recognizes that access to education and industry-oriented skill development can play an important role in reducing economic vulnerability and creating opportunities for individuals from diverse socio-economic backgrounds.

The University focuses on integrating academic learning with practical and vocational skill development to prepare learners for employment, entrepreneurship and changing industry requirements. Through skill-based programmes, experiential learning, industry exposure, career-oriented education and engagement with external organisations, the University seeks to enhance students' capabilities and their potential to participate meaningfully in the workforce. Such efforts are particularly relevant to SDG 1 as improved skills and employment opportunities can contribute to greater economic independence and help individuals move towards more sustainable livelihoods.

MSU's contribution to SDG 1 – No Poverty also extends to promoting inclusive access to education and supporting the development of economically and socially resilient communities. The University's academic, training, entrepreneurship, community engagement and partnership activities provide opportunities for knowledge and skill development beyond the conventional classroom. By connecting education with employability, livelihood opportunities and community development, Medhavi Skill University contributes to the broader objective of reducing poverty and promoting inclusive socio-economic growth.

Research Contribution for SDG 01

The University has undertaken research related to financial inclusion, rural development and the challenges faced by small-scale entrepreneurs. The study titled *"Measuring the Intensity of Challenges and Problems of Small-Scale Entrepreneurs in Uttarakhand, India"*, published by Mr. M. Jamal of the School of Management & Commerce, examines the difficulties faced by small-scale entrepreneurs. Understanding these challenges is important for supporting small businesses and improving livelihood opportunities.

Another study, *"Financial Inclusion and Microenterprise Sustainability: An Accounting Perspective on Rural Development Initiatives"*, published by Mr. Snehasish Bhattacharjee of the School of Management & Commerce, focuses on financial inclusion and the sustainability of rural microenterprises. The research is relevant to poverty reduction as access to financial services and sustainable small businesses can support income generation and economic opportunities in rural communities.

Together, these studies reflect the University's research interest in entrepreneurship, financial inclusion and rural economic development, which are connected to the objectives of SDG 01 – No Poverty.

Financial Inclusion and Microenterprise Sustainability: An Accounting Perspective on Rural Development Initiatives

Prof. (Dr.) Manoj P. K.[1*], Dr. Sushobhan Sengupta[2], Dr. Mahammadrafique Meman[3], Dr. Purnima M. Chouhan[4], Snehasish Bhattacharjee[5], Prof. (Dr.) Shivanand Virupaksha Sanmath[6]

[*1]Professor and Head, Department of Applied Economics, Cochin University of Science and Technology (CUSAT), Kochi, Kerala - 682 022. ORCID ID: 0000-0002-5710-1086 Email ID: manoj_p_k2004@yahoo.co.in

[2]Associate Professor, Department of Business Administration, Holy Cross College Agartala, Tripura Email ID: sengupta.sushobhan@gmail.com ORCID ID: 0009-0007-5703-872X

[3]Professor & Director, The Mandvi Education Society Institute of Business Management & Computer Studies, Mandvi, Surat, Gujarat, India
Email ID: rafique_mba_finance@yahoo.co.in ORCID ID: 0000-0002-0256-530X

[4]Assistant Professor, Amity Business School, Amity University Mumbai

Email ID: pmchouhan30@gmail.com ORCID ID: 0000-0002-1915-8161

[5]Master Skill Instructor School of Management and Commerce , Medhavi skills University Sikkim
Email ID: snehasish.b@msu.edu.in

[6]Professor, Department of Finance & Accounting, Amity Business School, Amity University , AUMP (Gwalior)M
Email ID: svsanmath@gwa.amity.edu
ORCID ID: 0009-0000-5833-2559

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ABSTRACT:

By increasing underprivileged populations' access to banking services, credit facilities, and digital financial systems, financial inclusion (FI) has grown to be a significant part of rural economic development. Rural microenterprises contribute significantly to employment generation and poverty reduction; however, inadequate financial literacy and weak accounting practices (AP) continue to hinder their long-term sustainability. The present study examines the influence of FI, accounting practices (AP), and economic literacy on the sustainability of rural microenterprises from an accounting perspective. Eighty rural microenterprise owners were given a structured questionnaire as part of a quantitative descriptive research design. Microsoft Excel was used to analyse primary data. Relationships between the study variables were examined using descriptive statistics, multiple regression analysis, independent sample t-test, chi-square test, and Pearson correlation. The results showed that FI greatly increases the sustainability of microenterprises by improving access to institutional support and financial services. Accounting practices such as budgeting, record keeping, and financial management positively influenced business stability and entrepreneurial performance. Additionally, there was a strong positive correlation

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Measuring the intensity of challenges and problems of small-scale entrepreneurs in Uttarakhand, India

Kamal Joshi
School of Management and Commerce, Medhavi Skills University Sikkim, Singtam, India

Manoj Kumar Mishra
Department of Commerce, Gyanarthi Media College, Kashipur, India, and

Mohammad Jamal and Joney Janotra
School of Management and Commerce, Medhavi Skills University, Singtam, India

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Abstract

Purpose – This study aims to understand the relative intensity of the challenges and problems faced by small-scale entrepreneurs in Uttarakhand.

Design/methodology/approach – A survey methodology was used for this study. The judgement sampling method was used to select the sample for this study. The data were collected from 240 small-scale entrepreneurs using a self-structured questionnaire. Descriptive statistics, principal component analysis and confirmatory factor analysis were used to analyse the data.

Findings – The survey found that marketing, finance, taxation, human resource and government support–related problems are the major problems of small-scale entrepreneurs in the state.

Research limitations/implications – This study was conducted in both rural and urban areas, but due to the unreachability of rural entrepreneurs, the representation of rural entrepreneurs is less, so the findings are more inclined towards urban entrepreneurs.

Practical implications – The research has highlighted the intensity of the major problems faced by small-scale entrepreneurs in Uttarakhand. Although many support schemes are operational in the state, small-scale entrepreneurs face many challenges, so this study provides solutions for those challenges.

Originality/value – This study is unique in that it measures the intensity of problems and challenges of small-scale entrepreneurs and provides insight into more serious issues prevalent in the state.

Keywords Challenges, Problems, Small-scale Entrepreneurs, Uttarakhand, India

Paper type Research paper

Introduction

The significance of micro, small and medium enterprises (MSMEs) in economic and social development is well-recognised in both developed and emerging economies

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Financial Aid to Students

The University promotes inclusive access to higher education through scholarships, government financial assistance schemes, education loan support, and its innovative Industry-Integrated Learning model. The university offers merit-based scholarships through the Medhavi Scholarship and Aptitude Test (MSAT) and facilitates access to government scholarship programs through its Scholarship Cell. Additionally, students benefit from flexible fee payment options and opportunities to earn stipends while pursuing their studies through industry-integrated learning. These initiatives help reduce financial barriers, improve educational accessibility, and support the economic empowerment of students, contributing directly to **SDG 1: No Poverty**.

https://www.msu.edu.in/scholarship-financial-aid

S. No.	Particulars	Description	SDG 1 Relevance
1	Scholarship & Financial Aid Page	Scholarship and financial aid provisions for students	Reduces financial barriers to education
2	MSAT Scholarship Scheme	Merit-based scholarship opportunities	Supports access to higher education
3	Government Scholarship Support	Facilitation of government scholarship schemes	Assists economically disadvantaged students
4	Education Loan & EMI Support	Flexible financing options for students	Enhances affordability



Explore Our Scholarship Opportunities

MERIT SCHOLARSHIPS	SCHOLARSHIP STRUCTURE
MSAT Scholarship	Up to 100%
Based on +2 Marks	Score >90– 25%, 89 >Score >75= 15%, (60% in class 10 is mandatory)
Other Entrance Test	Please contact our academic counsellor

Extended Scholarships

SCHOLARSHIPS	SCHOLARSHIP STRUCTURE
Chancellor Scholarships for National Level Rank Holders	(CO/ Extra-Curricular) up to 100% based on Achievements and rankings at the national level
School Topper Scholarship (Should be recommended by principals & verified by MSU)	TOPPER - 100% 2ND TOPPER - 50% 3RD TOPPER - 40%
Central and State Govt. Scholarship Schemes	Up to 70%

Fee Waivers

APPLICABLE FOR	SCHOLARSHIP STRUCTURE
Fee Waiver for the Ward of War Widow/War-Disabled	Up to 100%
Fee Waiver for the Ward of In-Service / Ex-servicemen of Armed Forces/ Sikkim Police	Up to 50%
Special Fee Waiver for COI Holders(Applicable for Sikkim) and students from GTA & NER	20%

Low-Income Students Receiving Financial Aid & Student Support University Anti-Poverty Programmes

The University is committed to reduce poverty through an innovative education model that integrates academic learning with employment opportunities. Through its Industry-Integrated Learning and Earn-and-Learn approach, students gain industry exposure, develop job-ready skills, and receive stipends while pursuing their studies. The university further strengthens economic empowerment by fostering industry partnerships, facilitating career development, and enhancing employability through practical training. These initiatives enable learners from diverse socio-economic backgrounds to build sustainable livelihoods, improve economic resilience, and contribute meaningfully to society, thereby advancing **SDG 1: No Poverty.**

S. No.	Particulars	Description
1	Industry-Integrated Learning Model	Integrates academic learning with workplace experience to enhance employability.
2	Earn-and-Learn Programme	Enables students to gain practical experience while receiving stipends during their studies.
3	On-the-Job Learning (OJL)	Credit-bearing industry exposure embedded within academic programmes.
4	Industry Partnerships	Collaborations with employers to create career pathways and livelihood opportunities.
5	Skill-Based Higher Education Programmes	Focus on job-ready competencies aligned with industry requirements.
6	Career Development and Placement Support	Supports students in securing employment and improving economic outcomes.
7	Student Success Stories and Industry Engagement Reports	Demonstrate the impact of employment-oriented education on learners' livelihoods.

Industry-Integrated Learning: Earn While You Learn Programs in India 2026

Industry-Integrated Learning is changing the landscape of higher education by connecting academic study to real life experiences. Earning while you learn is now possible with Industry Integrated Learning as a new model that allows students to earn income while obtaining their degree before finishing college. With this type of model being implemented so quickly and successfully throughout India - supporting NEP 2020, there are many ways students will become employable through Industry-Integrated Learning.

Web Link: https://www.msu.edu.in/blog/work-integrated-learning-how-students-earn-while-they-learn

Overview: Industry-Integrated Learning

Industry-Integrated Learning is a model in which classroom education and real-life experience goes hand in hand. Along with theoretical learning, this model includes internship integrated courses, apprenticeship-based education and work-based learning degrees to make the students ready for the real world right after graduation.

Medhavi Skills University is one such university which has pioneered this unique model of education, integrating real-world experience along with theoretical knowledge. The skill-based programmes offered by MSU ensure that students graduate career-ready



The event highlighted the role of Medhavi Skills University in promoting skill-based and employment-oriented education through its Earn-and-Learn model. The initiative focuses on combining classroom learning with practical work experience through On-the-Job Training (OJT) and On-the-Job Learning (OJL), supported by industry partnerships. It also provides students with opportunities to earn stipends while pursuing their education, helping them develop professional skills, gain work experience, build confidence and achieve financial independence. The event emphasized how this approach connects education directly with employment opportunities and contributes to students' economic security and a better future.

Web link: https://www.msu.edu.in/blog/8-questions-students-commonly-ask-about-msus-earn-and-learn-model



RBI Seminar – College Conclave for Northeast Students in Sikkim: "Career Opportunities & Entrepreneurship

Medhavi Skills University facilitated student participation in the RBI Seminar – College Conclave for Northeast Students in Sikkim: "**Career Opportunities & Entrepreneurship**", organized in collaboration with the Reserve Bank of India, Gangtok. The programme provided students with valuable insights into career pathways, financial sector opportunities, entrepreneurship, and professional development. By enhancing students' awareness of employment prospects, entrepreneurial ventures, and economic opportunities, the initiative contributed to building their capacity for sustainable livelihoods and financial independence. Such efforts support the university's commitment to empowering young people through

education and skill development, thereby advancing SDG 1: No Poverty through improved employability and economic resilience.





Bottom Financial Quintile Admission Target & Student Success

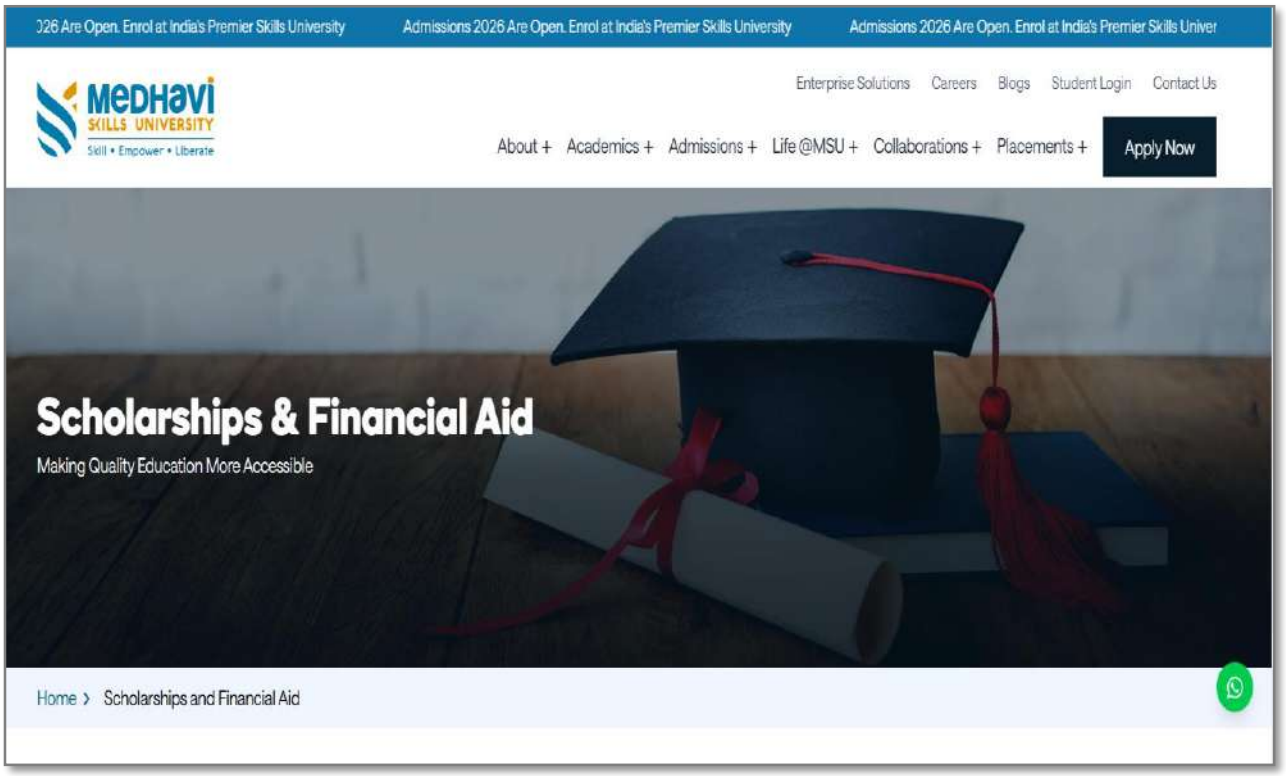
The University is committed to expanding access to higher education for students from economically disadvantaged backgrounds while supporting their academic progression and career success. The university facilitates access through scholarships, financial aid, government scholarship schemes, education loan support, and flexible fee payment options. To ensure student success, the university complements financial assistance with Industy-Integrated Learning opportunities, employability enhancement programmes, industry engagement, career counselling, and pre-placement training. These initiatives help students from lower-income groups not only gain admission to higher education but also develop the skills, experience, and professional competencies required for sustainable employment and improved socio-economic mobility.

Support for Students from Low/Lower-Middle Income Countries

The University promotes equitable access to higher education through a comprehensive student support framework that includes scholarships, government financial assistance, education loans, flexible fee payment options, and Industry-Integrated Learning opportunities. The university's Scholarship Cell facilitates access to government scholarship schemes, while partnerships with financial institutions and fintech providers such as **Kuhoo, Varthana Finance, GrayQuest, Propelld, and Finz Fintech** enable students to access affordable educational financing. Through these initiatives, the university reduces economic barriers to education and supports students from low and lower-middle income backgrounds in pursuing higher education and achieving sustainable socio-economic advancement.

S. No.	Particulars	Evidence
1	Scholarship & Financial Aid Programme	MSU states it offers scholarships and financial aid to make quality education accessible to all students. It also states that eligible students receive government scholarships.
2	Scholarship Cell Support	MSU's Scholarship Cell facilitates multiple government scholarship schemes for students, particularly learners from the North Eastern Region.
3	Education Loan Support	MSU collaborates with banking and non-banking institutions to provide education loans.

4	Flexible EMI Payment Facility	MSU provides EMI-based fee payment options to improve affordability.
5	MSAT Scholarship Scheme	Students can receive up to 100% scholarship benefits through the Medhavi Scholarship and Aptitude Test (MSAT).
6	Chancellor Scholarship	Scholarships up to 100% for national-level achievers and special categories.
7	School Topper Scholarship	100%, 50%, and 40% scholarships for school toppers.
8	Industry-Integrated Learning (Earn While Learn)	Students gain paid industry exposure and on-the-job learning while pursuing their degree.



Community Anti-Poverty Programmes

The University contributes to poverty alleviation and community well-being through a range of outreach programmes focused on improving access to healthcare, preventive health services, health awareness, and community engagement. By organizing health camps, eye-screening initiatives, health surveys, and awareness programmes in schools and local communities, the university addresses critical health challenges that can contribute to economic vulnerability and social exclusion. These initiatives not only provide essential health services to underserved populations but also promote preventive healthcare practices, thereby improving quality of life and supporting sustainable community development in alignment with **SDG 1: No Poverty**

Web Link: https://www.msu.edu.in/events/msu-hosts-community-health-camp

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Health Camp at Pangthang Village

Medhavi Skills University, in collaboration with Biswa Jyoti Samaj, organized a health camp at Pangthang Village, providing quality healthcare to the community. Students from Nutrition & Dietetics, Emergency; Critical Care Technology, Medical Lab Technology, and Physiotherapy led medical check-ups, diagnostic tests, blood tests, physiotherapy sessions, and nutritional counseling for 109 patients. This initiative showcased MSU's commitment to skill-based learning and community service, allowing students to apply their expertise in real-world scenarios. Through hands-on experience, the camp not only benefited the community but also empowered students with practical skills essential for their future careers.



Health Camp at Jalipool Old Age Home

Medhavi Skills University, through its School of Health Science & Technology, successfully organized a Health Camp at Jalipool Old Age Home, Gangtok, East Sikkim. This initiative aimed at providing essential healthcare services while fostering community well-being. The health camp offered free medical consultations, vital sign monitoring, eye checkups, and physiotherapy services, including ergonomic advice and exercises for pain relief. Beyond healthcare, this initiative also served as a practical learning experience for MSU students, reinforcing the university's commitment to skill-based education and real-world exposure. By engaging with the community, students gained hands-on experience in delivering quality healthcare services. At MSU, we believe in bridging education with impactful service, contributing to a healthier, happier society. This health camp is a step forward in our mission to create a positive difference through education, skills, and social responsibility.



Eye Screening Camp at Sadam Senior Secondary School, Namchi

Medhavi Skills University conducted a Community Eye Screening Camp to promote preventive healthcare and awareness about eye health among students. The camp included registration, visual acuity assessments and refraction tests, in which 24 students (approximately 20%) were identified with refractive errors and referred to the nearest district hospital for further examination and corrective lenses. The initiative also highlighted the importance of regular eye check-ups, healthy reading habits and eye care in improving students' academic performance and overall well-being. The camp was supported by faculty supervisor Mr. Subham Sarkar and student volunteers.

Web Link: https://www.msu.edu.in/events/eye-screening-camp-at-sadam-senior-secondary-school-namchi





"Ending poverty is not just about providing financial support; it is about creating equal opportunities, ensuring access to education, healthcare, and basic needs, and empowering every person to live a life of dignity, security, and hope."

Medhavi Skills University

www.msu.edu.in

Topakhani, Lower Chisopani
PO: Singtam Bazar, PS: Singtam
District: East Sikkim
Sikkim – 737134

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REPORT ON SUSTAINABLE DEVELOPMENT



2 ZERO HUNGER



GOAL 2

Introduction

Sustainable Development Goal 2 (SDG 2): Zero Hunger aims to end hunger, achieve food security, improve nutrition, and promote sustainable agriculture. Access to adequate, nutritious, and affordable food is essential for individual well-being, educational development, and a sustainable society. Higher education institutions can contribute to this goal by promoting nutritional awareness, supporting student welfare, encouraging responsible food consumption, and engaging with communities to address food insecurity.

Medhavi Skills University, Sikkim, recognises the importance of food security and nutrition in fostering an inclusive, supportive, and sustainable learning environment. Through its educational activities, student support initiatives, community engagement, awareness programmes, and collaborations with relevant stakeholders, the University can contribute to promoting healthy food practices and strengthening awareness of hunger-related challenges.

This report presents a framework for documenting the University's contributions towards SDG 2, focusing on relevant policies, programmes, activities, partnerships, and supporting evidence. It covers key areas such as campus food waste management, student and staff food security, access to healthy and affordable food, sustainable food choices, and community engagement in food security and sustainable agriculture, wherever applicable. Through systematic documentation of these initiatives, Medhavi Skills University aims to demonstrate its role in promoting nutritional well-being, responsible food practices, and the broader objectives of Zero Hunger.

University website: https://www.msu.edu.in/

Research Contribution for SDG 02

For SDG 02, Medhavi University contributes to food security, nutrition and healthier food choices through research on food product development, alternative protein sources and the nutritional value of locally available crops and plants. The research focuses on developing nutritious food products using natural ingredients, improving dietary quality and exploring plant-based alternatives to conventional protein sources.

The university's research includes the development of fibre- and antioxidant-rich nachos using citrus fruits and low-glycemic, high-fibre sevaiyyan prepared from cucumber and buckwheat flour. These studies explore the nutritional quality and acceptability of healthier food products. Research on vegan meat as an alternative protein source also examines options for meeting dietary protein requirements.

Other supporting studies explore the nutritional and health benefits of Moringa and Eastern Himalayan plants, along with the role of micronutrients in clinical nutrition. Collectively, these research contributions support the broader objectives of SDG 02 by promoting nutritional awareness, healthier food options and the use of plant-based food resources.

List of Papers and contributions for SDG 02: Zero Hunger

- **Fiber- and antioxidant-rich nachos from citrus fruits** (*Citrus limon*, *C. sinensis*, *C. aurantiifolia*). The study covers product development, nutritional quality and sensory evaluation. It ranks the products with multi-criteria decision-making methods (MAHP and TOPSIS). Published in *Annals of Agri Bio Research* (Debasrita Banerjee).

- **Low-glycemic, high-fiber sevaiyyan from cucumber and buckwheat flour**, designed for diabetic and obese consumers. It uses buckwheat, a traditional Himalayan crop, to build a healthier staple food. Also ranked with MAHP/TOPSIS. Published in *Annals of Agri Bio Research* (Debasrita Banerjee).

- **Vegan meat as an alternative protein source in chronic kidney disease**, a narrative review. It addresses protein nutrition and sustainable alternative proteins. Published in *Discover Food* (Debasrita Banerjee).

- **Moringa oleifera in hypertension management**, a systematic literature review. Moringa is a nutrient-dense crop, so the paper links food-based and plant-based approaches to health outcomes. Published in *Annals of Agri Bio Research* (Debasrita

Banerjee).

- **Antidiabetic potential of Eastern Himalayan plants** (Divya Pradhan, *Int. J. Enhanced Research in Science, Technology & Engineering*). It documents regional plant biodiversity and its dietary and health value.
- **Role of micronutrients in perioperative care**, a systematic review (Ravi Yadav and Debasrita Banerjee, *Indian Journal of Critical Care Medicine*). It addresses nutrition, but in a clinical setting.
- **Financial inclusion and microenterprise sustainability in rural development** (Snehasish Bhattacharjee, *IJSE*). It relates to Target 2.3 (incomes of small-scale producers) only if the study covers agri-based microenterprises, which should be checked.

Summary Statement

Medhavi Skills University's faculty contribute to SDG 02 through research on functional and nutrient-rich foods, healthier food product development and alternative plant-based protein sources. The research includes the development of fibre- and antioxidant-rich products using citrus fruits and low-glycemic, high-fibre food products using cucumber and buckwheat flour. These studies focus on improving food quality, nutritional value and promoting healthier dietary choices. Additional research on Moringa and Eastern Himalayan plants explores their nutritional and health benefits. Collectively, these research activities support food and nutrition awareness, encourage the use of natural food resources and contribute to the development of healthier and more sustainable food options.

Courses Related to Nutrition, Food Security and Healthy Lifestyles

The University integrates nutrition-related learning into its academic programmes to promote awareness of healthy lifestyles, nutritional well-being, and the relationship between nutrition and health. The University offers courses such as ***Nutrition and Lifestyle Management***, ***Renal Nutrition – Concept***, **and** ***Food Science and Nutrition*** across programmes under the School of Health Science and Technology and the School of Hospitality and Tourism.

These courses are relevant to Sustainable Development Goal 2 (SDG 2) – Zero Hunger, particularly through their focus on nutrition awareness, dietary management, healthy food practices, and the importance of adequate nutrition for overall well-being. Including nutrition-related subjects in healthcare programmes helps students understand nutritional considerations in patient care and health management, while food science and nutrition education in hospitality and tourism supports knowledge of food quality, nutrition, and responsible food practices.

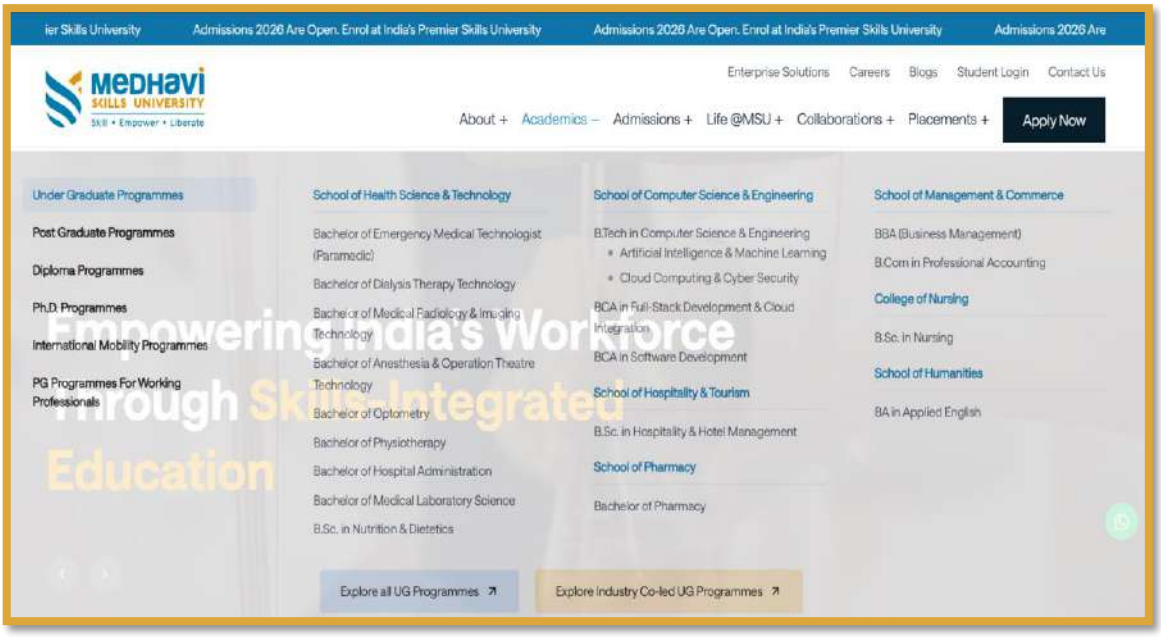
The courses listed below demonstrate the integration of nutrition-related education into the University's curriculum. By incorporating these subjects as core and programme elective courses, Medhavi Skills University provides students with opportunities to develop knowledge and skills relevant to nutritional health and well-being. These academic offerings contribute to SDG 2-related education, while broader claims concerning food security, hunger alleviation, and sustainable agriculture should be supported by additional evidence of relevant programmes and activities.

List of Courses

S. No.	Name of the Programme	Department	School	Name of the Course/Subject
1	B.Sc. in Medical Laboratory Technology	Medical Laboratory Technology	School of Health Science and Technology	Nutrition and Lifestyle Management
2	Bachelors in optometry	Optometry	School of Health Science and Technology	Nutrition and Lifestyle Management
3	Bachelor of Physiotherapy	Physiotherapy	School of Health Science and Technology	Nutrition and Lifestyle Management
4	B.Sc. in Operation	Operation Theatre	School of Health Science and	Nutrition and Lifestyle

	Theatre Technology	Technology	Technology	Management
5	B.Sc. in Emergency Medical Technology	Emergency Medical Technology	School of Health Science and Technology	Nutrition and Lifestyle Management
6	B.Sc. in Dialysis Technology	Dialysis Technology	School of Health Science and Technology	Renal Nutrition – Concept
7	B.Sc. in Dialysis Technology	Dialysis Technology	School of Health Science and Technology	Nutrition and Lifestyle Management
8	B.Sc. in Hospitality and Tourism Management	Department of Hospitality and Tourism Management	School of Hospitality and Tourism	Food Science and Nutrition





Campus Food Waste Management – Medhavi Skills University

The University promotes responsible food preparation, handling and consumption through its hospitality and food-related learning activities. The university provides practical exposure to students in food preparation, purchasing, cooking and serving through its hospitality training facilities and student-operated restaurant activities. These activities provide opportunities to understand food resource management and reduce unnecessary wastage.

The university also conducts awareness activities on food preservation and processing techniques, highlighting the importance of proper food storage, preservation and responsible use of food resources. Such initiatives encourage students to develop responsible food-handling practices and contribute to reducing food loss and wastage. Further strengthening these efforts through regular food-waste measurement, record keeping, segregation and appropriate treatment can support sustainable campus food management.

Hospitality Students Serve Up Success in Inaugural Restaurant Launch

Students studying B.Sc. Hospitality and Hotel Management as their vocational elective at Medhavi Skills University inaugurated the university restaurant. The students put their skills and knowledge to the test as they ran the restaurant for the lunch service with minimal involvement from the faculty.

The students were completely in charge of the operations, from indenting and purchasing to setting up the restaurant, cooking, and serving their guests. The result was a fantastic turnout, with the students showing their immense enthusiasm and hard work paying off.

The lunch service was a huge success, with guests raving about the delicious food and excellent service provided by the students. The students expressed their happiness and satisfaction with the results of their hard work, and the faculty couldn’t be more proud of them.

This event was a true testament to the skills and knowledge that the students have acquired through their studies at Medhavi Skills University and a shining example of what can be achieved when hard work and determination meet. The university community and the guests of the restaurant are looking forward to more such opportunities to showcase the talents of the students.

https://www.msu.edu.in/blog/hospitality-students-serve-up-success-in-inaugural-restaurant-launch



Student Hunger: Student Food Insecurity and Hunger

Medhavi Skills University is committed to ensuring that no student faces barriers to education due to food insecurity or hunger. Through financial assistance, scholarships, student welfare support, counselling, and community engagement initiatives, the University seeks to support students from economically disadvantaged backgrounds and promote their well-being. These measures contribute to SDG 2 (Zero Hunger) by fostering an inclusive learning environment where students have access to the support needed for their academic and personal development.



Student Hunger Interventions

The University supports students' nutritional well-being through campus-based food services and student support mechanisms. The University provides access to hostel mess facilities, affordable meals, financial assistance, and welfare support to help ensure that students can meet their basic nutritional needs and continue their education without food-related barriers. These interventions contribute to SDG 2 (Zero Hunger) by promoting student health, well-being, and equitable access to education.

Sustainable Food Choices on Campus

The University promotes sustainable food choices on campus by encouraging healthy eating habits, balanced nutrition, responsible food consumption, and minimizing food wastage through its dining and cafeteria facilities. Through nutrition-focused courses, awareness programmes, and campus food services, the University supports SDG 2 (Zero Hunger) and fosters a culture of sustainable and healthy food practices among students and staff.

Healthy and Affordable Food Choices

The University (MSU), Sikkim, recognises the importance of access to healthy, nutritious and affordable food in promoting student well-being and supporting a healthy learning environment. The University provides campus food facilities, including a cafeteria offering a variety of cuisines, to cater to the food preferences of students and other members of the University community. These facilities provide access to food services within the campus.

The University also offers nutrition-related academic programmes, including the B.Sc. in Nutrition and Dietetics, which focuses on nutrition, dietetics, community nutrition and nutrition education. Such academic offerings contribute to developing knowledge and awareness of healthy dietary practices and the importance of balanced nutrition.

These facilities and academic initiatives are relevant to Sustainable Development Goal 2 (Zero Hunger), particularly the promotion of nutritious food choices and awareness of healthy eating.

Balanced Diet Plan

This plan balances the existing weekly menu by combining carbohydrates, protein, vegetables, fruit, dairy, healthy fats and fibre. Veg and non-veg alternatives are provided where applicable.

1. Balanced Weekly Diet

Day	Breakfast	Lunch	Snacks	Dinner
Monday	Methi Paratha + Milk + 2 Eggs / Paneer + 1 fruit	Rice + 2 Roti + Arhar Dal + Mixed Vegetable + Chicken Curry / Paneer + Salad + Curd	Tea + Roasted Chana + 1 fruit	Rice + Roti + Dal + Chicken Curry / Paneer Butter Masala + Seasonal Vegetable + Salad
Tuesday	Aloo Paratha + Curd + 2 Boiled Eggs / Paneer + 1 fruit	Rice + Roti + Moong Dal + Chana Gravy + Gobhi Bhujia + Chicken Curry / Soya + Salad	Tea + Sprouts/Chana Chaat	Rice + Roti + Arhar Dal + Mixed Vegetables + Curd
Wednesday	Idli + Sambar + Coconut Chutney + Milk + 2-Egg Omelet / Paneer + 1 fruit	Rice + Roti + Arhar Dal + Palak/Mixed Veg + Fish Fry / Paneer + Salad + Curd	Fruit + Roasted Chana	Rice + Roti + Dal + Egg Curry / Palak Paneer + Seasonal Vegetable
Thursday	2 Eggs / Paneer + 3 Bread + Milk + Banana/Apple	Rice + Roti + Dal + Gobi + Seasonal Saag + Chicken Masala / Soya-Chaner + Salad + Curd	Tea + Sprouts/Peanuts	Vegetable Pulav + Raita + Chola + Mixed Vegetable + 1 fruit
Friday	Sattu Paratha + Curd + 2 Boiled Eggs / Paneer + 1 fruit	Rice + Roti + Masoor Dal + Jackfruit + Aloo Bhaji + Egg Bhurji / Paneer + Salad	Tea + Jal Muri with vegetables + fruit	Rice + Roti + Dal + Chicken Chilly / Paneer Chilly + Brinjal/Green Vegetable + Curd
Saturday	Uttapam + Sambar + Chutney + Milk + 2 Eggs / Paneer	Roti + Khichdi + Aloo Chokha + Gobhi + Dahi + Chicken Curry / Chana-Soya + Salad	Tea + Roasted Chana/Makhana + fruit	Rice + Roti + Dal + Chana Masala + Seasonal Vegetables + Curd
Sunday	Masala Dosa + Sambar + Chutney + Milk + Orange/Apple + 2 Boiled Eggs / Paneer	Moderate Fried Rice + Roti + Dal + Makhni + Fish Curry / Shahi Paneer + Vegetable + Salad + Curd	Tea + Baked/less-oil Samosa + fruit	Rice + Roti + Arhar Dal + Lauki Kofta + Seasonal Vegetable + Curd

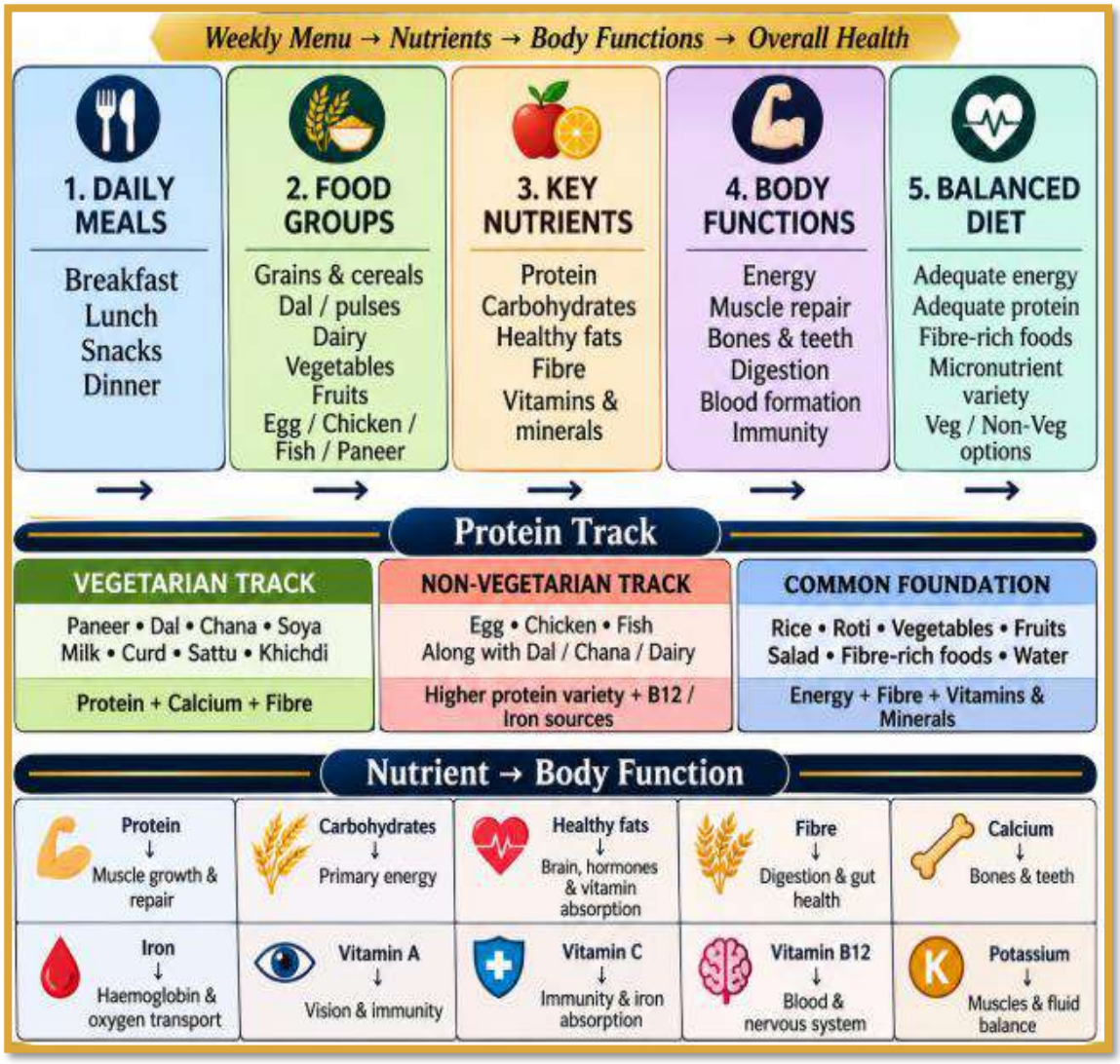
2. Nutrient Balance and Body Requirements

Nutrient	Main Sources Added/Retained	Body Requirement
Protein	Dal, chana, paneer, curd, eggs, chicken, fish, soya	Muscle maintenance & repair
Carbohydrate	Rice, roti, paratha, idli, dosa, khichdi	Main energy source
Healthy fats	Egg, fish, dairy, peanuts/makhana, moderate cooking oil	Brain, hormones & vitamin absorption
Fibre	Vegetables, dal, chana, sprouts, fruits, saag	Digestion & gut health
Calcium	Milk, curd, paneer	Bones & teeth
Iron	Dal, chana, saag, eggs, meat/fish	Haemoglobin & oxygen transport
Vitamin A	Palak, saag, carrots, mixed vegetables, eggs	Vision & immunity
Vitamin C	Fruits, salad, vegetables	Immunity & iron absorption
Vitamin B12	Milk, curd, eggs, fish, chicken	Blood & nervous system
Potassium	Banana, vegetables, dal, fruits	Muscle & fluid balance

3. Daily Nutrition Assessment

Day	Key Protein Sources (Veg)	Key Protein Sources (Non-Veg)	Est. Protein (Veg / Non-Veg)	Est. Calories (Veg / Non-Veg)	Key Carbohydrate / Energy Sources	Key Healthy Fat Sources	Key Fibre Sources	Key Vitamin & Mineral Sources	Body Function / Source
Monday	Paneer, Arhar Dal, Milk	Eggs, Chicken	~43 g / ~84 g	~2,100 / ~2,200 kcal	Rice, Roti, Paratha	Milk, Paneer, Egg	Brinjal, Methi	Methi, Milk	Energy + muscle repair
Tuesday	Chana, Moong Dal, Arhar Dal	Eggs, Chicken	~26 g / ~76 g	~2,150 / ~2,350 kcal	Rice, Roti, Paratha	Egg, Milk, Cooking Oil	Chana, Moong	Chana, Gobhi	Energy + gut health
Wednesday	Idli, Coconut Chutney, Milk	Eggs, Fish	~28 g / ~74 g	~2,100 / ~2,300 kcal	Rice, Roti, Dosa	Milk, Fish	Palak, Vegetables	Vegetables, Curd	Nutrition & immunity
Thursday	Eggs, Bread, Milk	Chicken, Soya	~32 g / ~78 g	~2,100 / ~2,350 kcal	Rice, Roti, Pulav	Egg, Oil	Vegetables, Saag	Saag, Milk	Energy + strength
Friday	Sattu, Curd, Milk	Eggs, Paneer	~30 g / ~75 g	~2,050 / ~2,300 kcal	Rice, Roti, Paratha	Curd, Paneer	Vegetables, Jackfruit	Vegetables, Curd	Digestion & wellness
Saturday	Uttapam, Chutney, Milk	Eggs, Paneer	~30 g / ~72 g	~2,050 / ~2,250 kcal	Roti, Khichdi, Aloo	Milk, Paneer	Gobhi, Vegetables	Fruits, Curd	Energy + bone health
Sunday	Masala Dosa, Chutney, Milk	Eggs, Paneer, Fish	~28 g / ~72 g	~2,100 / ~2,300 kcal	Roti, Fried Rice, Sambar	Milk, Fish	Vegetables, Fruits	Orange, Paneer	Immunity & strength

4. Balance Flow Chart



Overall flow: Balanced meals provide energy, protein, fibre, healthy fats, vitamins and minerals, which together support normal body functions and a balanced daily diet.

Staff Hunger Interventions

The University supports the well-being of its staff by providing access to campus dining facilities, hygienic food services, and a healthy working environment. The University facilitates convenient access to nutritious and affordable meals through cafeteria and food service arrangements, contributing to the health, productivity, and welfare of employees. These initiatives align with SDG 2 (Zero Hunger) by promoting access to safe and nutritious food within the campus community.



National Hunger

Access to Food Security Knowledge

Medhavi Skills University (MSU), Sikkim, contributes to the promotion of food-related knowledge and awareness through educational activities that address nutrition, food preservation, food safety and sustainable food practices.

As part of these efforts, the University organised a guest lecture titled **"Food Preservation & Processing Techniques at Home Scale"** at PM Shri Ralap School, Singtam, on 10 September 2025. The session was delivered by Mr. Debasrita Banerjee, Assistant Professor, Department of Basic Nutrition and Dietetics. It covered household food preservation methods, including refrigeration, drying, pickling and fermentation, while highlighting food safety, sustainability and waste reduction.

Such educational initiatives help disseminate practical knowledge about preserving food, reducing avoidable food waste and supporting responsible food consumption. They are relevant to Sustainable Development Goal 2 (Zero Hunger), particularly the promotion of food security knowledge and awareness of sustainable food practices.

Further evidence, including event reports, attendance records, photographs and details of additional food-security awareness programmes, can help demonstrate the University's contribution to this indicator.

MSU Organises Guest Lecture

The University recently had the opportunity to engage with the young learners of PM Shri Ralap School, Singtam, through an insightful guest lecture held on September 10, 2025. The session was delivered by Mr. Debasrita Banerjee, Assistant Professor, Department of Basic Nutrition and Dietetics, on the theme "Food Preservation & Processing Techniques at Home Scale. Targeted at Class 10 students, the lecture introduced practical and easy-to-implement methods of food preservation such as refrigeration, drying, pickling, and fermentation. By blending scientific principles with everyday practices, the session empowered students to understand the importance of food safety, sustainability, and waste reduction. The highly interactive nature of the lecture encouraged active participation, with students showing keen interest in exploring how traditional and modern preservation techniques can be applied at home. The discussions not only enhanced their subject knowledge but also inspired them to adopt healthier and

more sustainable food habits in their daily lives. MSU extends sincere gratitude to PM Shri Ralap School for their warm welcome and collaboration. Initiatives like these reflect the university's commitment to fostering skill-based education and bridging the gap between classroom learning and practical knowledge.

https://www.msu.edu.in/events/msu-organises-guest-lecture



Events for Local Farmers and Food Producers

The University contributes to SDG 2 (Zero Hunger) by conducting knowledge-sharing and capacity-building programmes that support sustainable food practices and rural livelihoods. Through activities such as the Guest Lecture on Food Preservation & Processing Techniques and the Rural Tourism Entrepreneurship Programme, conducted in collaboration with the Government of Sikkim, the University promotes food preservation, reduces food wastage, adds value, and enhances livelihoods for local communities. These initiatives strengthen community resilience and support sustainable development in rural areas.

Event	Date	SDG 2 Relevance	Evidence Link
Guest Lecture on "Food Preservation & Processing Techniques at Home Scale"	10 Sept 2025	The session introduced practical food preservation methods such as drying, pickling, fermentation, and	
15-Day Rural Tourism Entrepreneurship Programme (Government of Sikkim & MSU)	Feb 2025	MSU trained local villagers to develop sustainable livelihood opportunities and entrepreneurship skills. The program supported rural communities, including agricultural households, by strengthening income-generation and local economic development.	https://www.msu.edu.in/events





University Access for Local Farmers and Food Producers

Medhavi Skills University promotes community-oriented and experiential learning through its innovative pedagogy, which emphasises real-world application of knowledge, skill development, and community engagement. Through outreach activities, training programmes, and knowledge-sharing initiatives, the University extends practical learning beyond the classroom, enabling local communities, farmers, and food producers to benefit from expertise in food preservation, nutrition, entrepreneurship, and sustainable livelihood practices. The University's pedagogical approach supports the dissemination of food security knowledge and capacity-building, contributing to SDG 2 (Zero Hunger).





"A world without hunger begins with awareness, responsibility, and sustainable choices. Medhavi Skills University inspires young minds to value food, understand nutrition, support sustainable practices, and contribute towards communities where everyone has access to healthy and sufficient nourishment."

Medhavi Skills University

www.msu.edu.in

Topakhani, Lower Chisopani
PO: Singtam Bazar, PS: Singtam
District: East Sikkim
Sikkim – 737134

MEDHAVI SKILLS UNIVERSITY

Skill • Empower • Liberate

REPORT ON SUSTAINABLE DEVELOPMENT



3 GOOD HEALTH AND WELL-BEING



GOAL 3

SDG 3 – GOOD HEALTH AND WELL-BEING

Introduction

At **Medhavi Skills University**, Sustainable Development Goal 3 (SDG 3) - **Good Health and Well-Being** - is embraced as a fundamental component of holistic education and sustainable development. The University recognizes that physical, mental, and emotional well-being are essential for academic success, personal growth, and employability.

Through a range of health awareness programs, wellness initiatives, medical support services, mental health counselling, sports and fitness activities, and community outreach programs, the University fosters a healthy and inclusive campus environment. Medhavi Skills University is committed to promoting preventive healthcare, healthy lifestyles, and well-being among students, faculty, staff, and the wider community.

By integrating health awareness into its academic and extracurricular activities, the University contributes to creating a healthier society and supports the achievement of the United Nations Sustainable Development Goal 3, ensuring healthy lives and promoting well-being for all ages.

University's Commitment to SDG 3 – Good Health and Well-being

Medhavi Skills University supports SDG 3 through health-related education, research, community outreach, preventive healthcare and mental health initiatives. The University works with hospitals, healthcare institutions, government bodies and other organizations to provide practical learning opportunities and promote health awareness. These initiatives focus on improving the well-being of students, staff and surrounding communities.

Research Contribution to SDG 03 – Good Health and Well-being

Medhavi Skills University contributes to SDG 3 through research in healthcare, disease prevention, medical treatment, public health and patient safety. Faculty members have published research on infectious diseases, HIV, tuberculosis, diabetes, reproductive health, emergency care, stroke rehabilitation, nutrition and pharmaceutical development.

These studies support medical knowledge, explore improved treatment approaches and contribute to better healthcare practices. The research also addresses important health challenges and supports the overall goal of Good Health and Well-being.These research contributions help strengthen medical knowledge, support evidence-based healthcare practices and promote better health and well-being.

List of Publications and their Relevance to SDG 03: Good Health and Well-being

No.	Research Paper Title	Author(s)	Journal / Publication	Relevance to SDG 03
1	3D Printing for Difficult Airway Management: A Systematic Review of Realism, Cost-Effectiveness, and Clinical Relevance	Ravi Yadav, Debasrita Banerjee	Perioperative Care and Operating Room Management	Supports safer airway management and improved surgical care.
2	A Systematic Review of Road Traffic Accidents in India: Epidemiology, Risk Factors, Prevention Strategies, and Post-Crash Care (2020–2025)	Ravi Yadav, Izmir Gadi	Journal of Emergency Practice and Trauma	Supports road accident prevention, injury management and emergency healthcare.
3	AI-based Live Birth Prediction in IVF Cycles: A Systematic Review Without Meta-analysis of Model Performance and Validation	Ravi Yadav, Debasrita Banerjee	Middle East Fertility Society Journal	Supports reproductive healthcare and fertility treatment.
4	Artificial Intelligence in Automated Semen Analysis: A Systematic Review of Technical Performance and Clinical Validity	Ravi Yadav, Debasrita Banerjee	Middle East Fertility Society Journal	Supports male reproductive health and fertility assessment.
5	Development and Characterization of Buccal Tablets of Metformin Hydrochloride Using Mucoadhesive Polymers	Dr. Sanaul Mustafa	International Journal of Drug Delivery Technology	Supports diabetes treatment through improved drug delivery.

6	Discovery of Piplartine as a Potent Multitargeting Anti-HIV and Anti-TB Lead Molecule	Pratiksha Khnal	ChemistrySelect, Wiley	Supports research into potential treatments for HIV and tuberculosis.
7	Effectiveness of Emergency Contraceptive Pills Administered During or After Ovulation	Ravi Yadav, Debasrita Banerjee	Middle East Fertility Society Journal	Supports reproductive health and contraception research.
8	Effectiveness of Multimodal Neuroprotective Anesthetic Strategies in Preventing Perioperative Neurocognitive Disorders Among Geriatric Surgical Patients	Ravi Yadav	Egyptian Journal of Neurosurgery	Supports brain protection and safer surgical care for elderly patients.
9	Efficacy of Noninvasive Ventilation Compared with Invasive Mechanical Ventilation in Cardiogenic Shock	Ravi Yadav, Debasrita Banerjee	Indian Journal of Critical Care Medicine	Evaluates respiratory support for critically ill cardiac patients.
10	Exercise-Based Rehabilitation for Cognitive and Physical Recovery in Working-Age Adults After Early-Onset Stroke	Ravi Yadav, Debasrita Banerjee	Discover Public Health	Supports physical recovery and rehabilitation after stroke.
11	From Emergency Room to Neurorehabilitation: A Systematic Review and Meta-analysis of Contemporary Multidisciplinary Strategies in Traumatic Brain Injury Management	Ravi Yadav, Nilanjan Dutta, Debasrita Banerjee	Egyptian Journal of Neurosurgery	Supports emergency treatment and rehabilitation for brain injury patients.
12	Melastoma malabathricum with β-lactamase Inhibitory Property Potentiates β-lactam Antibiotic Against CTX-M Producing Escherichia coli	Dr. Anupama Moirangthem	Future Journal of Pharmaceutical Sciences	Supports research on antibiotic resistance and bacterial infections.
13	Multimodal Analgesia in Older Surgical Patients: A Systematic Review of Clinical Practice Patterns and Safety Considerations	Ravi Yadav, Debasrita Banerjee	Perioperative Care and Operating Room Management	Promotes effective pain management and safer surgical care.
14	Role of Micronutrients in Perioperative Care: A Systematic Review	Ravi Yadav, Debasrita Banerjee	Indian Journal of Critical Care Medicine	Highlights nutrition in surgical recovery and patient care.
15	Antidiabetic Potential of Eastern Himalayan Plants: A Gut Microbiome-Centered Pharmacological Perspective	Divya Pradhan	International Journal of Enhanced Research in Science,	Explores potential plant-based approaches to diabetes management.

			Technology & Engineering	
16	Clinical Guidelines and Best Practices for Neuromuscular Blockade Monitoring: Ensuring Patient Safety and Optimal Outcomes	Ravi Yadav, Debasrita Banerjee	Middle East Journal of Applied Science & Technology	Supports patient safety during surgical procedures.
17	Community-Based Nursing Strategies for Optimizing Public Health Outcomes: A Systematic Review and Meta-analysis	Ravi Yadav, Debasrita Banerjee	Discover Public Health	Strengthens community healthcare and public health services.
18	Data Acquisition and Preprocessing Techniques for Medical Imaging and IoT Healthcare Devices	Divya Chettri	Data Acquisition and Preprocessing Techniques for Medical Imaging and IoT Healthcare Devices	Supports medical diagnosis and healthcare monitoring technologies.
19	Impact of Hormonal Imbalance During Menstrual Cycle: A Review	Dr. Anupama Moirangthem	Clinical Research and Studies	Addresses women's reproductive health and hormonal disorders.
20	Padding Strategies for High-Risk Pressure Points in Common Surgical Positions: A Prospective Simulation-Based Study	Ravi Yadav, Debasrita Banerjee	Perioperative Care and Operating Room Management	Helps prevent pressure-related injuries during surgery.
21	Poor Aqueous Soluble Drugs: Challenges and Solution to Overcome with Self-Emulsification Systems: A Systemic Review	Divya Pradhan	International Journal of Pharmaceutical Sciences	Supports improved drug absorption and pharmaceutical development.
22	Recent Advances in Wound Healing and Wound Care: A Comprehensive Review of Mechanisms and Therapeutic Innovations	Ambika Sharma	Current Indian Science	Supports wound treatment, tissue repair and infection prevention.
23	The Role of Vegan Meat as an Alternative Protein Source in Chronic Kidney Disease: A Narrative Review	Debasrita Banerjee	Discover Food	Explores dietary approaches for managing chronic kidney disease.
24	Therapeutic Potential of Moringa oleifera in the Treatment of Hypertension and Its Associated Symptoms: A Systematic Literature Review	Debasrita Banerjee	Annals of Agri Bio Research	Explores potential plant-based approaches to hypertension management.

25	A Study on Knowledge, Awareness and Practices of Menstrual Hygiene among the Adolescent Girls of Kamrup (Rural) District, Assam	Nekita Sharma	Indian Journal of Natural Sciences	Promotes menstrual hygiene awareness and adolescent reproductive health.
26	Extended-Spectrum β-lactamase Inhibitory Potential of Dichrocephala integrifolia: An In Vitro and Computational Study	Dr. Anupama Moirangthem	Natural Product Research	Investigates potential approaches to controlling antibiotic-resistant bacterial infections.
27	Mechanism and Bioavailability Enhancement Strategies by Nanotechnology, RNA Viral Infections (Vaccine Strategy) and Prodrug Development	Dr. Sanaul Mustafa	German Journal of Pharma Biomaterials	Supports vaccine research and pharmaceutical drug-delivery innovation.
28	Integration of Augmented Reality in the Operating Theatre for Improving Surgical Accuracy and Patient Care through Advanced Visualization and Real-Time Guidance Technologies	Ravi Yadav, Debasrita Banerjee	Middle East Journal of Applied Science & Technology	Supports surgical accuracy and improved patient care.
29	Development, Nutritional Quality, and Sensory Evaluation of Fiber-and Antioxidant-Rich Nachos Made from Citrus limon, Citrus sinensis, and Citrus aurantiifolia: A MAHP and TOPSIS-Based Product Analysis	Debasrita Banerjee	Annals of Agri Bio Research	Supports nutritional food development and healthier dietary choices.
30	Healthy, Dietary Fiber-Rich, and Low Glycemic Sevaiyyan Developed from Cucumis sativus and Buckwheat Flour for Diabetic and Obese Patients, and Ranking of the Product by MAHP and TOPSIS Method	Debasrita Banerjee	Annals of Agri Bio Research	Supports dietary management of diabetes and obesity.

Academic Programmes Supporting Good Health and Well-being

The **School of Health Science and Technology** offers a broad range of academic courses that directly contribute to **SDG 3 – Good Health and Well-being**. The curriculum covers foundational health sciences, clinical practice, diagnostics, disease prevention, emergency care, rehabilitation, pharmacy, and healthcare technology. Courses such as **Human Anatomy and Physiology, Microbiology, Pathology, Pharmacology, Clinical Biochemistry, Medical Laboratory Sciences, Optometry, Physiotherapy, Emergency Medical Services, Operation Theatre Technology, Radiology, Dialysis Technology, and Artificial Intelligence in Healthcare** provide students with knowledge and practical competencies relevant to healthcare delivery and patient well-being. The curriculum also includes applied and clinical-practice components, enabling learners to translate theoretical knowledge into healthcare settings. In addition, courses related to **Psychology, Community Medicine, Public Health and Community Optometry, Healthcare Quality and Accreditation, and Biomedical Waste Management** promote preventive healthcare, patient safety, health-system quality, and community well-being. Complementary health-related courses in the **School of Pharmacy, School of Management and Commerce, and School of Hospitality and Tourism** further demonstrate the University's interdisciplinary approach to promoting health and well-being.

List of Courses

Name of the programme	Name of the Course/Subject	Theory/Practical	Credit
B.Sc. in Medical Laboratory Technology	Human Anatomy and Physiology – Concept	Theory	2
B.Sc. in Medical Laboratory Technology	Human Anatomy and Physiology – Applied	Practical	2
B.Sc. in Medical Laboratory Technology	General Biochemistry – Concept	Theory	2
B.Sc in Medical Laboratory Technology	General Biochemistry – Applied	Practical	2
B.Sc in Medical Laboratory Technology	General Pharmacology – Concept	Theory	2
B.Sc in Medical Laboratory Technology	General Microbiology – Concept	Theory	2
B.Sc in Medical Laboratory Technology	General Microbiology – Applied	Practical	2
B.Sc in Medical Laboratory Technology	Medical Sampling and Instrumentation Techniques – Applied	Practical	2
B.Sc in Medical Laboratory Technology	Science and World	Theory	3

B.Sc in Medical Laboratory Technology	General Pathology – Concept	Theory	2
B.Sc in Medical Laboratory Technology	Clinical Pathology – Concept	Theory	2
B.Sc in Medical Laboratory Technology	Clinical Pathology – Applied	Practical	2
B.Sc in Medical Laboratory Technology	Hematology – Concept	Theory	2
B.Sc in Medical Laboratory Technology	Hematology – Applied	Practical	2
B.Sc in Medical Laboratory Technology	Microbiology and Immunology – Concept	Theory	3
B.Sc in Medical Laboratory Technology	Clinical Biochemistry – Concept	Theory	2
B.Sc in Medical Laboratory Technology	Clinical Biochemistry – Applied	Practical	2
B.Sc in Medical Laboratory Technology	Medical Microbiology – Concept	Theory	2
B.Sc in Medical Laboratory Technology	Medical Microbiology – Applied	Practical	2
B.Sc in Medical Laboratory Technology	Fundamentals of Medical Biotechnology – Concept	Theory	2
B.Sc in Medical Laboratory Technology	Diagnostic Histo and Cytology – Applied	Practical	2
B.Sc in Medical Laboratory Technology	Blood Bank and Immuno-Hematology – Concept	Theory	2
B.Sc in Medical Laboratory Technology	Blood Bank and Immuno-Hematology – Applied	Practical	2
B.Sc in Medical Laboratory Technology	Clinical Practice BMLT – I	Practical	10
B.Sc in Medical Laboratory Technology	Advanced Histotechnology and Diagnostic Cytology – Concept	Theory	2
B.Sc in Medical Laboratory Technology	Advanced Histotechnology and Diagnostic Cytology – Applied	Practical	2
B.Sc in Medical Laboratory Technology	Diagnostic Microbiology – Concept	Theory	2
B.Sc in Medical Laboratory Technology	Diagnostic Microbiology – Applied	Practical	2
B.Sc in Medical Laboratory Technology	Healthcare Quality and Accreditation	Theory	3
B.Sc in Medical Laboratory Technology	Psychology	Theory	3
B.Sc in Medical Laboratory Technology	Project	Practical	4
B.Sc in Medical Laboratory Technology	Medical Laboratory Management – Applied	Practical	2
B.Sc in Medical Laboratory Technology	Clinical Practice BMLT – II	Practical	12
Bachelor in Optometry	Fundamentals of Digital Applications - Applied	Practical	3
Bachelor in Optometry	Human Anatomy and Physiology - Concept	Theory	2
Bachelor in Optometry	Human Anatomy and Physiology - Applied	Practical	2

Bachelor in Optometry	General Biochemistry - Concept	Theory	2
Bachelor in Optometry	General Biochemistry - Applied	Practical	2
Bachelor in Optometry	Ocular Anatomy - Concept	Theory	3
Bachelor in Optometry	Geometrical Optics - Concept	Theory	3
Bachelor in Optometry	Physical Optics - Applied	Practical	2
Bachelor in Optometry	Visual Optics – Concept	Theory	3
Bachelor in Optometry	Ocular Microbiology - Concept	Theory	2
Bachelor in Optometry	Clinical Optics - Concept	Theory	2
Bachelor in Optometry	Clinical Optics - Applied	Practical	2
Bachelor in Optometry	Ophthalmic Instrumentation - Applied	Practical	2
Bachelor in Optometry	Dispensing Optics - Applied	Practical	3
Bachelor in Optometry	Recent Trends in IT	Theory	2
Bachelor in Optometry	Advanced Clinical Optics - Applied	Practical	2
Bachelor in Optometry	Binocular Vision and Ocular Motility - Concept	Theory	2
Bachelor in Optometry	Binocular Vision and Ocular Motility - Applied	Practical	2
Bachelor in Optometry	Advanced Ophthalmic Instrumentation - Applied	Practical	2
Bachelor in Optometry	Contact Lens and Basic Application - Applied	Practical	2
Bachelor in Optometry	Psychology	Theory	3
Bachelor in Optometry	Clinical Practice (B. Opto) - 1	Practical	10
Bachelor in Optometry	Ocular Pharmacology - Concept	Theory	2
Bachelor in Optometry	Contact Lens and Special Application - Applied	Practical	2
Bachelor in Optometry	Ocular Diseases - Concept	Theory	3
Bachelor in Optometry	Orthoptics And Binocular Vision - Applied	Practical	3
Bachelor in Optometry	Public Health and Community Optometry - Concept	Theory	3
Bachelor in Optometry	Healthcare Quality and Accreditation	Theory	3
Bachelor in Optometry	Eye Banking - Concept	Theory	3
Bachelor in Optometry	Clinical Practice (B.Opto) - 2	Practical	12
Bachelor of Physiotherapy	Human Anatomy and Physiology- Concept	Theory	2
Bachelor of Physiotherapy	Human Anatomy and Physiology- Applied	Practical	2
Bachelor of Physiotherapy	General Biochemistry-Concept	Theory	2
Bachelor of Physiotherapy	General Biochemistry-Applied	Practical	2
Bachelor of Physiotherapy	Foundation in Digital Application	Practical	3

Bachelor of Physiotherapy	Clinical Anatomy and Physiology - Concept	Theory	3
Bachelor of Physiotherapy	Clinical Anatomy and Physiology - Applied	Practical	3
Bachelor of Physiotherapy	Basic Principles of Biomechanics - Concept	Theory	3
Bachelor of Physiotherapy	General Microbiology - Concept	Theory	3
Bachelor of Physiotherapy	Science and World	Theory	3
Bachelor of Physiotherapy	Biomechanics & Kinesiology - Concept	Theory	3
Bachelor of Physiotherapy	Foundation of Exercise Therapy - Concept	Theory	2
Bachelor of Physiotherapy	Foundation of Exercise Therapy - Applied	Practical	2
Bachelor of Physiotherapy	General and clinical psychology - Concept	Theory	3
Bachelor of Physiotherapy	Sociology	Practical	3
Bachelor of Physiotherapy	Recent Trends in IT	Theory	2
Bachelor of Physiotherapy	Pharmacology - Concept	Theory	2
Bachelor of Physiotherapy	Pathology - Concept	Theory	2
Bachelor of Physiotherapy	Exercise Therapy and Soft tissue manipulation - Concept	Theory	2
Bachelor of Physiotherapy	Exercise Therapy and Soft Tissue manipulation - Applied	Practical	2
Bachelor of Physiotherapy	Electrotherapy and Equipment Care -Concept	Theory	2
Bachelor of Physiotherapy	Electrotherapy and Equipment Care - Applied	Practical	2
Bachelor of Physiotherapy	Clinical Practice (BPT) -1	Practical	10
Bachelor of Physiotherapy	Clinical Orthopedics and Traumatology -Concept	Theory	3
Bachelor of Physiotherapy	Clinical Orthopedics and Traumatology -Applied	Practical	2
Bachelor of Physiotherapy	Clinical Neurology - Concept	Theory	3
Bachelor of Physiotherapy	Clinical Neurology - Applied	Practical	3
Bachelor of Physiotherapy	Clinical Cardiothoracic Conditions - Concept	Theory	3
Bachelor of Physiotherapy	General Medicine, Skin and Pediatrics - Concept	Theory	3
Bachelor of Physiotherapy	Diagnostic Imaging for Physiotherapist - Concept	Theory	3
Bachelor of Physiotherapy	Physiotherapy in Orthopaedics and Sports - Concept	Theory	3
Bachelor of Physiotherapy	Physiotherapy in Orthopaedics and Sports -Applied	Practical	3
Bachelor of Physiotherapy	Physiotherapy in Neurology and Psychosomatic disorder - Concept	Theory	2

Bachelor of Physiotherapy	Physiotherapy in Neurology and Psychosomatic disorder - Applied	Practical	2
Bachelor of Physiotherapy	Physiotherapy in Surgical conditions Obstetrics and Gynaecology - Concept	Theory	2
Bachelor of Physiotherapy	Clinical Practice (BPT) -2	Practical	12
Bachelor of Physiotherapy	Community Medicine - Concept	Theory	3
Bachelor of Physiotherapy	Physiotherapy in Cardiovascular, pulmonary and intensive care - Concept	Theory	3
Bachelor of Physiotherapy	Physiotherapy in Cardiovascular, Pulmonary and Intensive Care - Applied	Practical	3
Bachelor of Physiotherapy	Administration and Teaching skills - Concept	Theory	3
Bachelor of Physiotherapy	Healthcare Quality and Accreditation	Theory	3
Bachelor of Physiotherapy	Community Physiotherapy	Theory	4
Bachelor of Physiotherapy	Sports Physiotherapy and Exercise Prescription - Concept	Theory	3
B.Sc. in Operation Theatre Technology	Science and World	Theory	3
B.Sc. in Operation Theatre Technology	Human Anatomy and Physiology- Concept	Theory	2
B.Sc. in Operation Theatre Technology	Human Anatomy and Physiology- Applied	Practical	2
B.Sc. in Operation Theatre Technology	General Biochemistry-Concept	Theory	2
B.Sc. in Operation Theatre Technology	General Biochemistry-Applied	Practical	2
B.Sc. in Operation Theatre Technology	Fundamentals in Digital Application	Practical	3
B.Sc. in Operation Theatre Technology	IV Access and Medication Administration	Practical	3
B.Sc. in Operation Theatre Technology	Introduction to Operation Theatre-Concept	Theory	3
B.Sc. in Operation Theatre Technology	General Pharmacology-Concept	Theory	2
B.Sc. in Operation Theatre Technology	Principles of Anaesthesia - Concept	Theory	3
B.Sc. in Operation Theatre Technology	General Microbiology - Concept	Theory	3
B.Sc. in Operation Theatre Technology	Surgical Instrumentation - Applied	Practical	3
B.Sc. in Operation Theatre Technology	Elementary Nursing -Applied	Practical	2
B.Sc. in Operation Theatre Technology	Basic Life support and Advanced Cardiac Life support - Applied	Practical	3

B.Sc. in Operation Theatre Technology	Recent Trends in IT	Theory	2
B.Sc. in Operation Theatre Technology	Airway Management and Respiratory Emergencies – Concept	Theory	2
B.Sc. in Operation Theatre Technology	Airway Management and Respiratory Emergencies – Applied	Practical	2
B.Sc. in Operation Theatre Technology	CSSD and Manifold Area-Concept	Theory	3
B.Sc. in Operation Theatre Technology	Basics of Surgical Procedure - Concept	Theory	3
B.Sc. in Operation Theatre Technology	Clinical Practice (BOTT) - 1	Practical	10
B.Sc. in Operation Theatre Technology	Advanced Anaesthesia Technique - Concept	Theory	3
B.Sc. in Operation Theatre Technology	Cardiovascular and Neurological Emergencies - Concept	Theory	3
B.Sc. in Operation Theatre Technology	Cardiovascular and Neurological Emergencies - Applied	Theory	3
B.Sc. in Operation Theatre Technology	Advanced Procedure in OT-Concept	Theory	3
B.Sc. in Operation Theatre Technology	Psychology	Theory	3
B.Sc. in Operation Theatre Technology	Healthcare Quality & Accreditation	Theory	3
B.Sc. in Operation Theatre Technology	Intensive Care-Concept	Theory	3
B.Sc. in Operation Theatre Technology	Clinical Practice (BOTT) - 2	Practical	12
B.Sc. in Emergency Medical Technology	Science and World	Theory	3
B.Sc. in Emergency Medical Technology	Human Anatomy and Physiology- Concept	Theory	2
B.Sc. in Emergency Medical Technology	Human Anatomy and Physiology- Applied	Practical	2
B.Sc. in Emergency Medical Technology	General Biochemistry-Concept	Theory	2
B.Sc. in Emergency Medical Technology	General Biochemistry- Applied	Practical	2
B.Sc. in Emergency Medical Technology	Fundamentals in Digital Application	Practical	3
B.Sc. in Emergency Medical Technology	Introduction to Emergency Medical Services- Concept	Theory	2
B.Sc. in Emergency Medical Technology	Introduction to Emergency Medical Services- Applied	Practical	2
B.Sc. in Emergency Medical Technology	Patient assessment and medication administration-Applied	Practical	2
B.Sc. in Emergency Medical Technology	General Pharmacology-Concept	Theory	2

B.Sc. in Emergency Medical Technology	Trauma emergency and Lifting Moving-Concept	Theory	3
B.Sc. in Emergency Medical Technology	Trauma emergency and Lifting Moving-Applied	Practical	3
B.Sc. in Emergency Medical Technology	Emergency Medical Services and Equipment- Applied	Practical	2
B.Sc. in Emergency Medical Technology	Respiratory and Cardiac Emergency-Concept	Theory	3
B.Sc. in Emergency Medical Technology	Respiratory and Cardiac Emergency-Applied	Practical	3
B.Sc. in Emergency Medical Technology	Medical Emergencies-Concept	Theory	3
B.Sc. in Emergency Medical Technology	Recent Trends in IT	Theory	2
B.Sc. in Emergency Medical Technology	Obstetrics and Gynaecology Emergency- Concept	Theory	3
B.Sc. in Emergency Medical Technology	Neonatal, Paediatric, and Geriatric Emergency- Applied	Practical	3
B.Sc. in Emergency Medical Technology	Neurological and Endocrine Emergency- Concept	Theory	3
B.Sc. in Emergency Medical Technology	Renal and Genitourinary Emergency- Concept	Theory	3
B.Sc. in Emergency Medical Technology	Elementary Nursing- Applied	Practical	2
B.Sc. in Emergency Medical Technology	Clinical Practice (BEMT) - 1	Practical	10
B.Sc. in Emergency Medical Technology	Abdominal and Gastrointestinal Emergency-Concept	Theory	3
B.Sc. in Emergency Medical Technology	Basic Life Support and Advanced Cardiac Life Support- Applied	Practical	2
B.Sc. in Emergency Medical Technology	Toxicological and Environmental Emergency-Concept	Theory	2
B.Sc. in Emergency Medical Technology	Healthcare Quality and Accreditation	Theory	3
B.Sc. in Emergency Medical Technology	Psychology	Theory	3
B.Sc. in Emergency Medical Technology	Ambulance Operations-Concept	Theory	3
B.Sc. in Emergency Medical Technology	Intensive Care- Concept	Theory	3
B.Sc. in Emergency Medical Technology	Clinical Practice (B.Sc. EMT) - 2	Practical	12
Diploma in Emergency Medical Technology	Introductory Biology	Theory	4
Diploma in Emergency Medical Technology	Introduction to Health Science	Theory	2
Diploma in Emergency Medical Technology	Fundamentals in Digital Application	Practical	3
Diploma in Emergency Medical Technology	Introduction to Emergency Medical Services- Concept	Theory	2

Diploma in Emergency Medical Technology	Introduction to Emergency Medical Services- Applied	Practical	2
Diploma in Emergency Medical Technology	Patient assessment and medication administration- Applied	Practical	2
Diploma in Emergency Medical Technology	Human Anatomy and Physiology- Concept	Theory	2
Diploma in Emergency Medical Technology	Human Anatomy and Physiology- Applied	Practical	2
Diploma in Emergency Medical Technology	General Biochemistry- Concept	Theory	2
Diploma in Emergency Medical Technology	General Biochemistry- Applied	Practical	2
Diploma in Emergency Medical Technology	Trauma emergency and Lifting Moving-Concept	Theory	3
Diploma in Emergency Medical Technology	Trauma emergency and Lifting Moving-Applied	Practical	3
Diploma in Emergency Medical Technology	Respiratory and Cardiac Emergency-Concept	Theory	3
Diploma in Emergency Medical Technology	Respiratory and Cardiac Emergency-Applied	Practical	3
Diploma in Emergency Medical Technology	Emergency Medical Services and Equipment- Applied	Practical	2
Diploma in Emergency Medical Technology	General Pharmacology- Concept	Theory	2
Diploma in Emergency Medical Technology	Obstetrics and Gynaecology Emergency- Concept	Theory	3
Diploma in Emergency Medical Technology	Neonatal, Pediatric, and Geriatric Emergency- Applied	Practical	3
Diploma in Emergency Medical Technology	Neurological and Endocrine Emergency- Concept	Theory	3
Diploma in Emergency Medical Technology	Renal and Genitourinary Emergency- Concept	Theory	3
Diploma in Emergency Medical Technology	Elementary Nursing- Applied	Practical	2
Diploma in Emergency Medical Technology	Clinical Practice (DEMT) - 1	Practical	10
B. Sc. in Radiology and Imaging Technology	Science and World	Theory	3
B. Sc. in Radiology and Imaging Technology	Human Anatomy and Physiology - Concept	Theory	2
B. Sc. in Radiology and Imaging Technology	General Biochemistry – Concept	Theory	2
B. Sc. in Radiology and Imaging Technology	Human Anatomy and Physiology – Applied	Practical	2
B. Sc. in Radiology and Imaging Technology	General Biochemistry – Applied	Practical	2
B. Sc. in Radiology and Imaging Technology	Foundation in Digital Applications	Practical	3
B. Sc. in Radiology and Imaging Technology	Radiation Physics - Concept	Theory	4
B. Sc. in Radiology and Imaging Technology	Radiographic Photography and Image Processing - Concept	Theory	4

B. Sc. in Radiology and Imaging Technology	Radiographic Positioning Techniques- Concept	Theory	2
B. Sc. in Radiology and Imaging Technology	Radiographic Positioning Techniques - Applied	Practical	2
B. Sc. in Radiology and Imaging Technology	Radiation Hazards, Protection and Quality Assurance - Concept	Theory	4
B. Sc. in Radiology and Imaging Technology	Orientation in Clinical Sciences - Concept	Theory	3
B. Sc. in Radiology and Imaging Technology	Recent Trends in IT	Theory	2
B. Sc. in Radiology and Imaging Technology	Patient Care in Radiology	Theory	4
B. Sc. in Radiology and Imaging Technology	Instrumentation of Specialized Radiology Equipment - Concept	Theory	4
B. Sc. in Radiology and Imaging Technology	Computed Tomography - Concept	Theory	4
B. Sc. in Radiology and Imaging Technology	Image Interpretation - Concept	Theory	4
B. Sc. in Radiology and Imaging Technology	Radiological Procedures - Concept	Theory	2
B. Sc. in Radiology and Imaging Technology	Radiological Procedures - Applied	Practical	2
B. Sc. in Radiology and Imaging Technology	Psychology	Theory	3
B. Sc. in Radiology and Imaging Technology	Clinical Practice (BRIT) - 1	Practical	10
B. Sc. in Radiology and Imaging Technology	Magnetic Resonance Imaging - Concept	Theory	4
B. Sc. in Radiology and Imaging Technology	Basics of USG - Concept	Theory	2
B. Sc. in Radiology and Imaging Technology	Clinical Aspects in Radiology Imaging - Concept	Theory	4
B. Sc. in Radiology and Imaging Technology	Advanced Diagnostic Imaging Techniques - Concept	Theory	4
B. Sc. in Radiology and Imaging Technology	Healthcare Quality and Accreditation	Theory	3
B. Sc. in Radiology and Imaging Technology	Clinical Practice (BRIT) – 2	Practical	20
B.Sc in Dialysis Technology	Science and World	Theory	3
B.Sc in Dialysis Technology	Human Anatomy and Physiology - Concept	Theory	2
B.Sc in Dialysis Technology	Human Anatomy and Physiology - Applied	Practical	2
B.Sc in Dialysis Technology	General Biochemistry-Concept	Theory	2
B.Sc in Dialysis Technology	General Biochemistry - Applied	Practical	2
B.Sc in Dialysis Technology	Fundamentals in Digital Application	Practical	3
B.Sc in Dialysis Technology	General Pharmacology - Concept	Theory	2

B.Sc in Dialysis Technology	General Microbiology - Concept	Theory	2
B.Sc in Dialysis Technology	Anatomy and Physiology of Kidney-Concept	Theory	2
B.Sc in Dialysis Technology	Biomedical Waste Management and Aseptic Techniques- Applied	Practical	2
B.Sc in Dialysis Technology	Recent Trends in IT	Theory	2
B.Sc in Dialysis Technology	Fundamentals of Dialysis-Concept	Theory	3
B.Sc in Dialysis Technology	Concept of kidney diseases and Dialysis-Concept	Theory	2
B.Sc in Dialysis Technology	Dialysis Therapy I- Concept	Theory	4
B.Sc in Dialysis Technology	Instrumentation specific to Dialysis Therapy-Applied	Practical	2
B.Sc in Dialysis Technology	Fundamentals of Pathology-Concept	Theory	2
B.Sc in Dialysis Technology	Dialysis Patient Care Skills-Applied	Practical	2
B.Sc in Dialysis Technology	Psychology- Concept	Theory	3
B.Sc in Dialysis Technology	Clinical Problems and Evidence Based Practice in Dialysis Therapy- Concept	Theory	2
B.Sc in Dialysis Technology	Extracorporeal Blood Based Therapy- Applied	Practical	2
B.Sc in Dialysis Technology	Quality Assurance and Safety in Dialysis-Concept	Theory	2
B.Sc in Dialysis Technology	Pharmacology related to Dialysis Therapy-Concept	Theory	2
B.Sc in Dialysis Technology	Clinical Practice (BDT)- 1	Practical	10
B.Sc in Dialysis Technology	Dialysis Therapy II- Concept	Theory	4
B.Sc in Dialysis Technology	Advance and Recent Advancement in Extracorporeal Blood Based Therapies- Concept	Theory	4
B.Sc in Dialysis Technology	Advance and Recent Advancement in Extracorporeal Blood Based Therapies- Applied	Practical	2
B.Sc in Dialysis Technology	Healthcare Quality and Accreditation	Theory	3
B.Sc in Dialysis Technology	Basic Life Support and Advanced Cardiac Life Support- Applied	Practical	2
B.Sc in Dialysis Technology	Project	Practical	3
B.Sc in Dialysis Technology	Renal Transplantation and Coordination-Concept	Theory	3
B.Sc in Dialysis Technology	Clinical Practice(BDT)- 2	Practical	12
BBA	Psychology	Theory	3
B.Com(Professional Accounting)	Psychology	Theory	3

B.A(Office Administration and Technology)	Psychology	Theory	3
BSc in Hospitality and Tourism Management	Foundation of Room Division (Concept)	Theory	2
BSc in Hospitality and Tourism Management	Foundation of Room Division (Applied)	Practical	2
BSc in Hospitality and Tourism Management	Advanced Room Division	Theory	3
Bachelor of Pharmacy	General Pharmacy	Theory	3
Bachelor of Pharmacy	Healthcare Psychology and Communication Skills	Theory	1
Bachelor of Pharmacy	Human Anatomy, Physiology and Pathophysiology I	Theory	4
Bachelor of Pharmacy	Introduction to Pharmacognosy	Theory	3
Bachelor of Pharmacy	Pharmaceutical Inorganic and Analytical Chemistry	Theory	3
Bachelor of Pharmacy	General Pharmacy	Practical	1
Bachelor of Pharmacy	Healthcare Psychology and Communication Skills	Practical	1
Bachelor of Pharmacy	Human Anatomy, Physiology and Pathophysiology I	Practical	1
Bachelor of Pharmacy	Introduction to Pharmacognosy	Practical	1
Bachelor of Pharmacy	Pharmaceutical Inorganic and Analytical Chemistry	Practical	1
Bachelor of Pharmacy	Pharmaceutical Organic Chemistry II	Theory	4
Bachelor of Pharmacy	Physical Pharmaceutics	Theory	4
Bachelor of Pharmacy	Pharmaceutical Microbiology	Theory	4
Bachelor of Pharmacy	Pharmaceutical Engineering	Theory	4
Bachelor of Pharmacy	Pharmaceutical Organic Chemistry II	Practical	2
Bachelor of Pharmacy	Physical Pharmaceutics	Practical	2
Bachelor of Pharmacy	Pharmaceutical Microbiology	Practical	2
Bachelor of Pharmacy	Pharmaceutical Engineering	Practical	2

Current Collaborations with Health Institutions

Yes, Medhavi Skills University has established collaborations with external healthcare institutions, hospitals, diagnostic organizations, healthcare service providers, and health-related research centers to support health education, professional skill development, clinical exposure, preventive healthcare, community outreach, mental health awareness, and emergency preparedness. These collaborations create opportunities for students to connect academic learning with real-world healthcare environments and contribute to improved health and well-being outcomes.

The University's healthcare collaborations include both institutional MoUs and activity-based engagements with health-sector organizations. These partnerships may be viewed across **local, national & global levels**, with the available evidence also being reviewed for potential global-level collaborations.

Local Level Collaborations

At the local and regional level, Medhavi Skills University has collaborated with healthcare institutions to strengthen clinical learning and community health engagement.

The **MoU with Chandan Hospital** supported a **Visit to the District Hospital**, providing students with exposure to hospital infrastructure, healthcare delivery systems, and professional practices. Similarly, the **MoU with Jeevan Jyoti Health Care & Research Centre Pvt. Ltd.** supported an **Early Clinical Practice Immersion Programme at District Hospital, Singtam**, providing students with exposure to clinical environments and practical healthcare practices.

The University has also undertaken community-oriented health initiatives through its regional healthcare collaborations. The engagement with **Wellcaza Hospital** resulted in a **Health Camp at Kitam Senior Secondary School**, extending health-related services and awareness to the community. The **MoU with Arogya Lab (Swasth Gram)** supported an **Eye Screening Camp**, while the collaboration with **R B Diagnostic Private Limited** resulted in an **Eye Screening Camp at Kera Bari Primary School**. These activities contribute to preventive healthcare by promoting awareness and supporting early identification of potential health concerns.

The University has further engaged with **Arogya Medical Research Center** through a

health-related collaboration under which a **Herbal Field Survey** was undertaken. This engagement provides opportunities for students to interact with health-related research and community practices.

In addition to these engagements, the University has documented healthcare-sector MoUs with **Apollo Hospitals, Critical Care Hospital & Research Institute, and Medicity Guwahati Aruna Memorial Hospital**. These collaborations are associated with healthcare education, training, skill development, and healthcare programmes.

National Level Collaborations

At the national level, Medhavi Skills University has established healthcare-sector partnerships that support professional education, healthcare programme development, training, mental health awareness, and emergency preparedness.

The University has an **MoU / strategic partnership with Steward Healthcare India Pvt. Ltd.**, supporting healthcare programme development, training, and skill development. Such industry-linked engagement helps connect healthcare education with sector requirements and provides opportunities for students to develop competencies relevant to professional healthcare environments.

The University has also collaborated with **Meduclinic Healthcare Pvt. Ltd.** through an MoU /healthcare collaboration supporting **Mental Health Awareness Programmes**. These programmes contribute to awareness of psychological well-being and promote a supportive and health-conscious University environment.

The collaboration with **Nephrocare Health Services Limited** supported a **National CPR & AED Awareness Programme**, promoting emergency-care awareness, CPR knowledge, AED awareness, and basic life-saving skills. Such initiatives strengthen preparedness for medical emergencies and contribute to health and safety awareness.

The University also has an **MoU / hospital collaboration with BVG and Jeevan Jyoti Health Services**, supporting healthcare-related engagement and professional exposure.

The additional healthcare-sector collaborations with **Apollo Hospitals, Critical Care Hospital & Research Institute, and Medicity Guwahati Aruna Memorial Hospital** further strengthen the University's engagement with healthcare organizations and support healthcare education and skill development.

Global Level Collaborations

Overall, current external healthcare collaborations demonstrate a structured and multi-dimensional approach to improving health and wellbeing outcomes. Through preventive screening, community health outreach, mental-health awareness, clinical exposure, and emergency preparedness, these partnerships extend the University's health initiatives beyond its campus and connect students and the wider community with professional healthcare organizations.

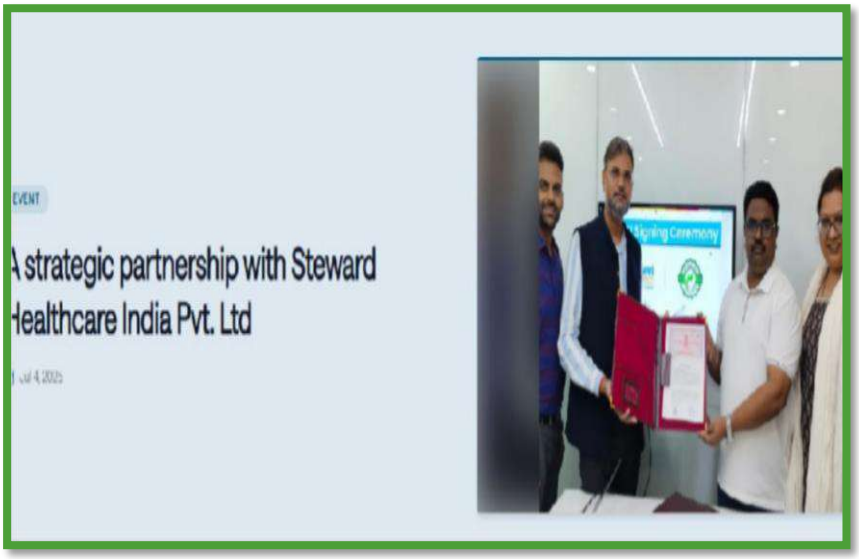
Contribution to SDG 3 – Good Health and Well-being

Overall, Medhavi Skills University's collaborations with healthcare institutions demonstrate a multidimensional approach to advancing **SDG 3 – Good Health and Well-being**. The partnerships cover healthcare education, clinical exposure, professional skill development, community health camps, preventive screening, mental health awareness, emergency preparedness, healthcare programme development, and health-related field learning.

Through these collaborations, students receive opportunities to understand healthcare delivery systems, interact with healthcare professionals, participate in community-oriented health activities, and develop practical competencies. At the same time, health camps, screening programmes, awareness activities, and emergency-care initiatives extend the University's engagement beyond the campus and contribute to health awareness and well-being within surrounding communities.

The University's current healthcare collaborations therefore provide an important link between **education, healthcare practice, community engagement, and professional skill development**. These engagements are aligned with the SDG 3.3.1 requirement of demonstrating current collaborations with local, national, or global health institutions to improve health and well-being outcomes.

Health Institution/ Organisation	Health & Well-being Activity / Outcome
Chandan Hospital	Visit to District Hospital; exposure to hospital infrastructure, healthcare delivery systems and professional practices
Jeevan Jyoti Health Care & Research Centre Pvt. Ltd.	Early Clinical Practice Immersion Programme at District Hospital, Singtam
Wellcaza Hospital	Health Camp at Kitam Senior Secondary School
Arogya Lab (Swasth Gram)	Eye Screening Camp; preventive healthcare and eye-health awareness
R B Diagnostic Private Limited	Eye Screening Camp at Kera Bari Primary School
Medicity Guwahati Aruna Memorial Hospital	Healthcare programmes
Nephrocare Health Services Limited	National CPR & AED Awareness Programme; emergency-care awareness and life-saving skills
BVG and Jeevan Jyoti Health Services	Healthcare-related engagement and professional exposure
Arogya Medical Research Center	Herbal Field Survey; exposure to health-related research and community practices
Apollo Hospitals	Healthcare education, training and skill development
Steward HealthcareIndia Pvt. Ltd.	Healthcare programme development, training and skill development
Critical Care Hospital & Research Institute	Healthcare programmes


EVENT
A strategic partnership with Steward
Healthcare India Pvt. Ltd
Signing Ceremony


MoU with Apollo Hospitals


MoU Signed with
Critical Care Hospital & Research Institute
For Student's On Job Training Program
MEDHAVI
SKILLS UNIVERSITY
Skill • Empower • Liberate


MoU Signed
Our Pro-Chancellor Mr. Kuldip Sarma signed MoU with
Medicity Guwahati Aruna Memorial Hospital
MEDHAVI
SKILLS UNIVERSITY
Skill • Empower • Liberate
MEDICITY
GUWAHATI

Health Outreach Programmes

Medhavi Skills University undertakes health and well-being outreach activities that extend learning and health awareness beyond the classroom and campus. These initiatives address areas such as mental health, physical well-being, preventive healthcare, women's health, hygiene, first aid, and emergency preparedness. The activities provide students with opportunities for experiential learning while contributing to health awareness and well-being within the wider community.

Mental Health Awareness Talk Session – 15 May 2025

The Health and Wellness Club of Medhavi Skills University organised a Mental Health Awareness Talk Session as part of the celebration of 50 Glorious Years of Sikkim's Statehood. The session focused on promoting emotional well-being among young people and highlighted the importance of mental health awareness and student wellness. Guest speakers from the Psychiatry Department of District Hospital, Singtam, including certified mental health counsellors, shared their expertise with participants. The initiative promoted awareness of mental well-being and encouraged a healthier and more resilient student and community environment.





SDG 3 relevance: Mental health awareness, emotional well-being and community engagement.

Yoga Sangam 2025 – 21 June 2025

Medhavi Skills University participated in Yoga Sangam 2025, organised around the theme “Yoga for One Earth, One Health.” The initiative promoted physical, mental and holistic well-being through yoga and mindfulness. The session was guided by Ms. Laxmi Sharma from the International Naturopathy Organization (INO), Surya Foundation, Delhi. The activity encouraged participants to incorporate mindfulness and healthy practices into their lives and highlighted the relationship between personal wellness and broader health.



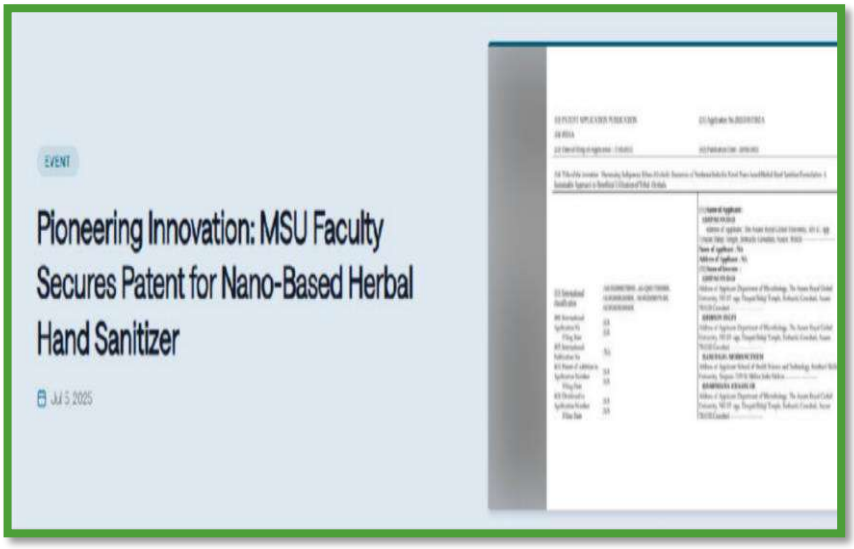




SDG 03 relevance: Physical fitness, mindfulness, mental well-being and healthy lifestyles.

Pioneering Innovation: Nano-Based Herbal Hand Sanitizer – 5 July 2025

Medhavi Skills University highlighted innovation in preventive health through the development of a nano-based herbal hand sanitizer. The initiative demonstrates the University's engagement with hygiene-oriented innovation and health protection. Hand hygiene is an important preventive-health practice, and the initiative reflects the University's focus on applying knowledge and innovation to health-related challenges.



SDG 3 relevance: Preventive healthcare, hygiene and health protection.

Guest Lecture on Food Preservation and Processing Techniques at Home Scale – 10 September 2025

Medhavi Skills University organized a guest lecture focusing on Food Preservation and Processing Techniques at Home Scale. The activity promoted awareness of appropriate food-handling and preservation practices and provided an opportunity for participants to understand practical approaches to food management. The initiative is relevant to health and well-being because safe food handling and appropriate preservation practices contribute to healthier household and community practices.



SDG 3 relevance: Food safety, nutrition, preventive health and healthy living.

Swasth Nari, Sashakt Parivar Abhiyaan – 14 October 2025

Under the Swasth Nari, Sashakt Parivar Abhiyaan, nursing students from Medhavi College of Nursing engaged directly with residents. Students worked with healthcare professionals, conducted awareness sessions, and promoted preventive healthcare practices with a focus on women's health and well-being. The initiative provided students with hands-on community exposure while promoting health awareness and women's empowerment.





SDG 3 relevance: Women's health, preventive healthcare, community health awareness and well-being.

First Aid and CPR Hands-on Training – 9 October 2025

Medhavi Skills University conducted a First Aid and CPR Hands-on Training Session at Mangzing Secondary School, West Sikkim. The programme was designed to equip students and staff with essential life-saving skills and improve their preparedness to respond to medical emergencies. The session included practical demonstrations of CPR and first-aid procedures for situations such as injuries, burns, bleeding and fractures. Participants also engaged in discussions and question-and-answer sessions, helping them understand the importance of immediate response and timely medical assistance before professional help becomes available.





SDG 3 relevance: Emergency preparedness, first aid, CPR, life-saving skills and community health education.

World AIDS Day 2025 – 1 December 2025

Medhavi Skills University observed World AIDS Day 2025 to promote awareness regarding HIV/AIDS, prevention, health education and responsible health practices. The activity contributed to increasing awareness of an important public-health issue and encouraged informed approaches towards prevention and health and well-being.





SDG 3 relevance: HIV/AIDS awareness, prevention, health education and public health.

Health and Community Outreach Activities

Medhavi Skills University also documents health outreach activities through its health-science programmes, including health camps at Jalipool Old Age Home, Gangtok, East Sikkim; a health camp at a primary school in the Rangpo Division; health and hygiene promotion among the Sirwani community; and workshops on Basic Life Support and Posture Awareness at Kumari Pema. These activities demonstrate the University's wider engagement with community health, preventive healthcare, health awareness and practical learning.





SDG 3 relevance: Community health, health and hygiene awareness, preventive healthcare, BLS and physical well-being.

International Yoga Day – Holistic Wellness Session Date: 21 June 2026

Medhavi Skills University organized an International Yoga Day – Holistic Wellness Session to promote physical, mental and emotional well-being among participants. The session focused on the importance of yoga, meditation, nutrition and healthy lifestyle practices. It provided an opportunity for participants to understand the role of regular physical activity and mindfulness in maintaining overall health and managing everyday stress.

The initiative contributed to the promotion of preventive health and holistic well-being by encouraging healthy habits and greater awareness of the connection between physical fitness, nutrition and mental wellness.





SDG 3 Relevance: Yoga, physical fitness, meditation, nutrition and mental well-being.

Building Resilience Through Positive Psychology Workshop Date: 24 June 2026

Medhavi Skills University conducted a Building Resilience Through Positive Psychology Workshop focusing on psychological well-being and the development of personal resilience. The workshop provided a platform for participants to understand positive approaches to mental health and develop awareness of strategies that can support emotional well-being.

The activity emphasized the importance of psychological resilience as an essential component of overall health. By encouraging participants to develop positive coping approaches and greater awareness of their mental and emotional well-being, the workshop contributed to the University's broader efforts towards promoting a healthy and supportive environment.



Evidence: Building Resilience Through Positive Psychology Workshop

Understanding Self-Awareness as the Foundation of Personal Growth Workshop Date: 25 June 2026

Medhavi Skills University organized the Understanding Self-Awareness as the Foundation of Personal Growth Workshop to promote self-awareness, emotional well-being and personal development. The workshop highlighted the importance of understanding one's thoughts, emotions and behavioral responses as a foundation for positive personal growth.

The initiative is relevant to health and well-being as improved self-awareness can contribute to emotional regulation, positive interpersonal relationships and healthier approaches to managing personal and academic challenges. The activity also supports the University's focus on creating awareness around psychological and emotional well-being.



SDG 3 Relevance: Emotional well-being, self-awareness, self-regulation and personal growth.

2nd Workshop Series on Neuroplasticity – Shift in Identity Date: 28 March 2026

Medhavi Skills University organized the 2nd Workshop Series on Neuroplasticity – Shift in Identity, focusing on the relationship between brain function, behavior, psychological development and wellbeing. The workshop provided participants with an opportunity to explore the concept of neuroplasticity and its relevance to personal development and psychological well-being.

The programme contributed to health and well-being awareness by connecting knowledge of brain function with behavioral and psychological development. Such learning initiatives help participants develop a greater understanding of factors influencing mental and emotional well-being.



SDG 3 Relevance: Psychology, brain function, neuroplasticity and well-being.

Overall Contribution

Through these outreach programmes, Medhavi Skills University demonstrates an integrated approach to Good Health and Well-being by addressing physical health, mental health, preventive healthcare, women's health, hygiene, nutrition, emergency preparedness and community health awareness. The programmes also provide students with opportunities for experiential and community-based learning, allowing them to apply healthcare knowledge and skills in real-world settings.

The University's health outreach activities therefore contribute to the broader objectives of SDG 3, particularly by promoting healthy lifestyles, increasing health awareness, strengthening emergency preparedness, supporting mental well-being, and extending health-related larning and engagement to communities beyond the University campus.

Event/Health Outreach Programme	Date	SDG 3 Area	Event Link
Mental Health Awareness Talk Session	15 May 2025	Mental health & emotional well-being	ViewReport
Yoga Sangam 2025	21 June 2025	Physical & mental well-being, mindfulness	View Report
Pioneering Innovation: Nano-Based Herbal Hand Sanitizer	5 July 2025	Public hygiene & preventive health	ViewReport
MSU Organises Guest Lecture – Food Preservation & Processing Techniques at Home Scale	10 Sept 2025	Nutrition, food safety & healthy practices	ViewReport
Swasth Nari, Sashakt Parivar Abhiyaan	14 Oct 2025	Women's health & preventive healthcare	ViewReport
Empowering Young Minds with Lifesaving Skills – First Aid & CPR Hands-on Training	9 Oct 2025	Emergency preparedness & first aid	ViewReport
World AIDS Day 2025	1 Dec 2025	HIV/AIDS awareness & prevention	ViewReport
NSS Unit Organises Blood Donation Drive with Singtam District Hospital	5 May 2026	Blood donation & community health	ViewReport
International Yoga Day – Holistic Wellness Session	21 June 2026	Yoga, meditation, nutrition & mental well-being	ViewReport
Building Resilience Through Positive Psychology Workshop	24 June 2026	Mental health & psychological well-being	ViewReport
Understanding Self-Awareness as the Foundation of Personal Growth Workshop	25 June 2026	Emotional well-being & self-regulation	ViewReport
2nd Workshop Series on Neuroplasticity (Shift in Identity)	28 Mar 2026	Psychology, brain function & well-being	ViewReport

Shared Sports Facilities

The University provides opportunities for students from local schools and community groups to use its sports infrastructure and Sports kits and accessories. The facilities include football grounds, volleyball courts, badminton courts and other sports spaces, which can be used for practice, training and sporting activities. In addition to infrastructure, sports accessories such as footballs, volleyballs, badminton shuttle cocks, and other essential sporting accessories are made available as required. The sports society of the University ensures that such type of initiative is well coordinated.

Provision of Sports Infrastructure and Sports Resources

The University provides opportunities for students from local schools and community groups to access its sports infrastructure and sports kits and accessories. The facilities include football grounds, volleyball courts, badminton courts and other sports spaces, which are used for practice, training and sporting activities.

In addition to infrastructure, the society provides relevant sports resources, including footballs, volleyballs, badminton shuttlecocks, and other essential sporting accessories, as required. The Sports Society of the University coordinates such initiatives, facilitating access to facilities, scheduling activities and supporting the participation of school students.

Such access enables students from neighboring schools like Kitam Senior Secondary School etc., to participate in organized sporting activities in a suitable environment and encourages regular physical activity. By extending its sports resources beyond the campus, the University contributes to greater access to recreational and sporting opportunities for school children.

Sports Coaching and Training

The University's engagement with the local community also extends beyond providing physical infrastructure. Sports coaching and training opportunities are facilitated for school students and community participants, helping them improve their sporting skills and physical fitness. Coaching activities focus on fundamental skills, regular practice, teamwork, discipline, coordination, and sportsmanship.

The University encourages participation in different sporting activities and provides an appropriate environment where students can practice and develop their abilities. These initiatives provide local school students with exposure to structured sports activities and motivate them to participate more actively in physical education and recreational sports.

Competitions, Camps and Community Engagement

The University also promotes community participation through sports competitions, tournaments and other organized sporting events. Local school students are encouraged to participate in such activities, providing them with opportunities to demonstrate their skills, interact with other participants and develop a spirit of healthy competition.

The sports society has organized a Yoga session and competition exclusively for school children. Also, a football camp for Kera Bari Primary School and Melli Gumpa Senior Secondary School was organized at the University campus, reflecting the University's broader commitment to supporting the wellbeing of school children. Such initiatives create sustained interaction between the University and local schools and provide opportunities to address health, sports and general wellbeing needs of school-going children.

Through these initiatives, the University seeks to build meaningful and sustained relationships with local schools. Competitions of sports facilities, provision of equipment, coaching support and organization of Competitions contribute to promoting physical fitness, healthy lifestyles, teamwork, discipline and overall wellbeing.

07/08/2025

To
The Registrar
Medhavi Skills University
Sikkim, Pin code: 737134

Subject: Request for Permission to Use the University's Sports Facilities for School Students

Dear Sir,

As you are aware, **East Point Sr. Sec. School, Singtam** is situated in the vicinity of Medhavi Skills University. We understand that the University has well-developed indoor and outdoor sports facilities.

We would like to request your kind permission to allow our school students to use the **University's sports facilities** after regular University teaching hours and during holidays, subject to the University's convenience, availability of facilities and prescribed rules.

This arrangement would provide our students with opportunities to participate in various sports and physical activities, contributing to their physical fitness, teamwork, discipline and overall personality development.

We would be grateful for your positive consideration of our request and look forward to establishing a mutually beneficial association between our institutions.

Prescribed Requisition form is enclosed.

Thank you for your consideration.

Yours sincerely,

Name: Mr. Nishant Subba
Designation: Principal
Nishant Subba
Principal
East Point Sr. Sec. School
Singtam, Sikkim

MEDHAVI SKILLS UNIVERSITY, SIKKIM

REQUISITION FORM FOR AVAILING UNIVERSITY FACILITIES

1. Name of Applicant with Organisation Name: **East Point Sr. Sec. School Singtam**
2. **Type:** (Tick ✓ as applicable):
   - School Students ✓
   - College Students
   - NGOs
   - Local Community
   - Underprivileged Section of Society
3. **Address: Singtam, East Sikkim**
4. **Name of Contact Person: Mr. Nishant Subba**
5. **Contact Number: 78728-87606**
6. **Purpose of Availing the Facility: Sports Activities.**
7. **Facility Required** *(Tick ✓ as applicable):*
   - Library
   - Sports Facilities – Indoor/Outdoor ✓
   - Laboratory
   - Seminar Hall/Auditorium
   - Other_____
8. **Date(s) Required: From 13.8.2025 to 28.8.2025**
9. **Timing Required: From 11.00 am to 2.00 pm**
10. **Number of Students / Participants: 47**

Declaration

I/We hereby request permission to use the above-mentioned University facility. I/We undertake to comply with the rules, regulations, safety requirements and instructions of the University and shall ensure proper use of the facilities. I/We shall be responsible for the discipline and conduct of the students/participants during their visit.

I/We understand that permission is subject to the availability of the facility and approval of the competent authority.

Name of Applicant: Mr. Nishant Subba

Signature:
Nishant Subba
Principal
East Point Sr. Sec. School
Singtam, Sikkim

Date: 07.08.2025

FOR OFFICE USE ONLY
Recommendation of Concerned Department/Facility In-charge:

☑ Recommended
☐ Not Recommended
Remarks:
Name & Signature of Competent Authority:
Date:

VICE CHANCELLOR
MEDHAVI SKILLS UNIVERSITY

Photographs of School Students Availing of the University Sports and other Facilities



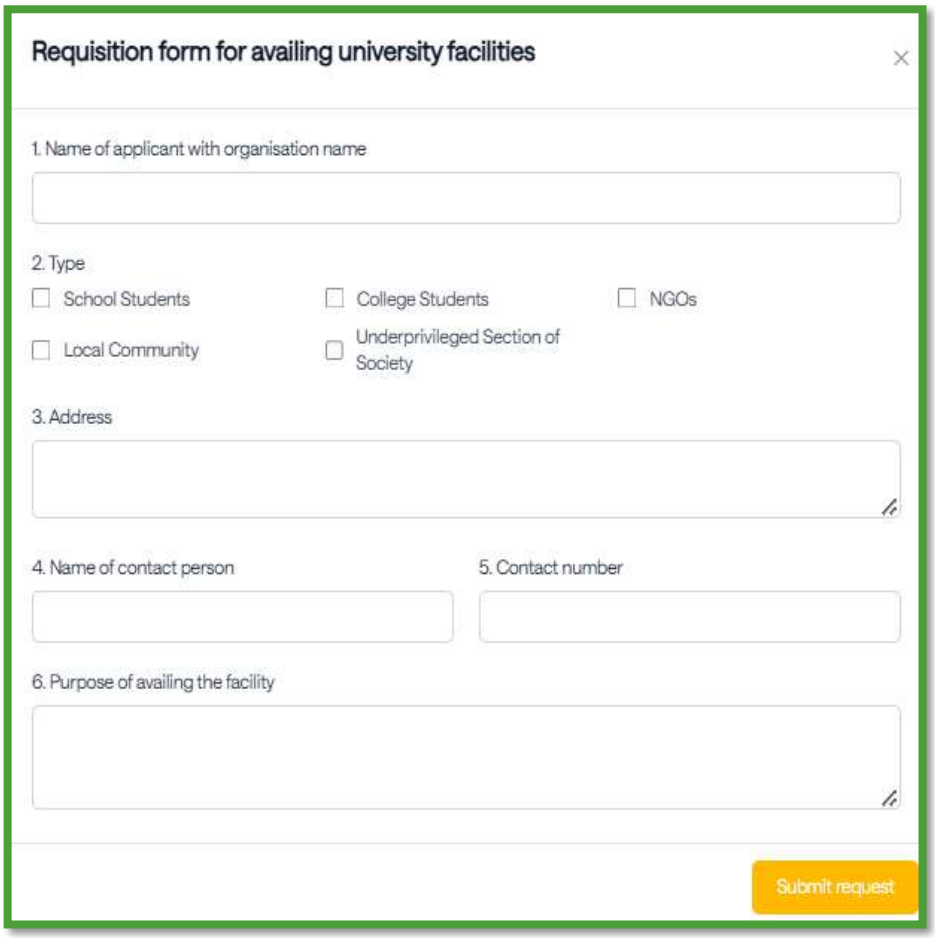

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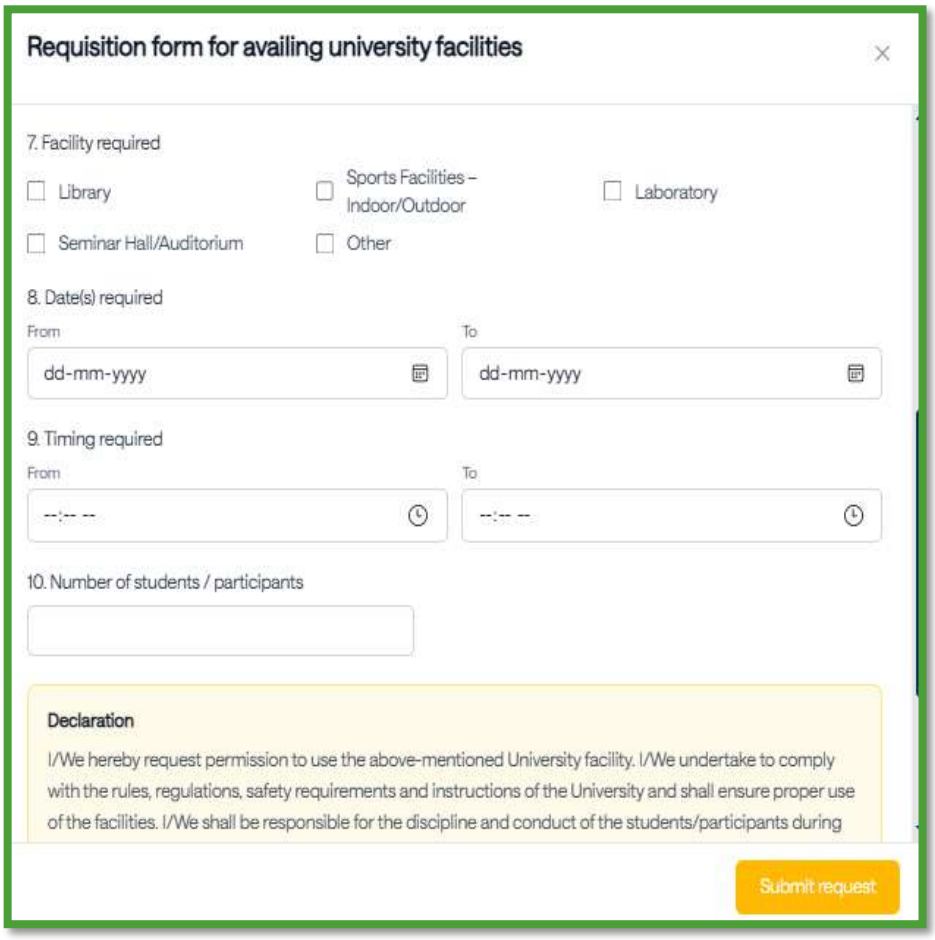

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Requisition form for Availing University Facilities

The University provides a structured Requisition Form for Availing University Facilities to enable schools, colleges, NGOs, local communities, underprivileged sections of society, and other eligible stakeholders to request access to university facilities. The form captures the applicant's details, purpose of facility uses, facility required, date and timing, and number of participants, while ensuring compliance with university rules, safety requirements, discipline, and proper use of resources.







World-Class Infrastructure at Medhavi Skills University

https://revamp.msu.edu.in/infrastructure

Policy on Access to Campus Educational Resources & Infra Facilities



Medhavi Skills University
Policy on Access to Campus Educational Resources & Infrastructure Facilities
W.e.f.: 04th July 2024

University holds its infrastructure as a public resource. This policy opens the University's facilities to people beyond the campus, wherever appropriate, to support community development, educational advancement, health and wellness, research, and social inclusion. It reflects the University's commitment to quality education, good health and equal opportunities.

Facilities Covered

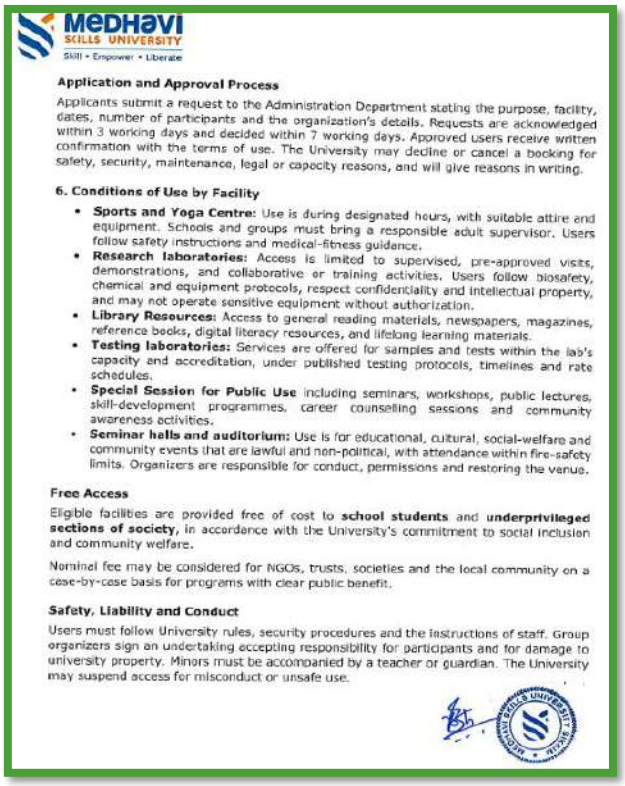
- Sports facilities: Indoor and Outdoor
- Yoga Centre
- Research laboratories
- Library Resources
- Testing laboratories
- Special Session for Public Use including seminars, workshops, public lectures, skill-development programmes, career counselling sessions and community awareness activities.
- Seminar halls and auditorium

Eligible Beneficiaries

- School students
- College students
- Non-governmental organizations (NGOs)
- Local community members
- Underprivileged sections of society

Access Principles

1. **Prior request and approval:** Access is granted on a prior written or online request, subject to approval, availability, and applicable safety and institutional requirements.
2. **Academic priority:** The University's own teaching, research, examinations and events take priority. Community use is scheduled so that it does not disrupt them.
3. **Equal access:** Access is open to all eligible beneficiaries without discrimination on grounds of ethnicity, religion, caste, disability, immigration status or gender, in line with the University's Equal Access and Non-Discrimination Policy.
4. **Accessibility:** Facilities will be made accessible to people with disabilities, with reasonable adjustments on request.
5. **Transparency:** Procedures, forms, fee schedules and contact details are published on the University Notice Boards and publicly accessible areas.



Application and Approval Process

Applicants submit a request to the Administration Department stating the purpose, facility, dates, number of participants and the organization's details. Requests are acknowledged within 3 working days and decided within 7 working days. Approved users receive written confirmation with the terms of use. The University may decline or cancel a booking for safety, security, maintenance, legal or capacity reasons, and will give reasons in writing.

6. Conditions of Use by Facility

- **Sports and Yoga Centre:** Use is during designated hours, with suitable attire and equipment. Schools and groups must bring a responsible adult supervisor. Users follow safety instructions and medical-fitness guidance.
- **Research laboratories:** Access is limited to supervised, pre-approved visits, demonstrations, and collaborative or training activities. Users follow biosafety, chemical and equipment protocols, respect confidentiality and intellectual property, and may not operate sensitive equipment without authorization.
- **Library Resources:** Access to general reading materials, newspapers, magazines, reference books, digital literacy resources, and lifelong learning materials.
- **Testing laboratories:** Services are offered for samples and tests within the lab's capacity and accreditation, under published testing protocols, timelines and rate schedules.
- **Special Session for Public Use** including seminars, workshops, public lectures, skill-development programmes, career counselling sessions and community awareness activities.
- **Seminar halls and auditorium:** Use is for educational, cultural, social-welfare and community events that are lawful and non-political, with attendance within fire-safety limits. Organizers are responsible for conduct, permissions and restoring the venue.

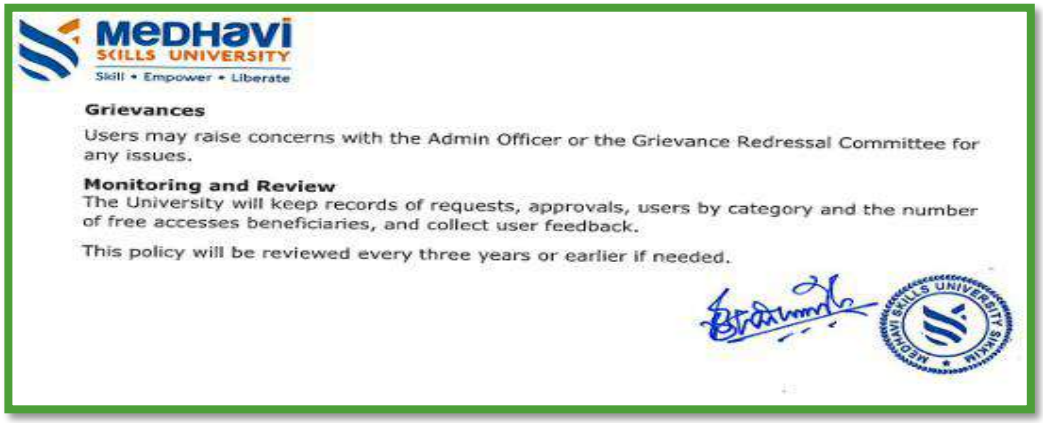
Free Access

Eligible facilities are provided free of cost to **school students** and **underprivileged sections of society**, in accordance with the University's commitment to social inclusion and community welfare.

Nominal fee may be considered for NGOs, trusts, societies and the local community on a case-by-case basis for programs with clear public benefit.

Safety, Liability and Conduct

Users must follow University rules, security procedures and the instructions of staff. Group organizers sign an undertaking accepting responsibility for participants and for damage to university property. Minors must be accompanied by a teacher or guardian. The University may suspend access for misconduct or unsafe use.



Grievances

Users may raise concerns with the Admin Officer or the Grievance Redressal Committee for any issues.

Monitoring and Review

The University will keep records of requests, approvals, users by category and the number of free accesses beneficiaries, and collect user feedback.

This policy will be reviewed every three years or earlier if needed.

WebLink of the Policy

[POLICY-ON-ACCESS-TO-CAMPUS-EDUCATIONAL-RESOURCES-AND-INFRA-FACILITIES.pdf]

Sexual and Reproductive Health Care Services for Students

The University provides students with access to sexual and reproductive health-care services, information and education through its student health and wellbeing mechanisms. Students can access appropriate medical consultation, health guidance, preventive services and referral support for sexual and reproductive health concerns.

Sexual and Reproductive Health Information and Education

The University conducts awareness programmes, workshops, seminars and health-education activities covering relevant areas such as reproductive health, menstrual health and hygiene, contraception, sexually transmitted infections, HIV/AIDS prevention, healthy relationships and responsible sexual behaviour. Awareness programmes are also conducted to promote the prevention and early detection of cancers affecting the reproductive organs. These activities enable students to access reliable information and make informed decisions concerning their health and wellbeing. To support menstrual hygiene, the University has installed Vending machines at designated places on campus.

Access to Health-Care Services

An on-campus designated room with nursing staff is available where students can come in freely for sexual and reproductive health issues. Students requiring specialized care can be directed to appropriate qualified healthcare professionals or external healthcare facilities. Information regarding available services and referral pathways is communicated through appropriate institutional channels. Where applicable, counselling and healthcare support are provided with due consideration to privacy, confidentiality and dignity.

Counselling for Preventive Care

The University also organizes health awareness and screening activities to promote preventive care and early identification of health concerns. These initiatives contribute to creating a supportive environment in which students can obtain appropriate information, professional guidance and healthcare support relating to sexual and reproductive health.

Sexual and Reproductive Health-Care Activities

Medhavi Skills University, through its School of Health Science & Technology, conducted a series of sexual and reproductive health awareness activities among students and the wider community.

The activities included a **Community Health Camp – "Empowering Community Health"** at Rangpo on 07 May 2025, a **Community Outreach Programme – Family Health Survey** at Sirwani, Singtam on 18 September 2025, and a **World AIDS Day Awareness Programme** conducted on 01 December 2025 at Rangeet Seminar Hall, Topakhani. The University also conducted a **Health Camp at Freedom Rehab Centre, Gangtok**, on 20 December 2025, extending health-related support to a vulnerable community.

These programmes demonstrate the University's efforts to provide health information, family-health education, HIV/AIDS awareness, preventive healthcare and community-based health services through student and faculty engagement. The activities also provide opportunities for students of the School of Health Science & Technology to participate in practical community health interventions and awareness initiatives.

S.No.	Name of the Activity	Duration of the Activity	School Name	Date of Activity
1	Community Health Camp – "Empowering Community Health"	1 Day	School of Health Science & Technology, Medhavi Skills University	07-05-2025
2	Community Outreach Programme – Family Health Survey	1 Day	School of Health Science & Technology, Medhavi Skills University	18-09-2025
3	World AIDS Day Awareness Program	1 Day	School of Health Science & Technology, Medhavi Skills University	01-12-2025
4	Health Camp at Freedom Rehab Centre	1 Day	School of Health Science & Technology, Medhavi Skills University	20-12-2025

On-Campus Medical Room Facilities



Policy on Sexual and Reproductive Health Services

Policy URL

https://www.msu.edu.in/policies/POLICY-ON-SEXUAL-AND-REPRODUCTIVE-HEALTHCARE-SERVICES.pdf



Medhavi Skills University

POLICY ON SEXUAL AND REPRODUCTIVE HEALTH CARE SERVICES

W.e.f.: 13 November, 2024

Medhavi Skills University recognises sexual and reproductive health as an integral component of individual health, dignity, human rights, gender equality and overall well-being. The University is committed to creating a safe, inclusive, respectful and supportive campus environment in which students, faculty and staff have access to accurate information, appropriate healthcare, counselling and referral services relating to sexual and reproductive health.

The University seeks to promote awareness, prevent sexually transmitted infections, encourage responsible health practices and ensure access to appropriate reproductive healthcare services without discrimination or stigma.

The objectives of this policy are to:

1. Promote awareness and understanding of sexual and reproductive health among students, faculty and staff.
2. Facilitate access to reliable information, healthcare, counselling and referral services.
3. Promote menstrual health and hygiene, reproductive health and responsible sexual behaviour.
4. Create awareness about the prevention, testing and treatment of sexually transmitted infections (STIs), including HIV/AIDS.
5. Provide guidance on contraception, family planning and reproductive choices through qualified healthcare professionals.
6. Support individuals experiencing reproductive health concerns, pregnancy-related issues or sexual health complications.
7. Protect the privacy, dignity and confidentiality of individuals seeking healthcare services.
8. Prevent discrimination, harassment, stigma and social exclusion associated with sexual and reproductive health conditions.

Scope and Applicability

This policy shall apply to:

- All students enrolled in undergraduate, postgraduate, diploma, certificate and skill-based programmes.
- Teaching and non-teaching employees of the University.
- Research scholars, interns and trainees.
- Other members of the University community, wherever applicable.

The policy shall be implemented in accordance with applicable laws, regulations and professional healthcare standards.

Key Areas of Sexual and Reproductive Healthcare Services



The University shall facilitate the following services through its healthcare facilities, qualified medical professionals, awareness programmes and authorised external healthcare institutions.

Sexual and Reproductive Health Awareness

- Organising awareness sessions, seminars, workshops and health campaigns.
- Providing scientifically accurate information on reproductive anatomy, sexual health and responsible behaviour.
- Promoting awareness of reproductive rights, informed decision-making and healthy relationships.
- Educating students about the prevention of sexually transmitted infections.

Menstrual Health and Hygiene

- Creating awareness about menstrual health, hygiene and menstrual disorders.
- Facilitating access to sanitary napkins and appropriate menstrual hygiene facilities.
- Providing medical consultation and referral support for menstrual irregularities and related health concerns.
- Promoting awareness to eliminate stigma and misconceptions surrounding menstruation.

Prevention and Management of Sexually Transmitted Infections

- Conducting awareness programmes on HIV/AIDS, sexually transmitted infections (STIs) and reproductive tract infections (RTIs).
- Facilitating access to confidential counselling, diagnostic testing and medical referrals.
- Promoting preventive healthcare practices and early medical consultation.
- Establishing linkages with authorised hospitals, Integrated Counselling and Testing Centres (ICTCs) and other healthcare institutions.

Contraception and Family Planning

- Providing awareness and counselling on available contraceptive methods.
- Educating individuals about responsible family planning and reproductive choices.
- Facilitating referrals to qualified healthcare professionals for appropriate contraceptive advice and services.
- Promoting informed and voluntary decision-making.

Pregnancy and Maternal Reproductive Healthcare

- Facilitating counselling and referral support for pregnancy-related healthcare concerns.
- Creating awareness about antenatal care, postnatal care and maternal well-being.
- Providing information about legally available reproductive healthcare services through authorised medical institutions.

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- Extending appropriate support to pregnant students and employees, subject to applicable University policies.

Reproductive Health Counselling

- Facilitating access to qualified medical professionals and trained counsellors.
- Providing guidance on reproductive health concerns, infertility-related queries and other reproductive health conditions.
- Ensuring sensitive and non-judgmental assistance to individuals seeking support.
- Referring individuals to specialists and authorised healthcare institutions whenever necessary.

Institutional Support and Healthcare Arrangements

The University shall facilitate implementation through the following mechanisms:

1. **University Health Centre/Medical Facilities:** Provision of basic medical consultation and initial healthcare assistance, subject to available facilities and qualified personnel.
2. **Health Awareness Programmes:** Regular health camps, workshops, expert lectures and awareness campaigns.
3. **Referral Services:** Linkages with government hospitals, specialised medical institutions, registered healthcare providers and authorised diagnostic centres.
4. **Counselling Support:** Facilitation of confidential counselling and guidance through qualified professionals.
5. **Information and Education:** Display and distribution of educational materials, awareness posters, brochures and digital resources.
6. **Emergency Assistance:** Facilitation of timely medical assistance and referral in cases requiring urgent healthcare intervention.

Privacy, Confidentiality and Non-Discrimination

The University shall ensure that:

- Individuals seeking sexual and reproductive healthcare are treated with dignity, respect and sensitivity.
- Personal health information and medical records are maintained confidentially and accessed only by authorised persons.
- No individual is subjected to discrimination, humiliation, stigma or adverse treatment on the basis of reproductive health conditions, HIV status or healthcare decisions.
- Healthcare services are provided without discrimination on the grounds of gender, marital status, socioeconomic background or disability, subject to applicable law.
- Informed consent and applicable legal requirements are followed before medical examinations, investigations or treatment.
- Confidentiality is maintained subject to statutory reporting obligations, safeguarding requirements and other applicable legal provisions.

Health Centre

- Provide appropriate medical consultation within professional competence

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- Facilitate referrals to specialised healthcare institutions.
- Maintain medical confidentiality and appropriate health records.

Internal Committee and Other Relevant Committees

- Coordinate with the Internal Committee and other designated University bodies wherever matters involve sexual harassment, sexual violence, safeguarding or related grievances.
- Ensure that complaints are addressed under the applicable institutional policies and statutory provisions.

Awareness and Capacity-Building Activities

The University shall endeavour to organise the following activities periodically:

- Sexual and reproductive health awareness campaigns.
- Menstrual hygiene and women's health awareness programmes.
- HIV/AIDS and STI prevention awareness sessions.
- Health camps and medical consultation programmes.
- Workshops on contraception and family planning.
- Expert lectures by gynaecologists, medical practitioners and public health professionals.
- Awareness programmes on prevention of sexual violence, exploitation and abuse.
- Distribution of health education materials.

Documentation and Reporting

The Student Welfare Office, in coordination with the University Health Centre and relevant committees, shall monitor implementation of this policy.

The University shall maintain appropriate records of:

- Sexual and reproductive health awareness programmes conducted.
- Number of students and employees participating in awareness activities.
- Health camps and medical consultations facilitated.
- Menstrual hygiene awareness and support initiatives.
- STI/HIV awareness and preventive healthcare activities.
- Healthcare referral arrangements and institutional collaborations.
- Feedback and suggestions for improving healthcare services.

Review and Amendment

This policy shall be reviewed once every three years or earlier, if required, in response to changes in statutory provisions, government guidelines, healthcare requirements or institutional priorities.

Mental Health Support for Students

The University recognizes that mental health and psychological well-being are important components of the overall development, academic success, and quality of life of all. A supportive educational environment requires not only academic and professional opportunities but also mechanisms through which students can access appropriate psychological, emotional and medical support when required. In this regard, the University has adopted a comprehensive approach covering active promotion of good mental health, access to free mental health support, and access to medical support through on-campus healthcare facilities.

Active Promotion of Good Mental Health

The University actively promotes awareness about mental health and psychological well-being among its students through Mental Health Awareness Programmes. These programmes aim to sensitize students, faculty, and staff to the importance of maintaining positive mental health and recognising the need for timely support.

The Mental Health Awareness Programmes provide opportunities to address issues related to emotional well-being, stress management, coping with academic and personal challenges, and the importance of seeking professional assistance whenever required. Such programmes also help create an environment in which students feel more comfortable discussing mental health concerns and seeking appropriate guidance.

Various Schools and Departments regularly organize meditation and yoga activities to promote mental well-being, emotional balance, and a healthy lifestyle among students. In addition, the Sports Club, Literary Club and other student clubs organize a range of engaging activities that encourage active participation, creativity, social interaction and holistic development, thereby contributing to the overall well-being of students. The University's approach to mental health promotion is not limited to responding to students who are already experiencing difficulties. Awareness and sensitization are used as preventive measures to encourage students to pay attention to their psychological well-being and to seek support at an appropriate stage.

Through these initiatives, the University seeks to develop a supportive campus environment in which mental health is recognized as an integral part of student well-being. Regular awareness activities also help students become familiar with the support mechanisms available within the University and encourage them to seek assistance whenever required.

Access to Free Mental Health Support

To provide students with direct access to psychological support, the University has established a Psychological Support & Wellness Cell. The Cell provides a dedicated institutional mechanism through which students can seek assistance for psychological and emotional concerns.

The Cell is supported by trained and certified psychologists, enabling students to access professional counselling and guidance within the University environment. Students can approach the Cell when they require psychological support, guidance, or assistance in dealing with concerns affecting their emotional and mental well-being.

The availability of trained and certified psychologists within the University ensures that students have access to appropriate professional support and a structured point of contact for addressing psychological and emotional concerns. The Cell also provides an avenue for students who may require further guidance or referral based on their individual needs.

Appointment Form

Once the form is submitted, our qualified professional staff will contact you to understand your needs and provide appropriate support.

1. Category of Applicant

Please select one:

- ○ Student
- ○ Teaching Staff
- ◉ Non-Teaching Staff
- ○ School Students
- ○ Underprivileged Section of Society
- ○ Local Community

2. Enrolment / Roll Number *for Students only*

3. Employee ID *for Staff only*

4. Aadhar ID *for Underprivileged Section of Society & Local Community*

5. Contact Number

10-digit mobile number

6. Preferred Date for Appointment

dd-mm-yyyy

7. Additional information that may help us understand your needs and make suitable arrangements for your appointment

Submit



Mental Health & Wellbeing Services | Medhavi Skills University

The Psychological and Mental Well-Being Cell complements the University's awareness initiatives by providing an accessible support mechanism after students become aware of their mental health needs. Thus, awareness and counselling services work together as part of the University's overall mental wellbeing framework.

The availability of doctors on campus provides an additional level of healthcare support for members of the University community.

Students who have health concerns requiring medical attention can access the on-campus medical facility and consult the available doctors. Where a student's concern requires medical assessment or further professional intervention, the on-campus healthcare facility provides an appropriate first point of contact. The healthcare support extends beyond students to faculty and staff, reflecting the University's broader commitment to the health and well-being of its entire community.

Policy Document on Mental Health and Well-Being

Web page of the Policy：[POLICY-ON-MENTAL-HEALTH-AND-WELLBEING.pdf]



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Policy on Mental Health & Well-Being

W.e.f.: 01st July, 2024

Medhavi Skills University is committed to promote psychological and emotional well-being, reducing stigma associated with seeking help, preventing avoidable mental health risks, and facilitating timely access to appropriate support for students, faculty, and staff. This mental wellness policy for students, faculty, and staff establishes a supportive framework to access mental health information, counselling, and appropriate professional support in a confidential and non-discriminatory environment.

Purpose

- Promote positive mental health and emotional well-being across the University community.
- Provide accessible pathways for students, faculty and staff to seek counselling and professional support.
- Promote early identification of distress and appropriate referral to qualified professionals.
- Create a respectful, inclusive and non-stigmatizing campus and workplace environment.

Scope and Core Principles

The policy applies to all students, research scholars, faculty members, teaching and non-teaching staff, and other members of the University community, as applicable.

The core principles of the policy are confidentiality, accessibility, inclusivity, early help-seeking, and professional care. Personal information shall be kept confidential, support and referral pathways shall be accessible, and no person shall face discrimination for seeking mental health support.

Counselling and clinical interventions shall be provided only by qualified professionals within their scope of practice. To this end, a Psychological Support & Wellness Cell shall be constituted with trained and certified psychologists/counsellors to provide appropriate psychological support and facilitate referrals, wherever required.

Awareness and Communication

The University shall promote mental wellness through appropriate activities such as:

- Mental health awareness, orientation and sensitisation programmes to promote understanding and reduce stigma.
- Workshops on stress management, meditation, yoga, emotional regulation, healthy coping, and work-life/study-life balance.
- Wellness activities including mindfulness, physical fitness, recreation, and other holistic well-being initiatives.

Mental Health Awareness Programme

The Department of Physiotherapy, Medhavi Skills University, actively engaged in a wide range of academic, outreach, and co-curricular activities during the academic year January to December 2025. These initiatives reflected the department's commitment to community service, health awareness, student leadership, interdisciplinary collaboration, and holistic education as envisioned under NEP 2020.

Date: 14 May 2025

Venue: Sangkhola, Teesta Building

On 14th May 2025, the Department of Physiotherapy organized a Mental Health Awareness Talk Programme at Sangkhola, Teesta Building. The Programme aimed to sensitize the local community about the importance of mental well-being and early identification of mental health concerns.





Faculty members and students addressed common mental health issues, stress management techniques, and the role of physical activity and physiotherapy in improving mental health. The session encouraged open discussion, reduced stigma related to mental illness, and empowered participants with practical strategies for emotional resilience. The Programme successfully spread awareness and reinforced the importance of mental health as an integral component of overall well-being.





Smoke Free Policy

Medhavi Skills University is committed to maintaining a **safe, healthy, clean, and supportive campus environment** for its students, faculty, staff, visitors, and other stakeholders. The University's **Smoke-Free Campus Policy**, effective from **21 August 2024**, prohibits smoking and the use of tobacco products across the University campus and promotes awareness regarding the health risks associated with tobacco use.

The policy applies to students, faculty, staff, contractual personnel, vendors, visitors, guests, and other persons using University premises. Smoking and tobacco use are prohibited across both indoor and outdoor areas, including academic buildings, laboratories, libraries, offices, hostels, cafeterias, sports facilities, auditoriums, event venues, roads, parking areas, gardens, open spaces, and University vehicles.

The University also emphasizes awareness, communication, and compliance through prominent “NO SMOKING / SMOKE-FREE CAMPUS” signage, website communication, orientation programmes, notices, awareness activities, and institutional documents. Periodic awareness activities are conducted to highlight the harmful effects of tobacco use and encourage tobacco cessation, with individuals seeking support guided towards qualified healthcare professionals or recognized cessation services.

Implementation responsibilities are assigned to the University Administration, Student Welfare, Security and Estate/Facilities, Hostel Administration, faculty and staff, and students, ensuring that the smoke-free environment is maintained across the campus. The policy is subject to periodic review and monitoring, with records of awareness activities, signage, circulars, and implementation measures maintained as supporting evidence.

This institutional commitment contributes to SDG 3 – Good Health and Well-being by supporting a tobacco-free environment, promoting awareness of preventable health risks, and encouraging healthier choices among the University community.

Web Link of the Policy : POLICY-ON-SMOKE-FREE-CAMPUS.pdf

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MEDHAVI SKILLS UNIVERSITY
POLICY on SMOKE-FREE CAMPUS
W.e.f.: 21st August 2024

The University is dedicated to provide a safe, healthy, clean, and supportive environment to every student, faculty, staff and visitor. This Smoke-Free Campus Policy prohibits smoking and the use of tobacco products throughout the University campus and promotes awareness of the health risks associated with tobacco use.

This policy applies to all students, faculty, and staff members of the University. In addition, it shall apply to all contractual personnel, vendors, visitors, guests, and any other persons entering or using University premises, facilities, or University-controlled outdoor areas.

University shall maintain a smoke-free campus. Smoking and the use of tobacco products are prohibited at all indoor and outdoor University locations, including but not limited to:

- Academic blocks, classrooms, laboratories, libraries and offices.
- Hostels, residences, cafeterias, canteens and other common areas.
- Sports grounds, gymnasiums, auditoriums and event venues.
- Roads, pathways, parking areas, gardens and open spaces within the University premises.
- University vehicles and vehicles operated for the University activities.
- Indoor and outdoor events, functions, meetings and student activities conducted on campus.

Prohibited Products and Activities

The prohibited products on the University premises include smoking cigarettes, bidis, cigars, pipes, or other combustible tobacco products; use of smokeless tobacco products; and use of other tobacco-containing smoking products.

Dissemination and Communication

The University shall display clearly visible 'NO SMOKING / SMOKE-FREE CAMPUS' signage at campus entrances, academic and administrative buildings, hostels, public areas and other appropriate and prominent locations. The policy shall be communicated through the University website, student/faculty orientation, notices, awareness programmes and relevant institutional documents.

Awareness and Compliance

The University shall conduct periodic awareness activities on the harmful effects of tobacco use and encourage tobacco cessation. Also, students and employees seeking support may be guided to qualified healthcare professionals or recognized tobacco-cessation service centers. All members of the University community are expected to comply with this policy.



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Violations may be addressed through counselling, warning and/or disciplinary action in accordance with the University's applicable rules and regulations. Repeated or serious violations may be referred to the appropriate University authority for further action.

Roles and Responsibilities

Responsible Unit / Person	Key Responsibility
University Administration	Approve, implement and periodically review the policy.
Dean/Office of Student Welfare	Coordinate awareness, student communication and implementation.
Security & Estate/Facilities	Display signage and support enforcement across campus.
Hostel Administration	Ensure smoke-free compliance in hostel and residential areas.
Faculty & Staff	Promote compliance and report persistent violations through proper channels.
Students	Follow the policy and support a smoke-free campus environment.

Review and Monitoring

The policy shall be reviewed periodically, and at least once every **five years**, or earlier if required due to changes in applicable law, University regulations, or public-health guidance. Records of awareness activities, signages, circulars, and implementation measures may be maintained as supporting evidence of the University's smoke-free campus commitment.



Mental Health Support for Staff

Medhavi Skills University, through its Health and Wellness Club, organized a Mental Health Awareness Talk Session on 15 May 2025 to promote emotional well-being and mental health awareness. The session featured guest speakers and certified mental health counsellors from the Psychiatry Department of District Hospital, Singtam, who discussed the importance of mental wellness, stress management, and seeking professional support when needed. The programme emphasized the role of mental health in personal and academic success while encouraging open dialogue and community engagement. This initiative reflects the University's commitment to fostering a healthy and supportive environment aligned with SDG 3: Good Health and Well-Being.

Beneficiaries: Students, Faculty, and Staff Members

Web link of the Event: Mental Health Awareness Talk Session



"True progress begins when people are healthy in body and mind. Medhavi Skills University encourages a culture of wellness, awareness, balance, and care, empowering students to lead healthier lives and contribute positively to the well-being of society."

Medhavi Skills University

www.msu.edu.in

Topakhani, Lower Chisopani
PO: Singtam Bazar, PS: Singtam
District: East Sikkim
Sikkim – 737134

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REPORT ON SUSTAINABLE DEVELOPMENT





GOAL 4

SDG 4 – QUALITY EDUCATION

Introduction

Medhavi Skills University recognizes education as an important foundation for individual growth and the development of society. The University focuses on creating an academic environment where students can gain knowledge, develop their abilities and prepare for future responsibilities. Its educational approach gives importance to structured teaching, academic guidance, learning resources and the overall development of students.

The University provides an academic environment supported by classrooms, laboratories, libraries and other learning facilities. These facilities help students understand their subjects, explore new areas of knowledge and take part in different academic activities. The University also encourages students to develop independent thinking, communication skills, problem-solving abilities and a sense of responsibility through their academic journey.

MSU places importance on maintaining a learning environment that supports students in their educational progress. Faculty members play an important role in guiding students, explaining academic concepts and supporting their learning needs. Academic activities and institutional support systems further contribute to students' understanding and overall educational experience.

The University's efforts are directed towards creating a learning environment that goes beyond the completion of academic qualifications. By supporting knowledge development, academic participation and student learning, Medhavi Skills University contributes to the objectives of SDG 04 and the broader goal of improving the quality of higher education.

Contribution to SDG 04 – Quality Education

Medhavi Skills University follows an education model that connects classroom learning with real workplace experience. The University combines degree programmes with practical training, industry exposure and skill development to help students understand how their learning can be applied in professional settings. Its approach includes hands-on projects, paid on-the-job learning, advanced laboratories, continuous practical assessments and guidance from industry professionals. The University also works with industry and skilling partners to keep its academic learning relevant to changing workforce needs. Through this approach, MSU seeks to prepare students for professional responsibilities and provide them with learning opportunities that support their future careers.

Research Contribution to SDG 04 – Quality Education

Medhavi Skills University's research activities include work related to improving teaching and learning practices. One of the research papers, *The Impact of Digital Integration on Attention and Engagement in Optometry Education: A Student Perspective*, examines the role of digital tools in education and their effect on students' attention and engagement. This research is directly connected to SDG 04 as it focuses on the learning experience of students and the use of digital methods in education.

Another study on menstrual hygiene among adolescent girls examines their knowledge, awareness and practices. This research has a possible indirect connection with education through health awareness and the importance of sharing correct information. However, its main focus is health and hygiene.

These studies show that the University's research includes topics connected with student learning and awareness. Such research can support improvements in educational practices and contribute to the objectives of SDG 04.

List of research papers relevant to SDG 04

Title of the Paper	Name of Author	Name of Journal	SDG 04 Relevance
The Impact of Digital Integration on Attention and Engagement in Optometry Education: A Student Perspective	Subham Sarkar	International Journal of Research and Innovation in Applied Science	The paper focuses on digital learning in optometry education and its effect on students' attention and engagement. It is directly related to improving teaching and learning methods.
A Study on Knowledge, Awareness and Practices of Menstrual Hygiene among the Adolescent Girls of Kamrup (Rural) District, Assam	Nekita Sharma	Indian Journal of Natural Sciences	The study examines knowledge and awareness among adolescent girls. It may support health education and awareness.

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The Impact of Digital Integration on Attention and Engagement in Optometry Education: A Student Perspective

Anindya Saha, Subham Sarkar

Medhavi Skills University

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ABSTRACT

The increasing incorporation of digital technologies is fundamentally reshaping optometry education. This paper investigates the effects of this digital shift on undergraduate optometry students' attention spans and engagement levels, drawing directly from their experiences. Employing a mixed-methods approach, we analyzed qualitative and quantitative feedback from students, revealing that while digital platforms enhance accessibility and interactivity, they also present challenges to sustained attention. The study highlights the significant role of practical learning, visual aids, and opportunities for self-directed feedback in maintaining student concentration. Based on these findings, we propose recommendations for the future evolution of the optometry curriculum.

INTRODUCTION

Optometry education, a field that necessitates a strong foundation in both theoretical knowledge and practical clinical skills, is undergoing a substantial digital transformation. The rapid transition to digital platforms, particularly accelerated by recent global events, has introduced novel learning opportunities. However, this shift has also sparked concerns regarding student engagement, notably the ability to maintain focus during digitally delivered instruction. This research delves into these dynamics, specifically examining them through the lens of undergraduate optometry students' perceptions and experiences. The importance of clinical skills and competency development in optometry education, even amidst digital advancements, is well-documented, especially in contexts where resources may be limited ([1]).

Objectives

This study aimed to:

- Determine the preferred learning methodologies among optometry students within a digitally enriched educational environment.
- Evaluate the self-reported attention spans of students during digital and hybrid learning sessions.
- Identify correlations between different types of learning content and the level of student engagement.
- Gather student insights and suggestions for the enhancement of current teaching practices.

METHODOLOGY

Sample: The study involved 32 undergraduate students enrolled in an optometry program.

Instrument: A structured questionnaire was administered via Google Forms to collect data.

Data Collection: The questionnaire gathered information on demographics (gender, semester), preferred learning methods (theory and practical), engagement with various content formats, frequency of digital tool usage, self-assessed attention span during lectures, satisfaction with current teaching methods, and open-ended suggestions for improvement.

Academic Programmes Aligned with the SDG 04: Quality Education

Medhavi Skills University integrates a wide range of foundation, communication, analytical, and employability-oriented courses across its academic programmes to ensure that learners develop both technical expertise and essential life skills. Courses such as English and Communication (Essential and Advanced Skills), Quantitative Reasoning, Soft Skills, Personal Effectiveness, Interpersonal Effectiveness, Career Readiness, Universal Human Values, Professional Communication & Technical Writing, Essential Numeracy and Analytical Skills, and Skill Drill modules are embedded within various undergraduate, diploma, and postgraduate programmes.

List of Academic Courses

S.No.	Name of the programme	Name of the Course/Subject	Course Code	Credit
1	B.Sc in Medical Laboratory Technology	English and Communication – Essential Skills	AAP101	3
2	B.Sc in Medical Laboratory Technology	Quantitative Reasoning – Concept	MCL101	3
3	B.Sc in Medical Laboratory Technology	Soft Skills I – Personal Effectiveness	AAP119	1
4	B.Sc in Medical Laboratory Technology	Skill Drill – 1	SD1	2
5	B.Sc in Medical Laboratory Technology	English and Communication – Advance Skills	AAP112	3
6	B.Sc in Medical Laboratory Technology	Skill Drill – 2	SD2	2
7	B.Sc in Medical Laboratory Technology	Soft Skills II – Interpersonal Effectiveness	AAP118	1
8	B.Sc in Medical Laboratory Technology	Soft Skills III – Career Readiness	AAP116	2
9	Bachelor in Optometry	Quantitative Reasoning - Concept	MCL101	3
10	Bachelor in Optometry	English and Communication – Essential Skills	AAP101	3
11	Bachelor in Optometry	Skill Drill - 1	SD1	2
12	Bachelor in Optometry	Personal Effectiveness	AAP119	1
13	Bachelor in Optometry	English and Communication - Advanced Skills	AAP112	3
14	Bachelor in Optometry	Skill Drill – 2	SD2	2
15	Bachelor in Optometry	Interpersonal Effectiveness	AAP102	1
16	Bachelor of Physiotherapy	English and Communication - Essential Skills	AAP101	3

17	Bachelor of Physiotherapy	Quantitative Reasoning	MCL101	3
18	Bachelor of Physiotherapy	Skill Drill- 1	SD1	2
19	Bachelor of Physiotherapy	Personal Effectiveness	AAP115	1
20	Bachelor of Physiotherapy	English and Communication - Advanced Skills	AAP112	3
21	Bachelor of Physiotherapy	Skill Drill – 2	SD1	2
22	Bachelor of Physiotherapy	Interpersonal Effectiveness	AAP118	1
23	B.Sc. in Operation Theatre Technology	English and Communication – Essential Skills	AAP101	3
24	B.Sc. in Operation Theatre Technology	Skill Drill - 1	SD1	2
25	B.Sc. in Operation Theatre Technology	Soft Skills I-Personal Effectiveness	AAP119	1
26	B.Sc. in Operation Theatre Technology	English and Communication – Advance Skills	AAP112	3
27	B.Sc. in Operation Theatre Technology	Quantitative Reasoning	MCL101	3
28	B.Sc. in Operation Theatre Technology	Skill Drill - 2	SD2	2
29	B.Sc. in Operation Theatre Technology	Soft Skills II-Interpersonal Effectiveness	AAP102	1
30	B.Sc. in Operation Theatre Technology	Soft Skills III-Career Readiness	AAP116	2
31	B.Sc. in Emergency Medical Technology	English and Communication – Essential Skills	AAP101	3
32	B.Sc. in Emergency Medical Technology	Skill Drill - 1	SD1	2
33	B.Sc. in Emergency Medical Technology	Soft Skills I-Personal Effectiveness	AAP119	1
34	B.Sc. in Emergency Medical Technology	English and Communication – Advance Skills	AAP112	3
35	B.Sc. in Emergency Medical Technology	Quantitative Reasoning	MCL100	3
36	B.Sc. in Emergency Medical Technology	Skill Drill - 2	SD2	2
37	B.Sc. in Emergency Medical Technology	Soft Skills II-Interpersonal Effectiveness	AAP118	1
38	B.Sc. in Emergency Medical Technology	Soft Skills III-Career Readiness	AAP116	2
39	Diploma in Emergency Medical Technology	English and Communication – Essential Skills	AAP101	3
40	Diploma in Emergency Medical Technology	Skill Drill - 1	SD1	2
41	Diploma in Emergency Medical Technology	Personal Effectiveness	AAP119	1
42	Diploma in Emergency Medical Technology	English and Communication – Advance Skills	AAP112	3

43	Diploma in Emergency Medical Technology	Skill Drill - 2	SD2	2
44	Diploma in Emergency Medical Technology	Interpersonal Effectiveness	AAP118	1
45	B. Sc. in Radiology and Imaging Technology	English and Communication – Essential Skills	AAP101	3
46	B. Sc. in Radiology and Imaging Technology	Skill Drill - 1	SD-1	2
47	B. Sc. in Radiology and Imaging Technology	Personal Effectiveness	AAP119	1
48	B. Sc. in Radiology and Imaging Technology	English and Communication – Advance Skills	AAP112	3
49	B. Sc. in Radiology and Imaging Technology	Quantitative Reasoning-Concept	MCL101	3
50	B. Sc. in Radiology and Imaging Technology	Skill Drill - 2	SD-2	2
51	B. Sc. in Radiology and Imaging Technology	Interpersonal Effectiveness	AAP118	1
52	B.Sc in Dialysis Technology	English and Communication – Essential Skills	AAP101	3
53	B.Sc in Dialysis Technology	Skill Drill - 1	SD1	2
54	B.Sc in Dialysis Technology	Personal Effectiveness	AAP119	1
55	B.Sc in Dialysis Technology	English and Communication – Advance Skills	AAP112	3
56	B.Sc in Dialysis Technology	Quantitative Reasoning	MCL101	3
57	B.Sc in Dialysis Technology	Skill Drill - 2	SD2	2
58	B.Sc in Dialysis Technology	Interpersonal Effectiveness	AAP118	1
59	BBA	English and Communication – Essential Skills	AAP101	3
60	BBA	Skill Drill – 1	HAS101	2
61	BBA	Personal Effectiveness		1
62	BBA	English and Communication – Advance Skills	AAP112	3
63	BBA	Quantitative Reasoning	MCL101	3
64	BBA	Skill Drill – 2	AAS106	2
65	BBA	Interpersonal Effectiveness	AAL102	1
66	BSc in Hospitality and Tourism Management	English and Communication - Essential Skills	AAL101	3
67	BSc in Hospitality and Tourism Management	Quantitative Reasoning	MCL101	3
68	BSc in Hospitality and Tourism Management	Skill Drill – I		2

69	BSc in Hospitality and Tourism Management	Personal Effectiveness	AAP119	1
70	BSc in Hospitality and Tourism Management	Universal Human Values	AAL106	3
71	BSc in Hospitality and Tourism Management	English and Communication – IELTS Practice	AAP112	3
72	BSc in Hospitality and Tourism Management	Skill Drill – II		2
73	BSc in Hospitality and Tourism Management	Interpersonal Effectiveness	AAP102	1
74	BCA	English and Communication – Essential Skills	AAP101	3
75	BCA	Essential Numeracy and Analytical Skills (Bridge Course including Lab)	DCL120	0
76	BCA	Skill Drill - 1	-	2
77	BCA	Personal Effectiveness	AAP102	1
78	BCA	English and Communication – Advance Skills	AAP112	3
79	BCA	Universal Human Values	AAL107	3
80	BCA	Quantitative Reasoning	MCL101	3
81	BCA	Skill Drill - 2	-	2
82	BCA	Interpersonal Effectiveness	AAP102	1
83	DCSE	Communication Skills in English – Concept	CSEA	2
84	DCSE	Communication Skills in English Lab -Applied	HS105	1
85	B.Tech	English and Communication - Essential Skills	AAP101	6
86	B.Tech	Personal Effectiveness	AAP119	2
87	B.Tech	Universal Human Values	AAL106	3
88	B.Tech	Universal Human Values	BTL214	3
89	MCA	Professional Communication & Technical Writing	CAL117	2

Lifelong Learning Measures

Medhavi Skills University strongly believes that quality education and lifelong learning should extend beyond the boundaries of the campus and reach to the wider community. In alignment with SDG 4: Quality Education, the University is committed to making its educational resources, learning facilities, knowledge-sharing opportunities, and skill-development initiatives accessible to the public and non-students, wherever feasible, contributing to societal development. By encouraging community engagement, events, continuous learning, and the sharing of institutional resources, the University seeks to foster an inclusive learning ecosystem that empowers individuals to acquire new skills, enhance their capabilities, and pursue lifelong personal and professional growth.

Public resources (lifelong learning) Year – 2025

Medhavi Skills University demonstrates its commitment to inclusive and lifelong learning by extending access to its educational resources and campus facilities to the non-student or public. Guided by its publicly available Public Access Policy, the University provides members of the general public and non-students with free access to its library, computer, testing & research laboratories, yoga centre, seminar hall and other learning resources, enabling them to explore knowledge, develop digital competencies, and pursue continuous learning. By opening its institutional resources to the wider community, the University promotes equitable access to educational opportunities and reinforces its commitment to making learning accessible beyond the classroom and campus boundaries as well as fostering a culture of lifelong learning and knowledge sharing.

As part of its educational and community engagement initiatives, the University hosted the First ITTS Examination of 2026 on 21st Jan 2026, demonstrating its engagement in organized assessment and allowing examinees free access to its computer lab for the exam.

Evidence: List of activities showing access/support to public

S. No.	Activity	Category	Link for Evidence
1	First ITTS Examination of 2026	Exam	https://www.msu.edu.in/events/first-itts-examination-of-2026

Evidence: State-of-the-Art Campus Facilities of MSU

Source: https://www.msu.edu.in/infrastructure

Library Facility and Learning resources





Food Lab Production Lab





Computer Lab





Healthcare Lab







Seminar Hall





Public Events (Lifelong Learning) Year: 2025

Medhavi Skills University (MSU) is committed to advancing SDG 4: Quality Education by fostering lifelong learning through educational events, public engagement, professional awareness, and knowledge-sharing initiatives that are open to public / non-students as well as connect academic expertise with community needs and real-world challenges. In 2025, the University's educational activities across healthcare, technical education, mental health, professional skills, and interdisciplinary learning reflect its commitment to extending learning beyond conventional classrooms and encouraging the wider community to engage with relevant knowledge, awareness and emerging practices.

Event on Diet Counselling for Blood Donors initiative

The **Diet Counselling for Blood Donors initiative** supports health education by encouraging informed nutritional choices and promoting awareness of personal well-being. On 17 September 2025, as part of Nutrition Month 2025, the Department of Nutrition and Dietetics, School of Health Science and Technology organized diet and nutrition counselling for blood donors during a community blood donation camp, organized within the Medhavi Skills University Campus. The activity was carried out by faculty members together with final-year students, with the primary aim of supporting donor health and promoting safe post-donation recovery through evidence-based dietary guidance. Approximately 25 adult donors received individualized counselling. Each session included a brief nutrition assessment, discussion of pre- and post-donation recommendations, and practical, culturally appropriate food suggestions. Key counselling points were ensuring adequate hydration before and after donation; consume iron-rich and vitamin C-paired foods (e.g., green leafy vegetables, pulses, lean meat or fortified cereals with citrus fruits) to support hemoglobin recovery; include protein, complex carbohydrates and fluids for immediate recovery; avoid heavy alcohol intake and strenuous exercise for 24 hours; and tips on frequency of subsequent donations aligned with health status. Educational leaflets summarizing the advice were distributed and common myths about blood donation and diet were addressed. Feedback collected informally indicated high donor appreciation for the personalized attention and clear, actionable advice. Faculty observed improved donor confidence about post-donation care and expressed interest in integrating brief screening for nutritional risk in future camps.

Event on Celebration of World Radiology Day



















The Department of Radiology & Imaging Technology organized the Post Celebration of World Radiology Day on Monday, 8th December 2025. The event was graced by the esteemed presence of Mr. Ramesh Dahal, Chairperson of the Sikkim State Allied and Healthcare Professional Council, Government of Sikkim, who attended as the Chief Guest of the program. His presence added significance to the occasion and highlighted the importance of radiology professionals in modern healthcare.

The celebration was further honored by the participation of distinguished dignitaries, including Mr. Pravesh Dudani, Chancellor; Prof. (Dr.) Ashwini Kumar Sharma, Pro-Vice Chancellor; Mr. Sagar Bhowmik, Assistant Registrar; Dr. Siddhartha Shankar, Deputy Registrar; Mr. Bharat Bhushan, Associate Dean, School of Health Science and Technology; and Mr. Bimal Nepal, Visiting Faculty of the Radiology Department and a working professional at STNM Hospital.

During his address, Mr. Ramesh Dahal emphasized the vital role of radiographers within the healthcare system and acknowledged their unwavering service during challenging times such as the COVID-19 pandemic. He also shared a personal experience where radiography played a crucial role in his own life, further underlining the value and accuracy of diagnostic imaging. His words encouraged students, other participants and faculty alike, reinforcing the importance of dedication and professionalism in radiological practice.

The event was enriched with various cultural performances, including dance, singing, and a meaningful drama that highlighted the ethical responsibilities and essential duties of radiographers. These activities added vibrancy to the celebration and helped convey important messages in a creative format.

Overall, the event was well-organized, engaging, and inspiring for all participants. It not only celebrated the progress and contributions of the radiology profession but also strengthened the sense of pride and motivation among students and staff of the department.

Event on Mental Health Awareness Programme









Venue: Sangkhola, Teesta Building

Similarly, the Mental Health Awareness Programme contributes to public understanding of mental health, encourages informed conversations, and reinforces the importance of psychological well-being.

On 14th May 2025, the Department of Physiotherapy organized a Mental Health Awareness Talk Programme at Sangkhola, Teesta Building. The Programme aimed to sensitize the local community about the importance of mental well-being and early identification of mental health concerns.

Faculty members, students and other participants addressed common mental health issues, stress management techniques, and the role of physical activity and physiotherapy in improving mental health. The session encouraged open discussion, reduced stigma related to mental illness, and empowered participants with practical strategies for emotional resilience. The Programme successfully spread awareness and reinforced the importance of mental health as an integral component of overall well-being.

Event on World Glaucoma Week Celebration

Date of Celebration: 12th March & 13th March 2026

Organized by: Department of Optometry

World Glaucoma Week is a global initiative aimed at raising awareness about glaucoma, a leading cause of irreversible blindness. In alignment with this objective and theme “"Uniting for a Glaucoma-Free World”, our institution organized a series of activities on 12th & 13th March to educate people about the importance of early detection, regular eye check-ups, and preventive eye care.

Day 1: 12th March 2026– Awareness and Vision Screening Initiative

The celebration commenced on 12th March with the formal distribution of invitation cards to esteemed dignitaries including the Vice Chancellor (VC), Deans, Heads of Departments (HODs), and heads of various departments. This initiative ensured institutional participation and support for the awareness program.

In the second half of the day, a Vision Screening Camp was organized by setting up Vision Check Points in the K1 building near Mid Spice Café. The objective of this activity was to provide accessible eye screening services to faculty members, students, and administrative staff.

- A total of 59 individuals were screened during the camp.
- The screening included basic vision assessment and preliminary eye examinations.
- Individuals requiring further evaluation were referred to the eye clinic for detailed examination and management.



Day 2: 13th March 2026 – Multi-Campus Screening and Awareness Activity

On the second day, i.e., 13th March 2026, the activities began at 10:00 AM with the establishment of multiple Vision Checkpoints across different campuses:

- Kabru Campus
- Sangkhola Campus
- K1 Campus

Each checkpoint was managed by two students, ensuring smooth functioning and effective screening. The aim was to expand the reach of eye care services and cover a larger population across campuses. Basic eye check-ups were provided to all participants.

Walk in the Dark Activity (11:00 AM onwards)

A key highlight of the event was the "Walk in the Dark" activity, which commenced at 11:00 AM. The primary objective of this activity was to create awareness about the challenges faced by visually impaired individuals and to help participants empathize with them.

Activity Description:

Participants were blindfolded and asked to perform simple day-to-day tasks inside a controlled environment. These tasks included:

- Switching on/off the fan and lights
- Identifying fruits and spices through smell
- Pouring water into a glass from a Bottle
- Plugging a phone into a charger

Objective: The activity aimed to simulate the experience of living without vision, thereby emphasizing the importance of eye care and early diagnosis of eye diseases like glaucoma.

Outcome: Participants found the activity both challenging and enlightening. It successfully conveyed the message of how difficult routine tasks can become without vision, thereby reinforcing the need for regular eye check-ups and awareness about glaucoma.







The World Glaucoma Week celebration was successfully conducted with active participation from faculty, students, and staff. The combination of awareness campaigns, vision screening, and experiential activities like “Walk in the Dark” effectively highlighted the importance of eye health. The program not only facilitated early detection through screenings but also created a lasting impact by fostering empathy and awareness about visual impairment. Such initiatives are essential in promoting preventive healthcare and reducing the burden of avoidable blindness.

List of free and paid events open for general public/non-students hosted or conducted at the University campus

S. No.	Activity	Category	Paid / Free	Link
1	Post Celebration of World Radiology Day	Awareness Program	Free	https://www.instagram.com/p/DSC8382k5ar/?img_index=5 https://www.msu.edu.in/events/msu-celebrates-world-radiology-day
2	State-Level India Skills Competitions 2025 The State-Level India Skills Competitions 2025 highlights the value of vocational excellence, practical competencies, and skill development, helping strengthen awareness of career pathways and industry-relevant capabilities. In addition, initiatives such as the Holistic Faculty Development Programme and Cross-border Education Insights support professional learning, pedagogical development, and the exchange of educational perspectives, contributing to a culture of continuous improvement and knowledge-sharing.	Competition	Free	https://www.msu.edu.in/events/sikkim-concludes-state-level-india-skills-competitions-2025
3	Holistic Faculty Development Programme 2026		Free	https://www.msu.edu.in/events/holistic-faculty-development-programme-2026
4	Nutrition Month and Blood Donation Camp 2025	Awareness Program	Free	https://www.msu.edu.in/events/nutrition-month-and-blood-donation-camp-2025

Collectively, these initiatives demonstrate the University's broader commitment to building a learning-oriented society in which knowledge, professional expertise, health awareness, and skill development contribute to individual empowerment and social progress. By creating opportunities for educational engagement across diverse fields, the University supports the objectives of SDG Target 4.3, which promotes equal access to quality technical, vocational, and tertiary education, and advances the wider principle of lifelong learning.

Vocational training events (lifelong learning) Year: 2025

Medhavi Skills University (MSU) is dedicated to advancing SDG-4: Quality Education by expanding access to vocational training, professional development, and lifelong learning opportunities that prepare learners with practical, industry-relevant competencies. In alignment with fulfilling skill needs, its industry-oriented approach to higher education and the objectives of the National Education Policy (NEP) 2020, the University offers a diverse portfolio of vocational certificate courses, advanced professional certificates, diplomas, and postgraduate diploma programmes designed to fulfil the dynamic workforce requirements and emerging professional opportunities. These programmes provide opportunities for learners to acquire new and relevant skills, enhance existing competencies, pursue career transitions, and strengthen their employability beyond conventional degree-based education.

The University's vocational and professional training portfolio spans information technology and digital skills, business and finance, healthcare and allied services, law and regulatory practice, human resource management, marketing and communications, agriculture, veterinary assistance, wellness, safety, design, and specialized technical fields.

List of Vocational and Advanced Certificate Courses Offered By MSU

S. No.	Name of the Programme / Vocational Certificate Programme
1	Certificate in AI and Data Science
2	Certificate in Advanced Excel
3	Certificate in AI Integrated MS Office
4	Certificate in MS Office
5	Certificate in Social Media Marketing
6	Certificate in Tally Prime
7	Professional Certificate in Building Design & Animation
8	Professional Certificate in Digital Marketing
9	Professional Certificate in Indian and Foreign Accounting
10	Certificate in Full Stack Development with MERN
11	Certificate in Python
12	Certificate in SAP Finance and Control
13	Certificate in Tally Basics
14	Professional Certificate in Indian and Foreign Accounting
15	Certificate in HR Management - CHRM
16	Certificate in Marketing & Digital Marketing
17	Certificate in Medical Coding
18	Certificate in Medical Transcription
19	Certificate in Phlebotomy Techniques
20	Certificate in General Duty Assistance
21	Certificate in Veterinary Clinical Assistance (Healthcare)

22	Certificate in Yoga Teacher Training
23	Certificate in Early Childhood Care and Education
24	Certificate in Basic Emergency Medical Operations
25	Certificate in Agri-Clinic & Agri-Business Centre Management
26	Certificate in Wellness Neurotherapy
27	Certificate in Basic Emergency Medical Operations
28	Certificate in Electro Acupuncture According to Voll
29	Certificate in Nursing Assistant
30	Certificate in Basic Emergency Medical Technology
31	Certificate in Nursing Assistant
32	Certificate in Personal Fitness Training
33	Certificate in Computer Basics and Accounting
34	Certificate in General Duty Assistance
35	Certificate in Data Entry Operations - Domestic
36	Certificate in Panchkarma Technology
37	Certificate in Electro-Acupuncture According to Voll
38	Certificate in Cupping Therapy
39	Certificate in Health Sanitary Technology
40	Certificate in Fire Safety and Industrial Technology
41	Certificate in Cosmetology
42	Certificate in Radiology Techniques
43	Certificate in Medical Laboratory Technology
44	Certificate in Computer Applications
45	Certificate in Advance Yoga Instruction
46	Certificate in Fundamentals of Financial Analysis
47	Certificate in Business Accounting (Financial Accounting)
48	Certificate in Financial Modelling
49	Certificate in Fire Fighting
50	Certificate in Wealth Management
51	Certificate in Artificial Insemination Technology
52	Certificate in Medical Dressing
53	Certificate in Basic Gem Identification
54	Certificate in Basic Manual Jewellery Designing
55	Certificate in Gold Valuation and Appraisal
56	Certificate in Jewellery Design in Corel Draw
57	Certificate in Professional Diamond Grading
58	Certificate in Professional Manual Jewellery Designing

List of Advanced Certificate Courses

Sr. No	Name of Courses
1	Post Graduate Diploma in General Management Skills
2	Diploma in Technology Law, Fintech Regulations and Technology Contracts
3	Professional Diploma in Business English Communication for International Professionals and Remote Workers Skills
4	Professional Diploma in Corporate Finance and Investment Banking Skills
5	Professional Diploma in Labor, Employment and Industrial Laws for HR Manager Skills
6	Professional Diploma in International Business Law Skills
7	Professional Diploma in US Corporate Law and Paralegal Studies Skills

8	Professional Diploma in Technology Law, Fintech Regulations and Technology Contracts Skills
9	Professional Diploma in US Contract Drafting and Paralegal Studies Skills
10	Professional Diploma in International Contract Negotiation, Drafting and Enforcement Skills
11	Professional Diploma in M&A, Institutional Finance and Investment Laws (PE and VC transactions) Skills
12	Professional Diploma in Corporate Law & Practice: Transactions, Governance and Disputes Skills
13	Professional Diploma in Advanced Contract Drafting, Negotiation and Dispute Resolution Skills
14	Professional Diploma in Domestic & International Commercial Arbitration Skills
15	Professional Diploma in Content Marketing and Strategy Skills
16	Professional Diploma in US Intellectual Property Law and Paralegal Studies Skills
17	Professional Diploma in Law Firm Practice: Research, Drafting, Briefing and Client Management Skills
18	Professional Diploma in International Data Protection and Privacy Laws Skills
19	Professional Diploma in Patent Law & Analysis (USPTO): Searches, Specifications, Prosecution, Litigation and Licensing Skills
20	Professional Diploma in Legal English Communication - oratory, writing, listening and accuracy Skills
21	Professional Diploma in Corporate Litigation Skills
22	Professional Diploma in Strategic HR for Startups and Emerging Industries Skills
23	Professional Diploma in ROI Driven Social Media Management and Digital Marketing Skills
24	Professional Diploma in Strategic Operations Leadership for Digital Economy Skills
25	Professional Diploma in Media and Entertainment Law: Contracts, Licensing and Regulations Skills
26	Professional Diploma in Sports Law, Fashion and Online Gaming Skills
27	Professional Diploma in Intellectual Property, Media and Entertainment Laws Skills
28	Professional Diploma in Paralegal Associate Skills
29	Professional Diploma in Video & Visual Communication for Business Growth & Problem-Solving Skills
30	Professional Diploma in Business Laws for In-House Counsels Skills
31	Professional Diploma in Supreme Court Practice & Litigation: Drafting, Procedure and Strategy & Training to Crack AoR Exam Skills
32	Professional Diploma in US Tax Compliance and Paralegal Work Skills
33	Professional Diploma in US Corporate Law for Company Secretaries and Chartered Accountants Skills
34	Professional Diploma in Intellectual Property: Prosecution, licensing and litigation Skills
35	Professional Diploma in US Technology Law and Paralegal Studies: Structuring, Contracts, Compliance, Disputes and Policy Advocacy Skills
36	Professional Diploma in Acupressure Skills
37	Professional Diploma in Computer Applications Skills
38	Professional Diploma in Veterinary Assistance Skills

MoUs related to Offering Vocational Courses / Training to Non-students / Students who are not Graduating from MSU_2025-26

The University's Memoranda of Understanding (MoUs) relating to vocational /short courses and skill-based training for non-students / learners who are not graduating from Medhavi Skills University, provide supporting evidence of its potential to extend learning opportunities beyond its student population who enrolled in its regular undergraduate or post graduate programmes. These collaborations can demonstrate partnerships that extend access to vocational education, facilitate skill-based learning, on-the-job training, industry-linked training, and create additional pathways for learners to acquire relevant skills.

S. No.	MoUs / Collaborations	Link
1	MSU and NIOS Sign Landmark MoU to Strengthen Skill-Integrated Education	https://www.msu.edu.in/events/msu-and-nios-sign-landmark-mo-u-to-strengthen-skill-integrated-education
2	MSU Strengthens India–Sri Lanka Skill Collaboration	https://www.msu.edu.in/events/msu-strengthens-india-sri-lanka-skill-collaboration
3	MSU Collaborates with Salaah School	https://www.msu.edu.in/events/msu-collaborates-with-salaah-school
4	MoU Signed with IEDUP	https://www.msu.edu.in/events/mo-u-signed-with-iedup
5	MSU and Nexus Select Trust Sign Landmark have signed MoU	https://www.msu.edu.in/events/msu-and-nexus-select-trust-sign-landmark-have-signed-mou
6	Collaboration between NAREDCO Mahi and MSU	https://www.msu.edu.in/events/collaboration-between-naredco-mahi-and-msu
7	MSU Establishes Academic Corridor with South Korea	https://www.msu.edu.in/events/msu-establishes-academic-corridor-with-south-korea
8	MSU Partners with Nagaland Police to Empower Families through Education	https://www.msu.edu.in/events/msu-partners-with-nagaland-police-to-empower-families-through-education
9	MoU with NephroPlus	https://www.msu.edu.in/events/mo-u-with-nephro-plus
10	MSU and Chai Point launched the “Learn While You Earn” program	https://www.msu.edu.in/events/msu-and-chai-point-launched-the-learn-while-you-earn-program
11	MoU with ITD Education Private Limited	https://www.msu.edu.in/events/mou-with-itd-education-private-limited
12	MoU with Sikkim Police	https://www.msu.edu.in/events/mou-with-sikkim-police
13	Medhavi Foundation Signs MoU with Gajraj Corps	https://www.msu.edu.in/events/another-feather-in-the-cap-medhavi-foundation-signs-mou-with-gajraj-corps
14	MoU with the Government of Arunachal Pradesh	https://www.msu.edu.in/events/mou-with-the-government-of-arunachal-pradesh
15	Collaboration with INDIAN COAST GUARD (ICG)	https://www.msu.edu.in/events/collaboration-with-indian-coast-guard-icg
16	Partnership between Medhavi Skills University, Aequs, and NSDC	https://www.msu.edu.in/events/partnership-between-medhavi-skills-university-aequs-and-nsdc
17	MoU with Patanjali Japan Foundation	https://www.msu.edu.in/events/mo-u-with-patanjali-japan-foundation

Copy of MoU with ITD Education Private Ltd



हरियाणा HARYANA Z 239359

SERVICE-LEVEL AGREEMENT

This service-level agreement ("**Agreement**") is made and entered into on this 17th day of June, 2025 ("**Execution Date**") by and between:

MEDHAVI SKILLS UNIVERSITY (SIKKIM), a state enacted private university in Sikkim, India established with the passage of The Medhavi Skills University, Sikkim Act, 2021 ("**Act**") in the Sikkim State Legislative Assembly (Sikkim Act 12 of 2021) notified in the Gazette vide No. 156 dated June 24, 2021 for conducting various Degree/ Diploma program besides vocational education and training, having its Head Office at Topakhani, Lower Chisopani, PO: Singtam, District - East Sikkim, Sikkim – 737134, represented by **Mr. Devender Kumar Saini**, Group Chief Strategy Officer, (hereinafter referred to as "**Awarding Body**", which expression shall, unless it is repugnant to the context or meaning thereof, be deemed to mean and include its successors, permitted assigns and legal representatives) of the **First Part**;

AND

ITD EDUCATION PRIVATE LIMITED, a private limited company incorporated under the Companies Act, 2013, bearing CIN:U80101RJ2021PTC077413, and UDYAM Registration Number UDYAM-RJ-16-0013829 and having its registered office at FLAT NO.18, NEAR GOSHALA ROAD, BHADRA, Hanumangarh, Rajasthan, India, 335511, represented by its Director, Mr. Bhim Singh, (hereinafter referred to as "**Training Partner**", which expression shall, unless it is repugnant to the context or meaning thereof, be deemed to mean and include its successors, permitted assigns and legal representatives) of the **Second Part**.

Awarding Body and Training Partner are hereinafter collectively referred to as the "**Parties**" and individually as "**Party**".

MEDHAVI SKILLS UNIVERSITY SIKKIM

Dhaka

ITD EDUCATIONAL PVT. LTD.

DIRECTOR

WHEREAS:

A. Training Partner is inter alia engaged in offering Training and Skill Certification Programs in various Sector.

B. Awarding Body is a government notified Skills University with recognition and approvals from UGC, NCVET, DGT & NSDC, and has been established to promote quality skill education and entrepreneurship in an integrated manner with higher education to meet the qualified skilled manpower requirements of a growing national economy and to develop qualified youth with skill proficiencies and standardized competencies. Awarding Body has also been granted recognition as an 'Awarding Body' by the National Council for Vocational Education and Training ("**NCVET**").

C. Under the Act, the Awarding Body is empowered to deliver skill-based education and certification through online, hybrid and offline modalities across India. In alignment with MSU's WISE (Work Integrated Skill-Based Higher Education) framework, the Awarding Body is authorized by Section 3(4) of the Act to establish and operate Skill Training Centers, Centers of Excellence, and partnerships with institutions/ Industry or Skill Academies domestically and internationally. These provisions enable MSU to conduct and certify skill-based training programs on PAN India basis

D. Awarding Body and Training Partner are desirous of working together to bring convergence of Education and Skill Development as per National Education Policy 2020 and National Credit Framework (NCrF) by developing and offering NSQF aligned or NHEQF aligned industry relevant new-age Skills Certification of less than one year duration, as listed under this Agreement.

E. Based on mutual representations, the Parties have therefore now decided to record their mutual understanding on the following terms and conditions which are set out herein below without prejudice to each other.

NOW THEREFORE, in consideration of the mutual covenants and agreements set forth herein and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereto agree as follows:

1. Scope of Collaboration

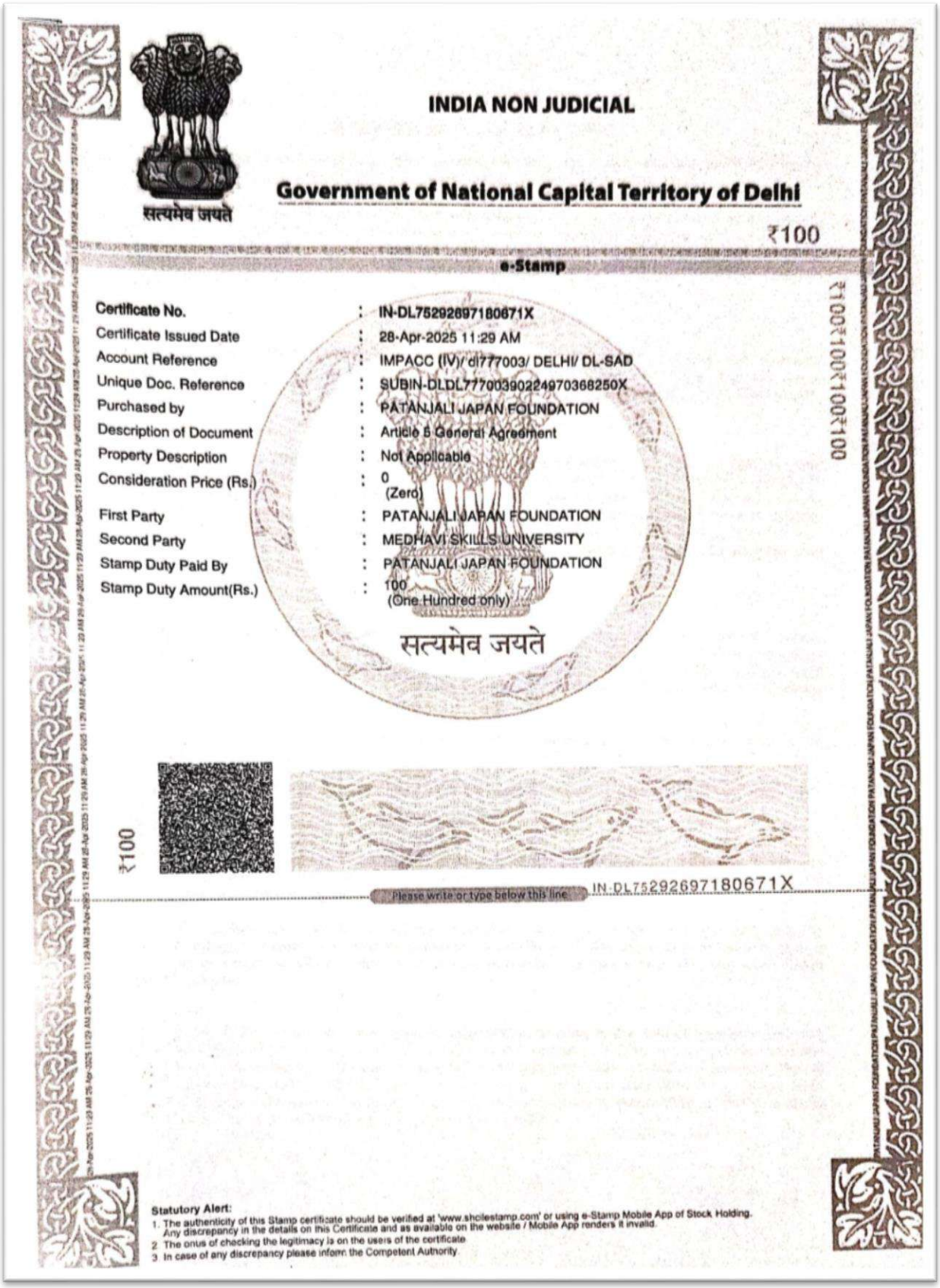
1.1. Training Partner offers industry relevant new-age skilling qualifications and programmes to students for Skilling, upskilling and reskilling, which are as listed in **Annexure-1** of this Agreement ("**Qualification(s)**"). The Parties agree that these Qualifications will be further developed in consultation with the Awarding Body, based on mutually agreed terms, and subsequently submitted to the National Council of Vocational Education and Training (NCVET) if NSQF alignment is required else submitted to University Academic Council for approval of the course under National Higher Education Qualifications Framework (NHEQF) framework. Following this approval, the Qualifications will be recognized as NSQF/NHEQF-approved and offered to candidates ("**Approved Qualification(s)**"). Any new programs that both parties agree will be added to the

MEDHAVI SKILLS UNIVERSITY SIKKIM

ITD EDUCATIONAL PVT. LTD.

DIRECTOR

Copy of MoU with Patanjali Japan Foundation



INDIA NON JUDICIAL

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Government of National Capital Territory of Delhi

₹100

e-Stamp

Certificate No.	:	IN-DL75292697180671X
Certificate Issued Date	:	28-Apr-2025 11:29 AM
Account Reference	:	IMPACC (IV)/ dl777003/ DELHI/ DL-SAD
Unique Doc. Reference	:	SUBIN-DLDL77700390224970368250X
Purchased by	:	PATANJALI JAPAN FOUNDATION
Description of Document	:	Article 5 General Agreement
Property Description	:	Not Applicable
Consideration Price (Rs.)	:	0 (Zero)
First Party	:	PATANJALI JAPAN FOUNDATION
Second Party	:	MEDHAVI SKILLS UNIVERSITY
Stamp Duty Paid By	:	PATANJALI JAPAN FOUNDATION
Stamp Duty Amount(Rs.)	:	100 (One Hundred only)

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Statutory Alert:

1. The authenticity of this Stamp certificate should be verified at 'www.shcilestamp.com' or using e-Stamp Mobile App of Stock Holding. Any discrepancy in the details on this Certificate and as available on the website / Mobile App renders it invalid.
2. The onus of checking the legitimacy is on the users of the certificate.
3. In case of any discrepancy please inform the Competent Authority.

D. Medhavi Skills University (MSU), a UGC and NCVET-approved Skills University, is at the forefront of integrating skill-based, industry-linked, and work-integrated higher education aligned with NEP 2020. MSU and its promoting entity, Medhavi Foundation, are actively engaged in national-level initiatives involving skill development, apprenticeship promotion, capacity building, credit-based education, and school-to-skill-to-work transitions.

E. Medhavi Aspire is the designated industry outreach entity of MSU and Medhavi Foundation, and helps various industries and commercial establishments secure manpower services while facilitating on-the-job practical training for MSU students.

F. The Parties intend to enter into a strategic collaboration to jointly develop and implement academic, skilling, and cultural exchange programs, and to promote Indo-Japanese cooperation in the domains of education, wellness, and sustainable development.

G. Based on mutual representations, the Parties have therefore now decided to set out the collaboration framework for engaging in government schemes and subsidies related to Skill Development, youth development, manpower training, and certifications.

NOW THEREFORE, in consideration of the mutual covenants and agreements set forth herein and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereto agree as follows:

1. Scope of Collaboration

1.1. The Parties agree to pursue the following objectives in their collaboration:

(a) **Education & Skilling Initiatives:** To design **Joint Certification & Diploma Programs** in Ayurveda, Yogic Sciences, Holistic Health, Japanese Wellness Practices, Sustainable Agriculture, and Herbal Science. To conduct **NSQF-Aligned Vocational Courses** i.e. Skilling programs aligned with India's NSQF and Japan's local employment needs (e.g., Yoga Trainers, Wellness Assistants, Herbal Technicians). To focus to facilitate cross-border academic enrichment through **Faculty and Student Exchange Programs**.

(b) **On-the-Job Training (OJT) & Internship Programs:** To enable Medhavi students to gain practical exposure through placement in wellness centers, Ayurveda clinics, and organic farming projects affiliated with PJF in Japan. On similar lines to provide immersive OJT opportunities in India in areas such as Panchakarma therapy, Ayurvedic healthcare, Indian nutrition, and yoga instruction. To establish collaborative training centers within Medhavi campuses, co-managed with PJF, for live practical exposure and skill enhancement.

(c) **Joint Centres of Excellence:** To set up a bi-national Centre of Excellence that combines Patanjali's traditional knowledge systems with Medhavi's academic and research infrastructure. To develop Japanese-English-Hindi integrated language labs to support communication and effectiveness in OJT and exchange programs.

(d) **Innovation and Digital Learning:** To launch multilingual (Japanese, Hindi, English) hybrid e-learning modules focused on wellness and health sciences to promote global access to traditional knowledge. To development of immersive learning content for skill-based training in traditional healing practices, yoga therapy, and wellness product development.

2. Roles and Responsibilities: The Parties agree to fulfill the following roles and responsibilities in their collaboration:

2.1. Roles and Responsibilities of PJF

- PJF to provide subject matter expertise in Ayurveda, Yoga, natural healing, and Japanese wellness practices for curriculum development and delivery.
- PJF to facilitate placements for Medhavi students in wellness centers, clinics, and farming projects under its network in Japan.

MEDHAVI SKILLS UNIVERSITY SIKKIM

Foundation Japan Foundation

Copy of MoU with Steward Healthcare India Private Ltd



हरियाणा HARYANA Z 239360

SERVICE-LEVEL AGREEMENT

This service-level agreement ("**Agreement**") is made and entered into on this 17th day of June, 2025 ("**Execution Date**") by and between:

MEDHAVI SKILLS UNIVERSITY (SIKKIM), a state enacted private university in Sikkim, India established with the passage of The Medhavi Skills University, Sikkim Act, 2021 ("**Act**") in the Sikkim State Legislative Assembly (Sikkim Act 12 of 2021) notified in the Gazette vide No. 156 dated June 24, 2021 for conducting various Degree/ Diploma program besides vocational education and training, having its Head Office at Topakhani, Lower Chisopani, PO: Singtam, District - East Sikkim, Sikkim – 737134, represented by **Mr. Devender Kumar Saini**, Group Chief Strategy Officer, (hereinafter referred to as "**Awarding Body**", which expression shall, unless it is repugnant to the context or meaning thereof, be deemed to mean and include its successors, permitted assigns and legal representatives) of the **First Part**;

AND

STEWARD HEALTHCARE INDIA PRIVATE LIMITED, a Private Limited Company **(CIN:** U85300HR2017PTC071642), registered under the Companies Act, 2013, having its registered office at Opp. Klawati Hospital,Assandh Road Kohand, Karnal, Gharaunda, Haryana, India, 132114 is represented by its Director, **Mr. Dinesh Kumar,** (hereinafter referred to as "**Training Partner**", which expression shall, unless it is repugnant to the context or meaning thereof, be deemed to mean and include its successors, permitted assigns and legal representatives) of the **Second Part**.

Awarding Body and Training Partner are hereinafter collectively referred to as the "**Parties**" and individually as "**Party**".

MEDHAVI SKILLS UNIVERSITY SIKKIM

STEWARD HEALTH CARE INDIA PVT. LTD. DIRECTOR

WHEREAS:

A. Training Partner is inter alia engaged in offering Training and Skill Competency Certification Program in Healthcare Sector.

B. Awarding Body is a government notified Skills University with recognition and approvals from UGC, NCVET, DGT & NSDC, and has been established to promote quality skill education and entrepreneurship in an integrated manner with higher education to meet the qualified skilled manpower requirements of a growing national economy and to develop qualified youth with skill proficiencies and standardized competencies. Awarding Body has also been granted recognition as an 'Awarding Body' by the National Council for Vocational Education and Training (**"NCVET"**).

C. Under the Act, the Awarding Body is empowered to deliver skill-based education and certification through online, hybrid and offline modalities across India. In alignment with MSU's WISE (Work Integrated Skill-Based Higher Education) framework, the Awarding Body is authorized by Section 3(4) of the Act to establish and operate Skill Training Centers, Centers of Excellence, and partnerships with institutions/ Industry or Skill Academies domestically and internationally. These provisions enable MSU to conduct and certify skill-based training programs on PAN India basis

D. Awarding Body and Training Partner are desirous of working together to bring convergence of Education and Skill Development as per National Education Policy 2020 and National Credit Framework (NCrF) by developing and offering NSQF aligned or NHEQF aligned industry relevant new-age Skills Certification of less than one year durations, as listed under this Agreement.

E. Based on mutual representations, the Parties have therefore now decided to record their mutual understanding on the following terms and conditions which are set out herein below without prejudice to each other.

NOW THEREFORE, in consideration of the mutual covenants and agreements set forth herein and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereto agree as follows:

1. Scope of Collaboration

1.1. Training Partner offers industry relevant new-age skilling qualifications and programmes to students for Skilling, upskilling and reskilling, which are as listed in **Annexure-1** of this Agreement (**"Qualification(s)"**). The Parties agree that these Qualifications will be further developed in consultation with the Awarding Body, based on mutually agreed terms, and subsequently submitted to the National Council of Vocational Education and Training (NCVET) if NSQF alignment is required else submitted to University Academic Council for approval of the course under National Higher Education Qualifications Framework (NHEQF) framework. Following this approval, the Qualifications will be recognized as NSQF/NHEQF-approved and offered to candidates (**"Approved Qualification(s)"**). Any new programs that both parties agree will be added to the Annexure 1 by an addendum unless and until there are no changes in the modalities mentioned in this agreement. No additional agreement is required to be signed for new program launch.

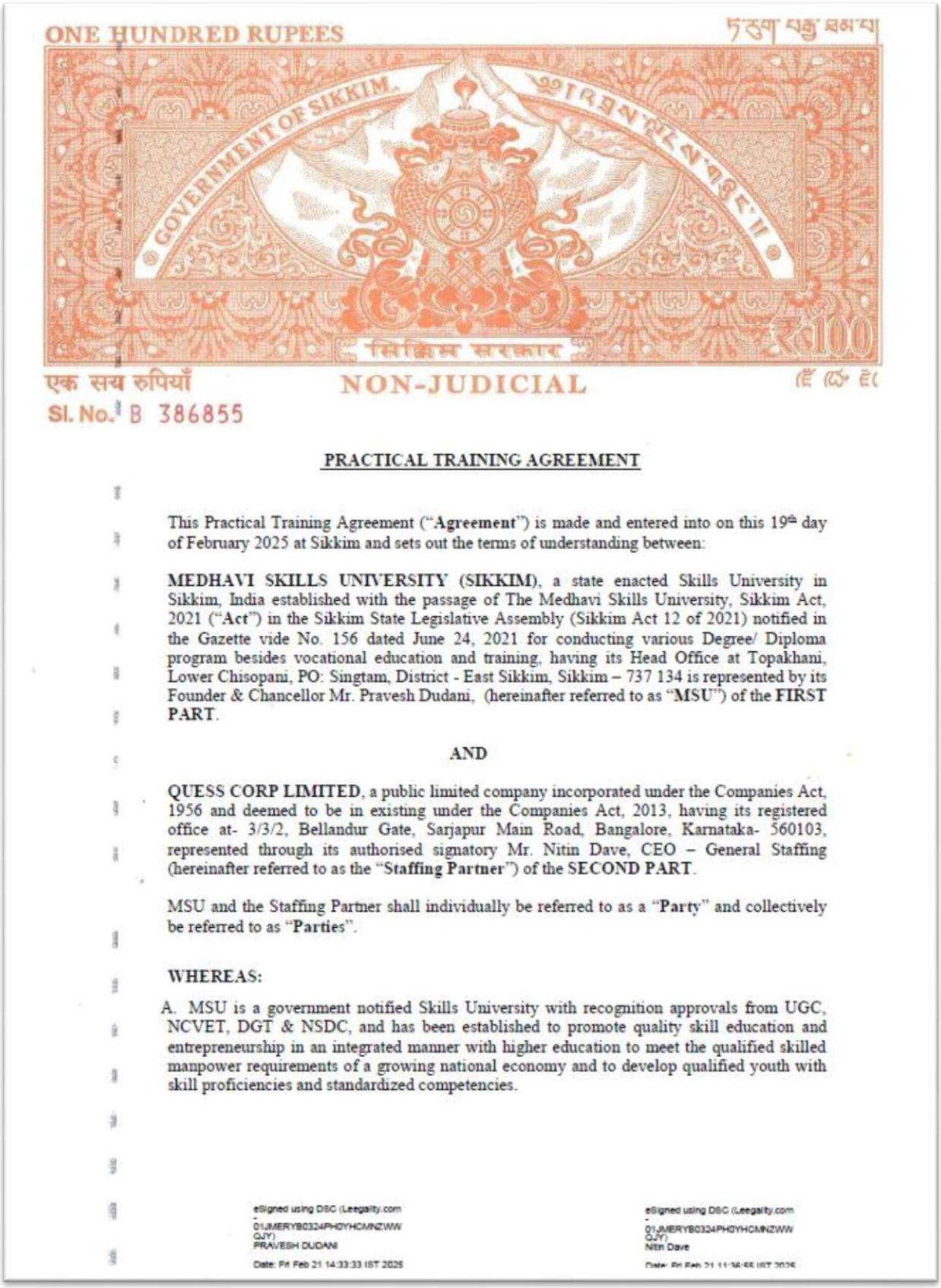
(**"Collaboration"**)

1.2. To give effect to the Collaboration, the Parties agree to the following:

MEDHAVI SKILLS UNIVERSITY SIKKIM

STEWARD HEALTH CARE INDIA PVT. LTD. DIRECTOR

Copy of MoU with Ques Corp Ltd.



ONE HUNDRED RUPEES

GOVERNMENT OF SIKKIM

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NON-JUDICIAL

Sl. No. B 386855

PRACTICAL TRAINING AGREEMENT

This Practical Training Agreement ("**Agreement**") is made and entered into on this 19th day of February 2025 at Sikkim and sets out the terms of understanding between:

MEDHAVI SKILLS UNIVERSITY (SIKKIM), a state enacted Skills University in Sikkim, India established with the passage of The Medhavi Skills University, Sikkim Act, 2021 ("**Act**") in the Sikkim State Legislative Assembly (Sikkim Act 12 of 2021) notified in the Gazette vide No. 156 dated June 24, 2021 for conducting various Degree/ Diploma program besides vocational education and training, having its Head Office at Topakhani, Lower Chisopani, PO: Singtam, District - East Sikkim, Sikkim – 737 134 is represented by its Founder & Chancellor Mr. Pravesh Dudani, (hereinafter referred to as "**MSU**") of the **FIRST PART**.

AND

QUESS CORP LIMITED, a public limited company incorporated under the Companies Act, 1956 and deemed to be in existing under the Companies Act, 2013, having its registered office at- 3/3/2, Bellandur Gate, Sarjapur Main Road, Bangalore, Karnataka- 560103, represented through its authorised signatory Mr. Nitin Dave, CEO – General Staffing (hereinafter referred to as the "**Staffing Partner**") of the **SECOND PART**.

MSU and the Staffing Partner shall individually be referred to as a "**Party**" and collectively be referred to as "**Parties**".

WHEREAS:

A. MSU is a government notified Skills University with recognition approvals from UGC, NCVET, DGT & NSDC, and has been established to promote quality skill education and entrepreneurship in an integrated manner with higher education to meet the qualified skilled manpower requirements of a growing national economy and to develop qualified youth with skill proficiencies and standardized competencies.

eSigned using DSC (Leegality.com - 01JMERYB0324PHDYHDMNZWWQJY) PRAVESH DUDANI Date: Fri Feb 21 14:33:33 IST 2025

eSigned using DSC (Leegality.com - 01JMERYB0324PHDYHDMNZWWQJY) Nitin Dave Date: Fri Feb 21 11:36:48 IST 2025

B. MSU, through its Act, is empowered to collaborate with industries for offering work integrated courses through embedding on-the-job training in the form of traineeships and apprenticeships in the course curriculum.

C. MSU is implementing high demand industry linked skill development programs under the name of "**Work Integrated Skills Based Higher Education (WISE)**" after obtaining required and necessary approvals from statutory government bodies like UGC, NCVET, NSDC & DGT, MSDE with an overall objective of achieving the mission of *Skill India* on a large scale with speed and quality designed around the National Skill Qualification Framework (NSQF) and the new National Education Policy (NEP2020).

D. The Staffing Partner is in the business of providing end to end manpower services to industries including recruitment and placement services, staffing and payrolling services, corporate training among other services.

E. MSU and the Staffing Partner are desirous of working together to bring convergence of Higher Education and Skill Development through customised Work Integrated Degree and Diploma programmes developed and offered by MSU i.e. Bachelor of Vocation (B Voc.) / Skill Diploma programme (D.Voc).The work integrated programmes envision in providing the students a platform to acquire industry specific skills while working as apprentices/ interns / trainees at various industries thereby facilitating in earning the degree/diploma, industry experience and monetary considerations at the same time thereby increasing the affordability of higher education.

F. Based on mutual representations, the Parties have therefore now decided to record their mutual understanding on the following terms and conditions which are set out herein below without prejudice to each other.

NOW THEREFORE, in consideration of the mutual covenants and agreements set forth herein and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereto agree as follows:

1. Scope of Collaboration

1.1. MSU hereby collaborates with the Staffing Partner to provide an opportunity to the students enrolled in customised work integrated/ OJT embedded programs at MSU to undergo on-the-job practical skills training ("**Practical Training**") at various industries and commercial establishment as trainees / apprentices/ interns, which will help the students to acquire certain skills through 'Learn and Earn' approach consisting of a mix of theoretical and on-the-job training (OJT) components and hence improve their employment potential. The Staffing Partner shall also be responsible for facilitating admissions/ enrolments in the B.Voc and D.Voc programs of MSU (collectively "**Programs**").

1.2. The Process Flow and Standard Operating Procedure applicable to this agreement are detailed in Schedule 2, which forms an integral part of the Agreement. The Parties agree to perform their services, roles and responsibilities as set out in this Agreement, with utmost adherence to professional standards.

1.3. All the terms and conditions of the agreement will be documented in a tri-partite agreement between MSU, Staffing Partner, and the Industry Partners. The Staffing Partner will be represented as MSU's implementing partner for the respective agreements.

1.4. The Staffing Partner shall not make any commitments to, or enter into any arrangement, contract, or agreement with, any industry, commercial establishment, and/ or Industry Partners, with respect to the Programs covered under the Agreement or otherwise for or on

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PRAVESH DUDANI
Date: Fri Feb 21 14:33:33 IST 2025

eSigned using DSC (Leegality.com - 01JMERYB0324PH0YHCMNZWWQJY)
Nitin Dave
Date: Fri Feb 21 11:36:55 IST 2025

Copy of MoU with Chai Point



हरियाणा HARYANA AA 226729

CERTIFICATION AND TRAINING AGREEMENT

This Certification and Training Agreement ("**Agreement**") is made and entered into on this 13th day of March, 2025 ("**Execution Date**") and sets out the terms of understanding between:

MEDHAVI SKILLS UNIVERSITY (SIKKIM), a state enacted private university in Sikkim, India established with the passage of The Medhavi Skills University, Sikkim Act, 2021 ("Act") in the Sikkim State Legislative Assembly (Sikkim Act 12 of 2021) notified in the Gazette vide No. 156 dated June 24, 2021 for conducting various Degree/ Diploma program besides vocational education and training, having its Head Office at Topakhani, Lower Chisopani, PO: Singtam, District - East Sikkim, Sikkim – 737134, India, represented through its Group Chief Strategy Officer and authorised signatory Mr. Devender K Saini, (hereinafter referred to as "**MSU**", which expression shall, unless it is repugnant to the context or meaning thereof, be deemed to include its legal representatives and permitted assigns) of FIRST PART;

AND

MEDHAVI ASPIRE PRIVATE LIMITED, a private limited company, registered under the Indian Companies Act, 2013, having its registered address at 6th Floor, Room No. 602, Model House, 40, Strand Road, Kolkata, West Bengal – 700001 and Head Office at IA 208-209, IA Block, Sector III, Salt Lake, Kolkata - 700097, and represented by its Group Chief Strategy Officer Mr. Devender K Saini (hereinafter referred to as "**Medhavi Aspire**", which expression shall, unless it is repugnant to the context or meaning thereof, be deemed to include its legal representatives and permitted assigns) of the SECOND PART;

AND

MOUNTAIN TRAIL FOODS PRIVATE LIMITED, a company registered under the Companies Act 1956, and validly subsisting under Companies Act, 2013, CIN: U55209KA2008PTC046663, having its registered office at 1550/A and 1550/B, Third Floor, Sector 1, HSR Layout, Bangalore, Karnataka, India, 560102 (hereinafter referred to as "**Chai Point**", which expression shall, unless it is repugnant to the context or meaning thereof, be deemed to include its legal representatives and permitted assigns) of the THIRD PART.

MSU, Medhavi Aspire, and Chai Point are hereinafter collectively referred to as the "**Parties**" and individually as "**Party**".

H. Based on mutual representations, the Parties have therefore now decided to record their mutual understanding on the following terms and conditions which are set out herein below without prejudice to each other.

NOW THEREFORE, in consideration of the mutual covenants and agreements set forth herein and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereto agree as follows:

1. Scope of Collaboration

1.1. MSU and Chai Point shall develop and conduct one-year Certification program and National Apprenticeship Promotion Scheme (NAPS) integrated Diploma of Vocation (D.Voc) and Bachelor of Vocation (B.Voc) programs in the quick-service restaurant (QSR) sector (hereinafter collectively referred to as the "**Programs**"). The Programs shall have the following features –

(a) Alignment with industry requirements, ensuring students are equipped with relevant skills.

(b) Developed in accordance with the skill and academic benchmarks established by MSU, while also complying with the guidelines of the UGC, National Education Policy (NEP 2020) or any other applicable guidelines, for integrating industry-relevant skills into mainstream education.

(c) Consistent with the National Credit Framework (NCrF), up to 70% of the curriculum will integrate practical skills components to enhance students' employability and professional readiness.

(d) Consistent with the provisions of UGC's guidelines for B. Voc. which allows the university to develop the curriculum in consultation with industry, where the practical/hands-on portion of the skills development components of the curriculum should be transacted normally in face-to-face mode, either within the institution or at a specified industry partner location or any recognised institution.

(e) Consistent with the provisions of Apprenticeship/Internship Embedded Degree Programme (AEDP) guidelines of UGC, that allows the traineeship at premises of the workplace like commercial or non-commercial organizations or enterprises, or offices, or industry, or industry associations to get work-based learning (On Job Learning) in identified discipline/trade. This further allows the HEIs (MSU) to have a prior Memorandum of Understanding (MoU) with relevant commercial and non-commercial organizations or enterprises, offices, industry etc. for providing apprenticeship/internship.

(f) Consistent with the provisions of the Standard Operating Procedures (SOPs) of the National Credit Framework (NCrF) under the National Education Policy (NEP) 2020, which permits the integration of skill-based components into higher education curricula, accounting for up to 70% of the total academic credits.

(g) Flexible Pathways: Offering a Multi-Entry, Multi-Exit system, allowing students various points of entry and exit within the program.

(h) The Program shall be marketed and offered as MSU program, with Chai Point as the "Industry Skilling Partner" to deliver the skilling component for the Programs. Chai Point shall deliver the skills component at its QSR stores.

(i) Upon successful completion of the Programs, participants shall receive a co-branded certificate jointly issued by MSU and Chai Point. The certificate shall serve as a testament to the participants' academic and practical skills, offering valuable credentials for pursuing careers in the café and hospitality industry;

(j) Upon successful completion of the Programs, the eligible trainees enrolled in the Programs program shall be registered under the National Apprenticeship Promotion Scheme (NAPS)

MEDHAVI SKILLS UNIVERSITY SIKKIM

MEDHAVI aspire

MoU with All India Hair and Beauty Association



SERVICE-LEVEL AGREEMENT

This service-level agreement ("**Agreement**") is made and entered into on this 12th day of May, 2025 ("**Execution Date**") at Sikkim by and between:

MEDHAVI SKILLS UNIVERSITY (SIKKIM), a state enacted private university in Sikkim, India established with the passage of The Medhavi Skills University, Sikkim Act, 2021 ("**Act**") in the Sikkim State Legislative Assembly (Sikkim Act 12 of 2021) notified in the Gazette vide No. 156 dated June 24, 2021 for conducting various Degree/ Diploma program besides vocational education and training, having its Head Office at Topakhani, Lower Chisopani, PO: Singtam, District - East Sikkim, Sikkim – 737134, represented by **Mr. Devender Kumar Saini**, Group Chief Strategy Officer, (hereinafter referred to as "**Awarding Body**", which expression shall, unless it is repugnant to the context or meaning thereof, be deemed to mean and include its successors, permitted assigns and legal representatives) of the **First Part**;

AND

ALL INDIA HAIR AND BEAUTY ASSOCIATION, a society registered under the Societies Registration Act XXI of 1860, having its registered office at BA-10A, Janakpuri New Delhi- 110058, represented by the founder and president, **Dr. Sangita Chauhan** (hereinafter referred to as "**AIHBA**" or "**Training Partner**", which expression shall, unless it is repugnant to the context or meaning thereof, be deemed to mean and include its successors, permitted assigns and legal representatives) of the **SECOND PART**

Awarding Body and Training Partner are hereinafter collectively referred to as the "**Parties**" and individually as "**Party**".

WHEREAS:

A. Training Partner is an association that has members ranging from hair and beauty salons, day spas, hair and beauty product manufacturers and suppliers, associations and training colleges. AIHBA has centres all over India with its head office at New Delhi. AIHBA collaborates with national and international organisation to educate, recognize and award skilled artists.

eSigned using DSC (Leegality.com - 01JV2HXDGGJSEWQYKZ7KXSKYTY) DEVENDER KUMAR
Date: Tue May 13 13:44:26 IST 2025

SANGITA CHAUHAN Digitally signed by SANGITA CHAUHAN Date: 2025.05.21

B. Awarding Body is a government notified Skills University with recognition and approvals from UGC, NCVET, DGT & NSDC, and has been established to promote quality skill education and entrepreneurship in an integrated manner with higher education to meet the qualified skilled manpower requirements of a growing national economy and to develop qualified youth with skill proficiencies and standardized competencies. Awarding Body has also been granted recognition as an 'Awarding Body' by the National Council for Vocational Education and Training ("**NCVET**").

C. Under the Act, the Awarding Body is empowered to deliver skill-based education and certification through online, hybrid and offline modalities across India. In alignment with MSU's WISE (Work Integrated Skill-Based Higher Education) framework, the Awarding Body is authorized by Section 3(4) of the Act to establish and operate Skill Training Centers, Centers of Excellence, and partnerships with institutions/ Industry or Skill Academies domestically and internationally. These provisions enable MSU to conduct and certify skill-based training programs on PAN India basis

D. Awarding Body and Training Partner are desirous of working together to bring convergence of Education and Skill Development as per National Education Policy 2020 and National Credit Framework (NCrF) by developing and offering NSQF aligned or NHEQF aligned industry relevant new-age Skills Certification of less than one year durations, as listed under this Agreement.

E. Based on mutual representations, the Parties have therefore now decided to record their mutual understanding on the following terms and conditions which are set out herein below without prejudice to each other.

NOW THEREFORE, in consideration of the mutual covenants and agreements set forth herein and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereto agree as follows:

1. Scope of Collaboration

1.1. Training Partner offers industry relevant new-age skilling qualifications and programmes to students for Skilling, upskilling and reskilling, which are as listed in **Annexure-1** of this Agreement ("**Qualification(s)**"). The Parties agree that these Qualifications will be further developed in consultation with the Awarding Body, based on mutually agreed terms, and subsequently submitted to the National Council of Vocational Education and Training (NCVET) if NSQF alignment is required else submitted to University Academic Council for approval of the course under National Higher Education Qualifications Framework (NHEQF) framework. Following this approval, the Qualifications will be recognized as NSQF/NHEQF-approved and offered to candidates ("**Approved Qualification(s)**"). Any new programs that both parties agree will be added to the Annexure-1 by an addendum unless and until there are no changes in the modalities mentioned in this agreement. No additional agreement is required to be signed for new program launch.

("**Collaboration**")

1.2. To give effect to the Collaboration, the Parties agree to the following:

(a) The Awarding Body shall affiliate the Training Partner and its Qualifications after conducting a comprehensive audit of its operations within the NSQF/NHEQF frameworks. The on-boarding and approval process for the Qualifications is detailed in Annexure-3 of this Agreement. The Awarding Body may update these processes in line with regulatory

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SANGITA Digitally signed by SANGITA CHAUHAN

Education outreach activities beyond campus Year: 2025

Medhavi Skills University (MSU) firmly believes in extending learning opportunities beyond the university campus and bringing practical knowledge, professional expertise, and educational resources directly to communities, schools, and other public institutions. Understanding strongly that quality education encompasses not only classroom instruction but also community engagement, awareness-building, and experiential learning, the University undertakes various free outreach initiatives throughout every academic year that address healthcare, safety, digital literacy, entrepreneurship, employability, and social development.

These activities reflect its commitment to making education relevant to real-world needs while encouraging students and faculty to contribute their knowledge, learnings and skills for the societal development.

List of Education Outreach Activities Beyond Campus

S. No.	Outreach Activities / Events	Links
1	NEP-2020 Awareness Rally	https://www.msu.edu.in/events/nep-2020-awareness-rally
2	Eye Screening Camp at Sadam Senior Secondary School, Namchi	https://www.msu.edu.in/events/eye-screening-camp-at-sadam-senior-secondary-school-namchi
3	World Health Day 2025	https://www.msu.edu.in/events/world-health-day-2025
4	MSU's Optometry Department Conducts Community Eye Screening Camps	https://www.msu.edu.in/events/msu-s-optometry-department-conducts-community-eye-screening-camps
5	MSU Hosts Community Health Camp	https://www.msu.edu.in/events/msu-hosts-community-health-camp
6	Swasth Nari, Sashakt Parivar Abhiyaan	https://www.msu.edu.in/events/swasth-nari-sashakt-parivar-abhiyaan
7	Eye Screening Camp at Kera Bari Primary School, Sangkhola	https://www.msu.edu.in/events/eye-screening-camp-at-kera-bari-primary-school-sangkhola
8	Cleanliness Drive 2025	https://www.msu.edu.in/events/cleanliness-drive-2025
9	Visit to Singtam District Hospital	https://www.msu.edu.in/events/visit-to-singtam-district-hospital
10	Empowering Young Minds with Lifesaving Skills	https://www.msu.edu.in/events/empowering-young-minds-with-lifesaving-skills
11	Theatrical session: Ek Madhavbaugh	https://www.msu.edu.in/events/theatrical-session-ek-madhavbaugh

Evidence – Photos with Description Related to Education Outreach Activities Beyond Campus

REPORT ON NATIONAL CPR & AED AWARENESS PROGRAM

Date: 2nd June to 5th June 2026 (5 DAYS)

Organized by: Department of Emergency Medical Technology, School of Health Science and Technology, Medhavi Skills University

Introduction

The Department of Emergency Medical Technology, School of Health Science and Technology, Medhavi Skills University, successfully conducted the National CPR & AED Awareness Program from 2nd June to 5th June 2026. The objective of the program was to create awareness regarding sudden cardiac arrest, demonstrate Cardiopulmonary Resuscitation (CPR), Automated External Defibrillator (AED) usage, and educate participants on choking management techniques. The program was conducted at four different institutions covering students, teachers, rehabilitation staff, patients, and government employees.

Day 1: Bahai Senior Secondary School, Tadong Date: 2nd June 2026

The first session of the National CPR & AED Awareness Program was conducted at Bahai Senior Secondary School, Tadong. A total of 50 students from Classes XI and XII (Science Stream) participated in the program along with 5 faculty members.

The session commenced with an introduction to emergency medical response and the importance of CPR and AED in saving lives during cardiac emergencies. Hands-on demonstrations of CPR techniques, AED operation, and choking management maneuvers were provided. Students actively participated in the practical sessions and showed great enthusiasm in learning life-saving skills. A quiz and question-answer session further enhanced participant involvement and understanding.

The feedback received from students and teachers was highly positive. The principal appreciated the initiative and emphasized the importance of such awareness programs for young learners. An interactive discussion was held with the principal and students regarding emergency preparedness and healthcare awareness.

A token of gratitude comprising a khada and a gift was presented to the principal as a mark of appreciation for their support and cooperation.


CPR & AED
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8j82+8jh, Bahai School Rd, M.p.golai, Tadong, Gangtok, Sikkim 737102, India
Lat 27.316279° Long 88.601712°
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Day 2: PM SHRI Sonamati Memorial Government Senior Secondary School, Khamdong

On the second day, the awareness program was conducted at PM SHRI Sonamati Memorial Government Senior Secondary School, Khamdong. Approximately 80 students from Classes X, XI and XII representing all streams and 5 faculties along with Vice Principal participated in the session.

The program covered CPR awareness, AED demonstrations, and choking management techniques. Students actively engaged in the practical demonstrations and interactive discussions. A quiz and question-answer session further enhanced participant involvement and understanding.

The school administration and students provided valuable feedback, appreciating the relevance and usefulness of the training. The team had a productive meeting with the principal, who acknowledged the importance of imparting emergency response skills among students.

As a gesture of gratitude, a khada and a gift were presented to the school administration.





Day 3: Jagriti Rehabilitation Centre, Sichey Date: 4th June 2026

The third day of the program was conducted at Jagriti Rehabilitation Centre, Sichey. The session was attended by the President and Project director along with staff members and patients (20) of the rehabilitation centre.

The awareness session focused on recognizing cardiac emergencies, performing CPR, understanding AED usage, and managing choking incidents. Demonstrations were conducted in a simplified and practical manner to ensure better understanding among participants.

The staff members actively participated in the training and appreciated the opportunity to learn essential life-saving skills. Patients also showed keen interest and engaged in the awareness activities. The overall response was encouraging, highlighting the need for such programs within rehabilitation and healthcare settings.

The President appreciated the initiative and emphasized the importance of such awareness programs and provided valuable feedback, appreciating the relevance and usefulness of the training.

A token of appreciation consisting of a khada and gift was presented to the centre management for their cooperation and support.





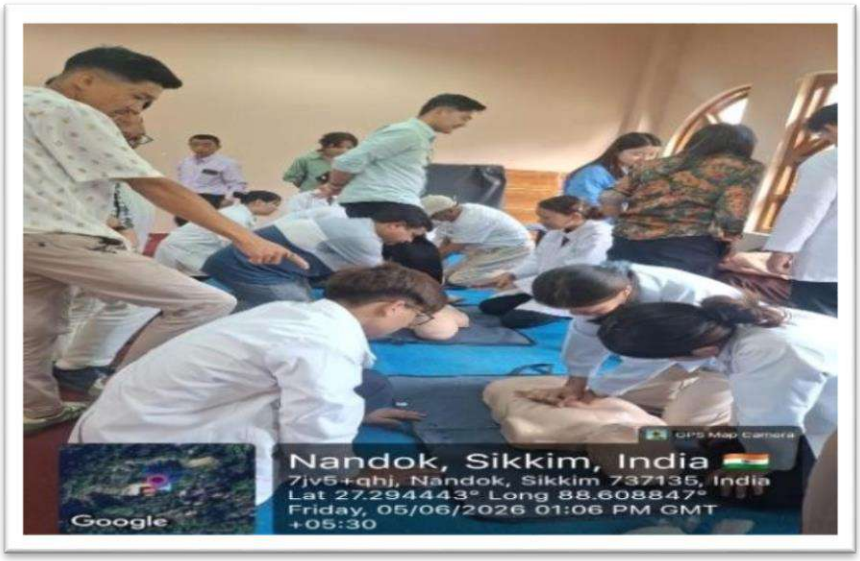
Day 4: Block Development Office (BDO), Nandok Date: 5th June 2026

The final session of the National CPR & AED Awareness Program was conducted at the Block Development Office (BDO), Nandok. A total of 16 employees participated in the awareness and demonstration program.

The session covered CPR procedures, AED operation, emergency response principles, and choking management techniques. Participants actively engaged in the demonstrations and discussions, expressing interest in learning skills that could help save lives during emergencies.

The Block Development Officer (BDO) appreciated the initiative and provided highly positive feedback regarding the usefulness of the program for government employees and community preparedness. Participants expressed confidence in applying the learned skills when required.

The organizing team presented a khada and a token of gratitude to the BDO office as a gesture of appreciation for their support and participation.











Overall Outcome

The National CPR & AED Awareness Program successfully reached diverse groups including students, educators, rehabilitation staff, patients, and government officials. Participants gained valuable knowledge and practical exposure to CPR, AED usage, and choking management techniques. The enthusiastic participation, positive feedback, and appreciation received from all institutions reflected the success and impact of the program. The initiative contributed significantly to enhancing emergency preparedness and promoting life-saving awareness within the community.

Conclusion

The Department of Emergency Medical Technology, Medhavi Skills University, successfully completed the National CPR & AED Awareness Program across four institutions. The program not only increased awareness regarding cardiac emergencies but also empowered participants with practical life-saving skills. The department expresses its sincere gratitude to all participating institutions, principals, staff members, students, patients, government officials, and stakeholders for their cooperation and support in making this initiative a grand success.

Report on Workshop: First Aid and Basic Life Support

A workshop on “First Aid and Basic Life Support” was successfully conducted on **10th October 2025 at Government Secondary School, Maniram, South Sikkim, under the guidance of Mr. Nilanjan Dutta, Assistant Professor, Department of Operation Theatre Technology, School of Health Science and Technology, Medhavi Skills University.**

The primary objective of the workshop was to create awareness among students and staff about the importance of immediate medical assistance during emergencies and to equip them with essential life-saving skills. The session covered various aspects of first aid, including management of wounds, burns, fractures, bleeding, and handling of medical emergencies such as fainting, choking, and seizures.

A special focus was given to Basic Life Support (BLS) techniques, particularly Cardiopulmonary Resuscitation (CPR), where participants were given practical demonstrations and hands-on training. The interactive nature of the session encouraged active participation from the attendees, helping them understand the significance of timely intervention before professional medical help arrives.

Mr. Dutta emphasized the importance of community awareness and preparedness in saving lives during critical situations. The participants expressed great enthusiasm and appreciated the initiative for enhancing their knowledge and confidence in dealing with emergency situations.

The workshop concluded with a feedback session where students shared their learning experiences. The event was highly informative and beneficial, aligning with the university’s mission to promote health education and skill development in the community.

Overall, the workshop proved to be a valuable learning experience for all participants, successfully spreading awareness about first aid and basic life support techniques.





Report on Basic Life Support and Posture Awareness Workshops

Date of Event: 20th September 2025

Venue: Kumari Pema Tsudeun Government Secondary School, Rongli, East Sikkim

Organized by: School of Health Science and Technology, Medhavi Skills University

Introduction: As part of community engagement and skill-based learning initiatives, the School of Health Science and Technology, Medhavi Skills University, organized two interactive workshops on 20th September 2025 at Kumari Pema Tsudeun Government Secondary School, Rongli.

The workshops were a collaborative effort between the Department of Operation Theatre Technology (OTT) and the Department of Physiotherapy, aiming to create awareness about life-saving skills and healthy lifestyle practices among school students.

Workshop 1: Basic Life Support (BLS)

- Conducted by Mr. Sourav and Ms. Sriya, final-year students of B.Sc. Operation Theatre Technology.
- Guided by Mr. Nilanjan Dutta, Assistant Professor, Department of OTT.
- The session introduced students to the fundamental concepts of Basic Life Support (BLS), including:
    - Assessing emergency situations.
    - Steps of Cardiopulmonary Resuscitation (CPR).
    - Importance of timely intervention in emergencies.
- Demonstrations and hands-on practice helped participants understand the importance of quick response during medical emergencies.

Workshop 2: Good Posture vs. Bad Posture

- Conducted by Mr. Kshitiz, final-year student of Bachelor of Physiotherapy (BPT).
- Guided by Dr. Anurag Dahal, Assistant Professor, Department of Physiotherapy.
- The session emphasized the importance of maintaining good posture to prevent musculoskeletal problems.

Key highlights included:

- Demonstration of correct sitting, standing, and walking postures.
- Explanation of the long-term effects of poor posture, including back pain and spinal issues.
- Practical tips and exercises to improve posture in daily life.

Student Participation and Response

- The school students showed enthusiastic participation, asking questions and engaging actively in demonstrations.

- They particularly appreciated the hands-on nature of the workshops, which made learning practical and enjoyable.
- Feedback suggested that students felt more confident in handling emergencies and more aware of the importance of good posture.

Outcome of the Program

- Enhanced health awareness among school students regarding emergency life support and postural health.
- Strengthened collaboration between Operation Theatre Technology and Physiotherapy Departments of MSU.
- Provided final-year students with valuable field-based teaching experience under faculty mentorship.
- Contributed to MSU's commitment towards community outreach and preventive health education.

Conclusion

The workshops at Kumari Pema Tsudeun Government Secondary School, Rongli, successfully blended practical training with health awareness. They not only empowered school students with critical life-saving and posture-related knowledge but also showcased the skill, leadership, and teaching potential of MSU students under the guidance of dedicated faculty members.




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Evidence: List of Other Education Outreach Activities Beyond Campus

S. No.	Name of the Activity	Duration	Venue of the Event	Name of the Organiser	Organising Date
1	Health Camp at Freedom Rehab Centre	1 Day	Freedom Rehab Centre, Gangtok	Department of Operation Theatre, School of Health Science & Technology	20-12-2025
2	Eye Screening Camp	1 Day	Lower Syari Government Secondary School, Syari, Gangtok	Department of Optometry, School of Health Science & Technology	25-09-2025
3	Eye Screening Camp – Melli Gumpa Sr. Secondary School	1 Day	Melli Gumpa, South Sikkim	Department of Optometry, School of Health Science & Technology	12-09-2025
4	Community Outreach Programme – Family Health Survey	1 Day	Sirwani, Singtam	Department of Emergency Medical Technology, School of Health Science & Technology	18-09-2025
5	Health Camp – Kitam Senior Secondary School	1 Day	Kitam, South Sikkim	Department of Nutrition & Dietetics, School of Health Science & Technology	20-09-2025
6	Student Participation in Chamber of Commerce Workshops	1:30 PM – 3:00 PM	Chamber of Commerce, Government of Sikkim	School of Management & Commerce	06-06-2025
7	Outreach Workshop on Artificial Intelligence and Prompting	2 Hours	Aho Shanti Secondary School	Medhavi Skills University	13-10-2025
8	Outreach Workshop on Artificial Intelligence	2 Hours	Government Senior Secondary School, Ben, South Sikkim	Medhavi Skills University	30-10-2025
9	Outreach Programme on Artificial Intelligence	2 Hours	Government Secondary School, Nazitam, Sikkim	Medhavi Skills University	31-10-2025
10	Outreach Workshop on Artificial Intelligence and Prompting	2 Hours	Eklavya Model Residential School, Parkha Thekabong Road, Sikkim	Medhavi Skills University	07-11-2025
11	Outreach Programme on Artificial Intelligence	2 Hours	Lingmoo Senior Secondary School, Sikkim	Medhavi Skills University	09-10-2025
12	Outreach Programme on AI & Information Technology	2 Hours	Govt. Secondary School, Linkey	Medhavi Skills University	04-11-2025
13	Outreach Programme on Artificial Intelligence	2 Hours	Government Senior Secondary School, Majitar	Medhavi Skills University	23-09-2025
14	Outreach Programme on Artificial Intelligence	2 Hours	Namphok Secondary School, Sikkim	Medhavi Skills University	04-11-2025
15	Outreach Programme on Artificial Intelligence	2 Hours	Sirwani Senior Secondary School, Sikkim	Medhavi Skills University	18-11-2025
16	Outreach Workshop on Artificial Intelligence	2 Hours	Sonamati Senior Secondary School	Medhavi Skills University	13-11-2025

17	Outreach Programme on Artificial Intelligence	2 Hours	Tokel Bermiok Senior Secondary School, Sikkim	Medhavi Skills University	10-12-2025
18	Outreach Programme on Artificial Intelligence	2 Hours	Tsalamthang Secondary School, East Sikkim	Medhavi Skills University	17-11-2025
19	Outreach Programme on Artificial Intelligence	2 Hours	Govt. High Secondary School, Tumin	Medhavi Skills University	17-11-2025
20	Cyber Security Awareness Programme	2 Hours	Government Secondary School, Maniram, Sikkim	Medhavi Skills University	13-10-2025
21	Cyber Security Awareness for Women	4 Hours	Government Senior Secondary School, Singtam	Medhavi Skills University	03-06-2025
22	Community Health Camp – "Empowering Community Health"	1 Day	Rangpo, West Bengal	Department of Physiotherapy, School of Health Science & Technology	07-05-2025

Collectively, these initiatives reflect MSU's broader commitment to community-focused education, practical knowledge-sharing, and lifelong learning beyond formal academic settings. By connecting educational expertise with the needs of schools, healthcare institutions, community organizations, and professional bodies, the University makes efforts to strengthen public awareness, promote skill development, and encourage socially responsible citizenship.

"Quality education is not only about earning a degree; it is about gaining the skills, knowledge, confidence, and values to shape a meaningful future. Medhavi Skills University transforms learning into opportunities for lifelong growth and success."

Medhavi Skills University

www.msu.edu.in

Topakhani, Lower Chisopani
PO: Singtam Bazar, PS: Singtam
District: East Sikkim
Sikkim – 737134

MEDHAVI SKILLS UNIVERSITY

Skill • Empower • Liberate

REPORT ON SUSTAINABLE DEVELOPMENT





GOAL 5

SDG 5 – GENDER EQUALITY

Introduction

Gender equality is an essential foundation for inclusive, equitable, and sustainable development. Sustainable Development Goal 5 (SDG 5) aims to achieve gender equality and empower all women and girls by promoting equal opportunities, eliminating discrimination, and ensuring their meaningful participation in education, employment, leadership, and decision-making. Higher education institutions play a significant role in advancing this goal by ensuring equitable access to academic programmes, supporting women's educational progression, encouraging research on gender-related issues, and establishing institutional policies that promote dignity, safety, and inclusion.

Medhavi Skills University (MSU) recognises the importance of creating an inclusive educational environment where students, faculty members, and staff have opportunities to participate and progress irrespective of gender. The University's contribution to SDG 5 can be documented through its admission and enrolment data, representation of women in academic and leadership positions, graduation outcomes, research publications, mentoring initiatives, and relevant institutional policies. Particular importance is given to monitoring women's access to higher education, supporting their academic progression, promoting non-discrimination, and documenting measures that facilitate participation in university life.

Through its academic framework, institutional governance, research activities, and student-support mechanisms, MSU can demonstrate its contribution to the broader objectives of gender equality. This report follows the metric-wise structure of the SDG 5 Sustainability Impact Ratings Methodology 2026 and organises the relevant indicators under research on gender equality, first-generation female students, student access measures, senior female academic representation, women receiving degrees, and women's progress measures. The report aims to present verifiable institutional information and supporting evidence to assess progress, identify areas for improvement, and strengthen MSU's commitment to gender-responsive and inclusive higher education.

Research Contribution to SDG 05 – Gender Equality

The institution's research activities actively support **United Nations Sustainable Development Goal (SDG) 5: Gender Equality**, which aims to achieve gender equality and empower all women and girls through improved access to healthcare, reproductive rights, and gender-sensitive policies.

One of the studies, ***A Study on Knowledge, Awareness and Practices of Menstrual Hygiene among the Adolescent Girls of Kamrup (Rural) District, Assam***, focuses on menstrual hygiene knowledge and awareness among adolescent girls. The study is directly relevant to SDG 05 as menstrual health awareness is an important part of improving the well-being, dignity and access to information of girls and women.

Other studies related to ***hormonal imbalance during the menstrual cycle*** and the ***effectiveness of emergency contraceptive pills*** also address aspects of women's reproductive health. These studies may support the broader objectives of gender equality by contributing to research and understanding of women's health concerns.

Through such research, the University contributes to academic knowledge on women's health and issues that are important for informed decisions and better health awareness.

List of research papers relevant to SDG 05

S. No.	Title of the Paper	Name of the Author	Name of the Journal	Relevance to SDG 05
1	A Study on Knowledge, Awareness and Practices of Menstrual Hygiene among the Adolescent Girls of Kamrup (Rural) District, Assam	Nekita Sharma	Indian Journal of Natural Sciences	Focuses on menstrual hygiene knowledge and awareness among adolescent girls. It supports access to information on menstrual health, dignity and well-being.
2	Impact of Hormonal Imbalance during Menstrual Cycle: A Review	Dr. Anupama Moirangthem	Clinical Research and Studies	Examines hormonal changes during the menstrual cycle, a subject related to women's reproductive health.
3	Effectiveness of Emergency Contraceptive Pills Administered During or After Ovulation: A Systematic Review Without Meta-analysis of Timing and Mechanism of Action	Ravi Yadav, Debasrita Banerjee	Middle East Fertility Society Journal	Reviews emergency contraception and reproductive health. It may relate to SDG 05 target 5.6 on sexual and reproductive health and reproductive rights, subject to confirmation of the paper's scope.

Promoting Women's Participation in Research and Innovation

Medhavi Skills University recognises the important role of women in research, innovation and academic development. The University encourages the participation of female faculty members and researchers in academic and research activities, providing opportunities for them to contribute to knowledge creation across different disciplines.

Female researchers associated with the University have contributed to research publications in areas such as pharmaceutical sciences, healthcare, medicinal plants, medical technology, environmental studies and women's health. These publications reflect their academic involvement and research contributions in different fields.

Publications by Female Researchers

S. No.	Research Paper Title		Journal / Publisher
1	Melastoma malabathricum with β-lactamase inhibitory property potentiates β-lactam antibiotic against CTX-M producing Escherichia coli	Dr. Anupama Moirangthem	Future Journal of Pharmaceutical Sciences
2	Antidiabetic Potential of Eastern Himalayan Plants: A Gut Microbiome-Centered Pharmacological Perspective	Divya Pradhan	International Journal of Enhanced Research in Science, Technology & Engineering
3	Data Acquisition and Preprocessing Techniques for Medical Imaging and IoT Healthcare Devices	Divya Chettri	Data Acquisition and Preprocessing Techniques for Medical Imaging and IoT Healthcare Devices
4	Impact of Hormonal Imbalance during Menstrual Cycle: A Review	Dr. Anupama Moirangthem	Clinical Research and Studies
5	Poor Aqueous Soluble Drugs; Challenges and Solution to Overcome with Self-Emulsification Systems: A Systemic Review	Divya Pradhan	International Journal of Pharmaceutical Sciences
6	Recent Advances in Wound Healing and Wound Care: A Comprehensive Review of Mechanisms and Therapeutic Innovations	Ambika Sharma	Current Indian Science
7	Unveiling Nature’s Bacterial Solution to Radioactive Waste	Dr. Anupama Moirangthem	Springer Nature (Publisher)
8	A Comprehensive Review on Construction of Biologically Active α-Carbolines From Synthetic and Natural Origin	Pratiksha Khnal	Asian Journal of Organic Chemistry, Wiley
9	A Study on Knowledge, Awareness and Practices of Menstrual Hygiene among the Adolescent Girls of Kamrup (Rural) District, Assam	Nekita Sharma	Indian Journal of Natural Sciences
10	Extended-spectrum β-lactamase inhibitory potential of Dichrocephala integrifolia: an in vitro and computational studies	Dr. Anupama Moirangthem	Natural Product Research

Proportion of First-Generation Female Students

Proportion of Women First-Generation Students

Report the number of women commencing a degree programme and the number of those women who identify as first-generation university students for the relevant year. State the reporting year, define the data source and calculation method, and use student records or a documented student declaration process. Do not infer first-generation status without supporting data.

Student Access Measures: Tracking Women's Access Measures

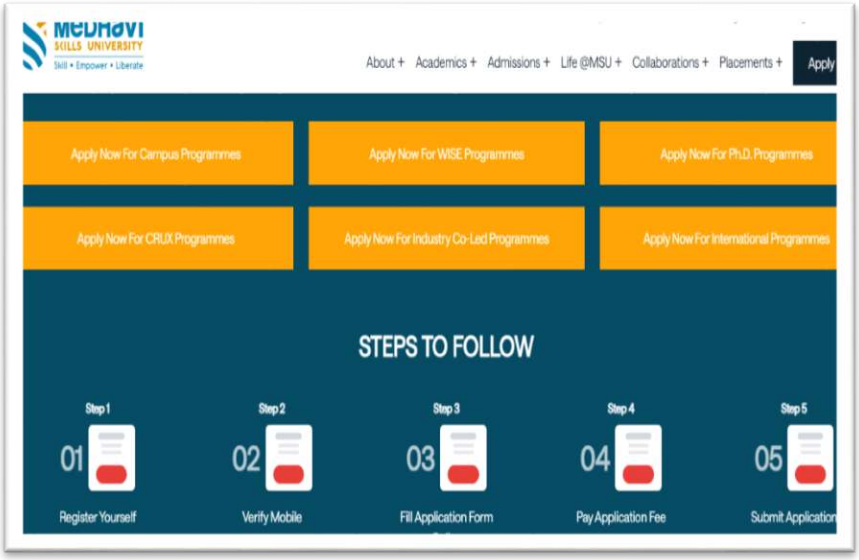
Document whether MSU systematically measures and tracks women's application, acceptance/admission, and entry/enrolment rates. Present the number of female applicants, female applicants accepted, and female students enrolled, with the relevant total applicant/admission figures and calculation period.

Policy for Women's Applications and Entry

Medhavi Skills University is committed to promoting equitable access to higher education for women through its **Policy on Women's Higher Education** and inclusive admission practices. The University provides a transparent and accessible online admission system that enables prospective students to explore programmes, complete registration, verify their mobile number, submit applications, pay application fees, and track their admission status. An applicant query management system further assists candidates in obtaining admission-related information and support throughout the application process.

To strengthen institutional commitment to equity and inclusion, MSU established an **Equal Opportunity Cell (EOC)** through an office order dated **27 September 2024**, in accordance with the UGC Promotion of Equity in Higher Education Institutions Regulations. The EOC works to ensure equal access, participation, and opportunities for all students, including women and other underrepresented groups. Additionally, the University issued a circular on **06 February 2023** reaffirming its commitment to gender equality and its zero-tolerance approach towards gender discrimination and sexual harassment.

Through the **Policy on Women's Higher Education**, gender-sensitive institutional mechanisms, and a transparent admissions framework, MSU actively promotes women's participation in higher education and supports their successful entry, retention, and progression within the University.



MEDHAVI SKILLS UNIVERSITY, SIKKIM
(Estd. Under the MSU, Sikkim Act, 2021)

Ref. No: MSU/RO/AR/039/2024 **Date:** 27-09-2024

OFFICE ORDER

Subject: Constitution of Equal Opportunity Cell (EOC)

In accordance with the provisions of the University Grants Commission (Promotion of Equity in Higher Education Institutions) Regulations, the competent authority is pleased to constitute the "Equal Opportunity Cell (EOC)" at Medhavi Skills University. The members of Equal Opportunity Cell are as follows:

Sr. No.	Name of the Member	Designation
1	Dr. Siddhartha Shankar- *Deputy Registrar*	Chairperson
2	Mr. Ishwar Chandra Darnal, *HoD, Department of Foreign Language & Communications*	Member-Liaison Officer for SC/ST
3	Mr. Digendra Rai, *Industry Integration- School Of Computer Science Engineering*	Member-Liaison Officer for OBC
4	Mr. Nawang Lama, *HoD- School Of Computer Science Engineering*	Member-Liaison Officer for PwD
5	Ms. Yangtsola Lama, *Manager- Operations & Admin*	Member Secretary

This office order comes into force with immediate effect till further order.

Assistant Registrar
Academics & QA

To,
Chairperson & Members of the Committee

Copy To:
1. Hon'ble Chancellor - for kind information.
2. Hon'ble Vice-Chancellor (i/c) - for kind information.
3. Registrar's Office, MSU.
4. Associate/Assistant Dean/HoDs, MSU.
5. Website Team- for uploading at university website.

FOR STANDRAD CIRCULATION

Web Link of Policy: POLICY-ON-WOMENS-HIGHER-EDUCATION.pdf

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MEDHAVI SKILLS UNIVERSITY
POLICY ON WOMEN'S ACCESS AND PARTICIPATION IN HIGHER EDUCATION

W.e.f.: 04th March 2025

The University is committed to promote equitable access to higher education and ensuring that women have fair opportunities to apply, gain admission, enter, participate in and progress through academic programmes. The University shall implement admission practices, student support measures and institutional mechanisms that promote gender equality, prevent discrimination and support women's academic development. This Policy is aligned with Sustainable Development Goal 5 and the UGC (Promotion of Equity in Higher Education Institutions) Regulations.

Objectives

The objectives of this Policy are to:

1. Promote awareness of higher education opportunities among prospective women applicants.
2. Ensure fair, transparent and merit-based admission processes in accordance with applicable University regulations.
3. Facilitate women's entry into academic programmes through accessible information, guidance and admission support.
4. Encourage women's participation in teaching-learning activities, research, skill development, leadership and campus life.
5. Identify and address barriers affecting women's admission, continuation and academic progression.

Scope

This Policy applies to prospective applicants, enrolled students and relevant University departments and administrative units involved in admissions, student support and academic delivery. Its provisions shall be implemented in accordance with applicable laws, regulatory requirements and University rules. It covers all diploma, undergraduate, postgraduate and doctoral programmes at all campuses of the University.

MEDHAVI SKILLS UNIVERSITY SIKKIM

Women’s Access Schemes

Medhavi Skills University (MSU) is committed to promoting equitable access to higher education and skill-based learning opportunities for women. The University supports female students through a range of measures aimed at improving enrolment, retention, academic success, skill development, and career readiness. These initiatives help address financial, social, and educational barriers that may limit women's participation in higher education.

The University facilitates women’s access through scholarships, fee concessions, academic counselling, mentoring support, career guidance programmes, industry-oriented skill development initiatives, and a safe and inclusive learning environment. Female students are encouraged to participate in academic, leadership, entrepreneurship, innovation, and employability enhancement activities designed to strengthen their confidence and professional competencies.

In addition, MSU promotes awareness regarding gender equality, women’s empowerment, health, safety, and legal rights through workshops, training programmes, counselling services, and outreach activities. The institution also provides support mechanisms that enable women learners from diverse socio-economic backgrounds to pursue their educational aspirations and complete their chosen programmes.

For assessment and reporting purposes, each women-focused access scheme should be supported by documentary evidence, including scheme guidelines, eligibility criteria, approval orders, implementation details, beneficiary records, and the number of women students supported during the reporting period. Such evidence demonstrates the University's commitment to ensuring that women have equal opportunities to access, participate in, and benefit from higher education and skill development programmes.







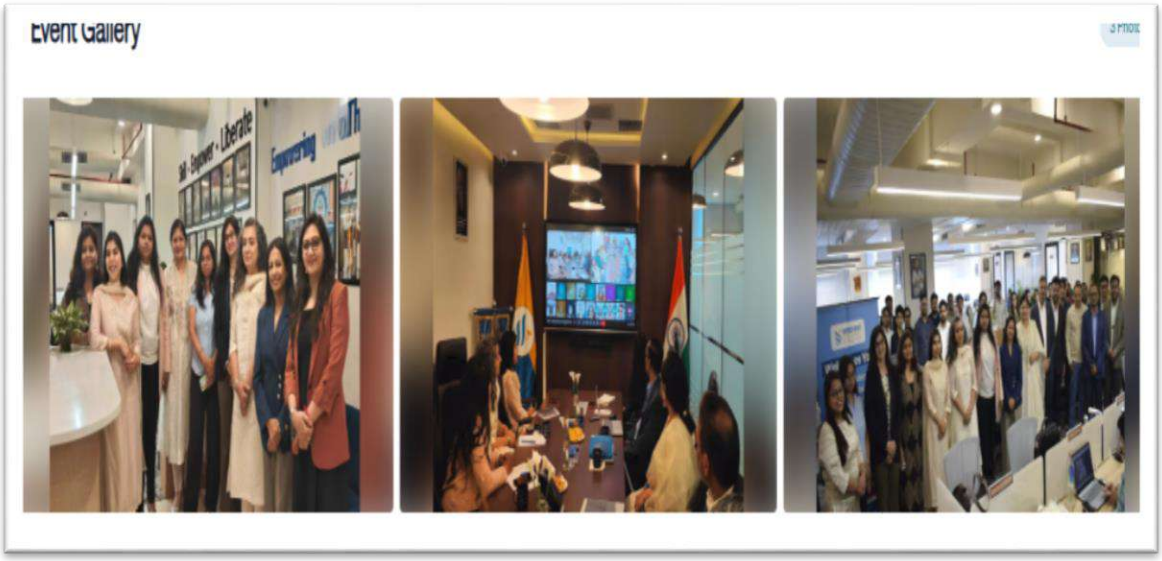
Women's Applications in Underrepresented Subjects

Medhavi Skills University (MSU) promotes gender inclusion by encouraging women's participation in technical education, skill development, and emerging career pathways. Under SDG 5 – Gender Equality, the University's initiatives can be documented as efforts to strengthen the connection between education, industry, and employment, while highlighting opportunities for women to pursue fields where their participation may require additional encouragement and support.

MSU Round Table: Bridging Industry & Academia — Building a Future-Ready, Gender-Inclusive Workforce

Date: 23 March 2026

MSU convened an industry round table in Gurugram bringing together representatives from government, academia, and industry to discuss how higher education can respond to evolving workforce requirements while embedding gender inclusion. Participants included professionals from the Ministry of Labour and Employment, National Book Trust, CBRE, TBO, Blinkit, and Nexus Select Trust, alongside MSU leadership.



The discussion is relevant to women's access to underrepresented subjects because gender-inclusive workforce planning requires educational institutions and employers to consider how women can access industry-aligned learning and career opportunities. The event provides evidence of MSU's engagement with stakeholders on inclusive workforce development and the relationship between academic preparation and employment needs. It may support the University's SDG 5 reporting on promoting women's participation in diverse professional fields.



MSU Round Table Brings Industry & Government Together on Skills & Inclusion

Expanding Technical Skills Opportunities for Women

Date: 6 August 2026

MSU leadership visited the National Skill Training Institute (Women), Kazhakuttom, Thiruvananthapuram, under the Regional Directorate of Skill Development and Entrepreneurship (Kerala and Lakshadweep). The visit involved discussions with institutional leadership about strengthening pathways between skill development, higher education, apprenticeships, industry engagement, and workforce development. A key focus was expanding ITI education for women and encouraging their participation in high-demand technical trades.



Expanding Technical Skills Opportunities for Women

This initiative directly relates to women's participation in technical and vocational fields. It highlights the importance of connecting women's technical training with further education and employment opportunities, helping broaden access to career pathways that may traditionally have lower female participation. For SDG 5 reporting, the event demonstrates MSU's engagement with a women-focused technical training institution and its discussion of opportunities to strengthen women's participation in technical skills development.



MoU with National Skill Training Institute for Women (NSTI-W), Kazhakuttom

Medhavi Skills University signed a Memorandum of Understanding (MoU) with the **National Skill Training Institute for Women (NSTI-W), Kazhakuttom, Thiruvananthapuram**, under the Directorate General of Training (DGT), Ministry of Skill Development and Entrepreneurship, Government of India. The partnership was established to strengthen pathways between skill development, higher education, industry engagement, and employment opportunities for women. The collaboration focuses on academic progression, industry-aligned skill development, faculty capacity building, apprenticeships, internships, research, innovation, and the establishment of a Centre of Excellence. By expanding women's access to technical education and career opportunities, this initiative contributes significantly to **United Nations Sustainable Development Goal 5 (Gender Equality)** and women's economic empowerment.

Post | LinkedIn

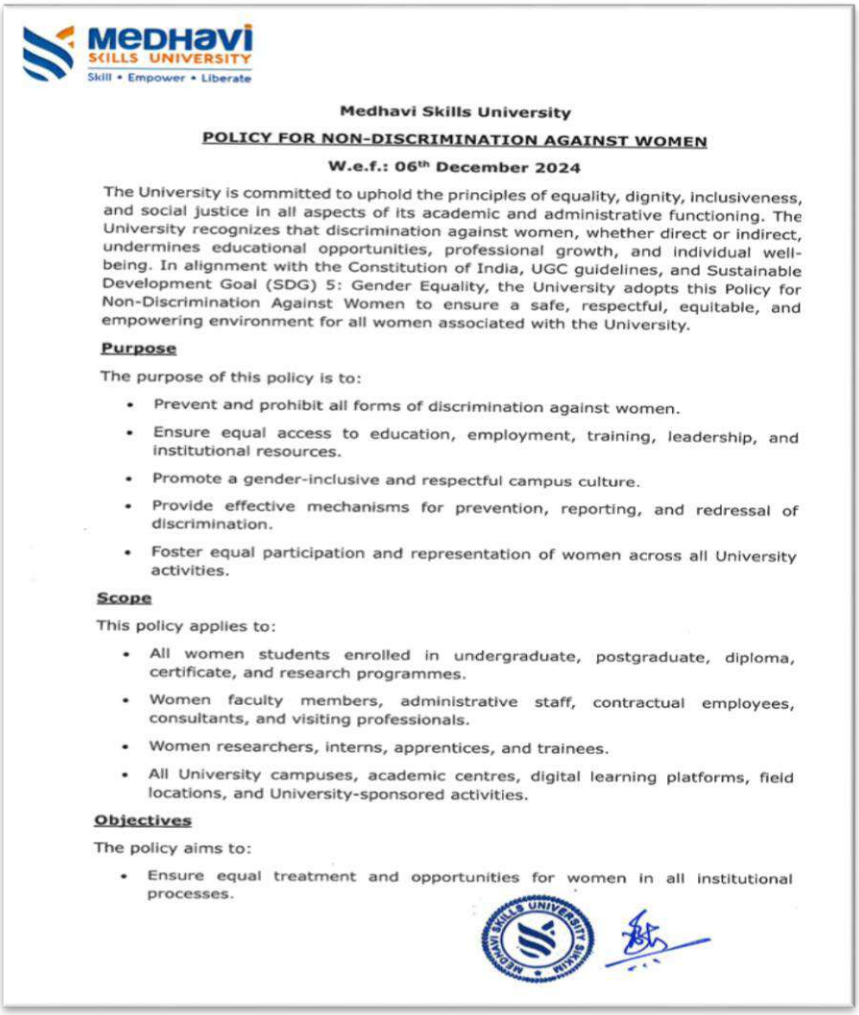


Policy of Non-Discrimination Against Women

Medhavi Skills University is committed to fostering a safe, inclusive, and equitable environment where women are treated with dignity, respect, and fairness. The University prohibits discrimination, harassment, or unequal treatment based on gender in admissions, recruitment, promotions, academic opportunities, leadership roles, training, and access to campus facilities. Equal opportunities are provided to all women students, faculty, and staff, ensuring their full participation in academic, professional, and extracurricular activities. The University also maintains mechanisms for grievance redressal, awareness programs, and support services to promote gender equality and uphold the principles of non-discrimination and empowerment of women.

Web Link of the Policy:

POLICY-FOR-NON-DISCRIMINATION-AGAINST-WOMEN.pdf



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Medhavi Skills University

POLICY FOR NON-DISCRIMINATION AGAINST WOMEN

W.e.f.: 06th December 2024

The University is committed to uphold the principles of equality, dignity, inclusiveness, and social justice in all aspects of its academic and administrative functioning. The University recognizes that discrimination against women, whether direct or indirect, undermines educational opportunities, professional growth, and individual well-being. In alignment with the Constitution of India, UGC guidelines, and Sustainable Development Goal (SDG) 5: Gender Equality, the University adopts this Policy for Non-Discrimination Against Women to ensure a safe, respectful, equitable, and empowering environment for all women associated with the University.

Purpose

The purpose of this policy is to:

- Prevent and prohibit all forms of discrimination against women.
- Ensure equal access to education, employment, training, leadership, and institutional resources.
- Promote a gender-inclusive and respectful campus culture.
- Provide effective mechanisms for prevention, reporting, and redressal of discrimination.
- Foster equal participation and representation of women across all University activities.

Scope

This policy applies to:

- All women students enrolled in undergraduate, postgraduate, diploma, certificate, and research programmes.
- Women faculty members, administrative staff, contractual employees, consultants, and visiting professionals.
- Women researchers, interns, apprentices, and trainees.
- All University campuses, academic centres, digital learning platforms, field locations, and University-sponsored activities.

Objectives

The policy aims to:

- Ensure equal treatment and opportunities for women in all institutional processes.

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- Eliminate gender-based discrimination, bias, exclusion, and harassment.
- Encourage women's participation in education, research, innovation, leadership, and decision-making.
- Create a safe and supportive learning and working environment.
- Strengthen institutional accountability regarding gender equity and inclusion.

Definition of Discrimination Against Women

Discrimination against women refers to any distinction, exclusion, restriction, or preference based on gender that impairs or limits a woman's equal enjoyment of rights, opportunities, benefits, or participation within the University.

This may include:

- Unequal treatment in admissions, recruitment, promotions, or evaluations.
- Denial of access to educational or professional opportunities.
- Gender bias in academic, administrative, or workplace decisions.
- Exclusion from leadership positions, committees, or activities.
- Unfair treatment regarding facilities, services, or institutional support.
- Any conduct that creates an intimidating, hostile, or discriminatory environment.

Guiding Principles

The University shall uphold the following principles:

Equality

All women shall receive equal opportunities and treatment without discrimination.

Dignity and Respect

Every woman shall be treated with dignity, fairness, and respect.

Inclusivity

Institutional policies and practices shall actively promote women's participation and advancement.

Safety

The University shall strive to provide a secure and supportive environment for women.

Accountability

Any violation of this policy shall be addressed through appropriate corrective and disciplinary measures.



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Areas Covered Under the Policy

Admissions and Academic Processes

- Women shall not be denied admission only on the basis of gender.
- Academic assessment and evaluation processes shall remain fair and transparent.
- Equal access shall be provided to classrooms, laboratories, libraries, workshops, digital learning resources, scholarships, and student support services.

Employment and Workplace Equality

- Recruitment, promotion, remuneration, and professional development opportunities shall be free from gender bias.
- Women employees shall have equal access to training, capacity-building programmes, and leadership opportunities.
- Gender-based discrimination in performance evaluation or workplace practices shall not be tolerated.

Research, Innovation, and Leadership

- Women shall have equal opportunities to participate in research projects, innovation activities, grants, fellowships, conferences, and publications.
- The University shall encourage the representation of women in committees, governing bodies, and leadership positions.

Campus Life and Student Support

- Women students shall have equal access to extracurricular, cultural, sports, entrepreneurship, and skill-development activities.
- University facilities and services shall be accessible without discrimination.
- Appropriate support systems shall be made available to promote women's welfare and success.

Digital Learning and Online Engagement

- Women shall enjoy equal access to online learning platforms, digital resources, virtual internships, and technology-enabled services.
- Discriminatory behaviour through digital or online channels shall not be permitted.



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Prevention and Awareness Measures

The University shall:

- Conduct gender-sensitization programmes and awareness campaigns regularly.
- Promote gender equality through workshops, seminars, and training sessions.
- Encourage respectful communication and professional conduct.
- Provide information regarding rights, responsibilities, and grievance mechanisms.
- Observe relevant national and international days promoting women's empowerment and equality.

Grievance Redressal Mechanism

- Women facing discrimination may submit complaints through designated institutional grievance mechanisms.
- Complaints shall be addressed promptly, fairly, and confidentially.
- The University shall ensure protection against victimization or retaliation for individuals reporting concerns in good faith.
- Matters related to sexual harassment shall be addressed through the Internal Complaints Committee (ICC) in accordance with applicable laws and regulations.

Disciplinary Action

Any person found violating this policy may be subject to disciplinary action, including:

- Written warning or counselling.
- Withdrawal of privileges or responsibilities.
- Academic penalties where applicable.
- Suspension from specific activities.
- Termination of employment or association with the University, subject to applicable rules and procedures.

Review

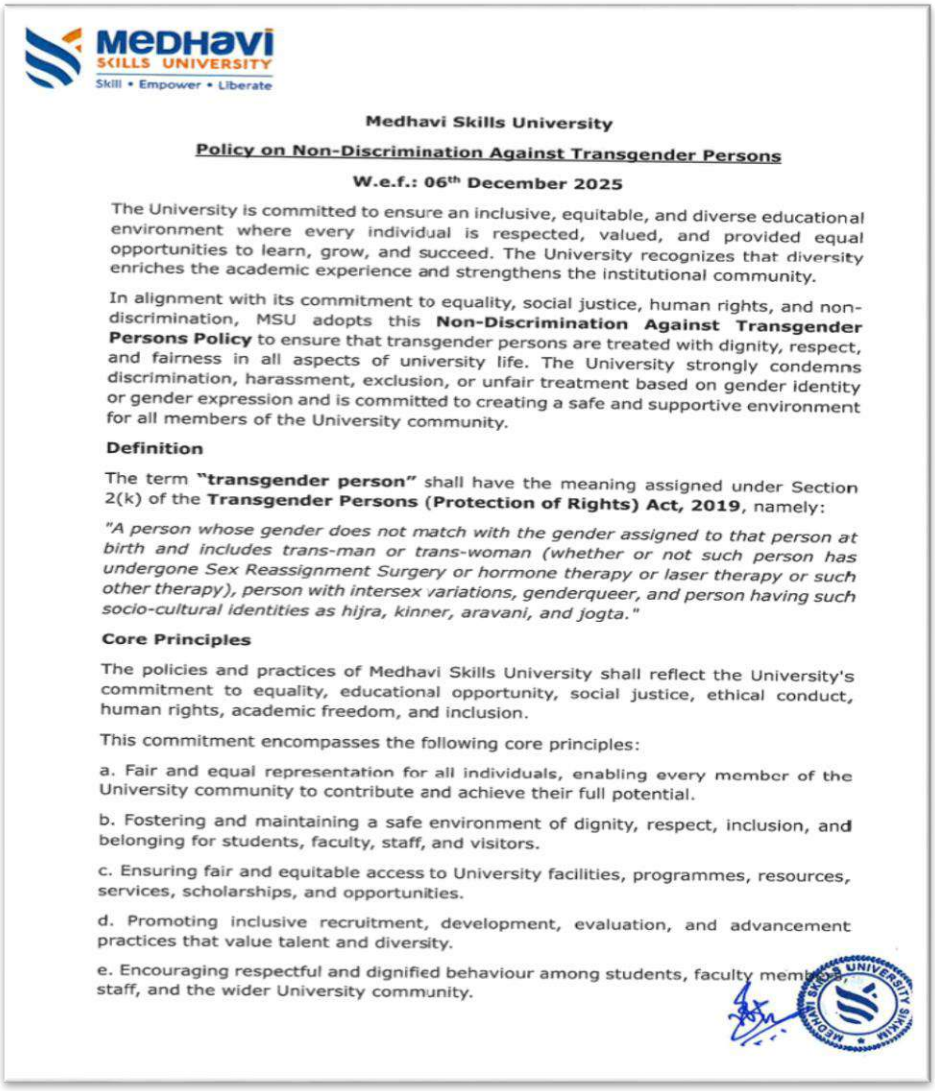
The University shall review the implementation and effectiveness of this policy at least once every three years, or earlier if required.



Non-Discrimination Policies for Transgender People

Medhavi Skills University is committed to fostering an inclusive, equitable, and respectful environment where transgender persons are treated with dignity, fairness, and equal opportunity in all aspects of university life. The University prohibits discrimination, harassment, exclusion, or unfair treatment based on gender identity or gender expression and ensures equal access to admissions, education, employment, facilities, services, scholarships, and campus activities. The University promotes awareness of gender diversity, encourages respect for self-identified names and pronouns, and provides grievance redressal mechanisms to address concerns confidentially and fairly. Through this policy, MSU reaffirms its commitment to diversity, inclusion, human rights, and social justice.

Policy-on-Non-Discrimination-Against-Transgender-Persons.pdf



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Medhavi Skills University

Policy on Non-Discrimination Against Transgender Persons

W.e.f.: 06th December 2025

The University is committed to ensure an inclusive, equitable, and diverse educational environment where every individual is respected, valued, and provided equal opportunities to learn, grow, and succeed. The University recognizes that diversity enriches the academic experience and strengthens the institutional community.

In alignment with its commitment to equality, social justice, human rights, and non-discrimination, MSU adopts this **Non-Discrimination Against Transgender Persons Policy** to ensure that transgender persons are treated with dignity, respect, and fairness in all aspects of university life. The University strongly condemns discrimination, harassment, exclusion, or unfair treatment based on gender identity or gender expression and is committed to creating a safe and supportive environment for all members of the University community.

Definition

The term **"transgender person"** shall have the meaning assigned under Section 2(k) of the **Transgender Persons (Protection of Rights) Act, 2019**, namely:

"A person whose gender does not match with the gender assigned to that person at birth and includes trans-man or trans-woman (whether or not such person has undergone Sex Reassignment Surgery or hormone therapy or laser therapy or such other therapy), person with intersex variations, genderqueer, and person having such socio-cultural identities as hijra, kinner, aravani, and jogta."

Core Principles

The policies and practices of Medhavi Skills University shall reflect the University's commitment to equality, educational opportunity, social justice, ethical conduct, human rights, academic freedom, and inclusion.

This commitment encompasses the following core principles:

a. Fair and equal representation for all individuals, enabling every member of the University community to contribute and achieve their full potential.

b. Fostering and maintaining a safe environment of dignity, respect, inclusion, and belonging for students, faculty, staff, and visitors.

c. Ensuring fair and equitable access to University facilities, programmes, resources, services, scholarships, and opportunities.

d. Promoting inclusive recruitment, development, evaluation, and advancement practices that value talent and diversity.

e. Encouraging respectful and dignified behaviour among students, faculty members, staff, and the wider University community.

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f. Recognizing the University's legal and moral responsibility to address all reports of discrimination seriously and maintaining zero tolerance for discrimination of any kind.

Aims

The University aims to:

a. Prohibit discrimination against transgender persons, including denial of admission, services, facilities, benefits, opportunities, or participation in University activities.

b. Provide inclusive education, training, sports, cultural, recreational, research, and co-curricular opportunities without discrimination.

c. Promote awareness and sensitization regarding gender diversity and transgender rights among students, faculty, and staff.

d. Establish effective mechanisms to address conduct that creates an unpleasant, hostile, intimidating, offensive, or discriminatory environment for transgender persons.

e. Facilitate access to counselling, mentoring, support services, and appropriate points of contact to address concerns and challenges faced by transgender individuals.

f. Take appropriate disciplinary action against acts of discrimination, harassment, bullying, victimization, or violence directed at transgender persons.

Expectations

As an institution committed to diversity, equity, and inclusion, Medhavi Skills University expects all educators, staff members, administrators, students, and stakeholders to contribute to a safe, welcoming, and respectful learning environment.

To foster such an environment, all members of the University community are expected to:

a. Respect the self-identified name, gender identity, and pronouns of transgender persons.

b. Communicate respectfully with students, faculty members, staff, and stakeholders regarding issues related to gender identity and gender expression.

c. Support inclusive teaching, learning, administrative, and workplace practices that promote participation and belonging for all individuals.

d. Help create a campus environment free from stereotypes, prejudice, discrimination, harassment, and exclusion.

e. Listen respectfully, provide constructive support, and address concerns related to transgender inclusion in a sensitive and professional manner.

f. Report incidents of discrimination or harassment through the University's designated grievance redressal mechanisms.



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Grievance Redressal

The University shall maintain appropriate mechanisms for receiving, investigating, and resolving complaints related to discrimination against transgender persons.

MSU shall:

- Ensure confidentiality and fairness in grievance handling.
- Protect complainants from retaliation or victimization.
- Provide access to counselling and support services where needed.
- Take timely corrective and disciplinary action where violations are established.

Commitment to Inclusion

Medhavi Skills University is committed to creating a campus environment where transgender persons can study, work, participate, and thrive without fear of discrimination or exclusion. The University shall continue to promote awareness, acceptance, dignity, and equal opportunity for transgender persons across all academic and administrative functions.

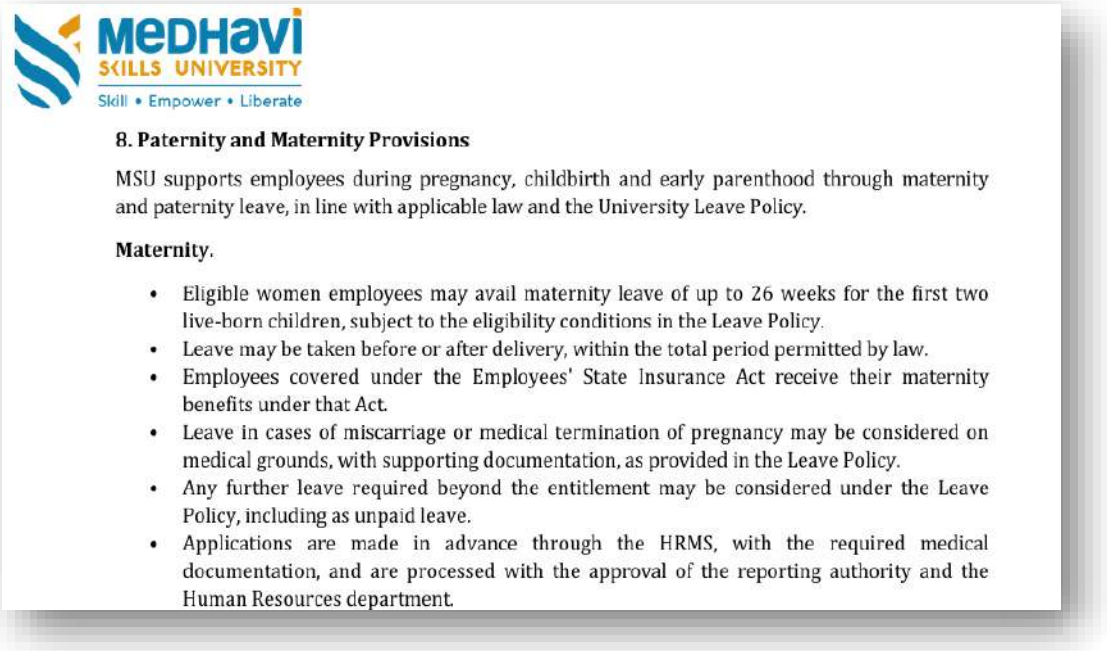
Review

The University shall review the implementation and effectiveness of this policy at least once every three years, or earlier if required.



Maternity Policy

Medhavi Skills University is committed to supporting women employees during pregnancy, childbirth, and early parenthood through its Maternity Policy. The University provides eligible women employees with up to **26 weeks of maternity leave for the first two live-born children**, in accordance with applicable laws and university regulations. Maternity leave may be availed before or after delivery, subject to eligibility requirements and necessary medical documentation. The University also provides support in cases of miscarriage or medical termination of pregnancy as per policy provisions. MSU ensures that employees are not subjected to discrimination or unfavourable treatment due to pregnancy or maternity leave and facilitates a smooth return to work through a supportive and inclusive workplace environment.



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8. Paternity and Maternity Provisions

MSU supports employees during pregnancy, childbirth and early parenthood through maternity and paternity leave, in line with applicable law and the University Leave Policy.

Maternity.

- Eligible women employees may avail maternity leave of up to 26 weeks for the first two live-born children, subject to the eligibility conditions in the Leave Policy.
- Leave may be taken before or after delivery, within the total period permitted by law.
- Employees covered under the Employees' State Insurance Act receive their maternity benefits under that Act.
- Leave in cases of miscarriage or medical termination of pregnancy may be considered on medical grounds, with supporting documentation, as provided in the Leave Policy.
- Any further leave required beyond the entitlement may be considered under the Leave Policy, including as unpaid leave.
- Applications are made in advance through the HRMS, with the required medical documentation, and are processed with the approval of the reporting authority and the Human Resources department.

Childcare Facilities for Students & Staff and Faculty

Medhavi Skills University is committed to creating an inclusive, supportive, and family-friendly environment by providing childcare facilities for students, faculty, and staff. Effective from **03 January 2025**, the policy facilitates access to a crèche facility that supports student parents and working professionals in balancing their academic and professional responsibilities with childcare needs. The facility provides a safe, secure, and nurturing environment with essential amenities and support services for young children. Through this initiative, the University promotes work-life balance, student welfare, gender equality, and inclusive access to education and employment opportunities.

Child-Care-Facilities-for-Faculty-Staff-and-Students.pdf



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Medhavi Skills University
Notification

Date: 03rd January 2025

Child Care Facilities for Faculty, Staff and Students

The University is committed to promote an inclusive, supportive and family-friendly environment that enables students, faculty members and staff to balance their educational or professional responsibilities with childcare needs.

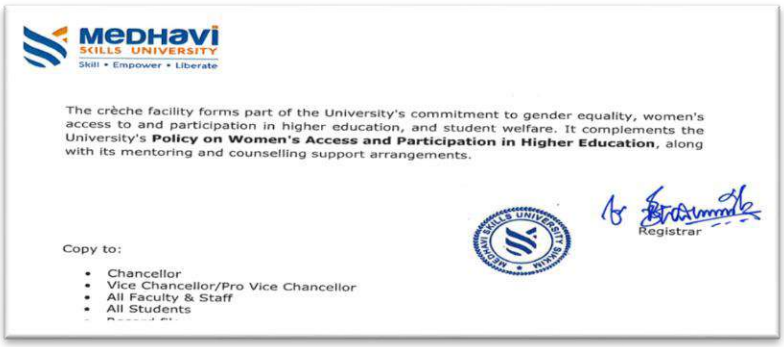
Accordingly, the University provides an **on-campus crèche facility**, operational since the University's inception, to support student mothers in continuing their education and participating in lectures, practical sessions and on-the-job training during and after childbirth.

The crèche operates on university working days during notified University office hours and is available to eligible children of students, faculty members and staff, subject to the prescribed admission criteria and availability of space. The facility is provided **free of charge to students** under the University's existing arrangements.

The crèche is equipped with basic facilities, including a designated play area, rest area, drinking water and toilet facilities. A private space is also available for mothers to breastfeed and attend to their infants. Appropriate cleanliness, child safety and supervision arrangements shall be maintained.

Eligible students, faculty members and staff may apply for admission through the Office of Student Welfare or the designated University office by submitting the prescribed application form and supporting documents. Information regarding eligibility, admission, operating hours and facilities shall be communicated through student orientation programmes, official notices, mentoring sessions and other appropriate channels.

The University shall facilitate appropriate academic support for pregnant students and student mothers in accordance with its applicable rules and regulations, including provisions relating to attendance, leave, examinations and practical training. Basic first aid and appropriate emergency medical assistance shall be arranged through designated healthcare personnel or partner hospitals, as applicable.



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The crèche facility forms part of the University's commitment to gender equality, women's access to and participation in higher education, and student welfare. It complements the University's **Policy on Women's Access and Participation in Higher Education**, along with its mentoring and counselling support arrangements.

Registrar

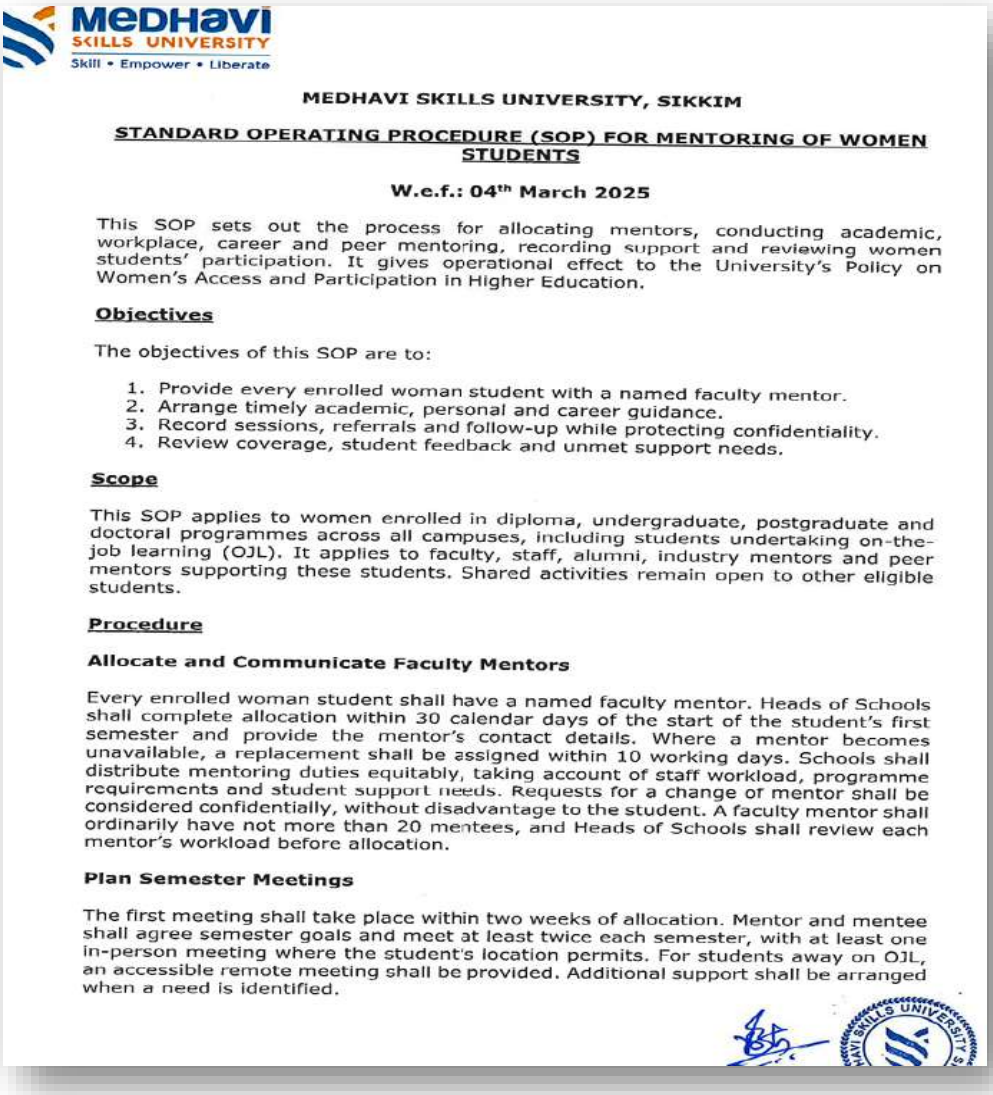
Copy to:

- Chancellor
- Vice Chancellor/Pro Vice Chancellor
- All Faculty & Staff
- All Students

Women's Mentoring Schemes

Medhavi Skills University is committed to supporting the academic, personal, and professional development of women students through a structured mentoring framework. Effective from **04 March 2025**, this Standard Operating Procedure ensures that every enrolled woman student is assigned a faculty mentor who provides guidance on academics, career planning, skill development, workplace learning, and personal growth. The SOP also facilitates peer mentoring, industry mentorship, and timely referrals to appropriate support services when needed. Through regular mentoring interactions and continuous monitoring, the University promotes student success, well-being, retention, and equal participation in higher education.

SOP-for-MENTORING-OF-WOMEN-STUDENT.pdf



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MEDHAVI SKILLS UNIVERSITY, SIKKIM

STANDARD OPERATING PROCEDURE (SOP) FOR MENTORING OF WOMEN STUDENTS

W.e.f.: 04th March 2025

This SOP sets out the process for allocating mentors, conducting academic, workplace, career and peer mentoring, recording support and reviewing women students' participation. It gives operational effect to the University's Policy on Women's Access and Participation in Higher Education.

Objectives

The objectives of this SOP are to:

1. Provide every enrolled woman student with a named faculty mentor.
2. Arrange timely academic, personal and career guidance.
3. Record sessions, referrals and follow-up while protecting confidentiality.
4. Review coverage, student feedback and unmet support needs.

Scope

This SOP applies to women enrolled in diploma, undergraduate, postgraduate and doctoral programmes across all campuses, including students undertaking on-the-job learning (OJL). It applies to faculty, staff, alumni, industry mentors and peer mentors supporting these students. Shared activities remain open to other eligible students.

Procedure

Allocate and Communicate Faculty Mentors

Every enrolled woman student shall have a named faculty mentor. Heads of Schools shall complete allocation within 30 calendar days of the start of the student's first semester and provide the mentor's contact details. Where a mentor becomes unavailable, a replacement shall be assigned within 10 working days. Schools shall distribute mentoring duties equitably, taking account of staff workload, programme requirements and student support needs. Requests for a change of mentor shall be considered confidentially, without disadvantage to the student. A faculty mentor shall ordinarily have not more than 20 mentees, and Heads of Schools shall review each mentor's workload before allocation.

Plan Semester Meetings

The first meeting shall take place within two weeks of allocation. Mentor and mentee shall agree semester goals and meet at least twice each semester, with at least one in-person meeting where the student's location permits. For students away on OJL, an accessible remote meeting shall be provided. Additional support shall be arranged when a need is identified.

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Provide Academic and Personal Guidance

Mentors shall support academic planning, attendance, skill development, adjustment to University life and identification of barriers to continued study. Matters requiring professional counselling, financial assistance or specialist support shall be referred to the responsible office.

Conduct OJL Mentoring

For every OJL placement involving a woman student, a faculty member shall undertake at least one site visit, meet the student and OJL guide, and review learning, progress, workplace conditions and support needs. Where a site visit is prevented by a documented constraint, the school shall arrange a recorded remote review and determine whether an in-person follow-up is required. Students shall be told how to raise workplace safety or harassment concerns.

Provide Career and Industry Mentoring

CCDP shall provide career guidance, mock interviews, group-discussion practice and employability support. Women enrolled under Work Integrated Skills and Education (WISE) shall receive information and guidance on the Industry Mentorship Programme. Programme-based career readiness and communication courses may complement mentoring; course enrolment alone shall not be counted as a mentoring session.

Arrange Peer Mentoring

Schools shall arrange a Buddy Program or equivalent senior–junior mentoring, with women participating as mentors and mentees. Peer mentors shall be briefed on boundaries, confidentiality and referral routes; they shall not provide professional counselling or investigate complaints.

Referrals and Student Safeguards

Sexual harassment concerns shall be referred promptly to the ICC; discrimination concerns shall be referred to the EOC, and other matters to the relevant grievance or support mechanism. Mentors shall not investigate complaints or require students to use mentoring before approaching a competent body. Immediate safety concerns shall receive urgent assistance. No student shall face retaliation for seeking support or reporting a concern.

Responsibilities

EOC: Shall coordinate implementation, mentor orientation, participation review, feedback and corrective action.

Heads of Schools: Shall allocate and replace mentors, manage workload, ensure meetings and verify records.

Mentors / CCDP: Shall provide support, record sessions, make referrals and follow up agreed actions within their remit.

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Students / peer mentors: Shall participate in goal setting, observe boundaries and communicate support needs or concerns.

Review

This SOP shall be reviewed at least once every three years, or earlier if required due to changes in applicable legislation, University requirements, operational practices or identified needs for improvement.

Women’s Mentoring and Student Support

Medhavi Skills University provides mentoring support to female students to address their academic, personal and career-related challenges. The mentoring programme offers guidance on academic performance, career planning, higher education, scholarships, skill development and learning resources.

During 2025, mentoring sessions addressed concerns related to attendance, examinations, internships, financial assistance and balancing family responsibilities with studies. Guidance on childcare support and grievance-reporting channels was also provided.

During 2025–26, the University collected feedback from female students to assess mentoring quality, satisfaction, confidence in academic and career planning, and the resolution of their concerns. These initiatives support female students in managing challenges and continuing their education.

Mentoring Session Register

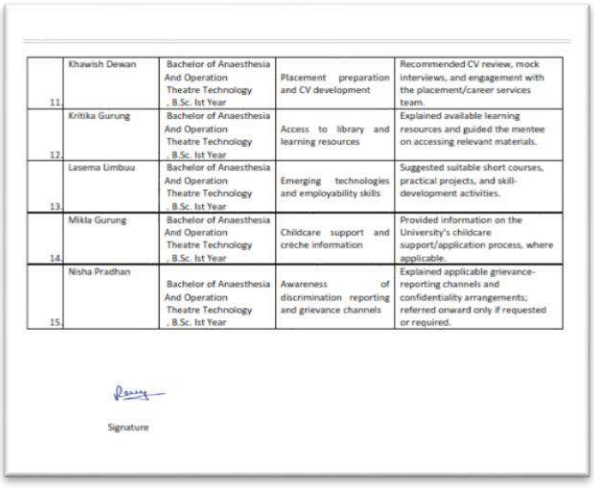


Medhavi Skills University

Mentoring Session Register (Year: 2025)

Name of Mentor: Mr. Ravi Yadav, Designation : Assistant Professor,
Department: Department of Anaesthesia and Operation Theatre Technology

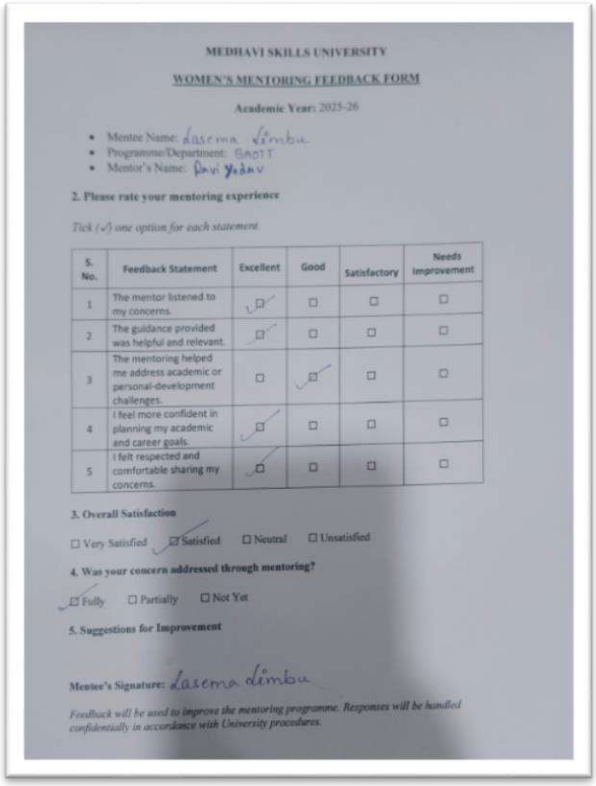
S.No.	Name of Mentee	Programme & Year	Issue Discussed	Action Taken
1.	Aditya Sharma	Bachelor of Anaesthesia And Operation Theatre Technology , B.Sc. Ist Year	Academic performance and study planning	Discussed preparation strategies; advised a weekly study schedule and follow-up with faculty.
2.	Anuska Sharma	Bachelor of Anaesthesia And Operation Theatre Technology , B.Sc. Ist Year	Career planning and higher-study options	Discussed career pathways and eligibility; advised the mentee to prepare an individual career plan.
3.	Asbin Chettri	Bachelor of Anaesthesia And Operation Theatre Technology , B.Sc. Ist Year	Digital skills and technical confidence	Recommended relevant practice resources and participation in skill-development sessions.
4.	Ayush Subba	Bachelor of Anaesthesia And Operation Theatre Technology , B.Sc. Ist Year	Communication and presentation skills	Suggested presentation practice, participation in group activities, and feedback from faculty.
5.	Chandra Kala Subba	Bachelor of Anaesthesia And Operation Theatre Technology , B.Sc. Ist Year	Internship and practical-training opportunities	Shared information on internship processes and advised consultation with the department coordinator.
6.	Diwang Rai	Bachelor of Anaesthesia And Operation Theatre Technology , B.Sc. Ist Year	Examination anxiety and preparation	Discussed revision planning and coping strategies; suggested counselling support if required.
7.	Dristi Sharma	Bachelor of Anaesthesia And Operation Theatre Technology , B.Sc. Ist Year	Scholarship and financial-aid information	Directed the mentee to the relevant office for eligibility criteria, documentation, and application deadlines.
8.	Hashil Limbu	Bachelor of Anaesthesia And Operation Theatre Technology , B.Sc. Ist Year	Attendance and academic progression	Reviewed attendance concerns and agreed on an attendance-improvement and progress-monitoring plan.
9.	Imdadul Hoque	Bachelor of Anaesthesia And Operation Theatre Technology , B.Sc. Ist Year	Leadership, confidence, and participation	Encouraged participation in student activities, presentations, and leadership opportunities.
10.	Jopi Doye	Bachelor of Anaesthesia And Operation Theatre Technology , B.Sc. Ist Year	Balancing family responsibilities and study	Discussed time management and available student-welfare support; agreed to review progress.



11.	Khawish Dewan	Bachelor of Anaesthesia And Operation Theatre Technology , B.Sc. Ist Year	Placement preparation and CV development	Recommended CV review, mock interviews, and engagement with the placement/career services team.
12.	Kritika Gurung	Bachelor of Anaesthesia And Operation Theatre Technology , B.Sc. Ist Year	Access to library and learning resources	Explained available learning resources and guided the mentee on accessing relevant materials.
13.	Lasema Limbuu	Bachelor of Anaesthesia And Operation Theatre Technology , B.Sc. Ist Year	Emerging technologies and employability skills	Suggested suitable short courses, practical projects, and skill-development activities.
14.	Mikla Gurung	Bachelor of Anaesthesia And Operation Theatre Technology , B.Sc. Ist Year	Childcare support and crèche information	Provided information on the University's childcare support/application process, where applicable.
15.	Nisha Pradhan	Bachelor of Anaesthesia And Operation Theatre Technology , B.Sc. Ist Year	Awareness of discrimination reporting and grievance channels	Explained applicable grievance-reporting channels and confidentiality arrangements; referred onward only if requested or required.

Signature

Feedback Form



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WOMEN'S MENTORING FEEDBACK FORM

Academic Year: 2025-26

- Mentee Name: Lasema Limbu
- Programme/Department: BAOTT
- Mentor's Name: Ravi Yadav

2. Please rate your mentoring experience

Tick (✓) one option for each statement.

S. No.	Feedback Statement	Excellent	Good	Satisfactory	Needs Improvement
1	The mentor listened to my concerns.	☑	☐	☐	☐
2	The guidance provided was helpful and relevant.	☑	☐	☐	☐
3	The mentoring helped me address academic or personal-development challenges.	☐	☑	☐	☐
4	I feel more confident in planning my academic and career goals.	☑	☐	☐	☐
5	I felt respected and comfortable sharing my concerns.	☑	☐	☐	☐

3. Overall Satisfaction

☐ Very Satisfied ☑ Satisfied ☐ Neutral ☐ Unsatisfied

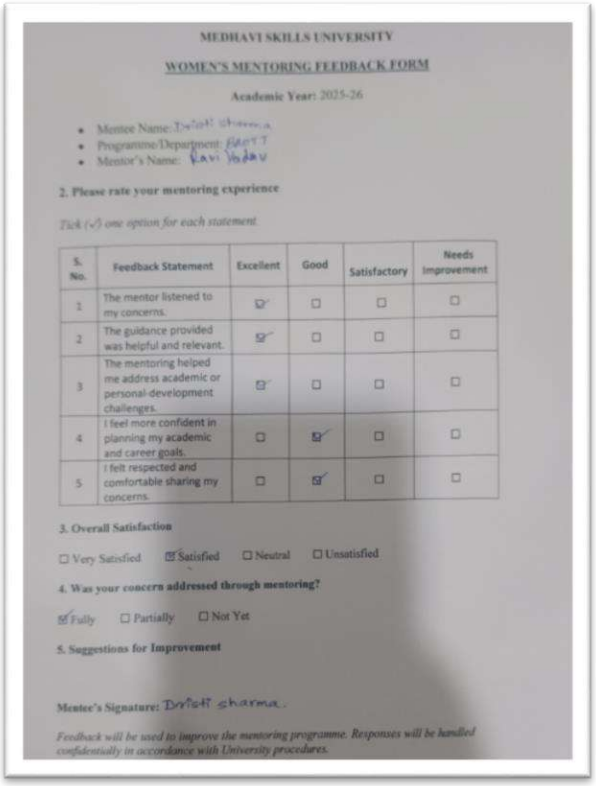
4. Was your concern addressed through mentoring?

☑ Fully ☐ Partially ☐ Not Yet

5. Suggestions for Improvement

Mentee's Signature: Lasema Limbu

Feedback will be used to improve the mentoring programme. Responses will be handled confidentially in accordance with University procedures.



MEDHAVI SKILLS UNIVERSITY

WOMEN'S MENTORING FEEDBACK FORM

Academic Year: 2025-26

- Mentee Name: Drishti Sharma
- Programme/Department: BAOTT
- Mentor's Name: Ravi Yadav

2. Please rate your mentoring experience

Tick (✓) one option for each statement.

S. No.	Feedback Statement	Excellent	Good	Satisfactory	Needs Improvement
1	The mentor listened to my concerns.	☑	☐	☐	☐
2	The guidance provided was helpful and relevant.	☑	☐	☐	☐
3	The mentoring helped me address academic or personal-development challenges.	☑	☐	☐	☐
4	I feel more confident in planning my academic and career goals.	☐	☑	☐	☐
5	I felt respected and comfortable sharing my concerns.	☐	☑	☐	☐

3. Overall Satisfaction

☐ Very Satisfied ☑ Satisfied ☐ Neutral ☐ Unsatisfied

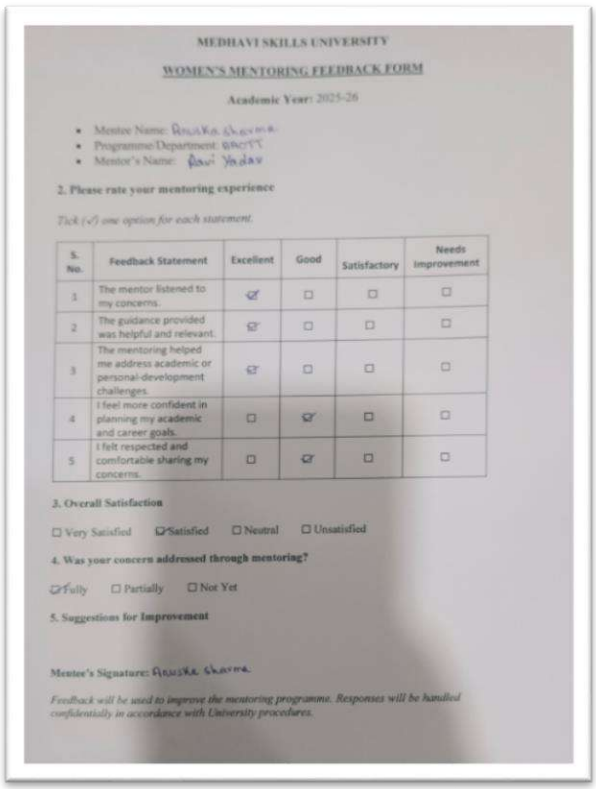
4. Was your concern addressed through mentoring?

☑ Fully ☐ Partially ☐ Not Yet

5. Suggestions for Improvement

Mentee's Signature: Drishti sharma.

Feedback will be used to improve the mentoring programme. Responses will be handled confidentially in accordance with University procedures.



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WOMEN'S MENTORING FEEDBACK FORM

Academic Year: 2025-26

- Mentee Name: Rinska Sharma
- Programme/Department: BAOTT
- Mentor's Name: Ravi Yadav

2. Please rate your mentoring experience

Tick (✓) one option for each statement.

S. No.	Feedback Statement	Excellent	Good	Satisfactory	Needs Improvement
1	The mentor listened to my concerns.	☑	☐	☐	☐
2	The guidance provided was helpful and relevant.	☑	☐	☐	☐
3	The mentoring helped me address academic or personal-development challenges.	☑	☐	☐	☐
4	I feel more confident in planning my academic and career goals.	☐	☑	☐	☐
5	I felt respected and comfortable sharing my concerns.	☐	☑	☐	☐

3. Overall Satisfaction

☐ Very Satisfied ☑ Satisfied ☐ Neutral ☐ Unsatisfied

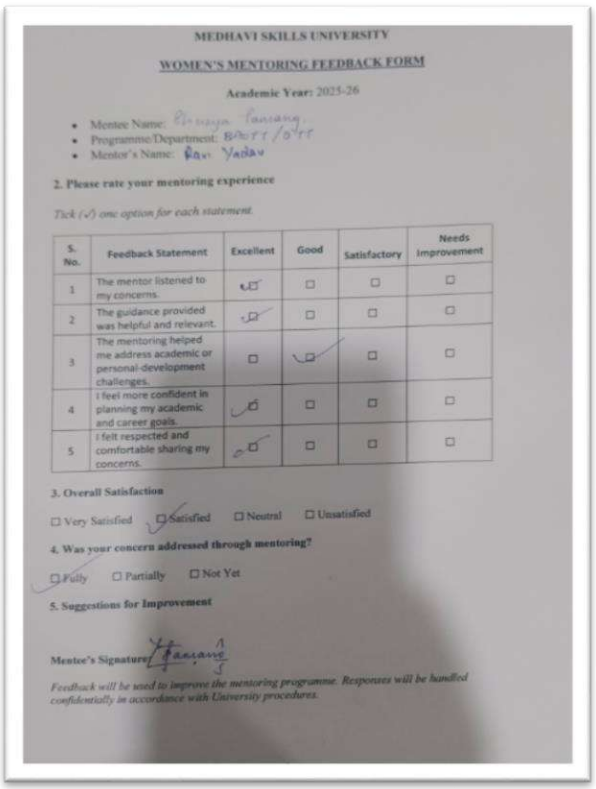
4. Was your concern addressed through mentoring?

☑ Fully ☐ Partially ☐ Not Yet

5. Suggestions for Improvement

Mentee's Signature: Rinska Sharma.

Feedback will be used to improve the mentoring programme. Responses will be handled confidentially in accordance with University procedures.



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WOMEN'S MENTORING FEEDBACK FORM

Academic Year: 2025-26

- Mentee Name: Pranaya Panzang
- Programme/Department: BAOTT/DOTT
- Mentor's Name: Ravi Yadav

2. Please rate your mentoring experience

Tick (✓) one option for each statement.

S. No.	Feedback Statement	Excellent	Good	Satisfactory	Needs Improvement
1	The mentor listened to my concerns.	☑	☐	☐	☐
2	The guidance provided was helpful and relevant.	☑	☐	☐	☐
3	The mentoring helped me address academic or personal-development challenges.	☐	☑	☐	☐
4	I feel more confident in planning my academic and career goals.	☑	☐	☐	☐
5	I felt respected and comfortable sharing my concerns.	☑	☐	☐	☐

3. Overall Satisfaction

☐ Very Satisfied ☑ Satisfied ☐ Neutral ☐ Unsatisfied

4. Was your concern addressed through mentoring?

☑ Fully ☐ Partially ☐ Not Yet

5. Suggestions for Improvement

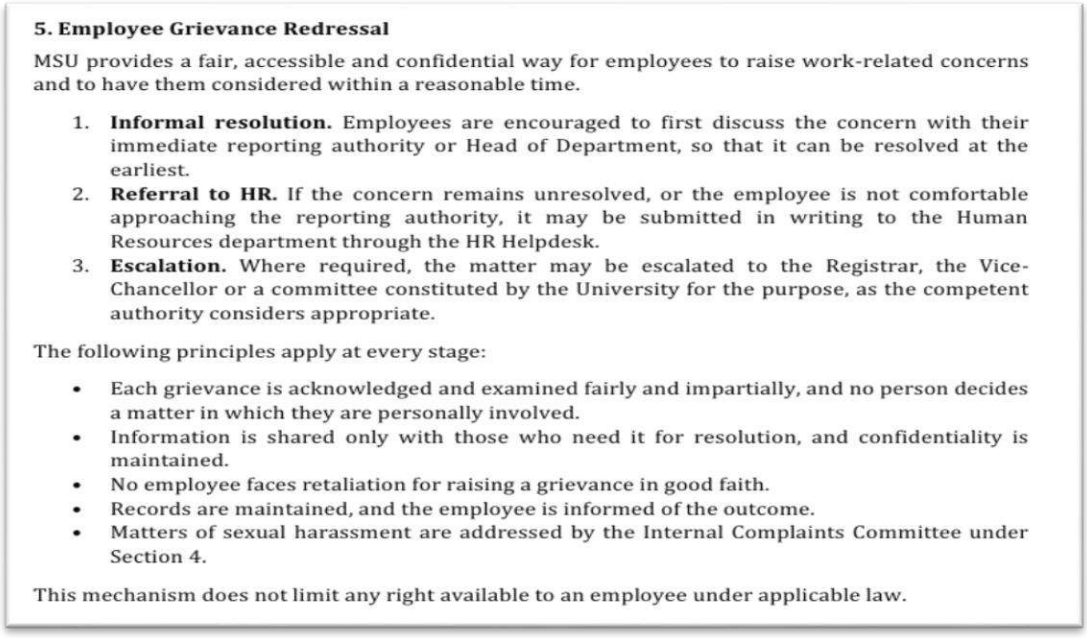
Mentee's Signature: Pranaya

Feedback will be used to improve the mentoring programme. Responses will be handled confidentially in accordance with University procedures.

Policies Protecting Reporting Discrimination

Medhavi Skills University is committed to maintaining a campus environment free from discrimination, harassment, and unfair treatment. The University provides clear and confidential mechanisms for reporting incidents of discrimination based on gender, caste, religion, disability, age, sexual orientation, gender identity, socioeconomic status, or any other protected characteristic. Complaints may be submitted through designated authorities and committees, including the **Grievance Redressal Committee**, **Internal Complaints Committee (ICC)**, and other relevant institutional bodies. The University ensures that individuals reporting discrimination are protected from retaliation, victimisation, or adverse consequences. All complaints are addressed promptly, fairly, and confidentially in accordance with university policies and applicable laws, promoting a culture of equity, inclusion, dignity, and respect for all members of the University community.

- Policy for Non-Discrimination Against Women
- Policy on Non-Discrimination Against Transgender Persons
- Equal Opportunity Policy
- Student Grievance Redressal Policy
- Internal Complaints Committee (ICC) Policy
- Anti-Ragging Policy
- Code of Conduct and Ethics Policy



5. Employee Grievance Redressal

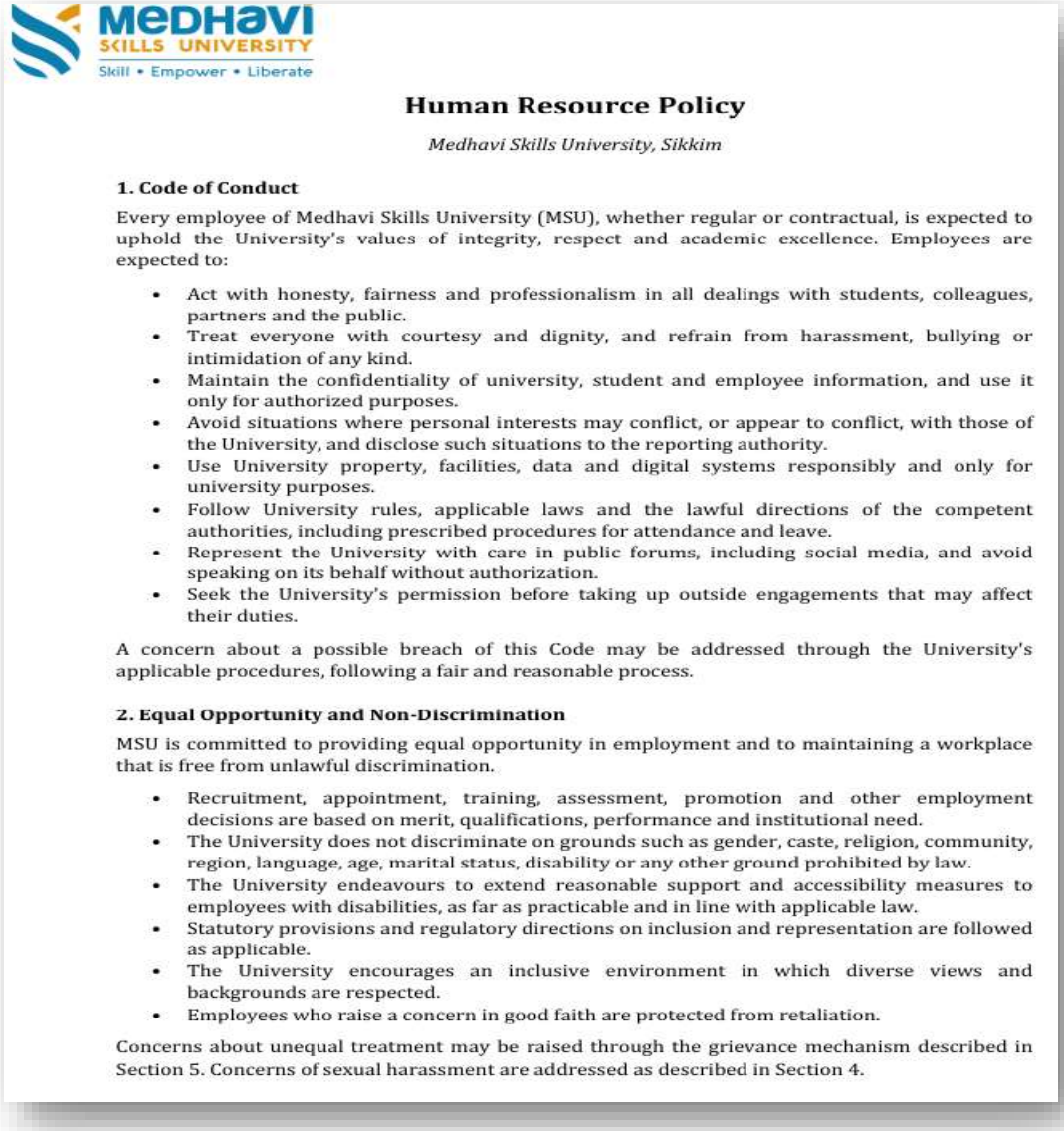
MSU provides a fair, accessible and confidential way for employees to raise work-related concerns and to have them considered within a reasonable time.

1. **Informal resolution.** Employees are encouraged to first discuss the concern with their immediate reporting authority or Head of Department, so that it can be resolved at the earliest.
2. **Referral to HR.** If the concern remains unresolved, or the employee is not comfortable approaching the reporting authority, it may be submitted in writing to the Human Resources department through the HR Helpdesk.
3. **Escalation.** Where required, the matter may be escalated to the Registrar, the Vice-Chancellor or a committee constituted by the University for the purpose, as the competent authority considers appropriate.

The following principles apply at every stage:

- Each grievance is acknowledged and examined fairly and impartially, and no person decides a matter in which they are personally involved.
- Information is shared only with those who need it for resolution, and confidentiality is maintained.
- No employee faces retaliation for raising a grievance in good faith.
- Records are maintained, and the employee is informed of the outcome.
- Matters of sexual harassment are addressed by the Internal Complaints Committee under Section 4.

This mechanism does not limit any right available to an employee under applicable law.



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Human Resource Policy

Medhavi Skills University, Sikkim

1. Code of Conduct

Every employee of Medhavi Skills University (MSU), whether regular or contractual, is expected to uphold the University's values of integrity, respect and academic excellence. Employees are expected to:

- Act with honesty, fairness and professionalism in all dealings with students, colleagues, partners and the public.
- Treat everyone with courtesy and dignity, and refrain from harassment, bullying or intimidation of any kind.
- Maintain the confidentiality of university, student and employee information, and use it only for authorized purposes.
- Avoid situations where personal interests may conflict, or appear to conflict, with those of the University, and disclose such situations to the reporting authority.
- Use University property, facilities, data and digital systems responsibly and only for university purposes.
- Follow University rules, applicable laws and the lawful directions of the competent authorities, including prescribed procedures for attendance and leave.
- Represent the University with care in public forums, including social media, and avoid speaking on its behalf without authorization.
- Seek the University's permission before taking up outside engagements that may affect their duties.

A concern about a possible breach of this Code may be addressed through the University's applicable procedures, following a fair and reasonable process.

2. Equal Opportunity and Non-Discrimination

MSU is committed to providing equal opportunity in employment and to maintaining a workplace that is free from unlawful discrimination.

- Recruitment, appointment, training, assessment, promotion and other employment decisions are based on merit, qualifications, performance and institutional need.
- The University does not discriminate on grounds such as gender, caste, religion, community, region, language, age, marital status, disability or any other ground prohibited by law.
- The University endeavours to extend reasonable support and accessibility measures to employees with disabilities, as far as practicable and in line with applicable law.
- Statutory provisions and regulatory directions on inclusion and representation are followed as applicable.
- The University encourages an inclusive environment in which diverse views and backgrounds are respected.
- Employees who raise a concern in good faith are protected from retaliation.

Concerns about unequal treatment may be raised through the grievance mechanism described in Section 5. Concerns of sexual harassment are addressed as described in Section 4.

Paternity Policy

Medhavi Skills University recognizes the importance of shared parental responsibilities and supports employees in balancing their professional and family commitments. Under the University's Paternity Policy, **eligible male employees may avail paternity leave of up to 15 days around the birth of a child**, subject to the conditions specified in the Leave Policy. Employees are required to submit leave applications in advance through the University's HRMS for approval. In cases where additional time is required, employees may avail other eligible leave types as per university rules and with the approval of the competent authority. Through this policy, the University promotes employee well-being, family support, work-life balance, and active parental involvement in childcare responsibilities.

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8. Paternity and Maternity Provisions

MSU supports employees during pregnancy, childbirth and early parenthood through maternity and paternity leave, in line with applicable law and the University Leave Policy.

Maternity.

- Eligible women employees may avail maternity leave of up to 26 weeks for the first two live-born children, subject to the eligibility conditions in the Leave Policy.
- Leave may be taken before or after delivery, within the total period permitted by law.
- Employees covered under the Employees' State Insurance Act receive their maternity benefits under that Act.
- Leave in cases of miscarriage or medical termination of pregnancy may be considered on medical grounds, with supporting documentation, as provided in the Leave Policy.
- Any further leave required beyond the entitlement may be considered under the Leave Policy, including as unpaid leave.
- Applications are made in advance through the HRMS, with the required medical documentation, and are processed with the approval of the reporting authority and the Human Resources department.

Paternity.

- Eligible male employees may avail paternity leave of up to 15 days around the birth of a child, subject to the conditions in the Leave Policy.
- Applications are made in advance through the HRMS.
- Any further requirement may be met through other leave admissible to the employee, subject to approval.

General.

- Employees are not treated unfavourably on account of pregnancy, maternity or parental leave, and the University endeavours to support a smooth return to work.
- Cases such as adoption are considered in accordance with applicable law and the Leave Policy.
- Individual situations not covered above are considered on a case-by-case basis by the competent authority.

These provisions are subject to applicable law, as amended from time to time, and to the Leave Policy approved by the University.

"Talent has no gender, and opportunity should have no boundaries. Medhavi Skills University believes in empowering every learner equally through education, skills, leadership, and opportunity, creating a future where everyone can learn, lead, achieve, and succeed."

Medhavi Skills University

www.msu.edu.in

Topakhani, Lower Chisopani
PO: Singtam Bazar, PS: Singtam
District: East Sikkim
Sikkim – 737134

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REPORT ON SUSTAINABLE DEVELOPMENT





GOAL 6

SDG 6 – CLEAN WATER AND SANITATION

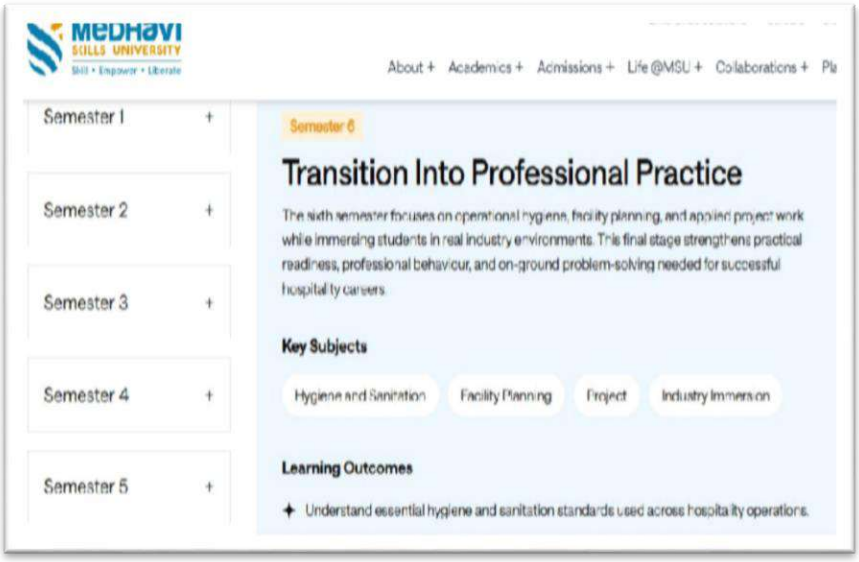
Sustainable Development Goal 6 (SDG 6) focuses on ensuring the availability and sustainable management of water and sanitation for all. At Medhavi Skills University (MSU), the principles of clean water, sanitation, hygiene, conservation and responsible resource management are relevant to its academic, practical and community-oriented activities. MSU's practice-driven learning ecosystem includes field surveys, community outreach, health camps, capstone projects and industry-based learning, providing opportunities to address real-world water and sanitation challenges. The University's extensive industry and institutional partnership network can further support collaborative initiatives related to water conservation, wastewater management, hygiene, safe drinking water and water security. Through education, applied research, practical learning and community engagement, MSU can promote awareness and responsible practices while contributing to sustainable water management and strengthening the understanding of water and sanitation issues among students and wider communities.

Academic Contribution

Medhavi Skills University contributes to SDG 6: Clean Water and Sanitation through its academic programmes by integrating topics related to hygiene, sanitation, and public health into the curriculum. Under the B.Sc. in Hospitality and Tourism Management (BHHM) programme, introduced in 2024-25 by the Department of Hospitality and Tourism Management, School of Hospitality and Tourism, students undertake the core theory course Hygiene and Sanitation (Course Code: MGL203) in Semester VI of the third year. The course provides students with knowledge of sanitation practices, personal and environmental hygiene, safe water management, cleanliness standards, and public health principles that are essential for maintaining healthy living and working environments.

Through this academic offering, students develop an understanding of the importance of safe water, hygiene, sanitation systems, and disease prevention, all of which are closely aligned with the objectives of SDG 6 – Clean Water and Sanitation. The course also enhances awareness of responsible resource management and sustainable practices, preparing graduates to apply these principles within the hospitality sector and the broader community. As a result, the programme contributes to the University's efforts to promote education and capacity building related to water security, sanitation, and public health.





Research Contribution

Medhavi Skills University recognises the importance of clean water, proper sanitation and responsible water resource management. The University encourages water conservation, promotes the responsible use of water and supports practices that help reduce water wastage.

Through its campus facilities and environmental initiatives, the University aims to maintain proper sanitation, improve water-use efficiency and promote awareness about the importance of protecting water resources.

Water Consumption per Person

Water consumption tracking

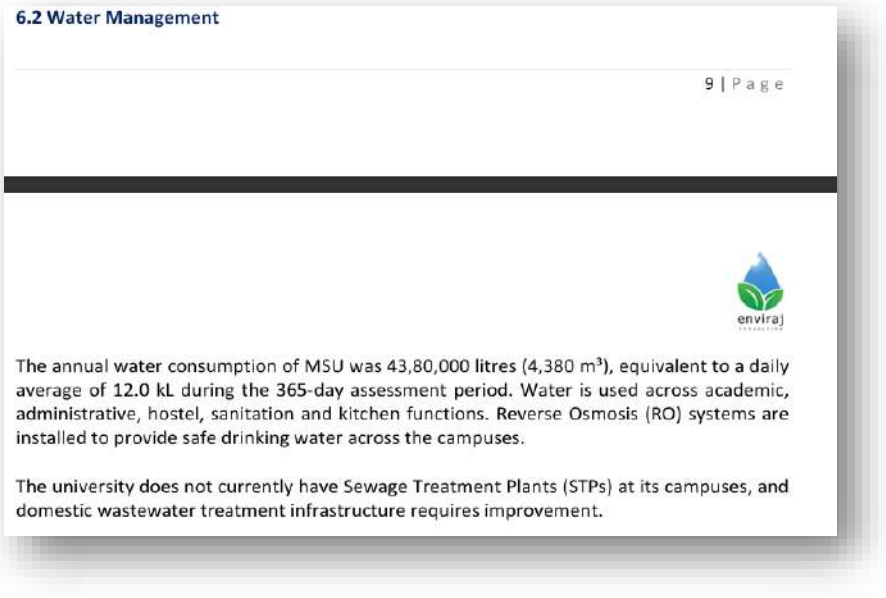
Medhavi Skills University monitors its water consumption as part of its environmental management and resource conservation efforts. According to the university's Environmental Audit Report and Green Audit Report for August 2025–July 2026, the university recorded an annual water consumption of 4,380,000 litres (4,380 m^3), equivalent to an average daily consumption of approximately 12,000 litres (12 kL) over the 365-day assessment period.

Water is used for academic and administrative activities, hostel facilities, sanitation, and kitchen operations across the university campuses. Reverse Osmosis (RO) systems are installed to provide drinking water. The audits recommend maintaining systematic monthly water consumption records to identify usage patterns, monitor resource efficiency, and identify opportunities for water conservation.

The university has also identified opportunities to strengthen water management through the installation of water-efficient fixtures, periodic drinking-water quality testing, rainwater harvesting, and the development of Sewage Treatment Plants (STPs) to improve wastewater treatment and enable the reuse of treated water for suitable non-potable purposes.

Annual Water Consumption Summary

S. No.	Particulars	Recorded Value
1	Reporting period	August 2025 – July 2026
2	Total annual water consumption	4,380,000 litres
3	Total annual water consumption	4,380 m^3
4	Average daily water consumption	12,000 litres/day
5	Average daily water consumption	12 kL/day
6	Drinking-water treatment	RO systems installed



6.2 Water Management

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The annual water consumption of MSU was 43,80,000 litres (4,380 m³), equivalent to a daily average of 12.0 kL during the 365-day assessment period. Water is used across academic, administrative, hostel, sanitation and kitchen functions. Reverse Osmosis (RO) systems are installed to provide safe drinking water across the campuses.

The university does not currently have Sewage Treatment Plants (STPs) at its campuses, and domestic wastewater treatment infrastructure requires improvement.

Water Consumption Per Person

Medhavi Skills University (MSU), Sikkim, recognises the importance of responsible water use and conservation across its campus. The university uses water for drinking, sanitation, cleaning, kitchen activities, and other day-to-day institutional needs. According to the Environmental Audit Report and Green Audit Report for August 2025 to July 2026, the university recorded an annual water consumption of 4,380,000 litres (4,380 m³), with an average daily consumption of approximately 12,000 litres.

Water consumption per person is an important indicator for understanding water-use efficiency within an educational institution. Promoting responsible water use among students, faculty members, staff, and other campus users can help reduce wastage and encourage sustainable practices. The university can strengthen its water conservation efforts through regular consumption monitoring, water-efficient fixtures, timely maintenance of water supply systems, and awareness initiatives.

Key water consumption data

Parameter	Details
Annual water consumption	4,380 m³
Average daily water consumption	12,000 litres
Water conservation measures	Water-efficient fixtures, responsible water use, and regular monitoring
Audit period	August 2025 – July 2026

Water Usage and Care

Wastewater Treatment

Medhavi Skills University is committed to sustainable water management by promoting responsible wastewater handling and reuse practices. The University has identified the installation of appropriately sized Sewage Treatment Plants (STPs) for both campuses to ensure effective treatment of domestic wastewater. Treated water will be reused for landscaping, gardening, and other non-potable applications, reducing freshwater demand and supporting water conservation initiatives. The University also regularly monitors water consumption and encourages efficient water-use practices across campus.

- Promote responsible wastewater management across campus.
- Develop and operate Sewage Treatment Plants (STPs) for effective wastewater treatment.
- Reuse treated water for landscaping, gardening, and other non-potable purposes.
- Reduce freshwater consumption through water recycling practices.

Preventing Water System Pollution

Medhavi Skills University undertakes various measures to prevent pollution of water systems through responsible waste management and environmental practices. The University promotes proper segregation and authorised disposal of solid, electronic, biomedical, and hazardous waste to avoid contamination of surface and groundwater resources. Regular maintenance of drinking-water treatment systems, monitoring of water quality, and adoption of environmentally responsible campus operations help minimise pollution risks. Plans for wastewater treatment infrastructure and rainwater harvesting will further strengthen water resource protection and environmental sustainability.

- Ensure proper segregation and safe disposal of solid, e-waste, and hazardous waste.
- Regularly monitor drinking water quality and water systems.
- Maintain sanitation infrastructure to prevent contamination of water sources.
- Promote environmental awareness and sustainable campus practices to protect water resources.

2. **Waste Management:** Strengthen waste segregation at source and maintain records of waste collection, recycling and disposal. Explore opportunities for composting or biogas generation from food waste to increase the waste diversion rate.

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3. **Water Conservation:** Monitor water consumption regularly and promote water-efficient fixtures and conservation practices. Assess opportunities for wastewater treatment and reuse to improve water resource management

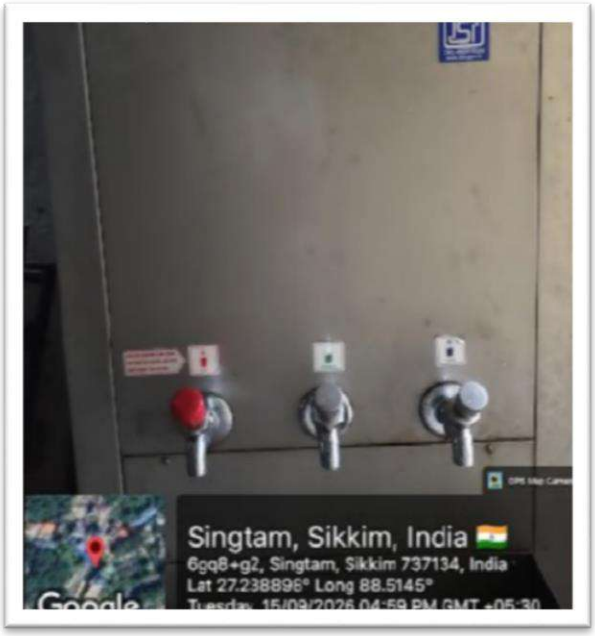


Free Drinking Water Provided

Medhavi Skills University is committed to promoting the health, well-being, and comfort of its students, faculty, staff, and visitors by providing access to **free drinking water across the campus**. The University recognizes access to safe and clean drinking water as an essential component of a healthy learning environment and a key contributor to the objectives of **SDG 6: Clean Water and Sanitation**.

To support this commitment, drinking water facilities are made available at accessible locations within academic buildings, administrative areas, student spaces, and other common-use areas. These facilities enable members of the University community to access drinking water without charge throughout the day.

The provision of free drinking water supports healthy hydration practices, reduces dependence on single-use packaged water, and contributes to the University's broader commitment to sustainability, public health, and responsible resource management. Through this initiative, the University seeks to create an inclusive and supportive campus environment while promoting awareness of the importance of safe water access and responsible water use.





Water-Conscious Building Standards

Medhavi Skills University promotes water-conscious building standards by incorporating water-efficient fixtures, rainwater harvesting systems, and groundwater recharge measures within its campus infrastructure. The University encourages regular monitoring of water consumption and integrates sustainable water management practices into campus planning and development to minimise water wastage and enhance resource efficiency.

Water-Conscious Planting

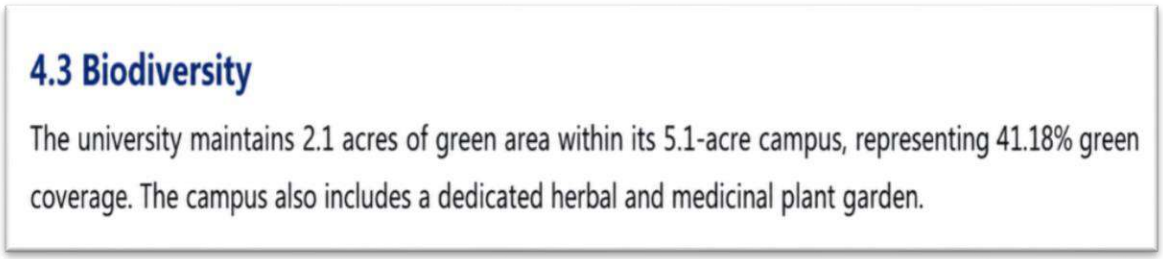
Water-conscious planting involves selecting and maintaining vegetation in ways that support water conservation, minimise unnecessary irrigation, and promote a healthy campus environment. Appropriate plant selection, soil moisture conservation, and efficient watering practices can help reduce water demand while maintaining green spaces.

According to the Green Audit Report for August 2025 to July 2026, MSU maintains approximately 2.1 acres of green area within its 5.1-acre campus, representing 41.18% green coverage. The campus also includes a dedicated herbal and medicinal plant garden. The audit recommends maintaining an updated inventory of trees, medicinal plants, and other vegetation, along with continuing plantation and green-area maintenance activities.

These existing green spaces provide a foundation for campus greenery and biodiversity conservation. Water-conscious planting can be further encouraged using locally suitable plant species, preference for plants requiring less irrigation where appropriate, mulching to retain soil moisture, and watering during cooler periods to minimise evaporation. These are recommended practices; their implementation at MSU has not been independently confirmed by the available reports.

Water-Conscious Planting: Campus Overview

S. No.	Parameter	Details
1	Total campus area	5.1 acres
2	Green area	2.1 acres
3	Green coverage	41.18%



4.3 Biodiversity

The university maintains 2.1 acres of green area within its 5.1-acre campus, representing 41.18% green coverage. The campus also includes a dedicated herbal and medicinal plant garden.

Water Reuse: Policy, Measurement

Water Reuse Policy

Water reuse is an important part of sustainable water management. A water reuse policy provides guidelines for collecting, treating, and reusing wastewater wherever feasible. It aims to reduce freshwater consumption, minimise wastewater discharge, and promote the responsible use of available water resources.

Institutions can adopt water reuse practices such as treating wastewater for gardening, landscaping, toilet flushing, and other suitable non-drinking purposes. Regular monitoring, maintenance of treatment systems, and awareness among students, faculty, and staff can further support effective water conservation.

Water Reuse Measurement

Medhavi Skills University monitors overall water consumption to support sustainable water management and identify opportunities for future water reuse. During the audit period (August 2025 to July 2026), the University recorded an annual water consumption of **43,80,000 litres (4,380 m³)**, with an average daily consumption of **12.0 kL**. The University maintains water usage records and periodically reviews water efficiency measures to reduce wastage and optimize resource utilization.

At present, no operational Sewage Treatment Plant (STP) exists on campus; therefore, **treated wastewater generation and reuse are currently not measured**. However, the University has identified the installation of STPs and rainwater harvesting systems as future sustainability priorities. Once implemented, treated wastewater will be measured and monitored for reuse in landscaping, gardening, cleaning, and other non-potable applications. Regular monitoring, water metering, leak detection, and water conservation awareness initiatives further support the University's commitment to improving water efficiency and increasing water reuse capacity in the future.



4.5 Water Management

Annual water consumption was 43,80,000 litres (4,380 m³), equivalent to an average of 12.0 kl/day during the assessment period.

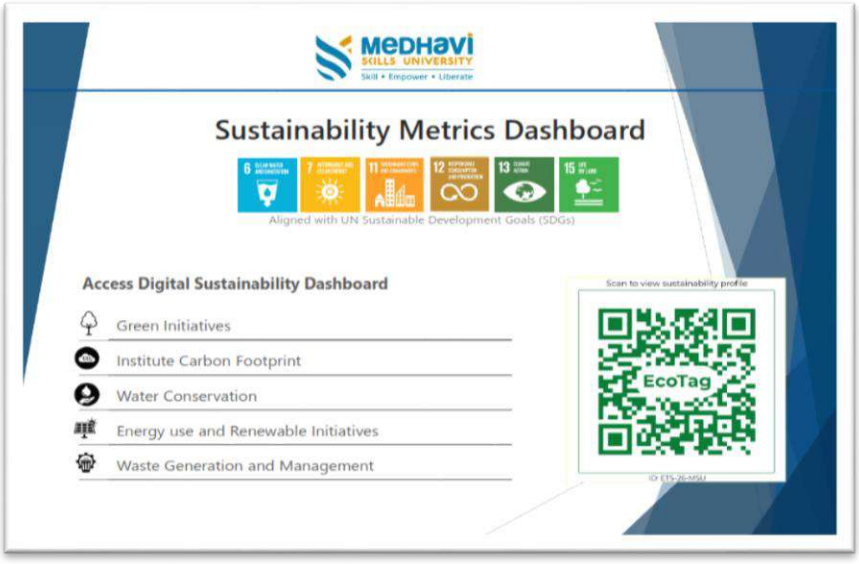
Digital Sustainability Dashboard and Water Conservation Monitoring

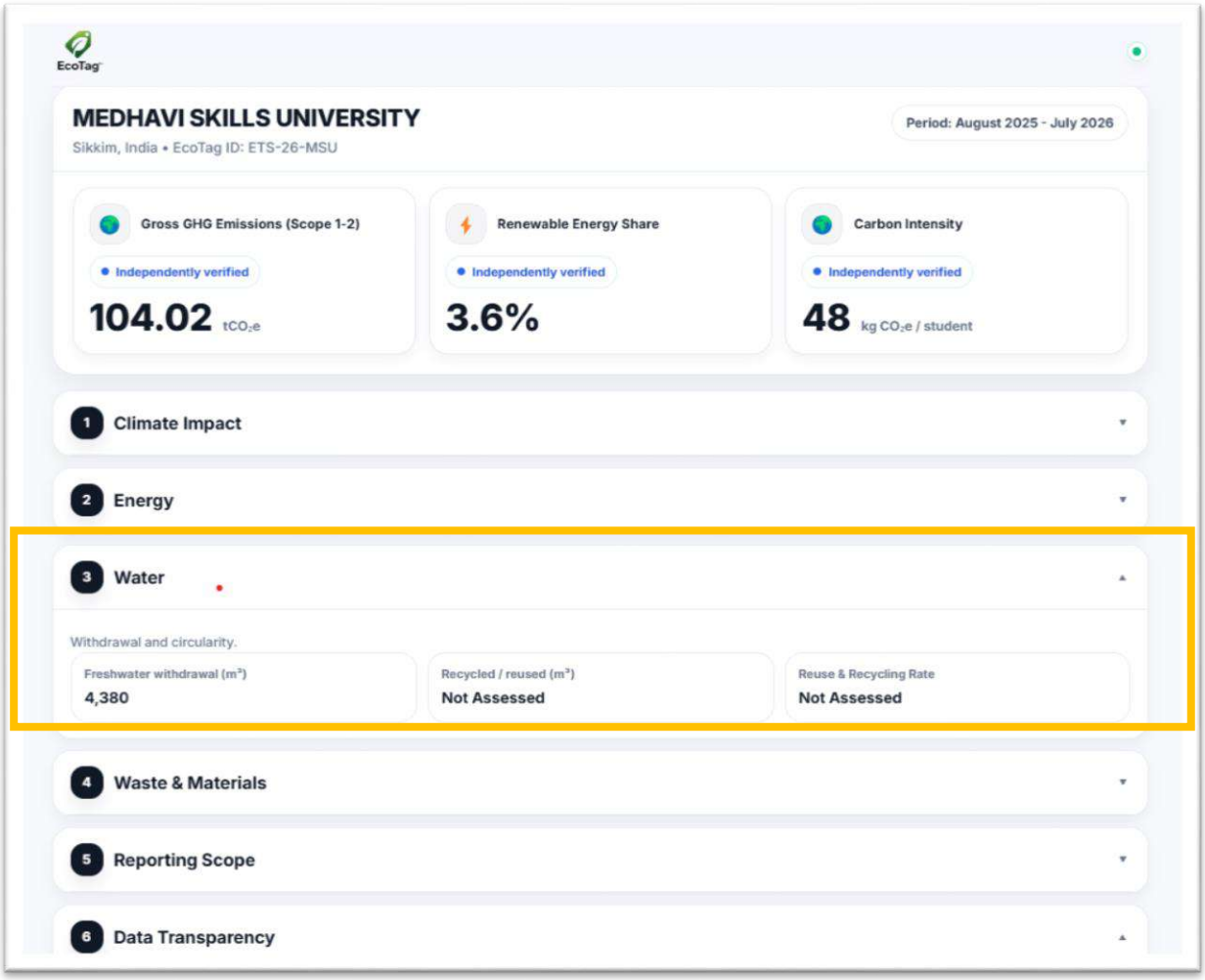
Medhavi Skills University uses a digital Sustainability Metrics Dashboard to present its environmental sustainability initiatives, including water conservation. Through its EcoTag Sustainability Profile, the University provides a digital platform for displaying information related to water use, freshwater withdrawal, water reuse and recycling.

The dashboard provides a framework for monitoring water-related indicators and presenting environmental information in a structured manner. This initiative supports the University's efforts towards responsible water use, water conservation and sustainable management of water resources.

The University also uses the dashboard to bring together information on its wider environmental initiatives, including energy use, renewable energy and waste management.

Weblink of the Dashboard: https://ecotag.com/id/ets-26-msu




EcoTag
MEDHAVI SKILLS UNIVERSITY
Sikkim, India • EcoTag ID: ETS-26-MSU
Period: August 2025 - July 2026
Gross GHG Emissions (Scope 1-2)
Independently verified
104.02 tCO2e
Renewable Energy Share
Independently verified
3.6%
Carbon Intensity
Independently verified
48 kg CO2e / student
1 Climate Impact
2 Energy
3 Water
Withdrawal and circularity.
Freshwater withdrawal (m³)
4,380
Recycled / reused (m³)
Not Assessed
Reuse & Recycling Rate
Not Assessed
4 Waste & Materials
5 Reporting Scope
6 Data Transparency

Off-Campus Water Conservation Support

The University's approach also recognises the importance of extending environmental awareness and sustainable resource-management practices beyond the campus. Through the Community Outreach Programme – Family Health Survey, conducted by Medhavi Skills University on 18 September 2025, students engaged directly with local families and gained practical insights into community health, sanitation, hygiene, and household resource-use practices.

The outreach initiative provided an opportunity to interact with community members and promote awareness regarding the responsible use of water, safe water practices, sanitation, and healthy living environments. Through discussions and observations during the survey, students developed a better understanding of the challenges faced by communities in ensuring access to clean water and maintaining hygienic conditions.

By encouraging students to participate in community-oriented learning, the University contributed to off-campus awareness on water conservation and sustainable water-use practices. The programme demonstrates the University's commitment to off-campus water conservation support by fostering community engagement, promoting responsible water use, and encouraging practices that contribute to improved public health and environmental sustainability.





Sustainable Water Extraction on Campus

Medhavi Skills University is committed to sustainable water extraction practices that promote the responsible use and conservation of water resources. The University primarily relies on municipal water supplies and regularly monitors water consumption to ensure efficient utilization. During the audit period (August 2025 to July 2026), the University's total water consumption was 43,80,000 litres (4,380 m^3), with an average daily consumption of 12.0 kL. The campus promotes water conservation through efficient plumbing systems, leak prevention measures, awareness programmes, and regular maintenance of water infrastructure. The University has also identified the implementation of rainwater harvesting, groundwater recharge systems, and wastewater treatment facilities as future priorities to enhance water security, reduce pressure on freshwater sources, and support long-term environmental sustainability.

Cooperation on Water Security

The University's approach to water security recognises the importance of partnerships that promote awareness of safe water practices, sanitation, hygiene, environmental sustainability, and responsible resource management. Through strategic collaborations with Apollo Hospitals, Steward Healthcare India, BVG, the Government of Assam, the Government of Tripura, the Government of Arunachal Pradesh, the Government of Mizoram, NCBDC, and NSDC, Medhavi Skills University provides students with opportunities for industry exposure, experiential learning, community engagement, and knowledge exchange across diverse sectors.

These partnerships create avenues for student projects, field-based learning, outreach programmes, capacity-building initiatives, and professional interactions that enhance understanding of the relationship between water security, sanitation, public health, environmental stewardship, and sustainable development. Exposure to healthcare institutions helps students appreciate the importance of safe water, hygiene, sanitation, and infection-control practices, while collaborations with government agencies, community organisations, and industry partners support awareness of sustainable resource management, environmental responsibility, and community well-being.

The collaborations also facilitate opportunities for awareness campaigns, community-oriented initiatives, research, skill-development activities, and practical learning experiences related to water conservation, responsible water use, sanitation, and sustainable resource management. Such engagement enables students to develop the

knowledge and competencies required to address water-related challenges and contribute to sustainable development goals.

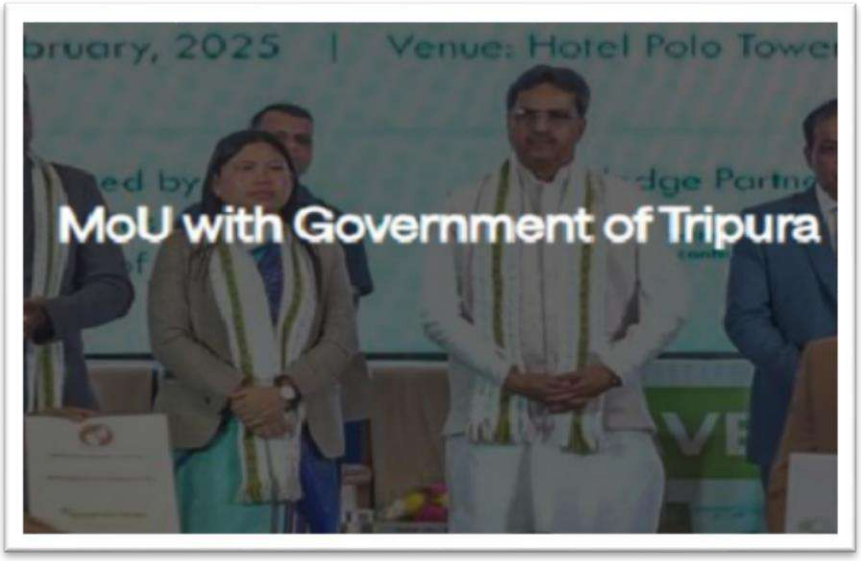
By fostering cooperation with healthcare providers, government bodies, industry partners, community organisations, and skill-development agencies, Medhavi Skills University strengthens educational engagement and capacity-building related to water security. These partnerships collectively support the promotion of safe water practices, sanitation awareness, hygiene, environmental sustainability, and responsible resource management within both professional settings and the wider community.

S. No	Collaboration / Partnership	Potential Contribution to Water Security
1	MoU with Apollo Hospitals	Healthcare settings require safe water, hygiene, sanitation and appropriate infection-control practices.
2	MoU with Steward Healthcare India	Healthcare environments provide opportunities for learning about sanitation, hygiene and responsible water use.
3	MoU with BVG	Large-scale facility and service operations provide opportunities to understand resource management and environmentally responsible practices.
4	MoU with Government of Assam	Government collaboration can provide a platform for community-oriented environmental and public-service initiatives.
5	MoU with Government of Tripura	Government partnership can facilitate community-based awareness and sustainability initiatives.
6	MoU with Government of Arunachal Pradesh	Provides a potential platform for regional/community projects and field-based learning.
7	MoU with Government of Mizoram	Government collaboration can facilitate community and environmental initiatives.
8	MoU with NCBDC	Community-oriented collaboration may provide opportunities for outreach and awareness programmes.
9	MoU with NSDC	Provides a skilling platform through which awareness and skills related to sustainable practices can be developed.




MoU with Apollo Hospitals


MoU with Government of
Mizoram


MoU with Government of Tripura

Promoting Conscious Water Usage on Campus

Promoting conscious water usage on campus involves encouraging students, faculty, staff, and other members of the university community to use water responsibly and avoid unnecessary wastage. Water conservation is an important part of sustainable campus management, as it helps reduce pressure on natural water resources and supports long-term environmental sustainability.

Universities can promote responsible water use through awareness campaigns, educational sessions, posters, signage near taps and washrooms, and regular communication about water-saving practices. Simple measures such as closing taps after use, reporting leakages, using water-efficient fixtures, monitoring consumption, and avoiding unnecessary water wastage can contribute to effective water conservation.

Key Initiatives to Promote Conscious Water Usage

S. No.	Initiative	Description
1	Water Conservation Awareness	Conduct awareness activities to educate students and staff about the importance of saving water.
2	Responsible Daily Usage	Encourage the campus community to close taps properly and avoid unnecessary water consumption.
3	Leak Detection and Maintenance	Promote timely reporting and repair of leaking taps, pipes, and storage systems.
4	Water-Saving Signage	Display messages near washrooms, drinking-water points, and other water-use areas.
5	Efficient Water Fixtures	Encourage the use of water-efficient taps, toilets, and other suitable equipment.
6	Monitoring Water Consumption	Maintain water-use records to identify excessive consumption and opportunities for improvement.
7	Community Participation	Encourage students, faculty, and staff to participate in water conservation initiatives.

Promoting Conscious Water Usage in The Wider Community

Promoting conscious water usage in the wider community involves encouraging households, schools, local organisations, community groups, and other stakeholders to use water responsibly and adopt sustainable water conservation practices. Universities can contribute by sharing knowledge, conducting awareness programmes, organising community outreach activities, and encouraging practical measures to reduce water wastage.

Through educational sessions, workshops, public awareness campaigns, and community engagement initiatives, universities can help people understand the importance of conserving freshwater, preventing water pollution, repairing leakages, and using water efficiently for domestic and other everyday purposes. Activities related to rainwater harvesting, groundwater conservation, and responsible water management can further strengthen community awareness.

MSU's Community Outreach and Environmental Awareness

Medhavi Skills University promotes community engagement through initiatives such as the National Service Scheme (NSS), environmental activities, and outreach programmes. The university's NSS programme identifies environmental conservation, educational outreach, and community service as areas of student participation. These platforms can help extend environmental awareness beyond the campus and encourage responsible resource use in the wider community.

S. No.	Initiative	Relevance to Community Awareness	Link
1	National Service Scheme (NSS)	Provides a platform for environmental conservation, educational outreach, and community service.	MSU NSS
2	Community Engagement at MSU	Describes the university's approach to engaging with schools, organisations, and the wider community through educational activities.	MSU Community Engagement
3	World Environment Day – Sustainability Initiatives (5 June 2026)	Demonstrates environmental awareness and collective participation through activities organised by the university. The published event does not specifically document water conservation.	MSU World Environment Day Event





National Service Scheme (NSS

NSS, or the National Service Scheme is a Central Sector Scheme, under the Ministry of Youth Affairs & Sports, Government of India. NSS allows students to contribute to societal affairs through various activities in the fields of environmental conservation, health awareness campaigns, educational outreach and more. These initiatives help students to become responsible citizens of the country. They develop a sense of civ duty, empathy, enthusiasm to work in a team and leadership skills. Through the NSS initiatives as the integral part of the curriculum, we ain to nurture individuals who are able to address the complex societal challenges and are driven to make tangible contributions to their communities. Through these initiatives, students create an impact that extends far beyond the confines of the classroom.

"Every drop of clean water represents health, dignity, and life. Medhavi Skills University encourages responsible water use, hygiene awareness, and sustainable practices, inspiring students to protect this precious resource and build healthier communities for generations to come."

Medhavi Skills University

www.msu.edu.in

Topakhani, Lower Chisopani
PO: Singtam Bazar, PS: Singtam
District: East Sikkim
Sikkim – 737134

MEDHAVI SKILLS UNIVERSITY

Skill • Empower • Liberate

REPORT ON SUSTAINABLE DEVELOPMENT



7 AFFORDABLE AND CLEAN ENERGY



GOAL 7

SDG 7 – Affordable and Clean Energy

Sustainable and affordable energy is an essential foundation for inclusive economic development, environmental sustainability and improved quality of life. Sustainable Development Goal 7 (SDG 7) aims to ensure access to affordable, reliable, sustainable and modern energy for all. Access to clean energy, together with improvements in energy efficiency and the increased use of renewable and low-carbon energy sources, plays an important role in addressing environmental challenges and supporting sustainable development.

Medhavi Skills University recognises the importance of responsible energy use and the role of higher education and skill-based learning institutions in promoting energy efficiency, clean-energy awareness and sustainable practices. As a skills-focused university, MSU can contribute to SDG 7 by integrating sustainability and energy-related concepts into education, training, research, innovation, campus practices and community engagement.

The University's contribution to SDG 7 can be reflected through energy-efficient infrastructure, responsible electricity consumption, renewable-energy initiatives, energy audits, conservation measures and awareness programmes. Academic and skill-development activities can also provide students with opportunities to understand emerging clean-energy technologies, energy efficiency and sustainable practices relevant to industry and communities.

Through research, innovation, experiential learning, industry collaboration and community outreach, Medhavi Skills University support the development of knowledge and skills required for a cleaner and more energy-efficient future. Documentation of institutional policies, energy data, audit reports, activities, partnerships, photographs, and other supporting evidence provides a structured basis for assessing the University's contribution to SDG 7.

This report presents the University's initiatives and evidence related to affordable and clean energy, energy efficiency, renewable energy, low-carbon practices, research, skill development and community engagement, supporting the broader objectives of SDG 7.

Academic Contribution

Medhavi Skills University (MSU) contributes to **SDG 7: Affordable and Clean Energy** through industry-integrated programmes that develop competencies in electrical systems, electronics, renewable energy, automation, and sustainable manufacturing. The University's **D.Voc. in Electrical and Electronics** programme equips learners with practical and technical skills relevant to modern industries, including **electronics manufacturing, renewable energy, and automation**, thereby preparing a skilled workforce to support the transition towards clean and sustainable energy solutions.

In addition, MSU offers the **B.Voc. in Automotive Manufacturing Technology**, which focuses on advanced manufacturing technologies and industry-oriented technical skills. The programme contributes to sustainable industrial development and supports the adoption of energy-efficient technologies in the automotive sector, an important component of the transition to cleaner mobility solutions.

Through its Work Integrated Skill-Based Higher Education (WISE) model, MSU combines academic learning with practical industry exposure, enabling students to gain hands-on experience in technology- driven sectors that advance energy efficiency, innovation, and sustainable development. These programmes collectively strengthen the University's contribution to SDG 7 by building capacity in energy-related technologies and fostering industry-ready professionals capable of supporting clean energy and sustainable industrial growth.

S.No	Programme	SDG 7	Evidence
1	**D.Voc. in Electrical and Electronics**	Develops skills in electrical systems, electronics manufacturing, renewable energy, and automation, supporting the clean energy sector.	Inside the D.Voc. in Electrical and Electronics: Skills for Modern Technicians
2	**B.Voc. in Automotive Manufacturing Technology**	Provides industry-oriented skills in automotive manufacturing and advanced technologies that support energy-efficient and sustainable mobility solutions.	B.Voc. in Automotive Manufacturing Technology


Essential Skills for Modern Electrical and Electronics Technicians
PCB HANDLING AND ASSEMBLY
ESD SAFETY AND QUALITY TESTING
PRECISION TESTING AND SAFETY PROTOCOLS
ESSENTIAL SKILLS FOR MODERN ELECTRICAL AND ELECTRONICS TECHNICIANS
MEDHAVI SKILLS UNIVERSITY
WISE


MEDHAVI SKILLS UNIVERSITY
WISE

University Measures Towards Affordable and Clean Energy

Medhavi Skills University is committed to promoting affordable, reliable, sustainable, and clean energy through energy-efficient campus operations and the adoption of renewable energy sources. As identified in the Energy Audit Report, the University utilizes a combination of grid electricity, solar energy, and backup power systems while continuously monitoring and optimizing energy consumption. The campus operates a **6.6 kWp rooftop solar photovoltaic system**, generating approximately **5,500 kWh of clean electricity annually**, contributing **3.60% of the University's total energy consumption** and reducing dependence on conventional energy sources.

Key energy conservation measures include the use of **LED lighting**, energy-efficient electrical equipment, smart boards, projectors, and digital infrastructure that support low-energy academic operations. The University maintains regular monitoring of electricity consumption across its facilities and promotes energy conservation among students, faculty, and staff through awareness initiatives and sustainable practices.

During the audit period (August 2025-July 2026), the University recorded a total energy consumption of **1,52,818 kWh equivalent**, with an energy use intensity of **70.52 kWh per student per year**, establishing a baseline for continuous improvement in energy efficiency and sustainability. The University is also committed to expanding renewable energy integration and strengthening energy management practices to support SDG 7 and its broader sustainability goals.

Energy-Efficient Renovation and Building

Medhavi Skills University integrates energy efficiency principles into campus infrastructure development, renovation, and facility management to reduce energy consumption and environmental impact. The University prioritizes the use of **LED lighting systems, energy-efficient electrical equipment, smart classrooms, and digital learning technologies** that minimize energy demand while enhancing educational outcomes.

During building renovations and infrastructure upgrades, energy-saving measures such as **improved lighting efficiency, optimized ventilation, reflective roofing materials, natural daylight utilization, and regular maintenance of electrical systems** are incorporated wherever feasible. The University also promotes efficient space utilization and adopts sustainable building practices that reduce overall energy requirements.

The campus supports clean energy generation through a **6.6 kWp rooftop solar photovoltaic system**, which contributes renewable electricity to campus operations and helps lower greenhouse gas emissions. Energy consumption is regularly monitored through internal audits and assessments, enabling the identification of opportunities for further efficiency improvements.

By combining renewable energy adoption, energy-efficient technologies, and sustainable building practices, Medhavi Skills University demonstrates its commitment to creating a low-carbon campus environment and advancing the objectives of **SDG 7: Affordable and Clean Energy** and **SDG 13: Climate Action**.

Infrastructure	Capacity / Rating	Quantity	Purpose / Remarks
Grid supply	Single- and three-phase supply	9	Primary power supply
DG sets	40 kVA each	3	Backup power supply
Rooftop solar PV	6.6 kWp	1	On-site renewable generation

Upgrade Buildings to Higher Energy Efficiency

Medhavi Skills University is committed to continuously upgrading campus buildings and facilities to achieve higher levels of energy efficiency and environmental sustainability. The University undertakes periodic assessments of energy consumption and implements improvement measures that reduce electricity demand while maintaining a comfortable and productive learning environment.

Key initiatives include the replacement of conventional lighting with **LED fixtures**, installation of **energy-efficient electrical appliances and equipment**, optimization of classroom and office energy use, and the adoption of **digital technologies** that reduce resource consumption. The University also emphasizes the use of **natural daylight, efficient ventilation systems, and routine maintenance of electrical infrastructure** to enhance overall building performance.

In addition, the University's **rooftop solar photovoltaic system** contributes renewable energy to campus operations, supporting the transition towards cleaner energy sources and reducing the carbon footprint of campus buildings. Energy audits and regular monitoring help identify opportunities for further retrofitting and efficiency upgrades, ensuring continual improvement in energy performance.

Through these measures, Medhavi Skills University enhances the energy efficiency of its buildings, lowers operational costs, reduces greenhouse gas emissions, and supports the objectives of **SDG 7 (Affordable and Clean Energy)** and **SDG 13 (Climate Action)**.

Carbon Reduction and Emission Reduction Process

Medhavi Skills University is committed to reducing its carbon footprint and minimizing greenhouse gas (GHG) emissions through sustainable energy management, resource conservation, and environmentally responsible campus operations. The University follows a proactive approach that combines energy efficiency, renewable energy adoption, sustainable transportation practices, and environmental awareness initiatives.

Key measures include:

- **Renewable Energy Adoption:** The University operates a **6.6 kWp rooftop solar photovoltaic system**, generating clean electricity and reducing reliance on conventional grid power.
- **Energy Efficiency Measures:** Installation of **LED lighting**, energy-efficient appliances, smart classrooms, and regular energy audits help lower electricity consumption and associated carbon emissions.
- **Digital Transformation:** Adoption of digital learning platforms, electronic communication, and paperless administrative processes reduces resource consumption and indirect emissions.
- **Sustainable Transportation:** The University encourages carpooling, public transport usage, virtual meetings, and online academic activities where appropriate to reduce transportation-related emissions.
- **Waste Management Practices:** Segregation of waste, recycling initiatives, and responsible disposal of electronic waste help prevent environmental pollution and reduce emissions from waste disposal.
- **Green Campus Development:** Tree plantation drives, landscaping with native species, and maintenance of green spaces enhance carbon sequestration and improve the campus environment.
- **Resource Conservation:** Water conservation, rainwater harvesting, wastewater reuse, and efficient resource management contribute indirectly to emission reduction by lowering energy demand for water extraction and treatment.

The University regularly monitors energy consumption and environmental performance through audits and sustainability assessments to identify opportunities for continuous improvement. Through these initiatives, Medhavi Skills University supports climate mitigation efforts and contributes to **SDG 7 (Affordable and Clean Energy)** and **SDG 13 (Climate Action)** by promoting a low-carbon and environmentally sustainable campus.

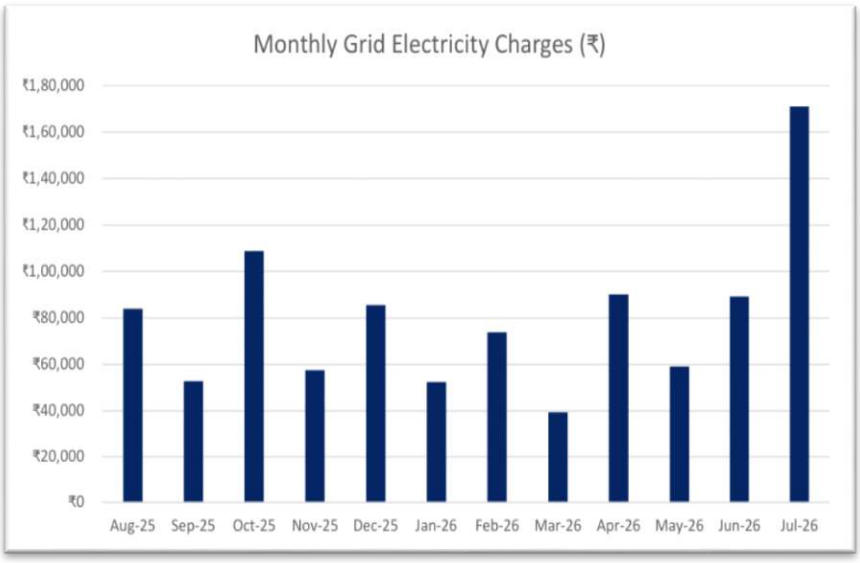
Plan to Reduce Energy Consumption

Medhavi Skills University has established a systematic approach to reducing energy consumption through energy conservation, efficient resource utilization, renewable energy adoption, and continuous monitoring of campus energy performance. The University aims to minimize energy demand while maintaining a high-quality academic and administrative environment.

The University's energy reduction plan includes:

- **Expansion of Renewable Energy:** Increase the utilization of rooftop solar power and explore additional renewable energy opportunities to reduce dependence on conventional electricity sources.
- **Energy-Efficient Equipment:** Replace older electrical appliances, lighting fixtures, and campus equipment with energy-efficient alternatives, including LED lighting and star-rated devices.
- **Smart Energy Management:** Conduct periodic energy audits, monitor electricity consumption patterns, and implement corrective measures to eliminate energy wastage.
- **Sustainable Building Operations:** Maximize natural daylight and ventilation, optimize air-conditioning usage, and integrate energy-efficient practices in future building upgrades and renovations.
- **Digital Transformation:** Promote paperless administration, online meetings, digital learning resources, and automated systems that reduce energy and resource consumption.
- **Awareness and Behavioural Change:** Conduct awareness campaigns, training programmes, and sustainability initiatives to encourage students, faculty, and staff to adopt energy-saving practices.
- **Preventive Maintenance:** Regular maintenance of electrical infrastructure, computers, laboratory equipment, and HVAC systems to ensure optimal energy performance.
- **Green Campus Initiatives:** Enhance greenery and tree plantation efforts to improve the campus microclimate and reduce cooling energy requirements.

Through these measures, Medhavi Skills University seeks to achieve continuous reductions in energy consumption, lower operational costs, reduce greenhouse gas emissions, and strengthen its contribution to **SDG 7 (Affordable and Clean Energy)** and **SDG 13 (Climate Action)**.



Energy Wastage Identification

Medhavi Skills University identifies energy wastage through regular energy audits, monitoring of electricity consumption, inspection of lighting and electrical equipment, and assessment of idle power usage. The University encourages students and staff to adopt energy-saving practices and implements corrective measures such as LED lighting, efficient equipment operation, and preventive maintenance to reduce unnecessary energy consumption and improve overall energy efficiency.

Divestment Policy

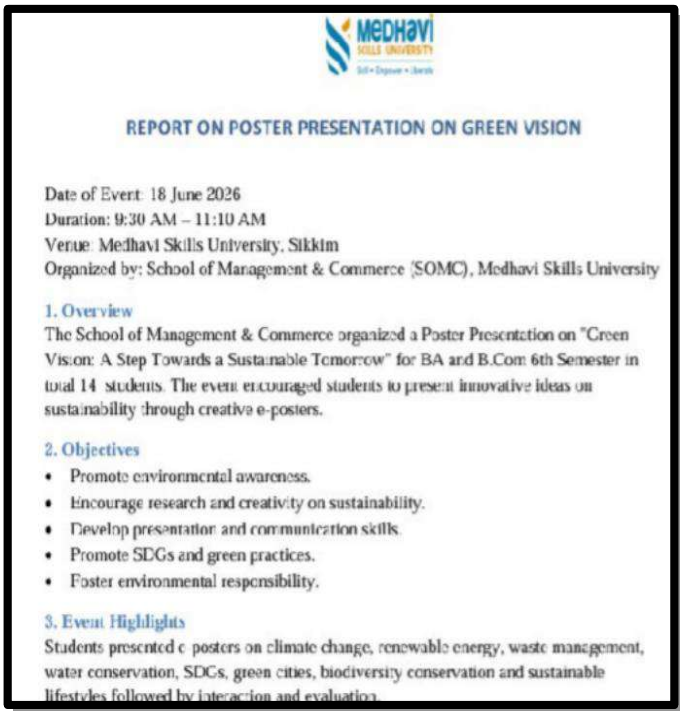
Medhavi Skills University is committed to responsible and sustainable financial practices. The University seeks to support environmental sustainability by promoting investments and procurement decisions that align with ethical, social, and environmental principles. The University discourages financial engagement with activities that significantly contribute to environmental degradation, excessive carbon emissions, or unsustainable resource use. Through its sustainability framework, the University prioritizes resource-efficient operations, renewable energy adoption, and environmentally responsible partnerships, supporting its commitment to **SDG 7 (Affordable and Clean Energy)** and **SDG 13 (Climate Action)**.

Energy Use Density

Medhavi Skills University Monitors **Energy Use Density (EUD)** as a key indicator of campus energy efficiency. Based on the latest energy audit, the University's total annual energy consumption was **1,52,818 kWh equivalent**, with an **energy use intensity of 70.52 kWh per student per year**. Monitoring energy use density helps the University identify efficiency improvement opportunities, optimize resource utilization, and evaluate the effectiveness of energy conservation measures such as LED lighting, energy-efficient equipment, and renewable energy integration. Through regular energy assessments, the University strives to continuously improve energy performance and reduce its environmental footprint.

Local Community Outreach for Energy Efficiency

Medhavi Skills University promotes awareness of energy efficiency and environmental sustainability through community outreach, awareness campaigns, and experiential learning activities. The University organized the **Poster Presentation on "Green Vision – A Step Towards a Sustainable Tomorrow"**, which encouraged students to explore sustainable development, resource conservation, and environmentally responsible practices. This initiative helped spread awareness about sustainability among the university community and beyond.



REPORT ON POSTER PRESENTATION ON GREEN VISION

Date of Event: 18 June 2026
Duration: 9:30 AM – 11:10 AM
Venue: Medhavi Skills University, Sikkim
Organized by: School of Management & Commerce (SOMC), Medhavi Skills University

1. Overview

The School of Management & Commerce organized a Poster Presentation on "Green Vision: A Step Towards a Sustainable Tomorrow" for BA and B.Com 6th Semester in total 14 students. The event encouraged students to present innovative ideas on sustainability through creative e-posters.

2. Objectives

- Promote environmental awareness.
- Encourage research and creativity on sustainability.
- Develop presentation and communication skills.
- Promote SDGs and green practices.
- Foster environmental responsibility.

3. Event Highlights

Students presented c posters on climate change, renewable energy, waste management, water conservation, SDGs, green cities, biodiversity conservation and sustainable lifestyles followed by interaction and evaluation.



The University also observed **World Environment Day**, providing a platform to sensitize students and community members about environmental protection, responsible energy consumption, and the importance of adopting sustainable lifestyles.

Further, through the **Industrial Visit to V-Guard Industries Ltd., Majitar, East Sikkim**, students gained practical exposure to electrical products and technologies used in modern industry. Such interactions enhance understanding of energy-efficient technologies and their role in promoting sustainable development.







Industry Collaborations Supporting Affordable and Clean Energy

Medhavi Skills University advances the objectives of **SDG 7: Affordable and Clean Energy** through strategic collaborations with leading industry and technology organizations. Partnerships with **Bosch**, **JBM Group**, and **AEQUS Aerospace** provide students with exposure to modern engineering practices, sustainable manufacturing technologies, industrial automation, and energy-efficient systems. These collaborations help bridge academia and industry while developing a skilled workforce capable of supporting emerging clean-energy and green-technology sectors.

The University's collaboration with **JBM Group** strengthens learning opportunities related to electric mobility and sustainable transportation technologies, while its association with **Bosch** enhances exposure to advanced engineering solutions, automation, and energy-efficient industrial practices. Collaboration with **AEQUS Aerospace** further promotes innovation and sustainable manufacturing through industry-integrated learning and skill development initiatives.

Additionally, strategic partnerships with organizations such as **NSDC**, **CEMS**, and **Subros Limited** contribute to workforce development in technical and industrial domains that support sustainable growth and responsible resource utilization. Collectively, these collaborations reinforce the University's commitment to fostering innovation, technical capacity, and industry readiness in areas aligned with affordable, reliable, and sustainable energy solutions.

Collaboration	SDG 7 Relevance
MoU with Bosch	Bosch is globally recognized for energy-efficient technologies, industrial automation, smart manufacturing, and sustainable engineering solutions. This is one of the strongest SDG 7 collaborations.
MoU with JBM Group	JBM is actively involved in electric mobility, EV manufacturing, and sustainable transportation solutions, making it directly relevant to clean energy and low-carbon technologies.
MoU with AEQUS Aerospace	Supports advanced manufacturing technologies and resource-efficient industrial practices. Relevant to sustainable industrial innovation.
MoU with CEMS (Centre of Excellence in Maritime & Shipbuilding)	Contributes to sustainable maritime technologies, industrial efficiency, and modern engineering skills.
MoU with NSDC / National Skill Development Corporation	Supports skilling programmes in emerging technology sectors, including electrical, electronics, manufacturing, and renewable-energy-related occupations.
MoU with Subros Limited	Associated with automotive thermal and energy-efficient technologies, supporting sustainable mobility.



MoU with JBM Group



Innovation and Entrepreneurship Support for Sustainable Technologies

Through its Incubation Cell & Innovation Council, Medhavi Skills University fosters innovation, entrepreneurship, and technology-driven problem-solving among students. The platform encourages learners to develop innovative ideas and sustainable solutions addressing societal and environmental challenges. By nurturing innovation-oriented thinking and supporting emerging technologies, the University contributes to the development of future solutions aligned with sustainable development goals, including affordable and clean energy.



Low-Carbon Energy Use

Medhavi Skills University promotes low-carbon energy use through the adoption of renewable energy, energy-efficient technologies, and sustainable campus operations. The University operates a **6.6 kWp rooftop solar photovoltaic (PV) system**, which generates approximately **5,500 kWh of clean electricity annually**. Solar energy contributes about **3.60% of the University's total annual energy consumption**, helping reduce dependence on conventional grid electricity and lowering greenhouse gas emissions.

In addition, the University has implemented **LED lighting**, energy-efficient electrical equipment, smart classrooms, and digital learning platforms to reduce energy demand. Regular energy audits and monitoring of electricity consumption support continuous improvement in energy performance and carbon reduction. Through these initiatives, Medhavi Skills University advances its commitment to **SDG 7 (Affordable and Clean Energy)** and **SDG 13 (Climate Action)** by fostering a cleaner and more sustainable energy future.

Calculations:

- Total Energy Used = 152,818 × 0.0036 = **550.14 GJ**
- Low-Carbon Energy Used = 5,500 × 0.0036 = **19.80 GJ**
- Share of Low-Carbon Energy = (19.80 ÷ 550.14) × 100 = **3.60%**

Metric	Data Required	MSU Value	Unit
Low-carbon energy use	Total energy used	**550.14**	GJ
Low-carbon energy use	Total energy used from low-carbon sources (Solar PV)	**19.80**	GJ
Low-carbon energy use	Share of low-carbon energy	**3.60**	%



Reg.: ECPL/CERT/2026/MSU/03 Issue date:10/10/2026

enviraj

GWCN

CERTIFICATE

This is to certify that

MEDHAVI SKILLS UNIVERSITY
Sikkim, India

has been assessed for its energy management practices and energy performance.

Energy Audit

Based on the assessment and findings documented in the Energy Audit Report, the institute has demonstrated satisfactory implementation of energy management practices and initiatives aimed at improving energy efficiency, promoting renewable energy use, and conserving energy resources.

enviraj CONSULTING

Audit Period: *August 2025 - July 2026* ***Audit Date:*** *28/09/2026*

Scan to verify

Rajdeep Pandey
Director
Environmental Consultant & Auditor
ISO 14001:2015 & ISO 50001:2018

Enviraj Consulting Pvt. Ltd.
F-29 Bhagat Singh Nagar, Airport Road, Gwalior-474005 | P: 7987416317 | E: info@enviraj.com | W: www.enviraj.com

Digital Sustainability Dashboard for Energy Use and Renewable Energy Monitoring

Medhavi Skills University uses a digital Sustainability Metrics Dashboard to present its environmental sustainability initiatives, including energy use and renewable energy. Through its EcoTag Sustainability Profile, the University provides a digital platform for displaying information related to energy consumption, renewable energy generation and other energy-related indicators.

The dashboard provides a framework for monitoring energy-related indicators and presenting environmental information in a structured manner. This initiative supports the University's efforts towards responsible energy use, energy conservation and the adoption of renewable energy sources.

The University also uses the dashboard to bring together information on its wider environmental initiatives, including green initiatives, water conservation and waste management.

Weblink of the Dashboard: https://ecotag.com/id/ets-26-msu



EcoTag

MEDHAVI SKILLS UNIVERSITY

Sikkim, India • EcoTag ID: ETS-26-MSU

Period: August 2025 - July 2026

Gross GHG Emissions (Scope 1-2)	Renewable Energy Share	Carbon Intensity
Independently verified	Independently verified	Independently verified
104.02 tCO_2e	3.6%	48 kg CO_2e / student

1 Climate Impact

2 Energy

Consumption and renewable share.

Total energy (MWh)	Renewable used (MWh)	Renewable share
152.82	5.5	3.6%

3 Water

4 Waste & Materials

5 Reporting Scope

6 Data Transparency

Time coverage + evidence for transparency.

Reporting period coverage	Data origin
100%	Third Party Verified

Comparisons are valid only where functional units and boundaries are equivalent.

7 Compliance & Certifications

8 Environmental Actions

Footnotes

Record: ETS-26-MSU • Category: Site • Period: August 2025 - July 2026

"Clean energy powers more than our homes; it powers a sustainable future. Medhavi Skills University inspires learners to embrace innovation, energy efficiency, and responsible solutions that can drive progress while protecting our planet for future generations."

Medhavi Skills University

www.msu.edu.in

Topakhani, Lower Chisopani
PO: Singtam Bazar, PS: Singtam
District: East Sikkim
Sikkim – 737134

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REPORT ON SUSTAINABLE DEVELOPMENT



8 DECENT WORK AND ECONOMIC GROWTH



GOAL 8

SDG 8 – DECENT WORK AND ECONOMIC GROWTH

Sustainable Development Goal 8 (SDG 8) aims to promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. Medhavi Skills University, Sikkim, is committed to advancing this goal through skill-integrated education, work-integrated learning, industry partnerships, entrepreneurship development, and career-focused training. As a university dedicated to enhancing employability and workforce readiness, MSU equips students with the knowledge, skills, and practical experience required to succeed in a rapidly evolving global economy.

Through apprenticeships, internships, industry collaborations, entrepreneurship initiatives, placement support, research, and community engagement programmes, the University contributes to creating opportunities for decent work and economic empowerment. This report brings together the policies, practices, programmes, and evidence that demonstrate the University's contribution towards SDG 8. Each section should be supported with verified institutional records, policy documents, programme reports, participation data, placement statistics, MoUs, research outputs, and accessible evidence links**.**

List of Courses

Medhavi Skills University integrates the principles of SDG 8 (Decent Work and Economic Growth) across multiple academic programmes through courses focused on employability, entrepreneurship, business management, career readiness, workplace communication, industry immersion, digital skills, and professional development. Programmes offered by the School of Health Science and Technology, School of Management and Commerce, School of Hospitality and Tourism, and School of Computing Science & Engineering incorporate subjects such as Business Communication, Career Readiness, Entrepreneurship Development, Human Resource Management, Financial Management, Business Analytics, Industry Transition, Industry Immersion, Digital Marketing, Customer Relationship Management, and Organizational Behaviour.

The University's skill-integrated curriculum emphasizes workforce preparedness, leadership, innovation, entrepreneurship, financial literacy, and industry engagement. Through work-integrated learning, industry immersion, projects, and professional

competency-building courses, students develop the knowledge and practical skills required for productive employment, entrepreneurship, and sustainable economic growth. These curriculum components directly contribute to the objectives of SDG 8 by enhancing employability, promoting decent work opportunities, and fostering an entrepreneurial mindset among learners.

SDG	Key Curriculum Areas Supporting SDG 8
SDG 8 – Decent Work and Economic Growth	Business Communication
SDG 8 – Decent Work and Economic Growth	Career Readiness
SDG 8 – Decent Work and Economic Growth	Entrepreneurship Development / Entrepreneurship Orientation
SDG 8 – Decent Work and Economic Growth	Fundamentals of Business
SDG 8 – Decent Work and Economic Growth	Principles of Management and Leadership
SDG 8 – Decent Work and Economic Growth	Financial Management & Financial Modelling
SDG 8 – Decent Work and Economic Growth	Human Resource Management & Employee Relations
SDG 8 – Decent Work and Economic Growth	Business Analytics & Data Management
SDG 8 – Decent Work and Economic Growth	Digital Marketing & E-Commerce
SDG 8 – Decent Work and Economic Growth	Customer Relationship Management
SDG 8 – Decent Work and Economic Growth	Industry Transition & Industry Immersion
SDG 8 – Decent Work and Economic Growth	Corporate Readiness & Professional Competence

Research Publications

Medhavi Skills University contributes to **SDG 8: Decent Work and Economic Growth** through research focused on entrepreneurship, financial inclusion, digital payments, artificial intelligence in business, microenterprise sustainability, and investment analysis. Faculty members from the **School of Management and Commerce (SoMC)** have published research examining the challenges faced by small-scale entrepreneurs, the role of financial inclusion in rural development, customer behavior in cashless payment systems, the application of artificial intelligence in SMEs, and investment decision-making. These studies provide insights into employment generation, entrepreneurship development, digital transformation, financial literacy, and sustainable economic growth, directly supporting the objectives of SDG 8.

Author	Title of Publication	Journal	Link
Mr. M. Jamal	Artificial Intelligence Integration in Small and Medium Enterprises: Obstacles and Prospects	Business Trends Transformations and Way Ahead (Series II)	https://www.researchgate.net/publication/382155750_Artificial_Intelligence_Integration_in_Small_and_Medium_Enterprises_Obstacles_and_Prospects
Mr. Snehasish Bhattacharjee	Financial Inclusion and Microenterprise Sustainability: An Accounting Perspective on Rural Development Initiatives	International Journal of Special Education (IJSE)	View of Financial Inclusion and Microenterprise Sustainability: An Accounting Perspective on Rural Development Initiatives
Mr. Snehasish Bhattacharjee	Customer Satisfaction Behaviour Towards Cashless Payments	International Journal of Creative Research Thoughts	Customer Satisfaction Behaviour Towards Cashless Payments | IJCRT Vol. 13, Issue 5
Mr. M. Jamal	Measuring the Intensity of Challenges and Problems of Small-Scale Entrepreneurs in Uttarakhand, India	XIMB Journal of Management	EM-XIMB240036 217..233
Mr. Snehasish Bhattacharjee	Risk and Return Associated with Residential Real Estate Investments in Kolkata	International Journal of Creative Research Thoughts	RETURN AND RISK ON INVESTMENTS IN RESIDENTIAL REAL ESTATE IN KOLKATA | IJCRT Vol. 12, Issue 2

Collaboration

Medhavi Skills University advances SDG 8 (Decent Work and Economic Growth) through extensive industry collaborations that bridge the gap between education and employment. The University's partnership ecosystem integrates industry expertise into curriculum design, skill development, apprenticeships, on-the-job learning, and career pathways. Through collaborations with organizations such as Apollo Hospitals, Bosch, Quess Corp, Chai Point, Barbeque Nation, Steward Healthcare India, and Nexus Select Trust, MSU enhances students' employability, industry readiness, and access to decent work opportunities. The University reports more than 650 industry and skilling partners supporting work-integrated learning and career transformation.

Partner	SDG 8 Relevance
Apollo Hospitals	Work-integrated learning, healthcare employment and skill development
Bosch	Industry-aligned technical skills and employability
Quess Corp	Workforce development and career opportunities
Barbeque Nation	Hospitality industry exposure, internships and employment pathways
Chai Point	Industry-linked training and workplace learning
Steward Healthcare India	Professional skills, apprenticeships and healthcare careers
Nexus Select Trust	Industry engagement and career-oriented learning opportunities


MoU with Apollo Hospitals


MoU with Bosch

[Industry Collaborations at Medhavi Skills University Partnerships & MoUs]



Entrepreneurship Development and Employability Enhancement

Medhavi Skills University promotes SDG 8 (Decent Work and Economic Growth) through entrepreneurship development, employability enhancement, industry exposure, and innovation-focused learning opportunities. Events such as the MBA Start-up Ecosystem Workshop, Students Explore Entrepreneurship and Innovation at InspireX 2026, Skills and Employability Tour at MSU, and Exploring Sustainable Entrepreneurship at Crafted Fibers equipped students with practical knowledge of startup ecosystems, business development, innovation, leadership, sustainable entrepreneurship, and career readiness. These initiatives strengthen students' employability, entrepreneurial capabilities, and preparedness for productive employment and economic participation.



MBA Start-up Ecosystem Workshop

Event	SDG 8 Relevance	Evidence
MBA Start-up Ecosystem Workshop (Feb 2025)	MBA students gained insights into innovation, funding, networking, collaboration, and startup development, enhancing entrepreneurial and business leadership skills.	View Event
Students Explore Entrepreneurship and Innovation at InspireX 2026 (Jul 2026)	Students participated in a district-level entrepreneurship and innovation event, interacting with entrepreneurs, founders, and industry experts while learning about startup ecosystems and innovation-driven business development.	View Event
Encouraging Entrepreneurial Aspirations Among Students (Jul 2026)	Entrepreneurship workshop covering creativity, innovation, self-employment, business management, and entrepreneurial careers.	View Event
Skills and Employability Tour at MSU (Sep 2025)	Focused on skill-based education, practical learning, and career-oriented opportunities to improve student employability.	View Event
Exploring Sustainable Entrepreneurship at Crafted Fibers (Jul 2026)	Students learned about sustainable business models, artisan welcome, supply chain management, and community-based entrepreneurship.	View Event



Students Explore Entrepreneurship and Innovation at InspireX 2026



[Skills and Employability Tour at MSU]

Employment Practice

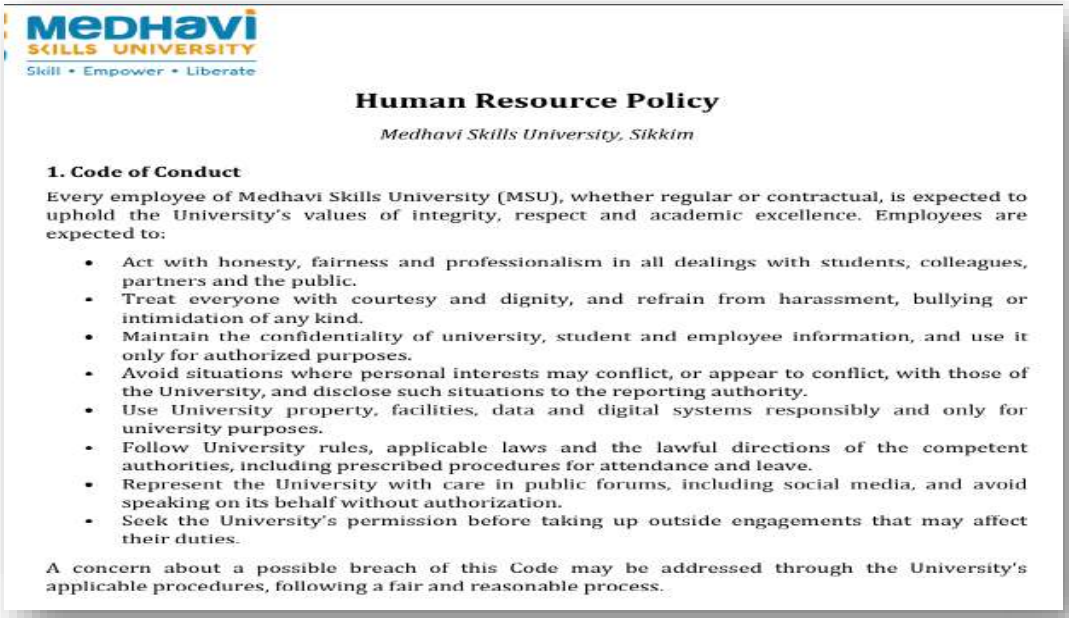
Employment Practice: Living Wage

Document the University's approach to fair and adequate remuneration for faculty and staff. Evidence may include approved salary policies, salary structure documentation and relevant HR records; protect confidential employee information.

Employment Practice: Unions

Medhavi Skills University respects the rights of employees to associate, participate in employee representative bodies, and engage in lawful collective dialogue in accordance with applicable labour laws and institutional regulations. The University is committed to maintaining a workplace environment based on mutual respect, open communication, and constructive employee engagement. Employees are encouraged to raise concerns, provide feedback, and participate in consultative mechanisms relating to workplace welfare, employment conditions, and professional development.

The University ensures that employees are not subjected to discrimination, intimidation, or retaliation for exercising their lawful rights to association and representation. Through transparent grievance redressal and communication channels, MSU promotes fair employment practices, employee well-being, and a positive workplace culture.



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Human Resource Policy

Medhavi Skills University, Sikkim

1. Code of Conduct

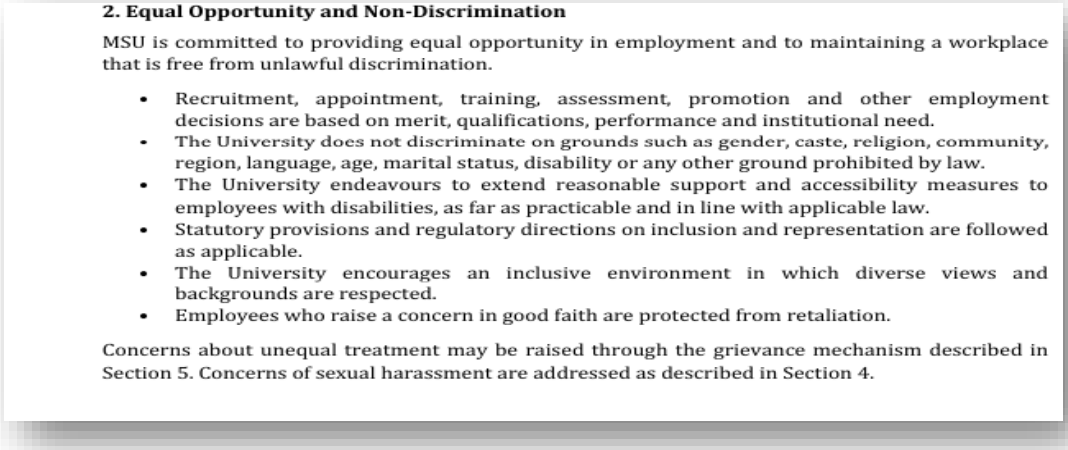
Every employee of Medhavi Skills University (MSU), whether regular or contractual, is expected to uphold the University's values of integrity, respect and academic excellence. Employees are expected to:

- Act with honesty, fairness and professionalism in all dealings with students, colleagues, partners and the public.
- Treat everyone with courtesy and dignity, and refrain from harassment, bullying or intimidation of any kind.
- Maintain the confidentiality of university, student and employee information, and use it only for authorized purposes.
- Avoid situations where personal interests may conflict, or appear to conflict, with those of the University, and disclose such situations to the reporting authority.
- Use University property, facilities, data and digital systems responsibly and only for university purposes.
- Follow University rules, applicable laws and the lawful directions of the competent authorities, including prescribed procedures for attendance and leave.
- Represent the University with care in public forums, including social media, and avoid speaking on its behalf without authorization.
- Seek the University's permission before taking up outside engagements that may affect their duties.

A concern about a possible breach of this Code may be addressed through the University's applicable procedures, following a fair and reasonable process.

Employment Policy on Discrimination

Medhavi Skills University is committed to providing a fair, inclusive, and discrimination-free workplace for all employees. The University prohibits discrimination in recruitment, hiring, compensation, training, promotion, transfer, benefits, and termination based on gender, age, religion, caste, ethnicity, disability, marital status, sexual orientation, gender identity, socioeconomic background, or any other protected characteristic. Employment decisions are made solely based on qualifications, performance, merit, and organizational requirements. The University maintains mechanisms for reporting grievances and complaints related to discrimination and ensures that employees are protected from retaliation for raising concerns in good faith. Through this policy, the University promotes equal opportunity, diversity, dignity, and respect for all members of its workforce.



2. Equal Opportunity and Non-Discrimination

MSU is committed to providing equal opportunity in employment and to maintaining a workplace that is free from unlawful discrimination.

- Recruitment, appointment, training, assessment, promotion and other employment decisions are based on merit, qualifications, performance and institutional need.
- The University does not discriminate on grounds such as gender, caste, religion, community, region, language, age, marital status, disability or any other ground prohibited by law.
- The University endeavours to extend reasonable support and accessibility measures to employees with disabilities, as far as practicable and in line with applicable law.
- Statutory provisions and regulatory directions on inclusion and representation are followed as applicable.
- The University encourages an inclusive environment in which diverse views and backgrounds are respected.
- Employees who raise a concern in good faith are protected from retaliation.

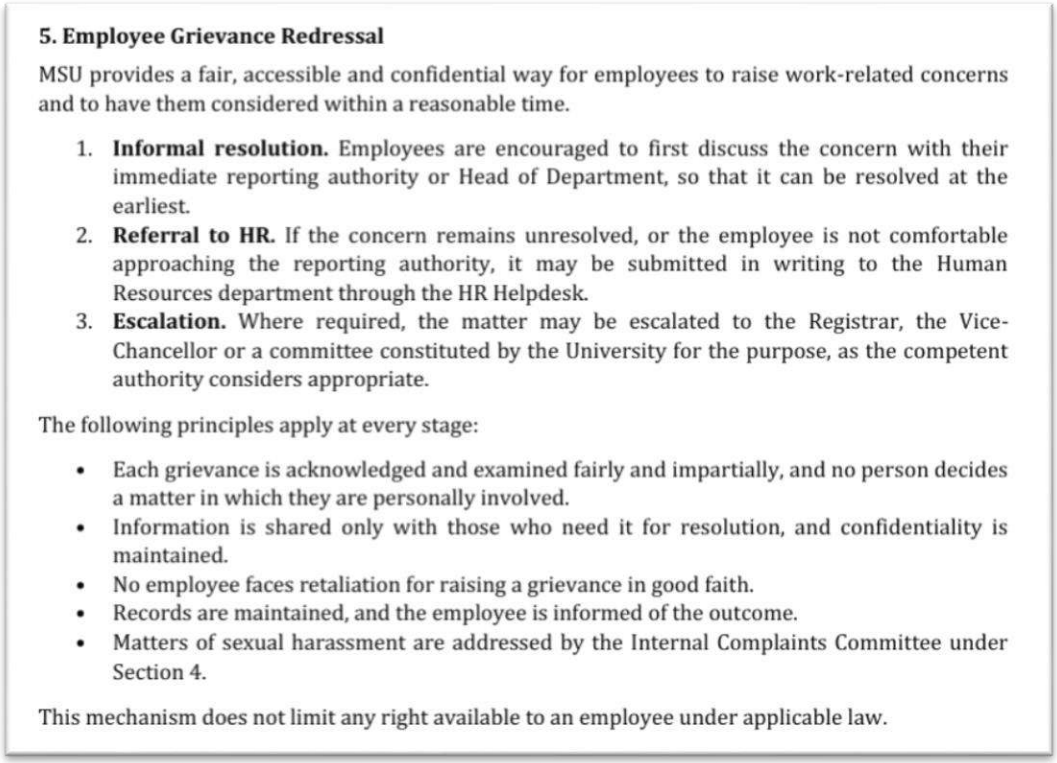
Concerns about unequal treatment may be raised through the grievance mechanism described in Section 5. Concerns of sexual harassment are addressed as described in Section 4.

Employment Policy: Modern Slavery

Document commitments and controls against forced labour, human trafficking, child labour and modern slavery in institutional employment and relevant operations. Evidence: policy, procurement/vendor clauses or applicable declarations.

Employment Practice: Equivalent Rights in Outsourcing

Medhavi Skills University is committed to ensuring that personnel engaged through outsourced agencies and service providers are treated with fairness, dignity, and respect. In line with the University's Employee Grievance Redressal Mechanism, outsourced personnel working on campus are encouraged to report workplace concerns, grievances, or instances of unfair treatment through appropriate channels. The University expects all contractors and service providers to uphold principles of equal opportunity, non-discrimination, safe working conditions, and compliance with applicable labour laws. By promoting transparent grievance resolution and ethical employment practices, the University seeks to ensure that outsourced personnel receive workplace protections and fair treatment consistent with the values and standards applied across the institution.



5. Employee Grievance Redressal

MSU provides a fair, accessible and confidential way for employees to raise work-related concerns and to have them considered within a reasonable time.

1. **Informal resolution.** Employees are encouraged to first discuss the concern with their immediate reporting authority or Head of Department, so that it can be resolved at the earliest.
2. **Referral to HR.** If the concern remains unresolved, or the employee is not comfortable approaching the reporting authority, it may be submitted in writing to the Human Resources department through the HR Helpdesk.
3. **Escalation.** Where required, the matter may be escalated to the Registrar, the Vice-Chancellor or a committee constituted by the University for the purpose, as the competent authority considers appropriate.

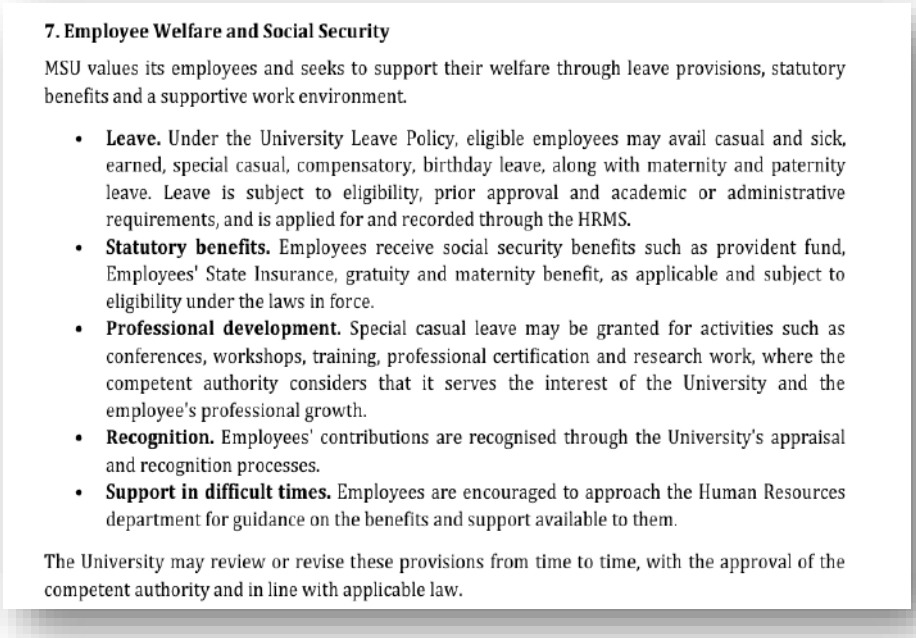
The following principles apply at every stage:

- Each grievance is acknowledged and examined fairly and impartially, and no person decides a matter in which they are personally involved.
- Information is shared only with those who need it for resolution, and confidentiality is maintained.
- No employee faces retaliation for raising a grievance in good faith.
- Records are maintained, and the employee is informed of the outcome.
- Matters of sexual harassment are addressed by the Internal Complaints Committee under Section 4.

This mechanism does not limit any right available to an employee under applicable law.

Employment Practice: Labour Rights

Medhavi Skills University is committed to upholding labour rights and maintaining a fair, safe, and inclusive workplace for all employees. The University ensures compliance with applicable labour laws and regulations relating to employment conditions, working hours, leave entitlements, workplace safety, non-discrimination, and employee welfare. Employees are provided with access to transparent grievance redressal mechanisms through which workplace concerns can be raised and addressed fairly and confidentially. The University promotes equal opportunity, respect, dignity, and protection from harassment or unfair treatment, while supporting a healthy and productive work environment. Through these practices, MSU reinforces its commitment to ethical employment standards and the protection of labour rights across the institution.



7. Employee Welfare and Social Security

MSU values its employees and seeks to support their welfare through leave provisions, statutory benefits and a supportive work environment.

- **Leave.** Under the University Leave Policy, eligible employees may avail casual and sick, earned, special casual, compensatory, birthday leave, along with maternity and paternity leave. Leave is subject to eligibility, prior approval and academic or administrative requirements, and is applied for and recorded through the HRMS.
- **Statutory benefits.** Employees receive social security benefits such as provident fund, Employees' State Insurance, gratuity and maternity benefit, as applicable and subject to eligibility under the laws in force.
- **Professional development.** Special casual leave may be granted for activities such as conferences, workshops, training, professional certification and research work, where the competent authority considers that it serves the interest of the University and the employee's professional growth.
- **Recognition.** Employees' contributions are recognised through the University's appraisal and recognition processes.
- **Support in difficult times.** Employees are encouraged to approach the Human Resources department for guidance on the benefits and support available to them.

The University may review or revise these provisions from time to time, with the approval of the competent authority and in line with applicable law.

"Skills create opportunities, and opportunities create economic progress. Medhavi Skills University prepares learners for meaningful careers through industry-relevant education, practical experience, and professional development, enabling them to build dignified livelihoods and contribute to sustainable economic growth."

Medhavi Skills University

www.msu.edu.in

Topakhani, Lower Chisopani
PO: Singtam Bazar, PS: Singtam
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9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



GOAL 9

Introduction

Industry, innovation and infrastructure play a vital role in promoting sustainable economic development, strengthening technological capabilities and creating opportunities for inclusive growth. Medhavi Skills University (MSU), Sikkim, recognises the importance of industry-oriented education, applied learning, research and innovation in preparing learners to meet the evolving needs of the economy. Established under the Medhavi Skills University, Sikkim Act, 2021, the University focuses on integrating higher education with practical skills, industry exposure and employability-oriented learning. Its educational approach emphasises the development of a skilled workforce equipped to contribute to technological advancement, industrial development and sustainable progress.

Through its skill-integrated academic programmes, industry collaborations, specialised laboratories and work-integrated learning model, MSU provides opportunities for students to connect theoretical knowledge with practical applications. The University's engagement with industry partners supports the development of relevant skills, professional competencies and industry-aligned learning experiences. Its technology-enabled teaching and learning environment, together with practical training facilities, creates opportunities for experiential learning and the application of knowledge across different professional sectors. These initiatives reflect the University's emphasis on strengthening the relationship between higher education, innovation and industry requirements.

List of Courses

The University offers programmes across health sciences, management, computer applications and engineering-related disciplines. The courses listed below cover research methodology, scientific principles, artificial intelligence, computer networks, cloud computing, software development, data analytics, cybersecurity and project-based learning.

These subjects are relevant to SDG 9 because they provide opportunities for students to develop research capabilities, technological knowledge, problem-solving skills and practical competencies. Research projects, capstone projects, internships and applied laboratory courses can also help students connect academic learning with industry requirements and technological innovation.

Name of School	Programme	Relevant Courses / Subjects
School of Health Science and Technology	Medical and Allied Health Programmes	Research Methodology, Research Project, Biophysics, Physics, Chemistry, Artificial Intelligence
School of Management and Commerce	MBA	Research Methodology, Data Analysis, Power BI, Tableau, Field Project, Capstone Project
School of Computer Science & Engineering	BCA	AI, Programming, Data Structures, Cloud Computing, Cybersecurity, Web Technologies, Software Engineering, Capstone Project
School of Computer Science & Engineering	DCSE	Mathematics, Applied Physics, Chemistry, Computer Programming, Python, Computer Networks, Algorithms, Internship
School of Computer Science & Engineering	B.Tech	AI, Machine Learning, Computer Networks, Programming, Data Analytics, Software Engineering, Design Thinking
School of Computer Science & Engineering	MCA	Programming, Full Stack Development, Computer Networks, Information Security, Blockchain, DevSecOps, Projects

Research Contribution

The University recognises research and scholarly publications as important contributions to **SDG 9: Industry, Innovation and Infrastructure**. The university's research publications address emerging areas such as cybersecurity, decentralised computing, medical imaging, Internet of Things (IoT), artificial intelligence, and secure digital systems. These research areas advance technological knowledge, digital innovation, and solutions relevant to industry and society.

The publications listed below demonstrate faculty research in areas that support innovation, technological development, and resilient digital infrastructure. The work includes a systematic review of cybersecurity quality metrics for decentralized computational ecosystems, research on medical imaging and IoT-based healthcare devices, and studies on defensive techniques against adversarial attacks. This research reflects higher education institutions' role in advancing knowledge, strengthening research capacity, and supporting the development of innovative technologies.

The publication records include the paper title, faculty author, department, school, year of publication, journal or publication source, links to the published work, and available indexing information.

Publications Listed under SDG 9

1. **A Systematic Review of Cybersecurity Quality Metrics for Decentralized Computational Ecosystems** — authored by Raghavendra Prasad, School of Computing and Software Engineering (SoCSE), published in *Array* in 2026. The paper focuses on cybersecurity quality metrics in decentralised computational environments and is reported as indexed in Web of Science and Scopus.

   https://doi.org/10.1016/j.array.2026.100859.

2. **Data Acquisition and Preprocessing Techniques for Medical Imaging and IoT Healthcare Devices** — authored by Divya Chettri, RIT, School of Health Science and Technology (SoHST), published in 2025. The publication addresses data acquisition and preprocessing in medical imaging and IoT-enabled healthcare technologies. The supplied record identifies it as peer reviewed.

   Artificial Intelligence and IoT-Driven Predictive Models for Next-Generation Healthcare Systems

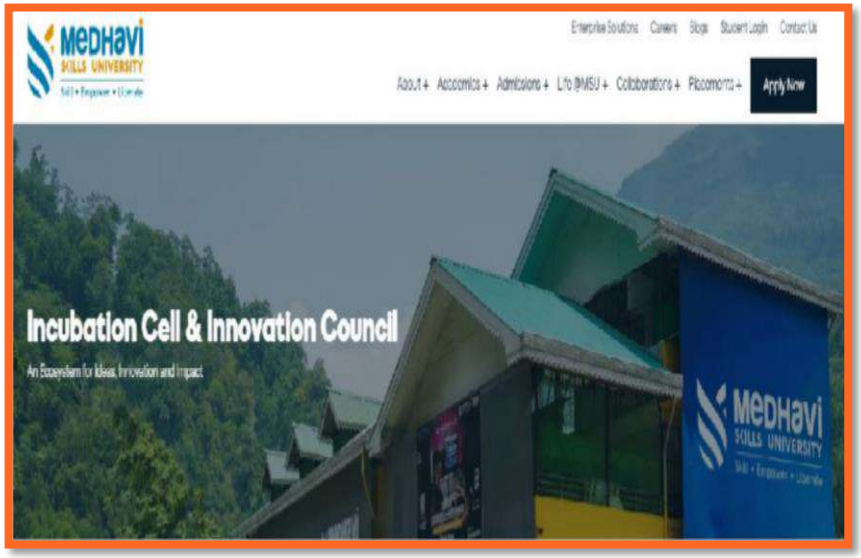
3. **Dynamic Defences Against Adversarial Attacks Using Gradient Distortion** — authored by Yumnam Momojit Singh, SoCSE, published in 2024 in *Computational Intelligence in Pattern Recognition*. The research examines defensive approaches against adversarial attacks, contributing to work on the reliability and security of intelligent computational systems. The supplied record reports indexing in Scopus and Web of Science.

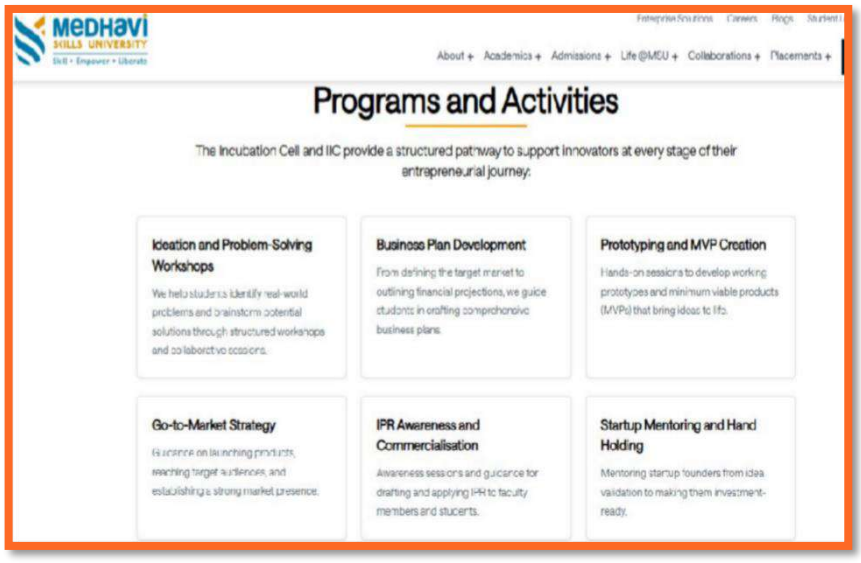
   https://link.springer.com/chapter/10.1007/978-981-97-8093-8_12

Incubation Cell & Innovation Council

Medhavi Skills University fosters a culture of innovation and entrepreneurship through its Incubation Cell and Institution's Innovation Council (IIC). The platform supports students and faculty through ideation workshops, business plan development, prototype creation, startup mentoring, and intellectual property awareness, enabling innovators to transform ideas into viable enterprises and contribute to sustainable industrial development.

Web Link: [Medhavi Skills University Incubation Cell & Innovation Council]





Strengthening Innovation and Industrial Growth through Strategic Engagements

These initiatives highlight the University's efforts to strengthening research infrastructure, fostering innovation, and enhancing industry-academia collaboration through research centres, industrial partnerships, and participation in national innovation platforms

Activity/Event	SDG 9 Area	Brief Description	Evidence Link
Medhavi Skills University at Bharat Mobility Global Expo 2025	Industry Collaboration & Innovation	MSU participated in India's largest mobility expo focused on innovation, collaboration, and future automotive value chains, showcasing industry-integrated education and mobility sector engagement.	Medhavi Skills University at Bharat Mobility Global Expo 2025
Aequs Centre for Research in Aerospace Manufacturing Technology	Research Infrastructure & Industrial Innovation	Aequs established a Centre for Research in Aerospace Manufacturing Technology in collaboration with MSU and NSDC, strengthening research capacity and advanced manufacturing innovation.	Aequs and MSU Join Hands for Aerospace Innovation
Industry Collaborations Ecosystem	Industry-Academia Infrastructure	MSU's industry collaboration framework includes state-of-the-art labs, classrooms, conference facilities, industry-integrated curriculum, and partnerships with 650+ industry and skilling organizations.	Industry Collaborations at Medhavi Skills University Partnerships & MoUs



Industry–University Collaboration

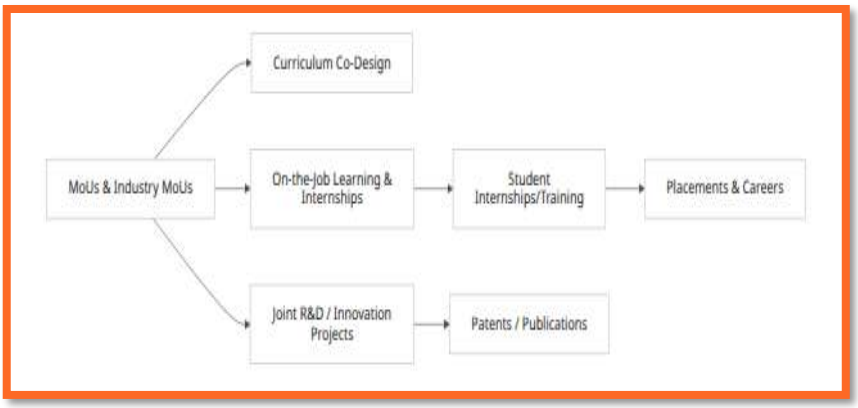
The University emphasises industry integration in its educational model. The University works with industry partners across different sectors to make its curriculum practice-oriented and aligned with workplace requirements. MSU reports partnerships with more than 650 industry and skilling organisations across over 30 sectors, including Apollo Hospitals, Bosch, Polaris, Quess Corp., Chai Point and Barbeque Nation. These collaborations include formal MoUs, joint training programmes, internships and on-the-job learning opportunities. Through its Learn and Earn programmes and curricula aligned with NEP 2020, the University provides students with work-based learning opportunities. The University reports that approximately 70% of its curriculum is practice-based, with more than 700 internships/on-the-job learning opportunities offered, a placement rate of 95% among eligible students, and packages of up to ₹9 LPA.

Through these partnerships, MSU aims to improve students' employability, support skill development and strengthen cooperation between educational institutions and industry.

Collaboration Model Overview

MSU was founded to bridge the gap between academia and industry. Industry experts co-create and mentor MSU programs: stakeholders help shape curricula so that what students learn matches real-world job requirements. The university emphasizes practice-based, outcome-driven pedagogy: about 70% of its curriculum is hands-on. It was the first Indian university to adopt an embedded “Learn & Earn” work program during degree courses, and it integrates National Education Policy (NEP 2020) guidelines with industry, offering students immediate career exposure. MSU provides state-of-the-art labs, mentorship from industry leaders, and strong on-the-job learning linkages.

Partnership Ecosystem: MSU’s partnership ecosystem spans government, corporate and non-profit sectors. It has 650+ industry and skilling partners across 30+ industry sectors. It collaborates with 20+ central/state government agencies, 20+ CSR partners, and 10+ defence partners. These include bodies like NCVET (MSDE, GoI) (MSU is an approved awarding body) and the Defence Ministry.



Major Industry Partners & Sectors

MSU's partnerships cover healthcare, technology, manufacturing, hospitality, finance, food services, social development, and more. Key partners (with formal MoUs) include:

- **Apollo Hospitals (Healthcare)** – Medical training and hospital administration programs.



- **Polaris (Automotive)** – Co-developed programs in automotive technology/innovation.



- **Bosch (Technology/Manufacturing)** – Collaboration on technical curricula and Bosch training center.



- **Quess Corp (Staffing/Services)** – Workforce development and placements.



- **Chai Point, Barbeque Nation (Hospitality/F&B)** – Industry-led hospitality and culinary programs.



- **Futred Innovation Studios (Design/Manufacturing)** – Joint accredited skill programs in innovation.



MoU with Futred Innovation Studios

- **ITD Education (EduTech)** – National Skill Qualification Framework programs.


MoU with ITD Education Pvt. Ltd.

- **Nexus Select Trust (Social/Facilities)** – Launching a first-of-its-kind Mall Management degree.



- **Patanjali Japan Foundation (Health/Wellness)** – Global skill exchange programs.



- **Steward Healthcare (Healthcare)** – Pathways for healthcare careers and training.



- **Others: IGJA/IGJ (Gem & Jewellery),** B4M (technical institute), and Exedy (automotive parts) are visible from MSU's partnerships gallery.



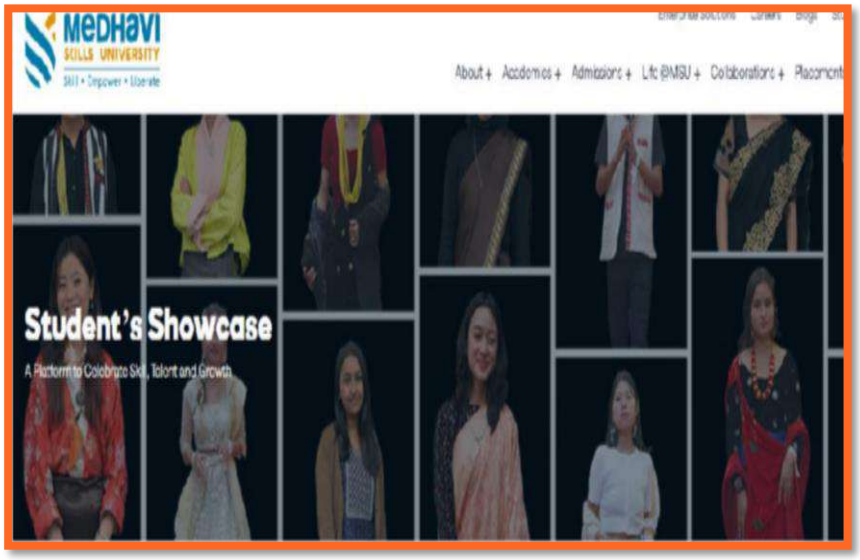


These partners represent diverse sectors. For example, Apollo and Steward strengthen MSU's healthcare programs, while Polaris, Bosch and Exedy bolster its engineering and automobile curricula. Hospitality/F&B sectors are covered via Chai Point and Barbeque Nation. Social and inclusion domains are addressed via Nexus Select (disability-friendly mall ops), and technology with IT firms.

University Spin-Offs and Student Innovation and Project Showcase Supporting Industry and Innovation

The University promotes a culture of innovation, creativity, and applied learning through its Students' Showcase platform, where students present projects, ideas, and practical solutions developed as part of their academic and skill-based learning journey. The showcase serves as a platform for demonstrating industry-relevant competencies, problem-solving abilities, and innovative thinking developed through experiential and project-based education.

Web Link: Student's Showcase - Medhavi Skills University



By encouraging students to develop and exhibit innovative projects, the university strengthens its innovation ecosystem and supports the translation of knowledge into practical outcomes. The initiative provides students with opportunities to gain visibility for their work, engage with industry and academic stakeholders, and cultivate entrepreneurial and innovation-oriented mindsets that contribute to sustainable industrial and technological development. This aligns with the objectives of SDG 9: Industry, Innovation and Infrastructure by fostering innovation capacity and promoting the development of practical solutions to real-world challenges.

Advanced Research Infrastructure and Laboratories

The University provides specialized laboratory facilities and practical learning infrastructure to support applied education, technical skill development and research-oriented activities. The University reports having more than 16 specialized laboratories across different disciplines, including Allied Health Sciences, Food Production, Computing and other skill-based areas. These laboratories provide students and faculty members with opportunities to apply theoretical knowledge through practical sessions, experiments, demonstrations and hands-on training.

The Allied Health Laboratories support practical exposure to diagnostics and patient care, while Food Production Laboratories provide facilities for culinary training and food technology. Computer laboratories offer hardware and software resources for computing-related learning and innovation. The University also promotes experiential learning through industry-linked training and practical skill development. These facilities contribute to strengthening technical competencies, applied knowledge and the academic environment for innovation and research.

Supporting Facilities

- 16+ Specialised Laboratories
- Allied Health Laboratories
- Food Production Laboratories
- Advanced Computer Laboratories
- Pathology and Healthcare Practical Labs
- Central Facilities – Classrooms, Library and Seminar Halls
- Research Facilities and Innovation
- Industry-Linked Practical Learning


msu.edu.in · Course - Medhavi Skills University





Skill Development and Industry-Oriented Education at Medhavi Skills University (MSU)

The University focuses on skill development and industry-oriented education by connecting academic learning with practical workplace requirements. The University promotes experiential learning through industry visits, hands-on workshops, expert lectures, internships and On-the-Job Learning (OJL), enabling students to develop professional knowledge and practical competencies.

The University conducts skill-based activities across its academic schools. These include the Triple Craft Workshop conducted by the Department of Hospitality and Hotel Management, which provided practical training to nearly 120 students through expert-led sessions, live demonstrations and experiential learning. Similarly, students participated in a hands-on packaging session with entrepreneurs and Self-Help Group members to understand packaging methods, product safety and market requirements.

MSU also provides students with opportunities to interact with industry professionals and explore career pathways. Its internship and OJL initiatives enable students to gain workplace experience across healthcare, hospitality, technology and management sectors. Industry visits, professional training sessions and guest lectures further help students understand current industry practices, workplace expectations and employment opportunities.

A skills-first philosophy from day one

The annual orientation, PRARAMBH 2026: Beginning a Skills-First Journey was held on 12 August at Manan Kendra, Gangtok. It introduced students and parents to the university's skills-first approach, which centres on experiential learning, industry exposure, community engagement and personal development. The chief guest was Sikkim's DGP, who led a community-policing session called "Building Bonds". A follow-up page, Beyond PRARAMBH, describes a structured orientation programme that continued after the main event.


PRAKAMBH




01

Positioning within National Policy

On World Youth Skills Day, MSU hosted the Skills-First India Leadership Dialogue at India Habitat Centre, New Delhi. The dialogue discussed the role of skills and industry collaboration in achieving Viksit Bharat 2047. The page says the discussion centred on closing the education-employment gap through stronger industry collaboration and work-based learning. It also says employability should be the defining outcome of education.





Industry-academia partnerships and placements

- **Healthcare:** The Centre for Career Development & Placements engaged Konnect Diagnostics, Hyderabad, to explore On-the-Job Learning, internships and placements for health-care students. The page says “explore collaboration”, so this reads as an early-stage engagement and not a signed agreement.



- **Defence families:** An MoU with the SSB Wives Welfare Association aims to expand skill-based education and career opportunities for SSB families.

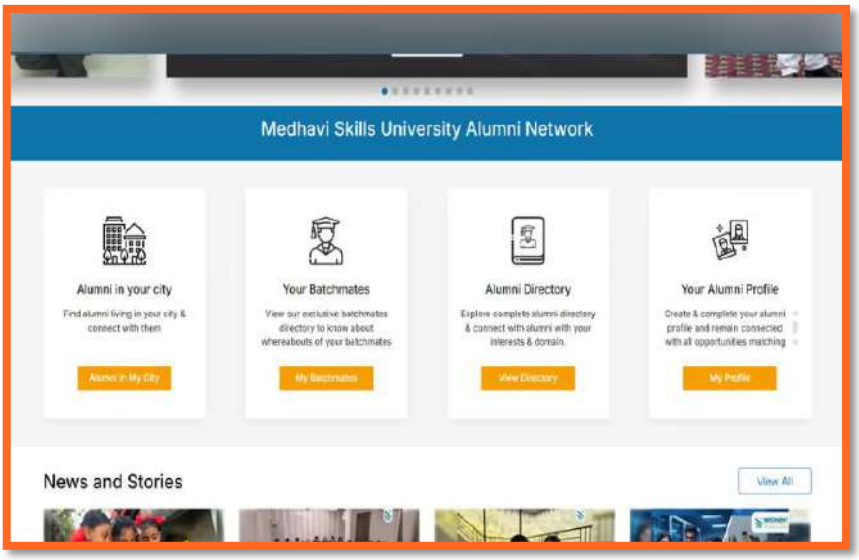


- **Government skilling bodies:** University leadership visited the National Skill Training Institute (Women), Thiruvananthapuram, focused on technical skills opportunities for women.





- **Alumni network:** The new Alumni Portal lets graduates build professional networks and look for career and collaboration opportunities.



Entrepreneurship and experiential exposure

- **School outreach:** Workshops for Class XI–XII students were held at PM Shri Biraspati Parsai School, Ranipool, PM Shri School, Singtam (“Idea to Start-up”) and East Point School, Singtam.







- **Competitions:** Five students took part in InspireX 2026, a district-level entrepreneurship event run by the Pakyong District Administration under the PULSE initiative.



- **Field visits:** Twenty-five B.Com, BBA and BA students visited Crafted Fibers in Namthang to see sustainable textile manufacturing.



- **Hospitality:** A Talent Hunt and Alumni Talk involved B.Sc HHM, PDHHO and D.Voc students.



Soft skills and personal development

CRUX MA Psychology students attended a virtual workshop on self-awareness led by an ICF-certified executive coach with about 20 years of corporate experience. It covered emotional intelligence, self-regulation and communication.



Faculty upskilling

Industry-oriented teaching depends on faculty who know current practice, and two entries bear on that:

- The School of Management & Commerce joined a five-day NISM/SEBI Faculty Development Programme (29 June to 3 July 2026) at NISM Patalganga and NSE Mumbai. It combined case studies, simulation-based learning and industry exposure.





- The HOD of Computer Science & Engineering attended the Nurturing Future Leadership Programme at IIM Shillong under the Ministry of Education's Malaviya Mission Teacher Training Programme.





Global employability

The Events page's navigation describes the Skill Hub for International Employment (SHINE) as addressing the global skills gap through international programmes. It lists German-language exams (TestDaF, TestAS), Germany Nursing, and work-integrated programmes such as the Work Integrated MBA. A SHINE Gujarat farewell shows the programme running in practice.

https://crux.msu.edu.in/accelerated-work-integrated-mba/

Structural signals

The same navigation lists Industry Co-led UG and PG programmes, the Academic Bank of Credits, NEP Compliance, and Pedagogy. I did not open those pages, so I'm citing them only as listed. They suggest the events sit within a wider academic design, and you should check them before claiming details about it. The site's footer line says every programme is built with industry.

Industry Co-led UG/PG Programmes: https://www.msu.edu.in/industry-co-led-ug-programmes

Academic Bank of Credits (ABC) : https://www.msu.edu.in/academic-bank-of-credits

MSU's NEP 2020 Compliance Framework: https://www.msu.edu.in/nep-compliance

Our Pedagogical Framework: https://www.msu.edu.in/pedagogy

"Innovation begins when knowledge meets imagination and practical skills. Medhavi Skills University connects education with industry and technology, empowering students to think creatively, solve real-world challenges, and contribute to building innovative, resilient, and future-ready industries."

Medhavi Skills University

www.msu.edu.in

Topakhani, Lower Chisopani
PO: Singtam Bazar, PS: Singtam
District: East Sikkim
Sikkim – 737134

MEDHAVI SKILLS UNIVERSITY

Skill • Empower • Liberate

REPORT ON SUSTAINABLE DEVELOPMENT



10 REDUCED INEQUALITIES



GOAL 10

SDG 10 – Reduce Inequality

Medhavi Skills University is committed to promoting **inclusive education, equal opportunities, social inclusion and equitable access to skill development** in alignment with Sustainable Development Goal 10 (Reduced Inequalities). As a skill-focused university, MSU works towards reducing educational and socioeconomic disparities by providing learners from diverse social, geographical and economic backgrounds with opportunities to acquire industry-relevant knowledge and skills.

The University's approach to reducing inequalities extends beyond access to education and includes **equal participation, employability, skill development, gender inclusion, support for disadvantaged learners and integration with industry and community stakeholders**. Through academic programmes, vocational and skill-based training, scholarships and outreach initiatives, MSU seeks to ensure that students have opportunities to develop competencies that can improve their prospects for higher education, employment and entrepreneurship.

MSU's collaborations with industries, hospitals, academic institutions, government bodies and other organizations further strengthen opportunities for students from different backgrounds. Industry exposure, internships, placement-oriented activities, community engagement and experiential learning help bridge the gap between learners and employment opportunities.

The University also promotes an inclusive campus environment where students are encouraged to participate in academic, cultural, sports, social and community activities without discrimination. Initiatives related to **women empowerment, health awareness, community outreach, skill development, human values and social responsibility** contribute to creating an environment in which diversity is respected and participation is encouraged.

Through these initiatives, MSU contributes to reducing inequalities by **expanding access to quality skill-based education, strengthening employability, encouraging social inclusion and creating pathways for learners to participate meaningfully in economic and social development**.

Research on Contribution

Medhavi Skills University contributes to reducing inequalities through research addressing financial inclusion, rural development and challenges faced by small-scale entrepreneurs. Faculty research examines issues related to access to financial services, sustainability of microenterprises and barriers affecting small businesses.

These research contributions highlight the importance of improving economic opportunities, supporting underserved communities and promoting inclusive participation in economic activities. Such research reflects the University's academic contribution towards reducing economic inequalities and supporting inclusive development.

Relevant Research Publications for SDG 10

Name of Paper	Name of Author	Name of Journal	Relevance to SDG 10
Financial Inclusion and Microenterprise Sustainability: An Accounting Perspective on Rural Development Initiatives	Mr. Snehasish Bhattacharjee	International Journal of Special Education (IJSE)	Directly relevant to SDG 10 as it addresses financial inclusion, rural development and sustainability of microenterprises, which are important for improving economic opportunities and reducing inequalities.
Measuring the Intensity of Challenges and Problems of Small-Scale Entrepreneurs in Uttarakhand, India	Mr. M. Jamal	XIMB Journal of Management	Relevant to SDG 10 as it examines challenges faced by small-scale entrepreneurs. Understanding these barriers can support inclusive economic participation and better opportunities for small business owners.
A Study on Knowledge, Awareness and Practices of Menstrual Hygiene among the Adolescent Girls of Kamrup (Rural) District, Assam	Nekita Sharma	Indian Journal of Natural Sciences	May address inequalities in access to menstrual hygiene awareness and health information among adolescent girls in rural areas.
Community-based nursing strategies for optimizing public health outcomes: A systematic review and meta-analysis	Ravi Yadav, Debasrita Banerjee	Discover Public Health	Review discussed healthcare access among underserved or disadvantaged communities.

Non-Discriminatory Admissions Policy

Medhavi Skills University promotes equal opportunities in higher education through its institutional support mechanisms, including the Equal Opportunity Cell and the Socio-Economically Disadvantaged Groups (SEDG) Cell. These cells provide an institutional framework for addressing the concerns of students from disadvantaged backgrounds and promoting equitable access to educational opportunities.

The University also publishes programme-wise eligibility criteria and provides an online admission application process for prospective students. These arrangements support transparency in the admission process and access to higher education for applicants from different backgrounds.

Supporting Evidence: Constitution of Socio-Economically Disadvantaged Groups (SEDGs) Cell

https://revamp.msu.edu.in/SEDG%2BCell.pdf



MEDHAVI SKILLS UNIVERSITY, SIKKIM
(Estd. Under the MSU, Sikkim Act, 2021)

Ref. No: MSU/RO/AR/076/2024 **Date:** 27-09-2024

OFFICE ORDER

Subject: Constitution of Socio-Economically Disadvantaged Groups (SEDGs) Cell

In accordance with the provisions of the University Grants Commission (Guidelines to Provide Equitable Opportunity for the Socio Economically Disadvantaged Groups – SEDGs in the HEIs) Regulations, the competent authority is pleased to constitute the "SEDG Cell " at Medhavi Skills University. The members of SEDG Cell are as follows:

Sr. No.	Name of the Member	Designation
1	Dr. Siddhartha Shankar- *Deputy Registrar*	Chairperson
2	Dr. Ayan Chatterjee – Associate Dean School of Health Science & Technology	Member
3	Mr. Ishwar Chandra Darnal, *HoD, Department of Foreign Language & Communications*	Member- Representative for SC/ST
4	Mr. Digendra Rai, *Industry Integration- School Of Computer Science Engineering*	Member- Representative for OBC
5	Ms. Yangtsola Lama *Manager- Administration*	Member – In-charge of ICC
6	Mr. Laku Tshering Tamang Semester- III, DRDT	Member – Student Representative belonging to SEDG
7	Ms. Gana Maya Rai Semester-III, BND	Member – Student Representative belonging to SEDG
8	Mr. Sagar Bhowmik *Assistant Registrar(Academics & QA)*	Member Secretary

This office order comes into force with immediate effect till further order.

Assistant Registrar
Academics & QA

To,
Chairperson & Members of the Committee

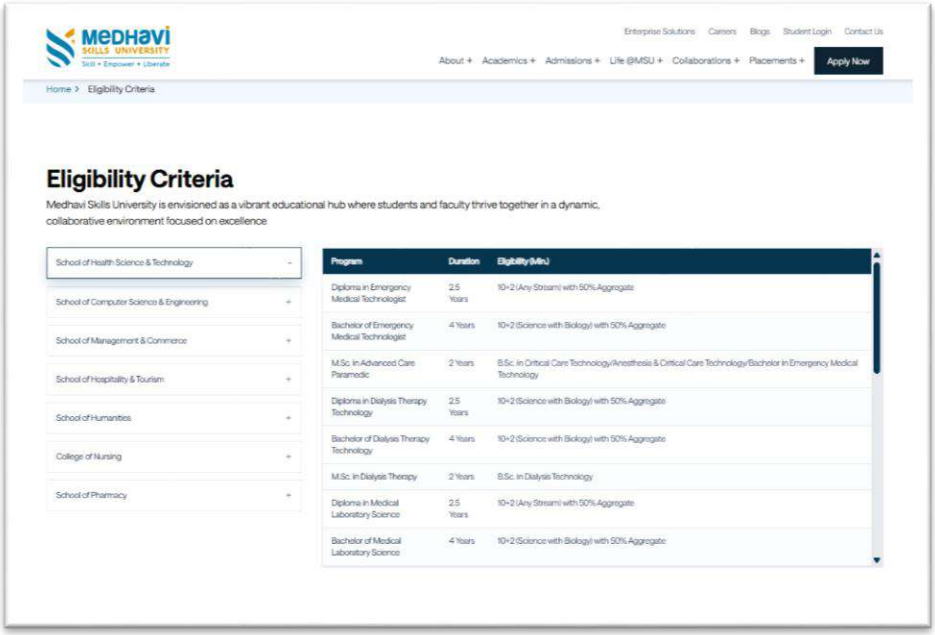
Copy To:
1. Hon'ble Chancellor - for kind information.
2. Hon'ble Vice-Chancellor (i/c) - for kind information.
3. Registrar's Office, MSU.
4. Associate/Assistant Dean/HoDs, MSU.
5. Website Team- for uploading at university website.

FOR STANDRAD CIRCULATION

MEDHAVI SKILLS UNIVERSITY, SIKKIM
(Estd. under the MSU Act, Sikkim 2021)
Singtam Campus : Topakhani Lower Chisopani, Singtam Bazar, Singtam, Dist - East Sikkim, Sikkim - 737134
Bermiok Campus: Ratamatey Thangsing, Barnyak-Barthang GPU, Bermoik, West Sikkim – 737113
www.msu.edu.in contact@msu.edu.in 9-874-875-876

Admissions and Eligibility Criteria

https://www.msu.edu.in/eligibility-criteria



Enterprise Solutions Careers Blogs Student Login Contact Us
About + Academics + Admissions + Life @MSU + Collaborations + Placements + Apply Now
Home > Eligibility Criteria

Eligibility Criteria

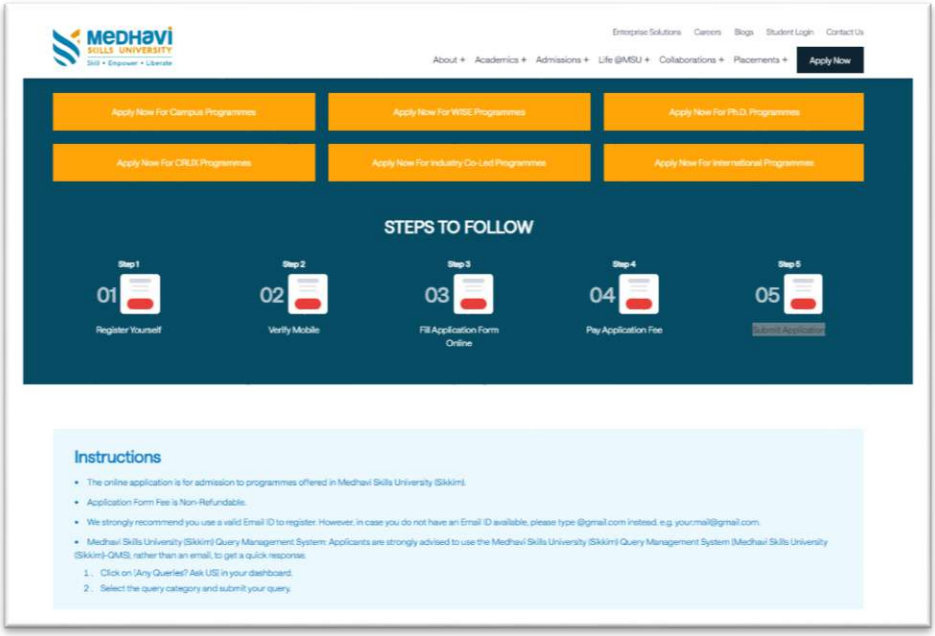
Medhavi Skills University is envisioned as a vibrant educational hub where students and faculty thrive together in a dynamic, collaborative environment focused on excellence

- School of Health Science & Technology
- School of Computer Science & Engineering
- School of Management & Commerce
- School of Hospitality & Tourism
- School of Humanities
- College of Nursing
- School of Pharmacy

Program	Duration	Eligibility (Min.)
Diploma in Emergency Medical Technologist	2.5 Years	10+2 (Any Stream) with 50% Aggregate
Bachelor of Emergency Medical Technologist	4 Years	10+2 (Science with Biology) with 50% Aggregate
M.Sc. in Advanced Care Paramedic	2 Years	B.Sc. in Critical Care Technology/Anesthesia & Critical Care Technology/Bachelor in Emergency Medical Technology
Diploma in Dialysis Therapy Technology	2.5 Years	10+2 (Science with Biology) with 50% Aggregate
Bachelor of Dialysis Therapy Technology	4 Years	10+2 (Science with Biology) with 50% Aggregate
M.Sc. in Dialysis Therapy	2 Years	B.Sc. in Dialysis Technology
Diploma in Medical Laboratory Science	2.5 Years	10+2 (Any Stream) with 50% Aggregate
Bachelor of Medical Laboratory Science	4 Years	10+2 (Science with Biology) with 50% Aggregate

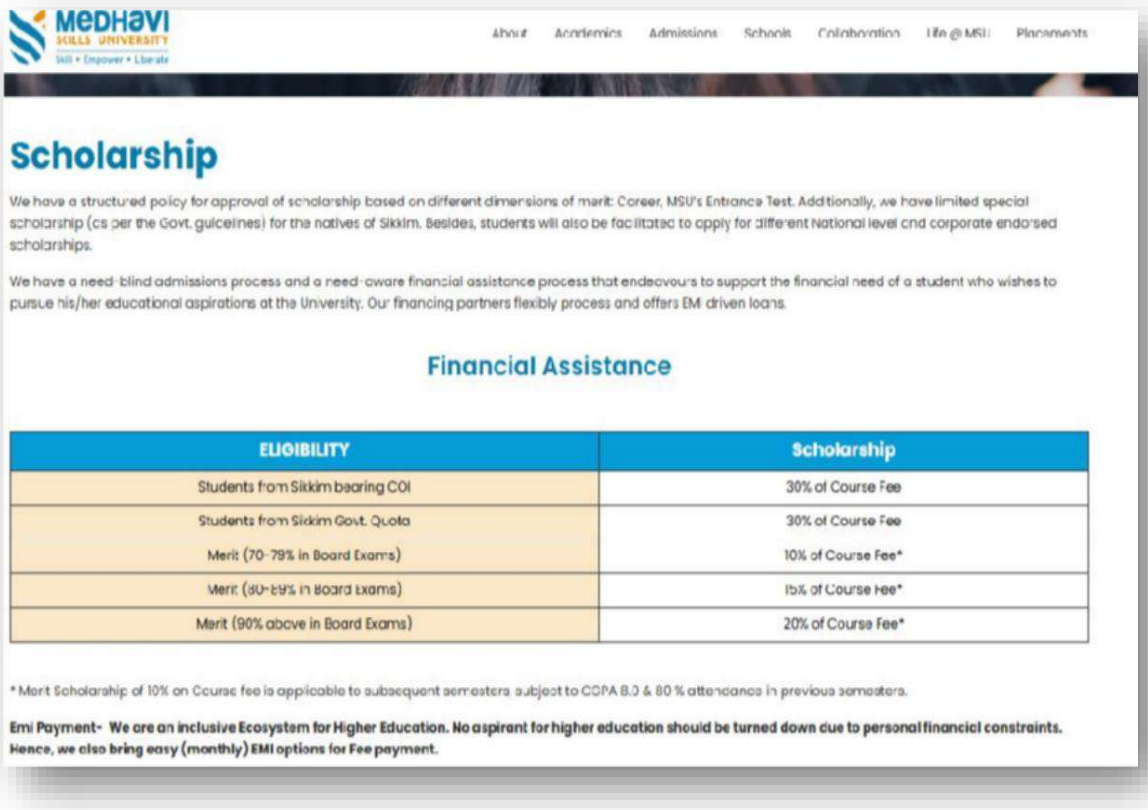
Admission Application Process

https://www.msu.edu.in/application



Access to University: Track Underrepresented Groups' Applications

Medhavi Skills University demonstrates its commitment to equitable access to higher education through policies and institutional mechanisms that support students from underrepresented and disadvantaged groups. The University follows a need-blind admissions approach and provides need-aware financial assistance, ensuring that financial constraints do not prevent deserving students from accessing higher education. Scholarship opportunities, including support for students from Sikkim and merit-based scholarships, further strengthen access and inclusion.



MEDHAVI SKILLS UNIVERSITY
Skill • Empower • Liberate

About Academics Admissions Schools Collaboration Life @ MSU Placements

Scholarship

We have a structured policy for approval of scholarship based on different dimensions of merit: Career, MSU's Entrance Test. Additionally, we have limited special scholarship (as per the Govt. guidelines) for the natives of Sikkim. Besides, students will also be facilitated to apply for different National level and corporate endorsed scholarships.

We have a need-blind admissions process and a need-aware financial assistance process that endeavours to support the financial need of a student who wishes to pursue his/her educational aspirations at the University. Our financing partners flexibly process and offers EMI driven loans.

Financial Assistance

ELIGIBILITY	Scholarship
Students from Sikkim bearing COI	30% of Course Fee
Students from Sikkim Govt. Quota	30% of Course Fee
Merit (70-79% in Board Exams)	10% of Course Fee*
Merit (80-89% in Board Exams)	15% of Course Fee*
Merit (90% above in Board Exams)	20% of Course Fee*

* Merit Scholarship of 10% on Course fee is applicable to subsequent semesters subject to CGPA 8.0 & 80 % attendance in previous semesters.

Emi Payment- We are an inclusive Ecosystem for Higher Education. No aspirant for higher education should be turned down due to personal financial constraints. Hence, we also bring easy (monthly) EMI options for Fee payment.

To monitor and support equitable participation, MSU has established an institutional framework through its Equal Opportunity Cell (EOC), constituted on 27 September 2024 in line with UGC regulations. The EOC includes designated liaison officers for SC/ST, OBC, and Persons with Disabilities (PwD), enabling the University to address concerns, facilitate access, and track the participation of underrepresented groups throughout the admissions process. These measures help MSU promote diversity, inclusion, and equal educational opportunities for all learners.

MEDHAVI SKILLS UNIVERSITY, SIKKIM
(Estd. Under the MSU, Sikkim Act, 2021)

Ref. No: MSU/RO/AR/039/2024 **Date:** 27-09-2024

OFFICE ORDER

Subject: Constitution of Equal Opportunity Cell (EOC)

In accordance with the provisions of the University Grants Commission (Promotion of Equity in Higher Education Institutions) Regulations, the competent authority is pleased to constitute the "Equal Opportunity Cell (EOC)" at Medhavi Skills University. The members of Equal Opportunity Cell are as follows:

Sr. No.	Name of the Member	Designation
1	Dr. Siddhartha Shankar- *Deputy Registrar*	Chairperson
2	Mr. Ishwar Chandra Darnal, *HoD, Department of Foreign Language & Communications*	Member-Liaison Officer for SC/ST
3	Mr. Digendra Rai, *Industry Integration- School Of Computer Science Engineering*	Member-Liaison Officer for OBC
4	Mr. Nawang Lama, *HoD- School Of Computer Science Engineering*	Member-Liaison Officer for PwD
5	Ms. Yangtsola Lama, *Manager- Operations & Admin*	Member Secretary

This office order comes into force with immediate effect till further order.

Assistant Registrar
Academics & QA

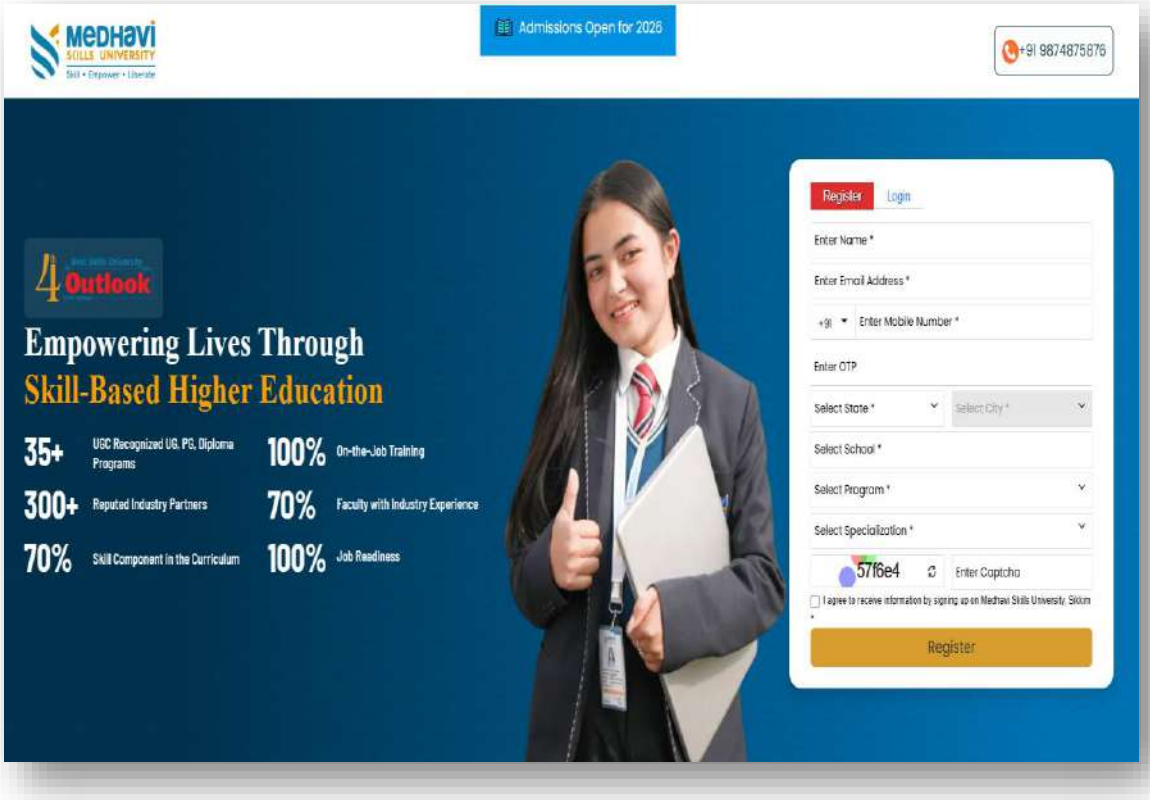
To,
Chairperson & Members of the Committee

Copy To:
1. Hon'ble Chancellor - for kind information.
2. Hon'ble Vice-Chancellor (i/c) - for kind information.
3. Registrar's Office, MSU.
4. Associate/Assistant Dean/HoDs, MSU.
5. Website Team- for uploading at university website.

FOR STANDRAD CIRCULATION

Medhavi Skills University (MSU) facilitates access to higher education through an **online campus programme registration system**. Students can access the University's online application portal to apply for campus programmes, providing a digital pathway for prospective students to initiate the admission process without having to rely solely on physical application procedures. The online system also enables applicants to follow their application process through the portal.

Web-Link: [Medhavi Skills University - Best University in Sikkim | Best College in Sikkim | campus programme registration]



Access to University: Underrepresented Groups Recruitment

Medhavi Skills University promotes inclusive access to higher education and skill development for socially and geographically marginalised and disadvantaged groups. The University's mission specifically focuses on promoting career opportunities for such communities, while its wider skilling ecosystem has reached learners from tribal, aspirational, LWE, hilly, mining and backward areas. MSU also reports training and placement of especially abled youth and extensive outreach across the North-Eastern States. At the institutional level, the Equal Opportunity Cell provides designated support mechanisms for SC/ST, OBC and PwD categories. These initiatives demonstrate MSU's commitment to widening educational and career opportunities for underrepresented groups and reducing social and geographical inequalities.

Internal Complaints Committee

MEDHAVI SKILLS UNIVERSITY, SIKKIM
(Estd. Under the MSU, Sikkim Act, 2021)

Ref. No : MSU/RO/REG/355/2025 **Date :** 29th December 2025

Read:
1. University Grants Commission (Prevention, prohibition, and redressal of sexual harassment of women employees and students in higher educational institutions) Regulations, 2015
2. Office Order No: MSU/ADM/DR/004 dated: 07/08/2024

Subject: Internal Complaints Committee of the Medhavi Skills University, Sikkim - reg.

OFFICE ORDER

Internal Complaints Committee constituted vide Office Order No: MSU/ADM/DR/004 dated 07/08/2024 is partially modified. Accordingly, Internal Complaints Committee with immediate effect, will be as under:

Sr. No.	Particulars	
	As per section 4(2)(a)	
1.	**Dr. Monica Pandey** Associate Dean	Presiding Officer
	As per section 4(2)(b)	
2.	**Ms. Anupama Moirangthem** Assistant Professor	Member
3.	**Mr. Prasant Chettri** Manager - Operations	Member
4.	**Ms. Annu Sharma** HRBP	Member
5.	**Ms. Yangtsola Lama** Assistant Director- - Student Support and Administration	Member
	As per section 4(2)(d)	
6.	**Dr. Ruma Gomes** President-National Human Rights And Corruption Prevention Organization	External Member
7.	**Ms. Bhagawati Panthi** Sr. Manager – Human Resources	Member Secretary

No woman shall be subjected to sexual harassment at any workplace.
"Sexual Harassment" includes any one or more of the following unwelcome acts or behavior (whether directly or by implication) namely:

i. physical contact and advances; or
ii. a demand or request for sexual favours; or
iii. making sexually coloured remarks; or
iv. showing pornography; or
v. any other unwelcome physical, verbal or non-verbal conduct of sexual nature.

The following circumstances, among other circumstances, if it occurs, or is present in relation to or connected with any act or behavior of sexual harassment may amount to sexual harassment:

i. implied or explicit promise of preferential treatment in her employment; or
ii. implied or explicit threat of detrimental treatment in her employment; or implied or explicit threat about her present or future employment status; or

iii. interference with her work or creating an intimidating or offensive or hostile work environment for her; or
iv. humiliating treatment likely to affect her health or safety.

It shall be the responsibility of the Committee to follow the norms provided under the UGC Regulations, 2015.

An aggrieved person is required to submit a written complaint to the ICC within three months from the date of the incident and in case of a series of incidents within a period of three months from the date of last incident.

Presiding Officer, ICC shall see that annual report is submitted on relevant portal for each year. This ICC shall also function as Gender Sensitization Cell. Activities for the same may organized during the year and shall see workshop/lecture on gender sensitization as well as prevention of sexual harassment is organized during the orientation week

This issues with approval of competent authority. This will supersedes all previous order of same kind.

Siddharth

Registrar (I/c)

To,
Above mentioned members of ICC

Copy To:
1. PA/PS to Hon'ble Chancellor/Pro-Chancellor, MSU- for kind Information.
2. Pro-Vice Chancellor(s), MSU.
3. All Deputy Registrars/Assistant Registrars, MSU.
4. All HoS/HoDs/PICs, MSU with a request to circulate amongst the concerned.
5. All Sr. Managers/Managers, MSU.
6. IT Section – To upload at university website and ERP.
7. Notice Board.

Events and Activities Promoting Reduced Inequalities

MSU Partners with Nagaland Police to Empower Families through Education

Medhavi Skills University has signed a Memorandum of Understanding with the Nagaland Police to support the higher education of wards and spouses of serving, retired and disabled personnel, as well as families of fallen personnel. The MoU was formalised in the presence of Shri Rupin Sharma, Director General of Police (DGP), Nagaland; Shri Videlailie Zashumo, Inspector General of Police (Administration); and our Co-Founder & Pro-Chancellor, Shri Kuldip Sarma.

Under this initiative, MSU will offer 50% scholarships for wards and spouses of serving and retired personnel, and 100% scholarships for families of deceased personnel and gallantry awardees. Additional merit-based scholarships linked to national-level entrance exams will further strengthen access to industry aligned education, reinforcing MSU's commitment to honouring police personnel and their families.

https://www.msu.edu.in/events/msu-partners-with-nagaland-police-to-empower-families-through-education





Swasth Nari, Sashakt Parivar Abhiyaan

As part of this community health initiative, nursing students from Medhavi College of Nursing engaged with local residents to promote awareness of women's health and preventive healthcare practices. Through awareness sessions and collaboration with healthcare professionals, the students shared health-related information and encouraged women to take an active role in maintaining their health and wellbeing.

The initiative supported community awareness and access to health information, particularly among women. It also provided nursing students with practical experience in community healthcare while contributing to women's empowerment and promoting more inclusive healthcare awareness.





Expanding Technical Skills Opportunities for Women

Medhavi Skills University leadership visited the Regional Directorate of Skill Development & Entrepreneurship (Kerala & Lakshadweep) at the National Skill Training Institute (Women), Kazhakuttom, Thiruvananthapuram. Shri Kuldip Sarma, Co-founder & Pro-Chancellor, met with senior leadership including Shri Yuvaraj C, Regional Director (i/c)/Head of Department, Shri M. Sarvana, Principal/Head of Operations/Deputy Director of Training and Shri Muhammed Anvar, Training Officer.

The discussions focused on strengthening pathways across skill development, higher education, apprenticeships, industry engagement and workforce development. A key focus was expanding ITI education for women and encouraging participation in high-demand technical trades.

The discussion highlighted the need to expand access to technical training for women and create stronger pathways from skill development to higher education, apprenticeships and industry opportunities.





"Equal opportunity can transform individual lives and entire communities. Medhavi Skills University strives to make education and skill development inclusive and accessible, empowering learners from diverse backgrounds to overcome barriers, realise their potential, and move forward together."

Medhavi Skills University

www.msu.edu.in

Topakhani, Lower Chisopani
PO: Singtam Bazar, PS: Singtam
District: East Sikkim
Sikkim – 737134

MEDHAVI SKILLS UNIVERSITY

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REPORT ON SUSTAINABLE DEVELOPMENT



11 SUSTAINABLE CITIES AND COMMUNITIES



GOAL 11

Introduction

Sustainable Development Goal 11 (SDG 11) aims to make cities and human settlements inclusive, safe, resilient and sustainable. Sustainable communities depend on accessible infrastructure, efficient use of natural resources, environmental protection, preservation of cultural heritage, safe public spaces and inclusive opportunities for all. Higher education institutions have an important role in advancing these objectives through education, research, innovation, institutional practices and community engagement.

Medhavi Skills University, Sikkim, can contribute to SDG 11 by integrating sustainability and social responsibility into its academic environment, campus development, and community-oriented initiatives. The University's efforts to maintain accessible learning facilities, promote environmental awareness, encourage cultural participation, conserve resources, and collaborate with external stakeholders can create opportunities to support sustainable and inclusive communities. Its skill-based and multidisciplinary approach to education can also help students develop the knowledge, practical competencies and awareness required to address local development challenges.

List of Course

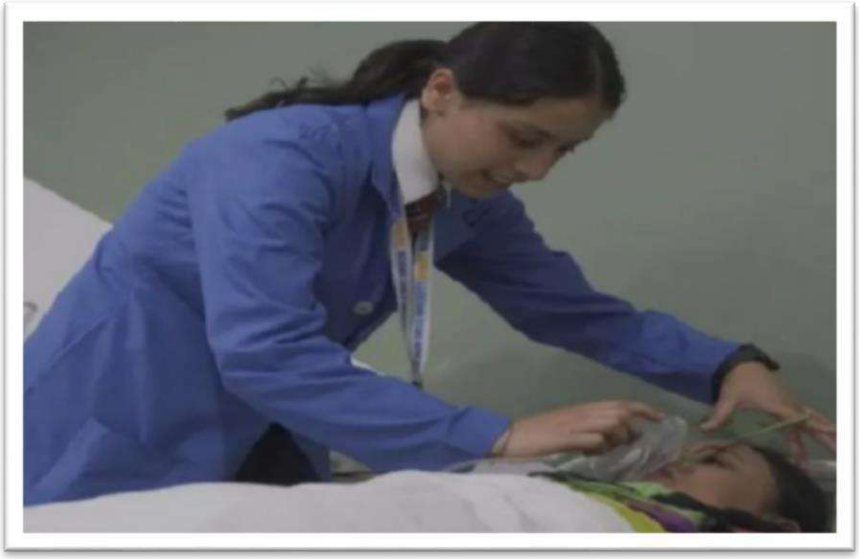
Medhavi Skills University, Sikkim, through its B.Sc. in Emergency Medical Technology programme offered by the Department of Emergency Medical Technology, School of Health Science and Technology, includes Disaster Management – Applied as a relevant course/subject associated with Sustainable Development Goal 11 (SDG 11): Sustainable Cities and Communities.

The course is relevant to the SDG 11 objective of developing safer and more resilient communities by providing an academic context for understanding disaster-related challenges and the importance of preparedness and response. Disaster management is an important component of community resilience, particularly in reducing the potential impact of emergencies and strengthening the ability of communities and institutions to respond to unexpected events.

Through this course, students can develop an understanding of the role of emergency medical services and coordinated responses during disasters and other critical situations. This knowledge is relevant to strengthening community safety, emergency preparedness and resilience. The inclusion of Disaster Management – Applied in the B.Sc. Emergency Medical Technology programme demonstrates an academic

connection between healthcare education, disaster-related learning and the broader objectives of SDG 11.

Name of the Programme	Name of the Course	Relevance to SDG 11
B.Sc. in Emergency Medical Technology	Disaster Management – Applied	Relevant to disaster preparedness, emergency response and strengthening community resilience. The course connects emergency medical education with the broader objective of developing safer and more resilient communities.



B.Sc in Emergency Medical Technology – Healthcare & Emergency Care Program

List of Publications

Medhavi Skills University promotes the objectives of SDG 11: Sustainable Cities and Communities through impactful research addressing urban challenges and sustainable development. Faculty research on road traffic safety provides valuable insights into accident prevention, safer transportation infrastructure, and improved post-crash care systems, thereby supporting the creation of safer and more resilient communities. Additionally, research on residential real estate investments contributes to understanding urban housing dynamics and sustainable city growth. Through these scholarly contributions, the University strengthens knowledge generation and supports evidence-based solutions for building inclusive, safe, resilient, and sustainable cities.

Title	Name of Author(s)	Web link	Journal Name	Contribution to SDG 11
A Systematic Review of Road Traffic Accidents in India: Epidemiology, Risk Factors, Prevention Strategies, and Post-Crash Care (2020–2025)	Dr. Ravi Yadav, Izmir Gadi	https://www.jept.ir/article_92631.html	Journal of Emergency Practice and Trauma	Examines road traffic accident trends, risk factors, and prevention strategies, contributing to safer transportation systems and sustainable urban mobility.
Risk and Return Associated with Residential Real Estate Investments in Kolkata	Snehasish Bhattacharjee	IJCRT2402414.pdf	International Journal of Creative Research Thoughts (IJCRT)	Explores residential real estate investment patterns, providing insights into sustainable urban housing and community development.

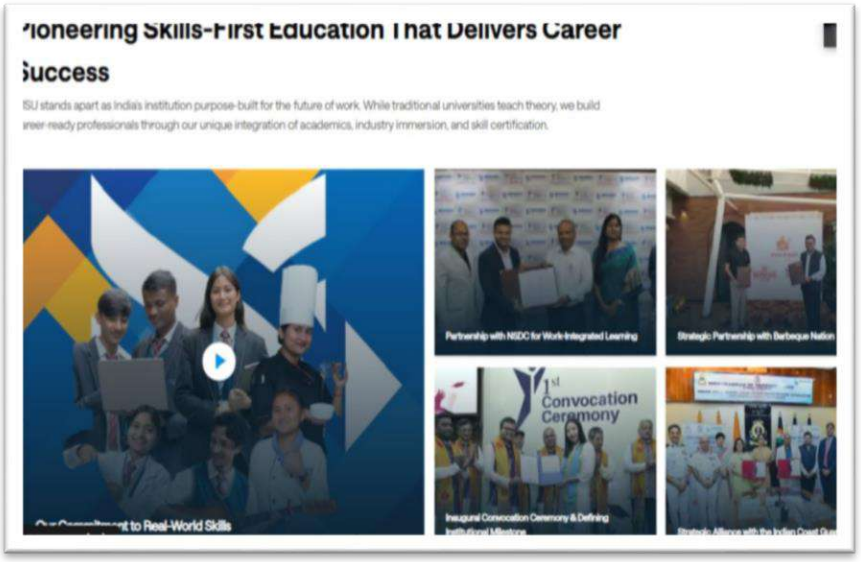


IJCRT2402414.pdf

Public Access to Buildings and/or Monuments of Cultural Significance

Medhavi Skills University (MSU) supports the objectives of SDG 11: Sustainable Cities and Communities by promoting public accessibility to its educational infrastructure and facilities. As an institution committed to community engagement and lifelong learning, the University welcomes students, industry professionals, researchers, and visitors to participate in academic, cultural, and skill-development activities conducted on campus and through its digital platforms.

The University's campus serves as a hub for education, innovation, and community interaction, providing access to learning spaces, events, seminars, workshops, and cultural activities that contribute to social inclusion and community development. Through its open engagement approach, MSU facilitates knowledge sharing and encourages public participation in initiatives that foster sustainable and inclusive communities.



[Medhavi Skills University – India's Premier Work-Integrated Higher Education Destination]

Event	Description	Evidence
Expression Annual Fest	MSU's flagship annual cultural festival featuring music, dance, performances, literature, and student participation, fostering cultural exchange and community engagement.	Annual Fests
Diwali Celebration	Campus-wide celebration featuring cultural performances, traditional rituals, and community participation, promoting cultural heritage and inclusivity.	Diwali Event
Onam Celebration	Celebration of Kerala's cultural heritage through traditional rituals, cultural activities, and community gatherings on campus.	Onam Celebration
Eventopia 2025	Student-led cultural and creative event showcasing performances, exhibitions, entrepreneurship, and community interaction.	Eventopia 2025 – A



Annual Fests | Medhavi Skills University



Diwali



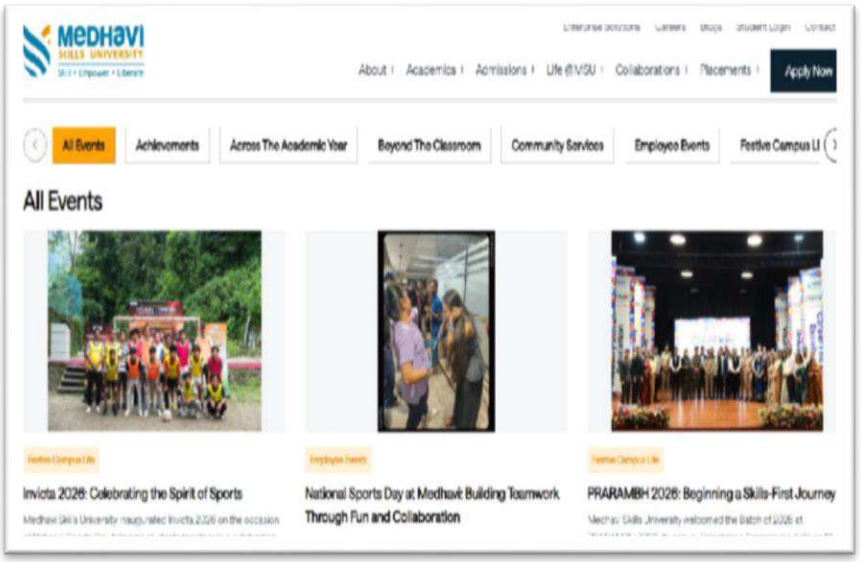
Onam Celebration

Public Access to Libraries and Collections

Medhavi Skills University promotes public access to knowledge, information resources, and academic collections through its Library Management System (LMS), which provides access to books, e-books, journals, newspapers, and digital learning materials. These resources support continuous learning and knowledge dissemination among students and the academic community.

In addition, the University regularly organizes Guest Lectures, Workshops, and Academic Sessions that facilitate access to scholarly knowledge, expert insights, and educational resources. These events create opportunities for participants to engage with academic content, exchange ideas, and benefit from diverse learning experiences.

Initiative	Description
Guest Lectures, Workshops & Sessions	Access to books, e-books, Journal, New papers, and digital learning resources
Guest Lectures, Workshops & Sessions	Regular academic events providing access to expert knowledge and learning resources.



[Events – Campus Activities & Celebrations]

Public Access to Museums, Exhibition Spaces, Galleries, Works of Art and Artefacts

Medhavi Skills University supports public access to exhibition spaces, galleries, works of art, and cultural artefacts through its vibrant campus culture and annual cultural events. Through art exhibitions, cultural showcases, performances, and the Expression Annual Fest, the University creates inclusive spaces where students, faculty, staff, and visitors can engage with artistic and cultural expressions. These initiatives foster cultural appreciation, creativity, and community participation, contributing to the objectives of SDG 11: Sustainable Cities and Communities

Public Access to Green and Open Spaces

Medhavi Skills University promotes public access to green and open spaces through its campus infrastructure, which includes sports and recreational facilities designed to support physical well-being, social interaction, and community engagement. The University further utilizes these spaces for sports events, cultural activities, and community gatherings, creating an inclusive environment that encourages active participation and sustainable use of open spaces. These initiatives contribute to the objectives of SDG 11: Sustainable Cities and Communities by enhancing access to safe, inclusive, and accessible recreational areas.

Initiative	Description	Link
Sports Complex & Open Recreational Spaces	Campus sports facilities and open spaces that promote recreation, physical activity, and community engagement.	Sports - Medhavi Skills University
Annual Sports Meet & Campus Events	Utilization of open campus spaces for sports, community participation, and recreational activities.	Annual Fests | Medhavi Skills University



[Sports - Medhavi Skills University]

Contribution to Local Arts and Public Cultural Performances

Medhavi Skills University actively contributes to local arts, cultural preservation, and public cultural performances through its vibrant campus culture and annual cultural events. The University provides a platform for students to showcase artistic talent through music, dance, theatre, literary activities, and cultural exhibitions, fostering appreciation for diverse cultural traditions and creative expression. The University's flagship cultural event, Expression Annual Fest, brings together cultural performances, literary activities, and artistic showcases, encouraging participation and engagement with local and diverse cultural traditions.

Recording and Preserving Cultural Heritage, Traditions, Languages and Local Knowledge

Medhavi Skills University contributes to the recording and preservation of cultural heritage, traditions, languages, and local knowledge through a range of cultural programmes and celebrations. Events such as the **Diwali Celebration** provide opportunities for participants to experience and preserve traditional customs, rituals, and cultural practices, while the University's broader campus culture promotes engagement with diverse traditions through music, dance, art, and multicultural activities. These initiatives help strengthen cultural identity, encourage intercultural dialogue, and support the objectives of **SDG 11: Sustainable Cities and Communities**.

University Expenditure on Arts and Heritage

Medhavi Skills University invests in the promotion of arts, culture, and heritage through the planning and execution of cultural festivals, artistic exhibitions, literary forums, and cultural performances. The University's support for initiatives such as the Expression Annual Fest and year-round cultural activities reflects its commitment to preserving cultural heritage, encouraging creativity, and fostering community engagement. These investments contribute to a vibrant cultural ecosystem on campus and support the objectives of SDG 11: Sustainable Cities and Communities by strengthening cultural participation and appreciation.

Measures and Targets for Sustainable Commuting

Medhavi Skills University encourages sustainable commuting practices by promoting digital learning platforms, providing student transportation support, and leveraging technology to reduce unnecessary travel. Through its digital classrooms, and Unified Management System (UMS), the University facilitates access to academic resources and services digitally, thereby minimizing travel requirements and supporting sustainable mobility. Additionally, campus transportation facilities help students and staff commute efficiently while reducing the environmental impact of individual vehicle use.

Measures for Sustainable Commuting

- Provision of **pick-up and drop transportation services** for students and staff.
- Use of **digital classrooms** to support technology-enabled learning.
- Access to academic and administrative services through the **Unified Management System (UMS)**.
- Availability of **Library Management System (LMS)** resources online, reducing the need for physical travel.
- Promotion of digital communication and online resource access through a **Wi-Fi-enabled campus**.

Targets for Sustainable Commuting

- Reduce dependence on individual vehicle use through shared transportation facilities.
- Increase utilization of digital platforms for academic and administrative activities.
- Enhance access to online learning and information resources.
- Promote environmentally responsible travel practices among students and staff.
- Support a low-carbon and sustainable campus environment aligned with SDG 11 objectives.

Affordable Housing for Employees & Students

Medhavi Skills University is committed to creating an inclusive learning and working environment by providing infrastructure and support systems that enhance accessibility and affordability for students and employees. Through accommodation-related support, transportation facilities, and a comprehensive campus ecosystem, the University helps reduce barriers to education and employment. These initiatives contribute to the broader objectives of SDG 11: Sustainable Cities and Communities by supporting equitable access to educational opportunities and fostering an inclusive campus community.

Pedestrian Priority on Campus

Medhavi Skills University promotes a pedestrian-friendly campus environment by providing a compact academic infrastructure that enables easy movement between classrooms, laboratories, seminar halls, library facilities, sports areas, cafeteria, and other student amenities within the campus. The University's infrastructure supports convenient and safe access to academic and recreational facilities, encouraging walking as a primary mode of movement on campus.

Key Measures

- Well-connected campus facilities that can be accessed on foot.
- Centralized academic infrastructure including digital classrooms, laboratories, seminar halls, library, and sports facilities.
- Open campus spaces that encourage walking and student interaction.
- Reduced dependence on internal vehicular movement through integrated campus planning. (Institutional SDG alignment statement.)

Collaboration with Local Authorities on Planning and Development

Medhavi Skills University contributes to **local planning and development** through collaborations with public institutions, policymakers, and community organizations. Initiatives such as the **Skills-**First **India Leadership Dialogue** and partnerships with organizations like the **SWWA** demonstrate the University's commitment to supporting regional development, workforce readiness, and community empowerment. Through these engagements, the University fosters knowledge exchange and collaborative action aligned with the goals of **SDG 11: Sustainable Cities and Communities**.

Key Collaborations

- Collaboration with the Sashastra Seema Bal Wives Welfare Association (SWWA) to enhance skill-based education and career opportunities for SSB families.
- Organization of the Skills-First India Leadership Dialogue, bringing together leaders from industry, academia, and policy to discuss India's future workforce and development priorities.
- Partnerships and MoUs with various organizations to support regional development, education, and community engagement.

Initiative	Description	Link
Skills-First India Leadership Dialogue	Platform for discussion among policymakers, academia, and industry on workforce and development issues	Building a Skills-First India: A Dialogue for a Shared Future
MSU-SWWA Partnership	Collaboration to expand educational and skill development opportunities for SSB families.	Medhavi Skills University Partners with SWWA to Empower SSB Families





Basic Infrastructure Details

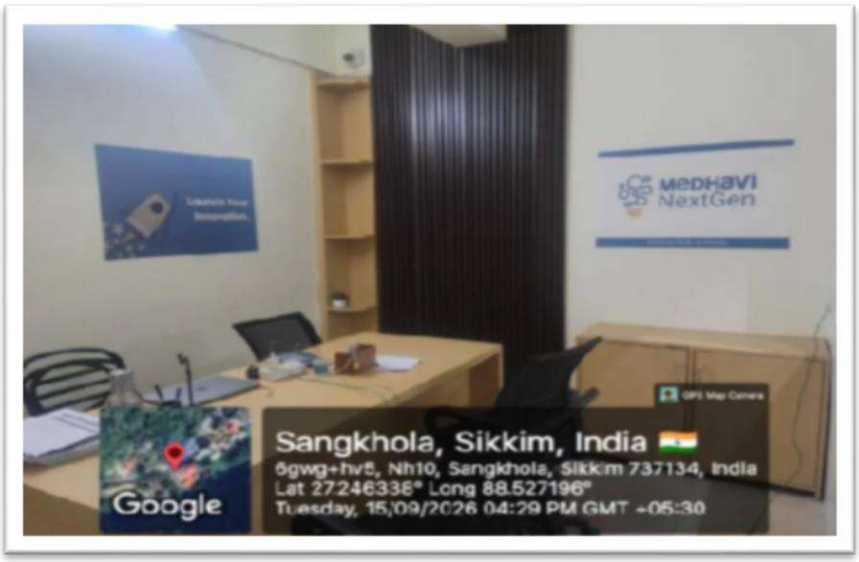
Medhavi Skills University demonstrates its commitment to SDG 11: Sustainable Cities and Communities through the provision of inclusive, safe, and sustainable campus infrastructure. The University maintains 2.1 acres of green area, provides student hostels and employee residential facilities, ensures accessibility through ramps, wheelchairs, tactile paths, and accessible drinking water points, and supports community engagement through its library, auditorium, seminar halls, and sports facilities. The campus also promotes safety through a comprehensive CCTV monitoring system with 283 cameras, while fostering innovation through its Incubation Centre. These initiatives collectively contribute to creating an inclusive, resilient, and sustainable campus community.

Parameter	Metrics
Public Access to Libraries and Collections	Library & Reading Room
Public Access to Green and Open Spaces	2.1 Acres Green Area
Affordable Housing for Students	4 Student Hostels (Boys-1: 20, Boys-2: 45, Girls-1: 45, Girls-2: 48)
Affordable Housing for Employees	8 Employee Residential Units with Capacity of 48 Persons
Pedestrian-Friendly & Inclusive Campus	Ramp, Wheelchair, Tactile Path, Accessible Drinking Water Facility
Public Community Spaces	Auditorium and Seminar Hall Facilities
Recreation and Open Spaces	Indoor and Outdoor Sports Facilities
Safety and Security	CCTV Monitoring Room with 283 CCTV Cameras
Sustainable Campus Environment	15 Trees Maintained on Campus
Community Well-being	Medical Room and Psychological Counselling Office
Innovation for Sustainable Communities	Incubation Centre Supporting Entrepreneurship and Innovation

Mentoring & Psychological Counselling Office



Incubation Centre



Fire Safety Equipment



"The cities of tomorrow must be built with responsibility, inclusion, innovation, and care for the environment. Medhavi Skills University inspires learners to become responsible citizens who contribute to safer, smarter, resilient, and more sustainable communities."

Medhavi Skills University

www.msu.edu.in

Topakhani, Lower Chisopani
PO: Singtam Bazar, PS: Singtam
District: East Sikkim
Sikkim – 737134

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REPORT ON SUSTAINABLE DEVELOPMENT



12 RESPONSIBLE CONSUMPTION AND PRODUCTION

GOAL 12

SDG 12 – RESPONSIBLE CONSUMPTION AND PRODUCTION

Introduction

Sustainable Development Goal 12 (SDG 12) – Responsible Consumption and Production – focuses on using natural resources efficiently, reducing waste, encouraging responsible purchasing and production practices, and promoting sustainability in institutional and community activities. For higher education institutions, this goal matters for how they procure and use resources, manage and recycle waste, and integrate sustainability into education, research, campus operations, and community engagement.

Medhavi Skills University (MSU), through its focus on skill-based and applied learning, has an opportunity to connect sustainability principles with academic learning, institutional practices and engagement with external stakeholders. Responsible consumption and production can be reflected in the efficient use of materials and utilities, responsible sourcing of goods and services, reduction of single-use plastics and disposable items, appropriate management of hazardous and other waste, and systematic tracking of waste generated, recycled or sent to landfill. Research, awareness activities and partnerships can also help students and stakeholders understand practical approaches to resource efficiency and waste reduction.

This report is structured around the SDG 12 metrics and indicators in the supplied reference: research on responsible consumption and production; operational measures and policies; the measurement and recycling of waste; and publication of sustainability reporting. These headings provide a framework for presenting the University's relevant policies, procedures, records, activities and outcomes. Supporting evidence may include approved policies, procurement and vendor records, waste collection or recycling documentation, quantities of waste generated and recycled, activity reports, photographs, audit records and publicly accessible reports or links.

List of Courses

Medhavi Skills University (MSU), through its Department of Hospitality and Tourism Management under the School of Hospitality and Tourism, offers courses that provide students with knowledge and practical skills related to food production, food and beverage services, culinary operations, bakery and pastry preparation, and hospitality facility management. These subjects are relevant to Sustainable Development Goal 12 (SDG 12): Responsible Consumption and Production, which promotes the efficient use of resources, reduction of waste, and adoption of responsible production and consumption practices.

The curriculum includes conceptual and applied components in subjects such as Fundamentals of Food Production, Foundation of Food and Beverage Service, and Art of Bakery and Pastry Making. These courses provide opportunities for students to understand food preparation methods, ingredient handling, portion control, and the importance of maintaining quality while using resources efficiently. Practical learning in these areas can also help students develop awareness of food waste prevention, appropriate storage and handling of ingredients, and responsible use of kitchen materials and equipment.

Advanced subjects such as Advanced Food Production, Advanced Food and Beverage Service, and Culinary Arts further develop students' understanding of professional food preparation and service operations. In addition, Food and Beverage Control is particularly relevant to resource management through its focus on monitoring food and beverage costs, stock, inventory, and operational use of supplies. Facility Planning can contribute to students' understanding of the efficient organisation and management of hospitality spaces, equipment, and operational resources.

Through these courses, MSU has an academic platform for integrating sustainability principles into hospitality education. The subjects offer scope to connect classroom learning and practical training with responsible ingredient procurement, efficient resource utilisation, waste minimisation, and improved operational practices in food service and hospitality settings.

The list of courses presented below identifies curriculum areas that are relevant to SDG 12. Their inclusion demonstrates curricular relevance; specific claims regarding sustainability outcomes, such as reductions in food waste or resource consumption, should be supported by course syllabi, practical-session records, student projects, or other institutional evidence.

List of Courses

S. No.	Name of Department	Name of the Course	Relevance to SDG 12
1	Department of Hospitality and Tourism Management	Fundamentals of Food Production	Understanding food production principles and resource-efficient practices.
2	Department of Hospitality and Tourism Management	Fundamentals of Food Production	Practical application of food preparation, ingredient handling and resource use.
3	Department of Hospitality and Tourism Management	Foundation of Food and Beverage Service	Understanding food and beverage service operations and responsible service practices.
4	Department of Hospitality and Tourism Management	Foundation of Food and Beverage Service	Applying service practices that support efficient use of supplies and minimise wastage.
5	Department of Hospitality and Tourism Management	Foundation of Food Production	Learning basic food production methods and ingredient utilisation.
6	Department of Hospitality and Tourism Management	Foundation of Food Production	Developing practical food preparation and ingredient-handling skills.
7	Department of Hospitality and Tourism Management	Advanced Food Production	Exploring advanced food production methods and efficient kitchen operations.
8	Department of Hospitality and Tourism Management	Advanced Food and Beverage Service	Understanding professional service operations and responsible resource utilisation.
9	Department of Hospitality and Tourism Management	Art of Bakery and Pastry Making	Understanding bakery and pastry production principles and ingredient use.
10	Department of Hospitality and Tourism Management	Art of Bakery and Pastry Making	Applying practical baking techniques and efficient use of ingredients.
11	Department of Hospitality and Tourism Management	Food and Beverage Control	Understanding inventory, stock management, cost control and reduction of avoidable waste.
12	Department of Hospitality and Tourism Management	Culinary Arts	Developing culinary skills with opportunities to incorporate responsible ingredient use and waste minimisation.
13	Department of Hospitality and Tourism Management	Facility Planning	Understanding the planning and efficient use of hospitality facilities, equipment and operational resources.





B.Sc in Hospitality & Hotel Management – Hospitality Business

List of Publications

Medhavi Skills University (MSU), through its faculty research, contributes to academic discussions relevant to Sustainable Development Goal 12 (SDG 12): Responsible Consumption and Production. The publications listed under this SDG explore consumer buying behaviour, online shopping, digital marketing, social media influences, consumer spending patterns, and approaches to radioactive waste management. These research areas provide perspectives on consumption decisions, the influence of digital platforms on purchasing behaviour, and the importance of addressing environmental challenges associated with waste.

Research conducted by faculty members of the School of Management and Commerce (SoMC) examines consumer behaviour in e-commerce environments, including the role of product recommendations in customer satisfaction and the influence of digital marketing and social media influencers on buying habits. Such research is relevant to understanding how consumers make purchasing decisions in digital marketplaces and how online retail environments shape consumption patterns. The study of accounting insights into consumer spending behaviour in online retailing markets also provides a perspective on spending practices and retail-market dynamics.

In addition, the publication “Unveiling Nature’s Bacterial Solution to Radioactive Waste”, authored by Dr. Anupama Moirangthem, addresses a waste-management-related research theme. Its focus on potential bacterial solutions to radioactive waste is relevant to the broader discussion of responsible waste handling and environmental management, although the specific findings and applications should be described with reference to the published chapter.

Collectively, these publications demonstrate the range of research topics identified by MSU as relevant to SDG 12, spanning consumer behaviour, digital commerce, spending patterns, and waste management. They provide an academic basis for examining responsible consumption and environmental concerns. The publication list serves as supporting evidence of research activity associated with this SDG; the precise contribution of each paper should be assessed in relation to its content and findings rather than assuming that every study directly measures sustainable consumption or production outcomes.

Title of Paper	Name of the Author	Dept. Name	Name of Journal	Web Link to Paper
Consumer Buying Behaviour on E-Commerce Platforms in Sikkim	Mr. Snehasish Bhattacharjee	SoMC	International Journal for Recent Developments in Science &Technology	https://www.ijrdst.org/public/uploads/paper/3766417806462 37.pdf
Impact of Product Recommendations on Customer Satisfaction in Online Shopping: A Study of Customers in Sikkim	Mr. Snehasish Bhattacharjee	SoMC	International Journal for Recent Developments in Science &Technology	https://www.ijrdst.org/public/u pload s/paper/959621780644151.pdf
A Study on Accounting Insights into Consumer Spending Behaviour in Online Retailing Markets: Evidence from Sikkim	Mr. Mohammed Parvesh	SoMC	International Journal for Novel Research in Economics, Finance and Management	https://ijnrefm.com/a-study-on-accounting-insights-into-consumer-spending-behaviour-in-online-retailing-markets-evidence-from-sikkim/
The Effect of Digital Marketing on Emotional Responses and Impulse Buying Behaviour in E-Commerce: Evidence from Sikkim	Mr. Snehasish Bhattacharjee	SoMC	International Journal for Recent Developments in Science &Technology	85085178064436 8.pdf
Understanding the impact of social media influencers on consumer buying habits	Mr. Snehasish Bhattacharjee	SoMC	International Journal of Creative Research Thoughts	https://ijcrt.org/viewfull.php?&p_id=IJCRT25A5551
Unveiling Nature's Bacterial Solution to Radioactive Waste.	Dr. Anupama Moirangthem	MLT	Springer Nature (Publisher)	Unveiling Nature's Bacterial Solution to Radioactive Waste | Springer Nature Link

Sustainability and Resource Conservation Initiatives at Medhavi Skills University

Medhavi Skills University demonstrates its commitment to SDG 12: Responsible Consumption and Production through various sustainability-focused initiatives. The University promotes environmental responsibility by organizing cleanliness drives, plantation campaigns, and awareness programs on sustainable practices. Activities such as the Cleanliness Drive 2025, World Environment Day celebrations, and plantation initiatives encourage students and staff to adopt eco-friendly habits, conserve natural resources, and contribute to a cleaner, more sustainable future.

Particulars	SDG 12 Metric	Activity	Link
Cleanliness Drive 2025	Waste Reduction & Community Awareness	MSU collaborated with Singtam Gram Panchayat for a cleanliness drive to promote sustainable living, responsible waste management, and community participation in maintaining a cleaner environment.	View Event
World Environment Day with Sustainability Initiatives	Sustainability Education & Responsible Practices	MSU observed World Environment Day through environmental awareness activities, including discussions on sustainable solutions and a plantation drive under the "Ek Ped Maa Ke Naam" initiative.	View Event
Sowing the Seeds of Sustainability	Environmental Stewardship & Resource Conservation	The School of Hospitality & Tourism organized a plantation drive involving students and faculty to promote ecological responsibility and sustainable practices.	View Event
Employee Milestones for a Greener Future	Sustainable Resource Use & Environmental Responsibility	MSU partnered with Grow-Trees to plant trees for employee milestones, supporting afforestation, biodiversity conservation, and ecological restoration projects.	View Event

Cleanliness Drive 2025



World Environment Day



Sowing the Seeds of Sustainability: MSU's Hospitality & Tourism School Leads the Way



Reg.: ECPL/CERT/2026/MSU/03

Issue date:10/10/2026

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GWCN
Global Waste Cleaning Network
Member Ref: GWCN/M22.926

CERTIFICATE

This is to certify that

MEDHAVI SKILLS UNIVERSITY

Sikkim, India

has been assessed for its energy management practices and energy performance.

Energy Audit

Based on the assessment and findings documented in the Energy Audit Report, the institute has demonstrated satisfactory implementation of energy management practices and initiatives aimed at improving energy efficiency, promoting renewable energy use, and conserving energy resources.

enviraj
CONSULTING

Audit Period: *August 2025 - July 2026*

Audit Date: *28/09/2026*

Scan to verify

ENVIRAJ CONSULTING PRIVATE LTD. GWALIOR

Rajdeep Pandey
Director
Environmental Consultant & Auditor
ISO 14001:2015 & ISO 50001:2018

Enviraj Consulting Pvt. Ltd.
F-29 Bhagat Singh Nagar, Airport Road, Gwalior-474005 | P: 7987416317 | E: info@enviraj.com | W: www.enviraj.com

Reg.: ECPL/CERT/2026/MSU/02 Issue date:10/10/2026

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GWCN
Global Waste Cleaning Network
Member Ref: GWCN/M22.926

CERTIFICATE

This is to certify that

MEDHAVI SKILLS UNIVERSITY
Sikkim, India

has been assessed with respect to its environmental aspects, pollution control practices, and regulatory compliance, in accordance with the requirements of an

Environmental Audit

The audit identified positive environmertal initiatives undertaken by the institution, along with opportunities for further improvement, as documented in the Environmental Audit Report.

enviraj
CONSULTING

Audit Period: *August 2025 - July 2026* ***Audit Date:*** *28/09/2026*

Scan to verify

ENVIRAJ CONSULTING PRIVATE LIMITED enviraj GWALIOR

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Global Waste Cleaning Network
Member Ref: GWCN/M22.926

CERTIFICATE

This is to certify that

MEDHAVI SKILLS UNIVERSITY
Sikkim, India

has been assessed by us for the environmental and sustainability practices implemented at the Institute as part of the

Green Audit

Based on the findings documented in the Green Audit Report, the environmental practices and green initiatives undertaken by the Institute have been assessed and found to be satisfactory.

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Audit Period: *August 2025 - July 2026* *Audit Date: 28/09/2026*

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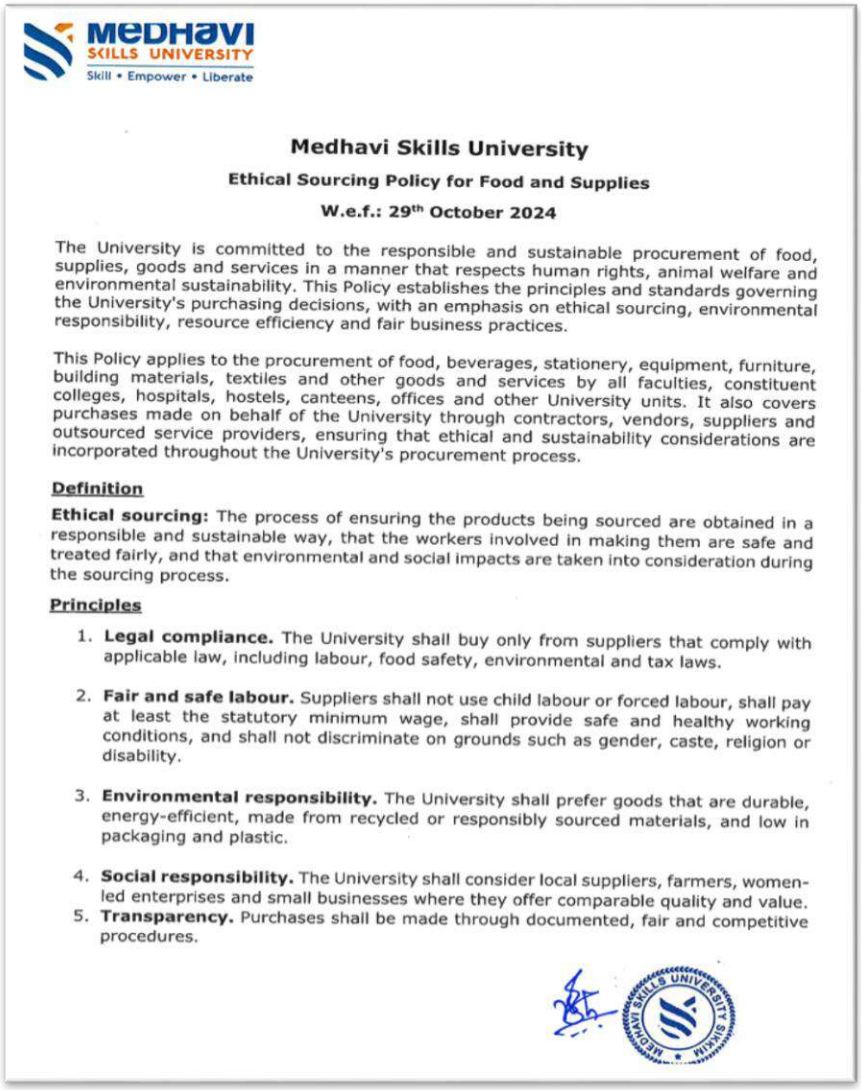
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Ethical Sourcing

Medhavi Skills University is committed to the responsible and sustainable procurement of food, supplies, goods, and services through its Ethical Sourcing Policy for Food and Supplies, effective 29 October 2024. The policy ensures that purchasing decisions uphold human rights, fair labour practices, environmental sustainability, and ethical business conduct. The University gives preference to locally sourced, seasonal, and sustainably produced food items, as well as energy-efficient, recyclable, and responsibly sourced products. Suppliers are required to comply with applicable labour, food safety, environmental, and regulatory standards. Through this policy, the University promotes sustainable consumption, supports local communities and businesses, and strengthens its commitment to social and environmental responsibility.

ETHICAL-SOURCING-POLICY-FOR-FOOD-AND-SUPPLIES.pdf



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Medhavi Skills University

Ethical Sourcing Policy for Food and Supplies

W.e.f.: 29th October 2024

The University is committed to the responsible and sustainable procurement of food, supplies, goods and services in a manner that respects human rights, animal welfare and environmental sustainability. This Policy establishes the principles and standards governing the University's purchasing decisions, with an emphasis on ethical sourcing, environmental responsibility, resource efficiency and fair business practices.

This Policy applies to the procurement of food, beverages, stationery, equipment, furniture, building materials, textiles and other goods and services by all faculties, constituent colleges, hospitals, hostels, canteens, offices and other University units. It also covers purchases made on behalf of the University through contractors, vendors, suppliers and outsourced service providers, ensuring that ethical and sustainability considerations are incorporated throughout the University's procurement process.

Definition

Ethical sourcing: The process of ensuring the products being sourced are obtained in a responsible and sustainable way, that the workers involved in making them are safe and treated fairly, and that environmental and social impacts are taken into consideration during the sourcing process.

Principles

1. **Legal compliance.** The University shall buy only from suppliers that comply with applicable law, including labour, food safety, environmental and tax laws.
2. **Fair and safe labour.** Suppliers shall not use child labour or forced labour, shall pay at least the statutory minimum wage, shall provide safe and healthy working conditions, and shall not discriminate on grounds such as gender, caste, religion or disability.
3. **Environmental responsibility.** The University shall prefer goods that are durable, energy-efficient, made from recycled or responsibly sourced materials, and low in packaging and plastic.
4. **Social responsibility.** The University shall consider local suppliers, farmers, women-led enterprises and small businesses where they offer comparable quality and value.
5. **Transparency.** Purchases shall be made through documented, fair and competitive procedures.

MEDHAVI SKILLS UNIVERSITY SIKKIM

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Medhavi Skills University

Ethical Sourcing Policy for Food and Supplies

W.e.f.: 29th October 2024

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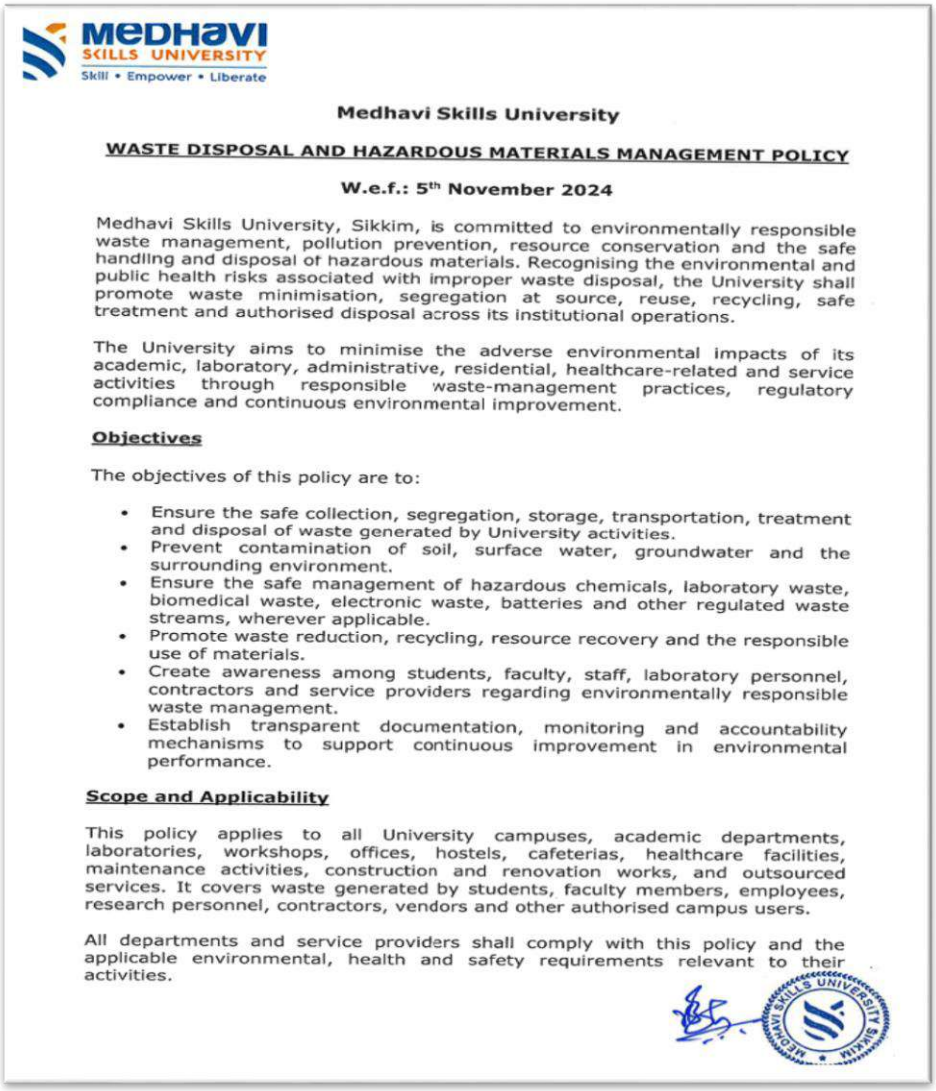


Waste Disposal and Hazardous Materials Management Policy

Medhavi Skills University is committed to environmentally responsible waste management through its Waste Disposal and Hazardous Material Management Policy, effective 5 Nov 2024. The policy establishes guidelines for the safe segregation, collection, storage, handling, recycling, and disposal of general, recyclable, electronic, biomedical, and hazardous waste generated on campus. The University promotes waste minimization, resource recovery, and compliance with applicable environmental, health, and safety regulations.

Special procedures are implemented for handling hazardous materials to prevent risks to human health and the environment. Through regular awareness programmes and monitoring mechanisms, the University fosters sustainable waste management practices and supports a clean, safe, and environmentally responsible campus.

WASTE-DISPOSAL-AND-HAZARDOUS-MATERIAL-MANAGEMENT-POLICY.pdf



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WASTE DISPOSAL AND HAZARDOUS MATERIALS MANAGEMENT POLICY

W.e.f.: 5th November 2024

Medhavi Skills University, Sikkim, is committed to environmentally responsible waste management, pollution prevention, resource conservation and the safe handling and disposal of hazardous materials. Recognising the environmental and public health risks associated with improper waste disposal, the University shall promote waste minimisation, segregation at source, reuse, recycling, safe treatment and authorised disposal across its institutional operations.

The University aims to minimise the adverse environmental impacts of its academic, laboratory, administrative, residential, healthcare-related and service activities through responsible waste-management practices, regulatory compliance and continuous environmental improvement.

Objectives

The objectives of this policy are to:

- Ensure the safe collection, segregation, storage, transportation, treatment and disposal of waste generated by University activities.
- Prevent contamination of soil, surface water, groundwater and the surrounding environment.
- Ensure the safe management of hazardous chemicals, laboratory waste, biomedical waste, electronic waste, batteries and other regulated waste streams, wherever applicable.
- Promote waste reduction, recycling, resource recovery and the responsible use of materials.
- Create awareness among students, faculty, staff, laboratory personnel, contractors and service providers regarding environmentally responsible waste management.
- Establish transparent documentation, monitoring and accountability mechanisms to support continuous improvement in environmental performance.

Scope and Applicability

This policy applies to all University campuses, academic departments, laboratories, workshops, offices, hostels, cafeterias, healthcare facilities, maintenance activities, construction and renovation works, and outsourced services. It covers waste generated by students, faculty members, employees, research personnel, contractors, vendors and other authorised campus users.

All departments and service providers shall comply with this policy and the applicable environmental, health and safety requirements relevant to their activities.

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Waste Segregation and Disposal

The University shall promote segregation of waste at its point of generation through designated and appropriately labelled containers. General waste, biodegradable waste, recyclable materials, hazardous waste, biomedical waste, electronic waste and other regulated waste streams shall be managed separately, as applicable.

Waste shall not be indiscriminately mixed, openly burned, dumped on land or discharged into drains, water bodies or the surrounding environment. Reusable and recyclable materials shall be recovered wherever practicable, while residual waste shall be transferred to appropriate collection, treatment or disposal facilities.

Departments shall take reasonable measures to reduce avoidable waste generation through efficient resource use, responsible purchasing, reuse of suitable materials and environmentally responsible operational practices.

Hazardous Materials Management

Hazardous materials and waste arising from laboratories, workshops, maintenance operations, healthcare-related activities and other University operations shall be identified, handled, stored and disposed of in accordance with their nature and applicable statutory requirements.

The University shall ensure that:

1. Hazardous chemicals and materials are appropriately labelled, inventoried and stored in designated, secure areas with suitable safety measures.
2. Incompatible chemicals and hazardous substances are stored separately, with access restricted to authorised personnel.
3. Laboratory chemicals, contaminated materials, used oils, solvents, batteries and other hazardous waste are not mixed with general waste.
4. Appropriate personal protective equipment, safety instructions and spill-response arrangements are provided wherever necessary.
5. Hazardous waste is transferred only to appropriately authorised recyclers, treatment facilities or disposal agencies, as required under applicable regulations.
6. Staff handling hazardous materials receive suitable training in safe handling, storage, emergency response and disposal procedures.

Where hazardous substances are spilled or accidentally released, the incident shall be reported promptly and managed by trained personnel using appropriate containment and response procedures.

Management of Special Waste Streams

The University shall adopt appropriate procedures for managing specific waste categories:

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- **Biomedical waste:** Waste generated by healthcare facilities, clinical activities or relevant laboratories shall be segregated, stored, treated and disposed of through authorised channels in accordance with applicable biomedical waste requirements.
- **Electronic waste:** Discarded computers, electronic equipment, electrical components and related materials shall be channelled to authorised recyclers or collection systems, as applicable.
- **Batteries and waste oils:** These materials shall be collected separately, stored safely and transferred through appropriate authorised channels.
- **Laboratory and chemical waste:** Chemical residues, expired reagents and contaminated laboratory materials shall be assessed and managed according to their hazardous properties and applicable requirements.
- **Construction and maintenance waste:** Waste from repairs, renovation and construction shall be segregated and sent for appropriate recovery, recycling or authorised disposal, as applicable.

The University shall maintain suitable records of collection and disposal to demonstrate responsible management of these waste streams.

Roles, Responsibilities and Awareness

The University administration, through a designated environmental or waste-management committee or officer, shall coordinate policy implementation, monitor compliance and periodically review waste-management arrangements.

Heads of departments and laboratory in-charges shall ensure appropriate segregation, safe storage and record-keeping within their respective areas. Housekeeping personnel, contractors and service providers shall follow prescribed collection, handling and transportation procedures. Faculty members and students shall contribute by observing segregation instructions, avoiding littering and participating in awareness initiatives.

The University shall organise appropriate awareness programmes, safety briefings, training sessions and communication activities to encourage responsible waste disposal and strengthen environmental awareness across the campus.

Monitoring, Documentation and Compliance

The University shall maintain appropriate records of waste generation, segregation, collection, recycling, treatment and disposal, wherever applicable. Records may include waste inventories, inspection reports, training attendance, authorised agency details, collection receipts, disposal certificates and incident reports.

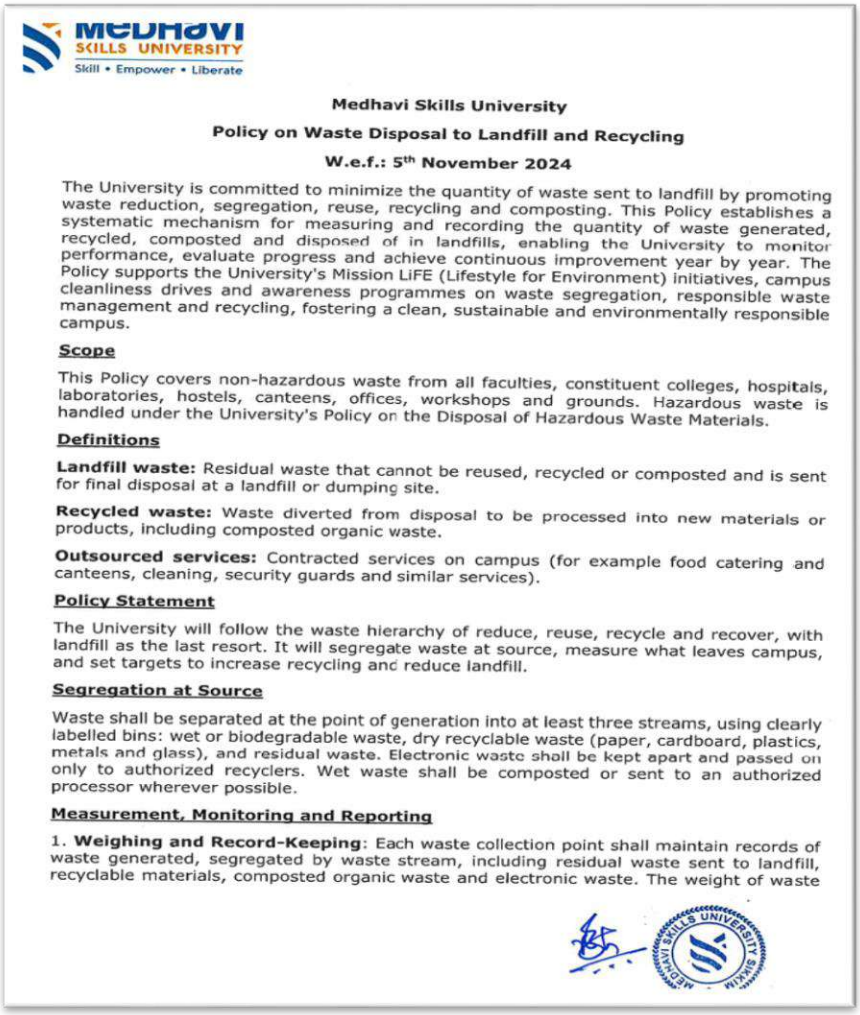
Periodic inspections may be conducted to identify gaps in segregation, storage, handling and disposal practices and to implement corrective measures. The University shall comply with applicable environmental legislation, relevant waste-management rules, pollution-control directions and conditions imposed by competent authorities.

Policy Review

This policy shall be reviewed every three years, or earlier if required, to ensure continued relevance, regulatory compliance and alignment with evolving environmental standards and sustainable waste-management practices.

Policy on Waste Disposal to Landfill and Recycling

Medhavi Skills University is committed to maintain a safe, healthy, and environmentally sustainable campus through its Waste Disposal and Hazardous Material Management Policy, effective 05 Nov 2024. The policy provides a comprehensive framework for the segregation, collection, storage, transportation, recycling, and disposal of solid, recyclable, electronic, biomedical, and hazardous waste. It emphasises compliance with environmental regulations, pollution prevention, and the adoption of sustainable waste management practices. The University ensures that hazardous materials are identified, handled, and disposed of safely to minimise risks to human health and the environment. Through awareness programmes, monitoring mechanisms, and responsible resource management, the policy promotes environmental stewardship and supports the University's commitment to sustainability and campus safety.



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Policy on Waste Disposal to Landfill and Recycling

W.e.f.: 5th November 2024

The University is committed to minimize the quantity of waste sent to landfill by promoting waste reduction, segregation, reuse, recycling and composting. This Policy establishes a systematic mechanism for measuring and recording the quantity of waste generated, recycled, composted and disposed of in landfills, enabling the University to monitor performance, evaluate progress and achieve continuous improvement year by year. The Policy supports the University's Mission LiFE (Lifestyle for Environment) initiatives, campus cleanliness drives and awareness programmes on waste segregation, responsible waste management and recycling, fostering a clean, sustainable and environmentally responsible campus.

Scope

This Policy covers non-hazardous waste from all faculties, constituent colleges, hospitals, laboratories, hostels, canteens, offices, workshops and grounds. Hazardous waste is handled under the University's Policy on the Disposal of Hazardous Waste Materials.

Definitions

Landfill waste: Residual waste that cannot be reused, recycled or composted and is sent for final disposal at a landfill or dumping site.

Recycled waste: Waste diverted from disposal to be processed into new materials or products, including composted organic waste.

Outsourced services: Contracted services on campus (for example food catering and canteens, cleaning, security guards and similar services).

Policy Statement

The University will follow the waste hierarchy of reduce, reuse, recycle and recover, with landfill as the last resort. It will segregate waste at source, measure what leaves campus, and set targets to increase recycling and reduce landfill.

Segregation at Source

Waste shall be separated at the point of generation into at least three streams, using clearly labelled bins: wet or biodegradable waste, dry recyclable waste (paper, cardboard, plastics, metals and glass), and residual waste. Electronic waste shall be kept apart and passed on only to authorized recyclers. Wet waste shall be composted or sent to an authorized processor wherever possible.

Measurement, Monitoring and Reporting

1. **Weighing and Record-Keeping**: Each waste collection point shall maintain records of waste generated, segregated by waste stream, including residual waste sent to landfill, recyclable materials, composted organic waste and electronic waste. The weight of waste

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shall be recorded at least monthly. Where direct weighing is not feasible, a documented and consistently applied volume-to-weight conversion method shall be used.

2. **Supporting Evidence**: Waste measurement records shall be supported by relevant documentary evidence, including weighbridge slips, waste collector receipts, authorised recycler certificates, composting records and other applicable disposal or transfer records.

3. **Performance Indicators**: The Maintenance Committee shall periodically assess waste management performance using the following indicators:

- Total waste generated during the reporting period.
- Total quantity of residual waste sent to landfill.
- Total quantity of waste recycled or composted.

Recycling and Composting Rate: The percentage of total waste generated that is recycled or composted.

Waste Generation per Person: The total quantity of waste generated divided by the number of persons covered during the reporting period, using a consistent and documented methodology.

4. **Reporting and Review**: All concerned units, departments and facilities shall submit waste management data and supporting evidence to the Maintenance Committee on a quarterly basis. The Committee shall consolidate and review the data, assess progress against established targets, identify areas for improvement and submit an annual waste management performance report to the Registrar office.

Targets

The first twelve months shall establish a baseline. The Committee shall then set annual targets to reduce landfill waste and raise the recycling rate and shall review them each year.

Extensions

This Policy extends to outsourced services and the supply chain. Contractors providing outsourced services on campus, such as food catering and canteens, cleaning and security, shall follow the University's segregation system, shall not mix segregated waste, and shall provide weight or volume data for the waste they generate or collect.

Waste requirements shall be written into service contracts, and cleaning contractors shall deliver waste only to the designated collection points and authorized handlers. Suppliers shall be encouraged to reduce packaging and to take back packaging and pallets where practicable. Contractors who do not comply shall be required to correct the shortcoming and, if it continues, may face penalties or termination of the contract.

Review

This Policy shall be reviewed at least once every three years, or earlier if required due to changes in applicable legislation, regulatory requirements, University operations or identified needs for improvement.

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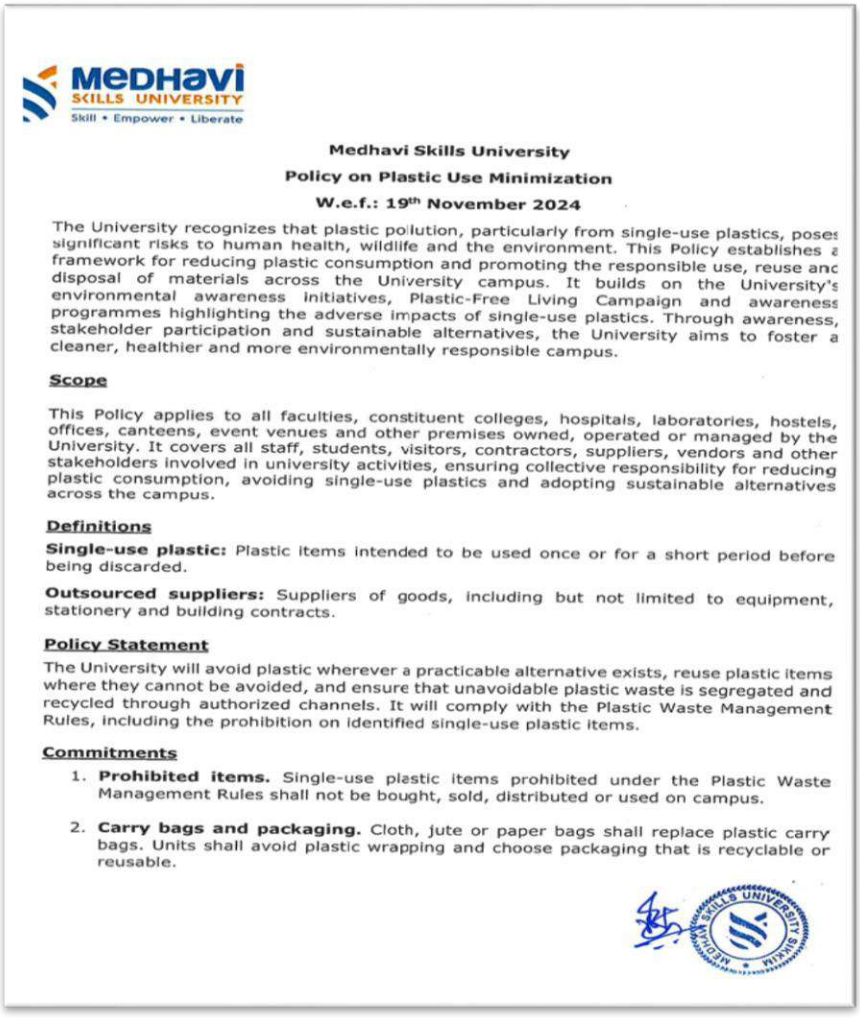
POLICY-ON-WASTE-DISPOSAL-TO-LANDFILL-and-RECYCLE.pdf



Policy on Plastic Use Minimization

Medhavi Skills University is committed to reduce plastic consumption and promoting sustainable alternatives through its Policy on Plastic Use Minimization, effective 19 November 2024. The policy aims to minimize the use of single-use plastics across campus by encouraging reusable, recyclable, and environmentally friendly alternatives. The University prohibits identified single-use plastic items, promotes cloth, jute, and paper-based substitutes, and supports responsible segregation and recycling of unavoidable plastic waste through authorized channels. Awareness campaigns, cleanliness drives, and stakeholder engagement initiatives further encourage plastic-free living. The policy also extends to suppliers and vendors, fostering sustainable procurement and responsible packaging practices throughout the University's supply chain.

POLICY-ON-PLASTIC-USE-MINIMIZATION.pdf



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Policy on Plastic Use Minimization

W.e.f.: 19th November 2024

The University recognizes that plastic pollution, particularly from single-use plastics, poses significant risks to human health, wildlife and the environment. This Policy establishes a framework for reducing plastic consumption and promoting the responsible use, reuse and disposal of materials across the University campus. It builds on the University's environmental awareness initiatives, Plastic-Free Living Campaign and awareness programmes highlighting the adverse impacts of single-use plastics. Through awareness, stakeholder participation and sustainable alternatives, the University aims to foster a cleaner, healthier and more environmentally responsible campus.

Scope

This Policy applies to all faculties, constituent colleges, hospitals, laboratories, hostels, offices, canteens, event venues and other premises owned, operated or managed by the University. It covers all staff, students, visitors, contractors, suppliers, vendors and other stakeholders involved in university activities, ensuring collective responsibility for reducing plastic consumption, avoiding single-use plastics and adopting sustainable alternatives across the campus.

Definitions

Single-use plastic: Plastic items intended to be used once or for a short period before being discarded.

Outsourced suppliers: Suppliers of goods, including but not limited to equipment, stationery and building contracts.

Policy Statement

The University will avoid plastic wherever a practicable alternative exists, reuse plastic items where they cannot be avoided, and ensure that unavoidable plastic waste is segregated and recycled through authorized channels. It will comply with the Plastic Waste Management Rules, including the prohibition on identified single-use plastic items.

Commitments

1. **Prohibited items.** Single-use plastic items prohibited under the Plastic Waste Management Rules shall not be bought, sold, distributed or used on campus.
2. **Carry bags and packaging.** Cloth, jute or paper bags shall replace plastic carry bags. Units shall avoid plastic wrapping and choose packaging that is recyclable or reusable.

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3. **Drinking water and food service.** The University shall promote refill points and personal water bottles. Canteens and hostel messes shall use reusable or non-plastic crockery, cutlery, cups and containers.

4. **Events and publicity.** Conferences, rallies, celebrations and campaigns shall avoid plastic flex, thermocol, plastic decorations and plastic giveaways, using cloth, paper or digital alternatives.

5. **Offices and stationery.** Departments shall prefer refillable pens, paper-based files and stationery with minimal plastic.

6. **Clinical and laboratory areas.** Plastic items essential for patient safety, infection control or laboratory work may continue to be used. Units shall avoid over-ordering, shall use reusable alternatives where acceptable, and shall dispose of such waste in accordance with the University's Policy on the Disposal of Hazardous Waste Materials.

7. **Segregation and recycling.** Unavoidable plastic waste shall be collected in dry-waste bins and passed to authorized recyclers, as described in the University's Policy on Waste Disposal to Landfill and Recycling.

8. **Awareness.** The University shall continue to run campaigns, cleanliness drives and student-led activities to encourage plastic-free living.

Monitoring

All University units shall maintain records of the procurement and use of key plastic items, including plastic bottles, bags, disposable tableware and plastic packaging. The Maintenance Committee shall consolidate and review these records, compare annual consumption against the baseline established during the first year of implementation, and assess progress in reducing plastic use across the University. The Committee shall prepare an annual monitoring report highlighting achievements, areas requiring improvement and recommendations for further reduction, and submit it to the Registrar office for review and appropriate action.

Plastic Minimisation Across Suppliers and the Supply Chain

The University shall extend its plastic minimisation efforts to outsourced suppliers, vendors, contractors and other stakeholders involved in its supply chain, including those supplying equipment, stationery, building materials and other goods and services. Suppliers shall be encouraged and, where contractually applicable, required to minimise plastic content in their products and packaging, avoid prohibited single-use plastic items, and adopt recycled,



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recyclable or reusable packaging wherever practicable. Where feasible, suppliers shall also be requested to collect and take back packaging materials for reuse or appropriate recycling.

Review

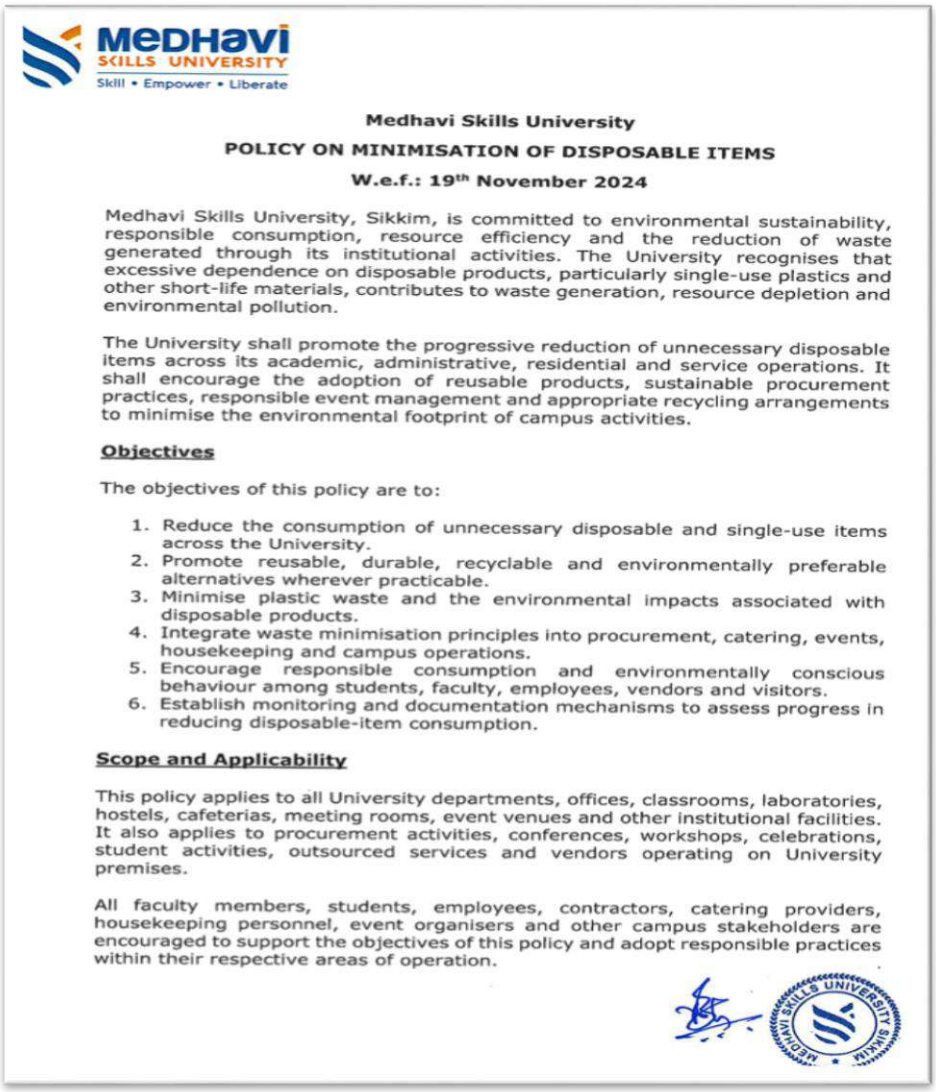
This Policy shall be reviewed at least once every three years, or earlier if required due to changes in applicable legislation, regulatory requirements, University operations or identified opportunities for improvement.



Policy on Minimisation of Disposable Items

Medhavi Skills University is committed to environmental sustainability, responsible consumption, and waste reduction through its Policy on Minimisation of Disposable Items, effective 19 November 2024. The policy promotes the progressive reduction of single-use and disposable products across academic, administrative, residential, and service operations by encouraging the use of reusable, durable, and environmentally preferable alternatives. The University integrates waste-minimisation principles into procurement, catering, campus events, and daily operations, while promoting responsible consumption among students, faculty, staff, vendors, and visitors. Through awareness initiatives, sustainable procurement practices, waste segregation, and recycling measures, the University seeks to reduce its environmental footprint and support resource-efficient campus operations.

POLICY-ON-MINIMIZATION-OF-DISPOSABLE-ITEMS.pdf



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POLICY ON MINIMISATION OF DISPOSABLE ITEMS

W.e.f.: 19th November 2024

Medhavi Skills University, Sikkim, is committed to environmental sustainability, responsible consumption, resource efficiency and the reduction of waste generated through its institutional activities. The University recognises that excessive dependence on disposable products, particularly single-use plastics and other short-life materials, contributes to waste generation, resource depletion and environmental pollution.

The University shall promote the progressive reduction of unnecessary disposable items across its academic, administrative, residential and service operations. It shall encourage the adoption of reusable products, sustainable procurement practices, responsible event management and appropriate recycling arrangements to minimise the environmental footprint of campus activities.

Objectives

The objectives of this policy are to:

1. Reduce the consumption of unnecessary disposable and single-use items across the University.
2. Promote reusable, durable, recyclable and environmentally preferable alternatives wherever practicable.
3. Minimise plastic waste and the environmental impacts associated with disposable products.
4. Integrate waste minimisation principles into procurement, catering, events, housekeeping and campus operations.
5. Encourage responsible consumption and environmentally conscious behaviour among students, faculty, employees, vendors and visitors.
6. Establish monitoring and documentation mechanisms to assess progress in reducing disposable-item consumption.

Scope and Applicability

This policy applies to all University departments, offices, classrooms, laboratories, hostels, cafeterias, meeting rooms, event venues and other institutional facilities. It also applies to procurement activities, conferences, workshops, celebrations, student activities, outsourced services and vendors operating on University premises.

All faculty members, students, employees, contractors, catering providers, housekeeping personnel, event organisers and other campus stakeholders are encouraged to support the objectives of this policy and adopt responsible practices within their respective areas of operation.

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Policy Provisions

Reduction of Single-Use Items

The University shall discourage the unnecessary use of disposable cups, plates, cutlery, straws, plastic bags, water bottles, food containers and other short-life products in its offices, cafeterias, hostels, meetings and campus events.

Departments and service providers shall identify opportunities to eliminate avoidable disposable items and adopt practical alternatives. Applicable legal restrictions on identified single-use plastic products shall be observed.

Promotion of Reusable Alternatives

The University shall encourage the use of durable and reusable materials, including stainless-steel utensils, reusable cups, refillable water bottles, washable serving equipment and reusable food containers.

Cafeterias, food-service providers and event organisers shall be encouraged to use reusable serving materials wherever feasible, subject to hygiene, food safety and operational requirements. Water dispensers and refill stations may be promoted where suitable infrastructure is available.

Sustainable Procurement Practices

Procurement decisions shall consider product durability, reusability, packaging requirements, recyclability and environmental impact, wherever practicable and consistent with applicable procurement procedures.

Departments shall be encouraged to avoid unnecessary purchases of disposable products and prefer reusable alternatives for routine institutional activities. Vendors and suppliers may be encouraged to minimise excessive packaging, avoid avoidable single-use materials and offer environmentally preferable products.

Sustainable Events and Meetings

The University shall promote responsible resource use during seminars, conferences, workshops, meetings, cultural programmes, celebrations and other institutional events.

Event organisers shall, wherever practicable:

- Use digital invitations, registration systems, notices and event materials to reduce paper consumption.
- Provide reusable cups, plates and cutlery instead of disposable serving items.
- Use water dispensers or refill facilities instead of routinely distributing single-use water bottles.
- Avoid unnecessary disposable decorations, packaging and promotional materials.

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- Arrange appropriate segregation and collection of waste generated during events.

These measures shall be implemented according to event requirements, hygiene considerations and the availability of suitable facilities.

Responsible Catering and Campus Services

Cafeterias, hostels, catering contractors and other campus service providers shall be encouraged to minimise disposable packaging and serving materials. Preference should be given to reusable food-service equipment and appropriate bulk-serving arrangements wherever feasible.

The University shall encourage service providers to review their consumption of disposable products periodically and identify practical measures for reducing unnecessary use. Hygiene, food safety and applicable health regulations shall remain essential considerations.

Waste Segregation and Recycling

Disposable items that cannot reasonably be eliminated shall be managed responsibly. The University shall encourage segregation of waste at source and ensure that recyclable materials are directed to appropriate collection and recycling channels, where available.

Disposable products shall not be littered, openly burned or disposed of in a manner that causes environmental pollution. Procurement and operational decisions should prioritise waste prevention over reliance on end-of-life disposal alone.

Awareness and Stakeholder Participation

The University shall promote awareness of the environmental impacts of disposable products through orientation programmes, notices, posters, digital communications, workshops and campus campaigns.

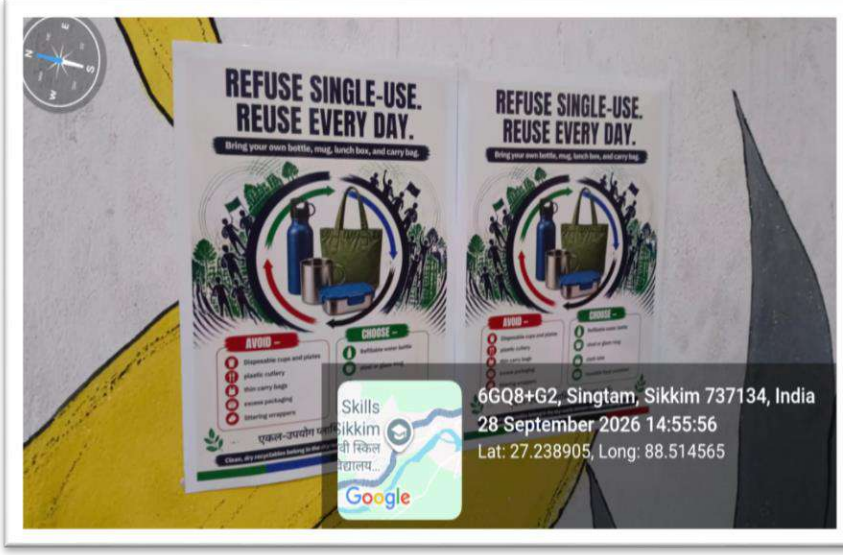
Students, faculty, employees, vendors and visitors shall be encouraged to carry reusable bottles, avoid unnecessary disposable products and participate in waste-reduction initiatives. Departments and student groups may support periodic campaigns to promote responsible consumption and a cleaner campus environment.

Roles and Responsibilities

The University administration, through its designated environmental or sustainability committee or officer, shall coordinate implementation, promote awareness and periodically review progress.

Heads of departments shall encourage compliance within their respective units. Procurement personnel shall consider opportunities to reduce disposable-item purchases, while cafeteria operators, hostel managers, event organisers and outsourced service providers shall adopt appropriate waste-minimisation

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Minimisation of disposable items extended to outsourced Services and supply chain

Medhavi Skills University is committed to reduce waste and promoting sustainable consumption practices beyond its campus operations through its Policy on Minimisation of Disposable Items Extended to Outsourced Services and Supply Chain, effective 26 November 2024. The policy requires outsourced service providers, vendors, contractors, and supply-chain partners to minimize the use of single-use and disposable items and adopt reusable, recyclable, biodegradable, and environmentally responsible alternatives wherever feasible. Partners are encouraged to reduce excessive packaging, improve resource efficiency, and align their operations with the University's sustainability goals. Through sustainable procurement practices, stakeholder engagement, and continuous monitoring, the University extends its commitment to waste reduction and responsible consumption across its entire value chain, supporting SDG 12: Responsible Consumption and Production.

MINIMIZATION-OF-DISPOSABLE-ITEMS-EXTENDED-TO-OUTSOURCED-AND-SUPPLYCHAIN.pdf



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Minimisation of disposable items extended to outsourced services and supply chain

W.e.f.: 26th November 2024

Medhavi Skills University is committed to promote environmental sustainability, responsible service delivery, and the efficient use of resources across its institutional operations. The University acknowledges that service-related activities, including catering, housekeeping, maintenance, event management, transportation, healthcare support, and outsourced services, may involve the consumption of disposable products and materials, contributing to waste generation and adverse environmental impacts. Accordingly, the University seeks to encourage sustainable service practices, minimise the use of single-use items, and promote environmentally responsible alternatives across its campus and service operations.

This Policy extends the University's commitment to minimizing disposable items in service-based operations, ensuring that sustainability principles are integrated into all internal and outsourced services across the University.

Purpose

The purpose of this Policy is to regulate and minimize the use of disposable items in all service-related activities of the University by promoting reusable, durable, and environmentally sustainable alternatives while maintaining efficiency, hygiene, and service quality.

Scope and Applicability

This Policy applies to:

- All service units operating within the University, including cafeterias, housekeeping, maintenance, transportation, hostels, health services, and event management.
- All outsourced service providers, contractors, vendors, and agencies.
- All University-organized programs, conferences, workshops, seminars, and events involving service delivery.
- Students, faculty, staff members, support personnel, visitors, and other stakeholders utilizing University services.

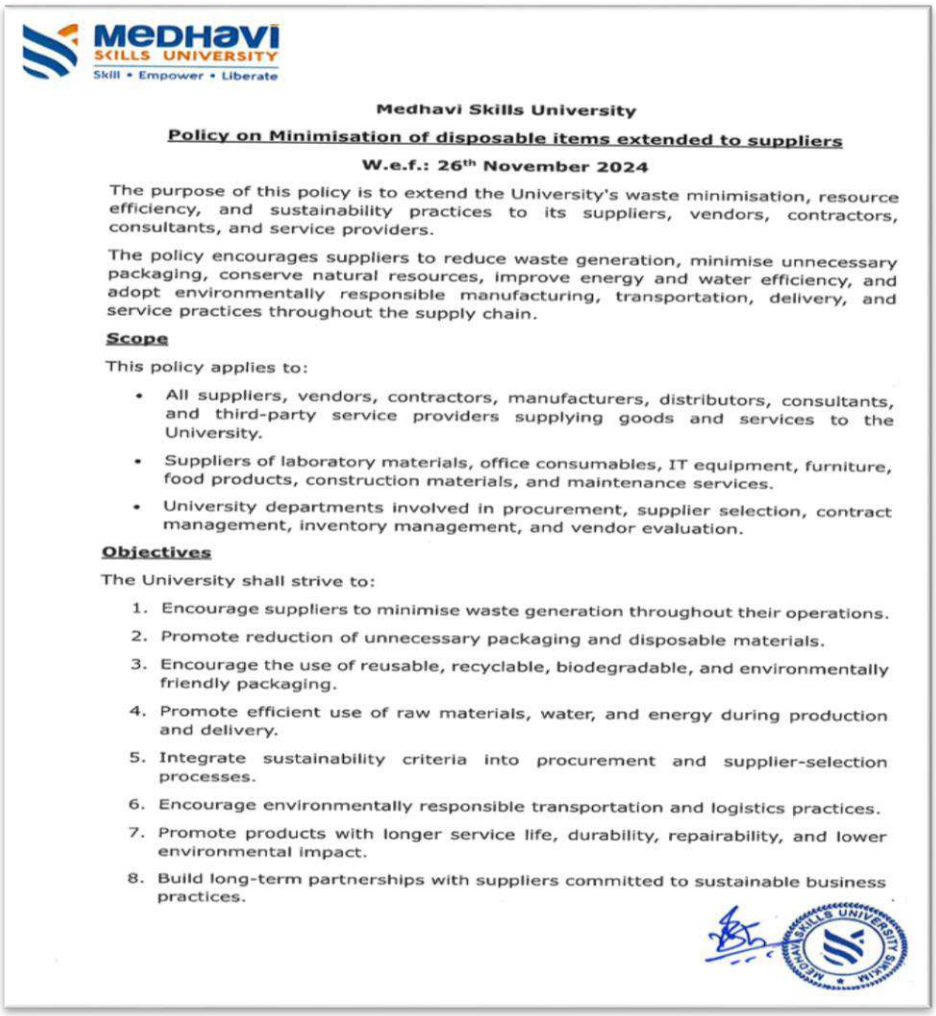
Policy Statement

The University adopts a disposable-item minimization approach in all service operations to reduce waste generation, prevent unnecessary consumption, and promote environmentally responsible practices across the campus.

Policy on Minimisation of disposable items Extended to Suppliers

Medhavi Skills University is committed to promote sustainable procurement and responsible supply-chain practices through its Policy on Minimisation of Disposable Items Extended to Suppliers, effective 26 November 2024. The policy encourages suppliers, vendors, contractors, and service providers to reduce waste generation, minimise unnecessary packaging, eliminate avoidable single-use materials, and improve resource efficiency throughout their operations. Suppliers are encouraged to adopt reusable, recyclable, biodegradable, and environmentally responsible packaging solutions, while promoting energy efficiency, water conservation, and sustainable transportation practices. Environmental performance and compliance with sustainability expectations may be considered during supplier evaluation and contract renewal. Through this policy, the University strengthens its commitment to responsible procurement, waste reduction, and the achievement of SDG 12: Responsible Consumption and Production.

MINIMIZATION-OF-DISPOSABLE-ITEMS.pdf



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Policy on Minimisation of disposable items extended to suppliers

W.e.f.: 26th November 2024

The purpose of this policy is to extend the University's waste minimisation, resource efficiency, and sustainability practices to its suppliers, vendors, contractors, consultants, and service providers.

The policy encourages suppliers to reduce waste generation, minimise unnecessary packaging, conserve natural resources, improve energy and water efficiency, and adopt environmentally responsible manufacturing, transportation, delivery, and service practices throughout the supply chain.

Scope

This policy applies to:

- All suppliers, vendors, contractors, manufacturers, distributors, consultants, and third-party service providers supplying goods and services to the University.
- Suppliers of laboratory materials, office consumables, IT equipment, furniture, food products, construction materials, and maintenance services.
- University departments involved in procurement, supplier selection, contract management, inventory management, and vendor evaluation.

Objectives

The University shall strive to:

1. Encourage suppliers to minimise waste generation throughout their operations.
2. Promote reduction of unnecessary packaging and disposable materials.
3. Encourage the use of reusable, recyclable, biodegradable, and environmentally friendly packaging.
4. Promote efficient use of raw materials, water, and energy during production and delivery.
5. Integrate sustainability criteria into procurement and supplier-selection processes.
6. Encourage environmentally responsible transportation and logistics practices.
7. Promote products with longer service life, durability, repairability, and lower environmental impact.
8. Build long-term partnerships with suppliers committed to sustainable business practices.

Waste Tracking

Medhavi Skills University (MSU), Sikkim, recognises solid waste management as an important component of its environmental sustainability practices. As part of its environmental performance assessment, the University undertook a Green Audit covering the period from August 2025 to July 2026. The audit assessed waste generation, existing waste management practices and opportunities for improving resource efficiency across campus operations.

According to the Green Audit Report, October 2026, MSU generated a total of 13.58 metric tonnes of solid waste during the assessment period. The waste comprised municipal solid waste, food waste and electronic waste (e-waste). The report provides a quantitative baseline for monitoring the University's waste generation and identifying opportunities to improve segregation, recycling and responsible disposal.

The University has implemented a two-bin waste segregation system to support the separation of waste at source. It has also established contractual arrangements for the management of solid, liquid, hazardous and electronic waste. These measures provide a foundation for systematic waste tracking and environmentally responsible waste handling.

Table 1. Total Waste Generated During 2025–26

S. No.	Category of waste	Quantity (kg)	Quantity (metric tonnes)	Tracking Method
1	Municipal solid waste	4,200	4.2	Periodic waste records
2	Food waste	8,400	8.4	Waste generation records
3	Electronic waste (e-waste)	980	0.98	Records of transfer to authorized recyclers
Total	All reported waste categories	**13,580**	**13.58**	**Consolidated waste monitoring**

The data show that food waste made up the largest share of the University's reported solid waste, followed by municipal solid waste and e-waste. This breakdown can help the University prioritise waste reduction, segregation, and recovery measures based on the quantities generated in each category.



4.4 Solid Waste Management

The university generated 13,580 kg of solid waste during the assessment period, comprising municipal solid waste, food waste and e-waste. E-waste accounted for 980 kg, representing approximately 7.22% of total waste generation, and was transferred to authorised recyclers.

Waste Type	Annual Quantity
Municipal Solid Waste	4,200 kg
Food waste	8,400 kg
E-waste	980 kg

Table 2. Waste Tracking and Management Practices

S. No.	Tracking and management area	Existing practice documented in the Green Audit	Importance for sustainability
1	Waste generation monitoring	Total waste generation and category-wise quantities are reported in the Green Audit.	Establishes a baseline for measuring waste reduction.
2	Waste segregation	A two-bin waste segregation system is used on campus.	Supports the separation of waste at source.
3	Municipal solid waste	Annual generation reported as 4.20 metric tonnes.	Enables monitoring of general campus waste.
4	Food waste	Annual generation reported as 8.40 metric tonnes.	Helps identify opportunities for food waste prevention and recovery.
5	Electronic waste	Annual generation reported as 0.98 metric tonnes.	Supports appropriate collection and authorized handling of electronic waste.
6	Waste management arrangements	Contractual arrangements cover solid, liquid, hazardous and electronic waste management.	Supports organized waste collection, handling and disposal.
7	Waste collection and disposal records	The audit recommends strengthening records of waste collection, recycling and disposal.	Improves traceability and the accuracy of sustainability reporting.

Proportion of Waste Recycled

During the assessment period, Medhavi Skills University generated a total of 13.58 metric tonnes (MT) of solid waste, comprising municipal solid waste, food waste, and e-waste. of this, 0.98 MT of e-waste was collected and transferred to authorized recyclers, representing 7.22% of the total waste generated.

This demonstrates the University's commitment to responsible waste management, resource recovery, and environmental sustainability. Further improvements in waste segregation, recycling partnerships, and food waste composting can enhance the overall waste diversion rate.

Waste Recycling Performance

Particulars	Quantity (kg)	Metric Ton
Total Waste Generated	13,580	13.58 MT
E-waste Recycled through Authorized Recyclers	980	0.98 MT
Proportion of Waste Recycled	7.22%	7.22%

Calculation of the Documented E-Waste Transfer Proportion

Proportion of Waste Recycled (%) = (Waste Recycled ÷ Total Waste Generated) × 100

= (980 ÷ 13,580) × 100

= 7.22%

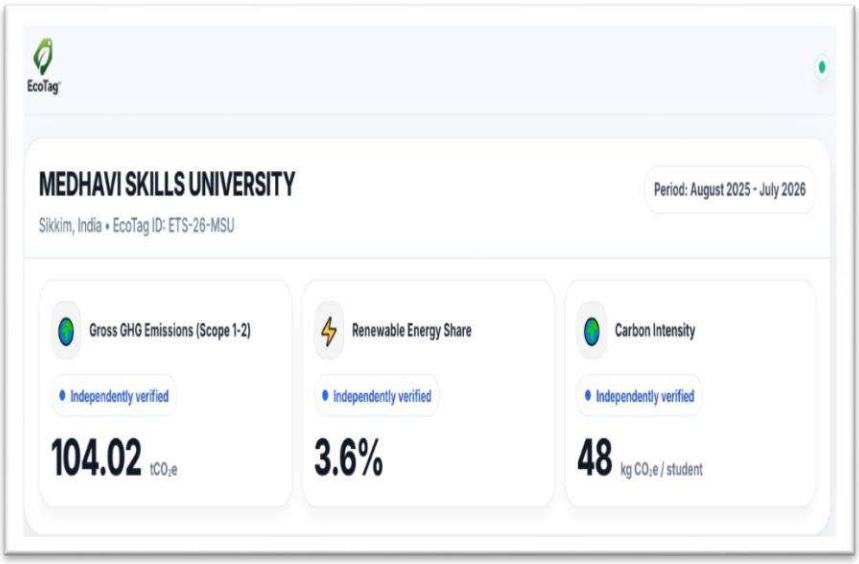
EcoTag Sustainability Disclosure Dashboard

Medhavi Skills University (MSU), Sikkim, has made its environmental sustainability indicators available through the EcoTag sustainability disclosure platform. The dashboard provides a consolidated view of the University's environmental performance for the reporting period August 2025 to July 2026. It presents key indicators relating to climate impact, renewable energy and carbon intensity, supporting the University's efforts to monitor its environmental footprint and promote transparency in sustainability reporting.

As displayed on the EcoTag dashboard, MSU's gross greenhouse gas emissions under Scope 1 and Scope 2 were 104.02 tonnes of carbon dioxide equivalent (tCO_2e). The dashboard also reports a renewable energy share of 3.6%, reflecting the contribution of renewable energy to the University's energy profile. The reported carbon intensity is 48 kg CO_2e per student, providing a student-normalised indicator of the University's greenhouse gas emissions.

The dashboard marks these three indicators as independently verified, providing an additional layer of assurance regarding the reported sustainability information. The disclosure supports environmental performance monitoring and provides a reference point for identifying opportunities to improve energy efficiency, increase renewable energy utilisation and reduce greenhouse gas emissions.

EcoTag – Sustainability Disclosure Platform



Bio Medical Waste Disposal

Medhavi Skills University is committed to the safe and environmentally responsible management of biomedical waste generated through its healthcare and medical facilities. The University follows the provisions of the Bio-Medical Waste Management Rules, 2016 and ensures that biomedical waste is segregated, collected, stored, transported, and disposed of through authorized channels to safeguard public health and the environment.

The University has obtained an official clearance from the Health & Family Welfare Department, Government of Sikkim, authorizing the disposal of Yellow Category Bio-Medical Waste at the District Hospital Singtam for incineration in accordance with applicable biomedical waste management regulations.

The authorization confirms that biomedical waste generated by the University's healthcare facilities is handled through an approved treatment and disposal system, ensuring compliance with regulatory requirements and environmental standards.

Biomedical waste is segregated at the point of generation using prescribed color-coded containers and is managed according to established safety protocols. Regular monitoring and proper documentation are maintained to ensure safe disposal practices and prevent risks to human health and the environment. Through these measures, the University demonstrates its commitment to responsible healthcare waste management and environmental sustainability.

The clearance certificate issued by the Health & Family Welfare Department, Government of Sikkim authorizes Medhavi Skills University to dispose of its Yellow Category biomedical waste through incineration at District Hospital Singtam, with validity effective from 16 December 2025.

GOVERNMENT OF SKIIKIM
HEALTH CARE, HUMAN SERVICE & F/W DEPTT.
SINGTAM EAST SIKKIM

MEMO NO:.18/.SU/DHS.

Clearance Certificate for Bio-Medical Waste (Yellow Category) Disposal at District Hospital Singtam under Bio-Medical Waste Management Rules, 2016

This is to certify that Medhavi Skill University ..... proprietor of the clinic Medhavi University .....has been authorised to dispose of their yellow category bio-medical waste for incineration at District Hospital Singtam, as per the Bio-Medical Waste Management Rules, 2016, vide notification no: 60/H&FW Deptt. dated 13/02/2024. Rs. 20,000/-

This clearance is valid for the year 31 March 27 ..... with effect from ..16/12/2025

DATE OF ISSUE : 16/12/2025

AD Sanitation
District Hospital Singtam
Health and Family Welfare Department

Assistant Director
Health & Family Welfare Deptt
Government of Sikkim

Waste Management Agreement

Medhavi Skills University has entered into a Waste Management Agreement with GNS Builders for the comprehensive management of campus waste streams. Under the agreement, GNS Builders is responsible for the collection, segregation, storage, transportation, treatment, and environmentally compliant disposal of solid waste, liquid waste, hazardous waste, and e-waste generated on campus. The partnership ensures adherence to applicable environmental regulations and promotes sustainable waste management practices through authorized recycling, treatment, and disposal mechanisms.

Waste Management Agreement

Between Medhavi Skills University and GNS Builders

GNS Builders shall take full responsibility for all required Waste Management Protocols covering Solid, Liquid, Hazardous, and E-Waste

1. Parties

- **Medhavi Skills University** (hereinafter "MSU" or "the University") — the waste generator
- **GNS Builders** (hereinafter "the Contractor") — the waste management service provider

---

2. Term / Duration of the Agreement

2.1 This Agreement shall be effective for a period of **five (5) years**, commencing on **1st August 2023** and continuing until **31st July 2028**, unless terminated earlier in accordance with the provisions herein.

2.2 The Agreement may be renewed for a further term upon mutual written consent of both Parties, subject to satisfactory performance by GNS and compliance with all applicable laws in force at the time of renewal.

2.3 Either Party may terminate this Agreement by providing **ninety (90) days' prior written notice** to the other Party, without assigning any reason. However, termination for cause (non-compliance, fraud, regulatory action) may be affected immediately as per Clause 4.6.

2.4 Upon expiration or termination, GNS shall:

- Complete all pending waste transfers and disposals
- Hand over all records, manifests, and compliance documents to MSU
- Ensure no waste is left unmanaged on MSU premises
- Provide a final compliance report within 30 days of termination

3. Scope of Responsibility

GNS Builders shall assume **full responsibility** for the collection, segregation, storage, transportation, treatment, and final disposal of all waste streams generated at MSU premises, in compliance with applicable Indian environmental laws.

Waste Type	Governing Regulation	GNS Core Obligations
Solid Waste	Solid Waste Management Rules, 2016	Segregate into biodegradable, non-biodegradable, and domestic hazardous waste streams
Liquid Waste	Water (Prevention & Control of Pollution) Act, 1974; CPCB/SPCB norms	Treat and dispose of sewage, effluent, and laboratory liquid waste; operate/maintain STP/ETP; meet discharge standards
Hazardous Waste	Hazardous & Other Wastes (Management & Transboundary Movement) Rules, 2016	Identify per Schedule I/II/III; hand over only to authorized treatment, storage & disposal facilities (TSDF); maintain manifest records
E-Waste	E-Waste (Management) Rules, 2022	Transfer only to **CPCB-registered** recyclers/dismantlers; no transaction with unregistered entities

4. Key Legal Considerations

4.1 Contractual Transfer vs. Statutory Liability

MSU, as the waste generator, **cannot fully transfer its statutory compliance obligations** through outsourcing. The Agreement must:

- Set GNS's performance standard at CPCB/SPCB requirements or higher
- Require GNS to provide compliance evidence (authorized disposal receipts, recycling certificates, manifests)
- Preserve MSU's right to audit and inspect

4.2 Construction & Demolition (C&D) Waste Threshold

If MSU's campus construction generates **≥20 tonnes/day or ≥300 tonnes/month** of C&D waste:

- GNS **must submit a Waste Management Plan** to the local authority **before commencement** of work
- Approval must be obtained prior to generation
- MSU retains the right to review and approve the plan

4.3 E-Waste "Bulk Consumer" Status

If MSU uses **at least 1,000 units** of Schedule I electronic equipment in any financial year, it qualifies as a **Bulk Consumer** under E-Waste Rules, 2022. GNS must:

- Ensure all e-waste flows only to **CPCB-registered** recyclers
- Provide registration proof for every transfer
- Maintain records of e-waste generated, stored, and transferred

4.4 Liquid Waste — Specific Requirements

- GNS must operate and maintain Sewage Treatment Plants (STP) and/or Effluent Treatment Plants (ETP) where applicable
- Treated water must meet CPCB/SPCB discharge standards
- Sludge from STP/ETP must be disposed of as per Solid Waste Management Rules
- Laboratory liquid waste (chemicals, solvents) must be handled as hazardous waste, not discharged into drains

4.5 Hazardous Waste — Absolute Prohibitions

- **No mixing** of hazardous waste with solid waste or liquid waste streams
- GNS must have access to (or tie-ups with) **authorized TSDF** facilities
- Even if MSU's campus generates minimal hazardous waste, the Agreement must cover:
    - Laboratory chemicals and reagents
    - Waste batteries
    - Waste fluorescent lamps and mercury-containing equipment
    - Waste oil and grease
- Every hazardous waste transfer requires a **Form 10 manifest** (or as prescribed)

5. Recommended Clauses

5.1 Compliance Representation

GNS represents and warrants that it possesses all requisite licenses, authorizations, and disposal channel arrangements to perform the Services in compliance with all applicable environmental laws, and shall maintain such qualifications throughout the term of this Agreement (1st August 2023 to 31st July 2028).

5.2 Reporting Obligations

GNS shall submit to MSU, on a monthly/quarterly basis:

- Waste segregation and quantity data
- Copies of all manifests, transfer receipts, and disposal certificates
- Compliance status reports for STP/ETP operations
- Any notices or directions received from regulatory authorities

5.3 Audit Rights

MSU reserves the right to conduct compliance audits of GNS's waste management operations, including site inspections, record reviews, and verification of disposal endpoints, at any time during the term of this Agreement.

5.4 Breach & Indemnity

If GNS's non-compliance results in regulatory penalties, environmental damage, or third-party claims against MSU, GNS shall:

- Bear full responsibility for such penalties and claims
- Indemnify and hold MSU harmless
- Remediate any environmental damage at its own cost

5.5 Regulatory Change

Upon any amendment to applicable environmental laws during the term (1st August 2023 – 31st July 2028), GNS shall adjust its operations to comply with the new requirements **within 30 days** of such change coming into force, at no additional cost to MSU unless mutually agreed.

5.6 Termination for Non-Compliance

MSU may terminate the Agreement immediately if GNS:

- Fails to maintain required authorizations
- Is found disposing of waste through unauthorized channels
- Receives a regulatory direction for environmental non-compliance

5.7 Performance Review

MSU shall conduct an annual performance review of GNS's services. Failure to meet agreed performance standards in two consecutive reviews shall constitute grounds for termination.

6. Pre-Signing Due Diligence Checklist

Before executing the Agreement, MSU should verify:

- GNS's waste management licenses and registrations
- GNS's tie-ups with authorized TSDFs, recyclers, and dismantlers
- GNS's track record with SPCB/CPCB compliance
- GNS's insurance coverage for environmental liability
- Written confirmation of disposal endpoints for each waste stream
- C&D Waste Management Plan (if applicable)
- STP/ETP operation & maintenance credentials (if applicable)

7. Summary

GNS Builders can contractually assume full operational responsibility for all four waste streams — Solid, Liquid, Hazardous, and E-Waste — for a five-year term from 1st August 2023 to 31st July 2028, but MSU's statutory liability as the waste generator remains intact. The Agreement should therefore:

1. Impose clear, enforceable obligations on GNS
2. Require documentary proof of compliant disposal
3. Preserve MSU's audit and termination rights
4. Include robust indemnity provisions
5. Define a fixed 5-year term with renewal and termination mechanisms

This structure ensures that GNS bears the practical and financial burden of compliance, while MSU retains legal protection and oversight throughout the contract period.

8. Execution

Signed on this 1st day of August, 2023

For and on behalf of
Medhavi Skills
University

Name: Om Prakash Chouhan

Designation: Sr. Manager

Signature: 

Date: 1st August 2023

For and on behalf of
GNS Builders

Name: Sandip Gurung

Designation: Manager

Signature: 

Date: 1st August 2023

"What we consume today shapes the world we inherit tomorrow. Medhavi Skills University encourages conscious choices, responsible resource use, waste reduction, and sustainable practices, empowering students to become thoughtful professionals and responsible citizens of a resource-conscious world."

Medhavi Skills University

www.msu.edu.in

Topakhani, Lower Chisopani
PO: Singtam Bazar, PS: Singtam
District: East Sikkim
Sikkim – 737134

MEDHAVI SKILLS UNIVERSITY
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REPORT ON
SUSTAINABLE DEVELOPMENT



13 CLIMATE ACTION



GOAL 13

Introduction

Climate change is one of the most significant global challenges, affecting ecosystems, natural resources, public health, livelihoods, and sustainable development. Sustainable Development Goal 13 (SDG 13) – Climate Action focuses on taking urgent measures to combat climate change and its impacts through education, research, environmental awareness, mitigation, adaptation, and disaster preparedness. Higher education institutions have an important role in addressing these challenges by promoting climate-conscious learning, generating relevant research, encouraging responsible energy consumption, and engaging with communities and stakeholders to strengthen environmental sustainability.

Medhavi Skill University, Sikkim, recognises the importance of climate action as an integral component of sustainable development and responsible institutional practices. Through its academic programmes, research activities, skill-based education, environmental initiatives, and community engagement, the University can contribute to developing awareness and practical understanding of climate-related issues among students, faculty, staff, and the wider community. These efforts provide opportunities to promote resource efficiency, low-carbon energy use, climate change education, environmental responsibility, and preparedness for climate-related risks.

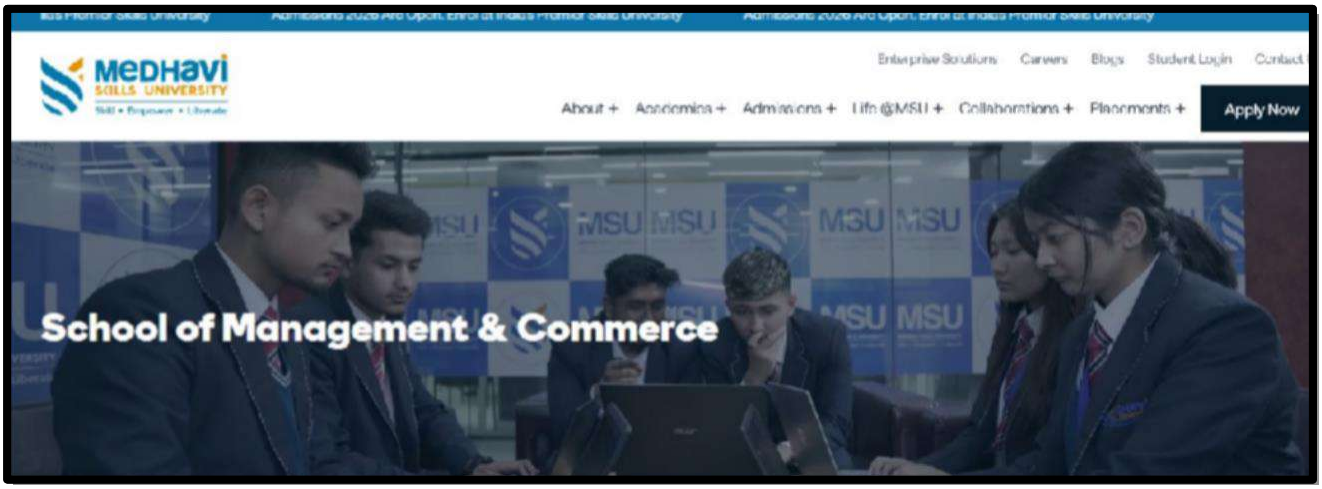
List of Courses

Medhavi Skill University, Sikkim, incorporates subjects within its academic programmes that can contribute to students' understanding of environmental sustainability, climate-related challenges, and responsible decision-making. The courses Business Environment under the B.A. (Office Administration and Technology) programme and Environmental Science under the DCSE programme have been identified for inclusion in the University's SDG 13 – Climate Action report.

The subject Business Environment can provide a foundation for understanding the relationship between business activities, environmental regulations, resource utilisation, and sustainable organisational practices. This perspective is relevant to climate action because businesses and institutions can influence energy consumption, resource efficiency, waste generation, and environmental responsibility through their operational decisions.

Similarly, Environmental Science is relevant to understanding environmental systems, ecological challenges, pollution, conservation, and the effects of human activities on the natural environment. Depending on the approved syllabus, the subject may also provide opportunities to explore climate change, greenhouse gas emissions, environmental protection, and measures for reducing environmental impacts.

Name of the Programme	Name of School	Name of the Subject
B.A. (Office Administration and Technology)	School of Management and Commerce	Business Environment
DCSE	School of Computer Science & Engineering (SoCSE)	Environmental Science



[School of Management & Commerce | Medhavi Skills University]

Low-Carbon Energy & Measurement Tracking

Medhavi Skills University demonstrates its commitment to low-carbon energy tracking through regular assessment of its energy management practices and energy performance. An independent energy audit conducted by Enviraj Consulting Pvt. Ltd. certified that the University has satisfactorily implemented initiatives focused on energy efficiency, renewable energy promotion, and energy conservation. The assessment, covering the period August 2025 to July 2026, provides a structured mechanism for monitoring energy performance and identifying opportunities for continuous improvement. Through periodic energy audits and performance review processes, the University strengthens its efforts toward sustainable energy management and climate action.

Particulars	Description / Evidence
Energy Audit and Monitoring	Medhavi Skills University has undergone an independent energy audit to assess its energy management practices and energy performance. The audit evaluates energy efficiency measures, energy conservation initiatives, and renewable energy promotion efforts.
Certified Energy Management Practices	The energy audit certificate confirms that the University has demonstrated satisfactory implementation of energy management practices and initiatives aimed at improving energy efficiency, promoting renewable energy use, and conserving energy resources.
Third-Party Assessment	The audit was conducted by Enviraj Consulting Pvt. Ltd., providing independent verification of the institution's energy performance and management systems.
Audit Period	Assessment covered the period from August 2025 to July 2026, with the audit conducted on 28 September 2026.

Continuous Energy Improvement	The audit findings support the University's commitment to tracking energy consumption, improving energy efficiency, and reducing the environmental impact of campus operations.



eg.: ECPL/CERT/2026/MSU/03 Issue date:10/10/202

enviraj

GWCN

CERTIFICATE

This is to certify that

MEDHAVI SKILLS UNIVERSITY
Sikkim, India

has been assessed for its energy management practices and energy performance.

Energy Audit

Based on the assessment and findings documented in the Energy Audit Report, the institute has demonstrated satisfactory implementation of energy management practices and initiatives aimed at improving energy efficiency, promoting renewable energy use, and conserving energy resources.

enviraj CONSULTING

Audit Period: *August 2025 - July 2026* ***Audit Date:*** *28/09/2026*

Scan to verify

Rajdeep Pandey
Director
Environmental Consultant & Auditor
ISO 14001:2015 & ISO 50001:2018

Enviraj Consulting Pvt. Ltd.
F-29 Bhagat Singh Nagar, Airport Road, Gwalior-474005 | P: 7987416317 | E: info@enviraj.com | W: www.enviraj.com

Local Education Programmes and Campaigns on Climate Change

Medhavi Skills University actively promotes climate action and environmental sustainability through awareness campaigns, plantation drives, sustainability initiatives, and educational events. The university engages students, faculty, and the wider community in programmes such as World Environment Day celebrations, environmental stewardship campaigns, Model United Nations discussions on global environmental challenges, and National Pollution Prevention Day observances.

These initiatives enhance climate literacy, encourage sustainable practices, and foster environmental responsibility, demonstrating the university's commitment to SDG 13: Climate Action

S. No.	Event / Programme	Description	Event Link
1	MSU Marks World Environment Day with Sustainability Initiatives	Environmental awareness programme featuring a Model United Nations (MUN) on global environmental issues and sustainable solutions, along with a plantation drive under the "Ek Ped Maa Ke Naam" initiative.	View Event
2	World Environment Day Celebration	Campus-wide sapling plantation drive promoting sustainability and environmental stewardship among trainees.	View Event
3	Sowing the Seeds of Sustainability: MSU's Hospitality & Tourism School Leads the Way	Plantation drive involving students and faculty to promote ecological responsibility and sustainable development.	View Event
4	National Pollution Prevention Day	Awareness campaign emphasizing environmental stewardship, pollution mitigation, and sustainable action.	View Post
5	Student-led Sustainability and Environmental Awareness Activities	MSU regularly organizes sustainability-oriented activities, community engagements, workshops, and environmental awareness programmes through its schools and student initiatives.	MSU Events Port



MSU Marks World Environment Day with Sustainability Initiatives



World Environment Day Celebration

Climate Action Plan Shared with Local Government and Community Groups

Medhavi Skills University actively promotes climate action and environmental sustainability through collaboration with local government bodies, community groups, and student-led initiatives. The University engages stakeholders in environmental awareness campaigns, plantation drives, cleanliness initiatives, and sustainability programmes designed to encourage collective action toward environmental protection.

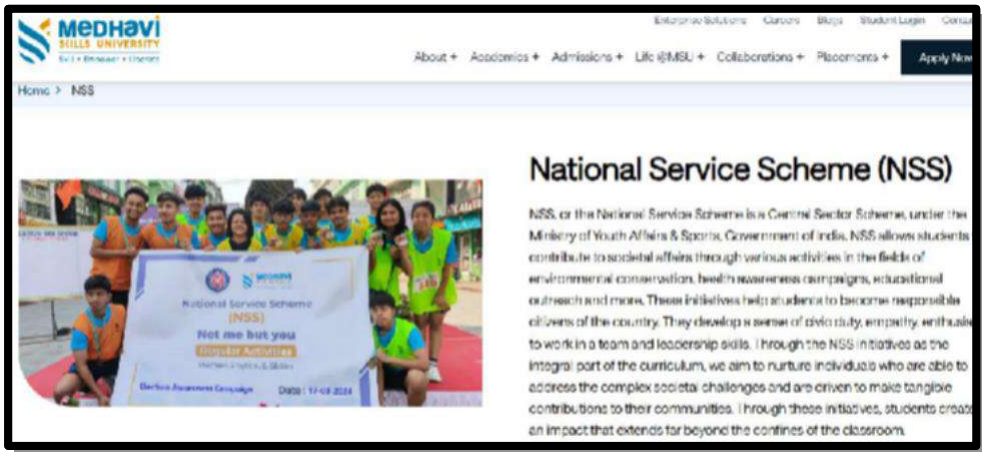
A notable example is the University's collaboration with the Singtam Gram Panchayat for a community cleanliness drive, where students worked alongside local authorities to promote sustainable living practices and environmental responsibility. Through the National Service Scheme (NSS), students participate in environmental conservation activities, awareness campaigns, and community outreach programmes that extend the University's sustainability efforts beyond the campus.

The University also conducts environmental initiatives such as World Environment Day Sustainability Initiatives, including plantation drives and awareness activities that involve community participation and encourage climate-conscious behavior. Additionally, Medhavi Skills University maintains partnerships with various government organizations and public bodies, strengthening its ability to contribute to sustainable development and community engagement.

Through these collaborations and outreach programmes, Medhavi Skills University demonstrates its commitment to sharing climate action objectives with local government agencies, community stakeholders, and the wider public, thereby fostering environmental stewardship and supporting the achievement of SDG 13: Climate Action.

Particulars	Description / Evidence	Supporting Link

Local Government Collaboration	Medhavi Skills University collaborated with Singtam Gram Panchayat for a cleanliness drive promoting environmental sustainability, community participation, and responsible waste management.	Cleanliness Drive 2025
Community Engagement Platform	The National Service Scheme (NSS) engages students in environmental conservation, awareness campaigns, and community outreach activities that contribute to climate action and sustainable development.	NSS Page
Student Club Supporting Sustainability	The NSS Club serves as a student-led platform for social and environmental initiatives, fostering civic responsibility and community engagement.	Clubs & Societies
Environmental Awareness Campaign	MSU Marks World Environment Day with sustainability initiatives, including a Model United Nations (MUN) on environmental issues and a plantation drive under the "Ek Ped Maa Ke Naam" initiative.	World Environment Day Initiative
Government Partnerships	MSU has established collaborations with government bodies such as NSDC, Government of Mizoram, Tripura Government, NCBDC, and other public agencies to support community-focused development initiatives.	Government Partnerships
Regional Government Collaboration	MSU signed multiple MoUs with the Assam Government to strengthen education, skill development, and regional engagement.	Assam Government MoUs



NSS - Medhavi Skills University

Co-operative Planning for Climate-Change Disasters

Medhavi Skills University recognizes the importance of collaborative approaches in addressing climate change-related disasters and building community resilience. The University promotes engagement with local communities, government bodies, and stakeholder organizations through awareness programmes, environmental initiatives, and community outreach activities. Through platforms such as the National Service Scheme (NSS) and community-based sustainability campaigns, students and stakeholders are encouraged to participate in disaster preparedness, environmental conservation, and climate resilience efforts. These collaborative initiatives help strengthen community capacity to respond to climate-related challenges while fostering shared responsibility for sustainable development and environmental protection.

Support to Government on Climate-Change Disaster Risk, Early Warning and Monitoring

Medhavi Skills University contributes to climate resilience and disaster preparedness through its collaborations with government bodies, community engagement initiatives, and student-led outreach programmes. The University works closely with public institutions and local stakeholders to promote awareness, sustainability, and responsible environmental practices. Through platforms such as the National Service Scheme (NSS), students participate in community-based activities that build awareness of environmental challenges and strengthen preparedness for climate-related risks.

In addition, the University's partnerships with government agencies and local authorities support knowledge sharing, capacity building, and community engagement, creating opportunities to contribute to broader efforts related to disaster risk reduction, environmental monitoring, and sustainable development. Through these collaborative initiatives, Medhavi Skills University supports government and community actions aimed at enhancing resilience to climate-change-related disasters and promoting long-term environmental sustainability.

Collaboration with NGOs on Climate Adaptation

Medhavi Skills University collaborates with community organizations, local authorities, and stakeholder groups to support environmental sustainability and climate adaptation initiatives. Through the National Service Scheme (NSS), community cleanliness drives, plantation campaigns, and environmental awareness programmes, the University promotes adaptive responses to environmental challenges and strengthens community resilience. Collaborations with organizations such as Singtam Gram Panchayat and partnerships with government agencies further demonstrate the University's commitment to engaging external stakeholders in sustainability and climate adaptation efforts.

NGO / Partner / Collaboration	Nature of Collaboration	Relevance to Climate Adaptation	Supporting Link
National Service Scheme (NSS)	Community outreach, environmental awareness, conservation activities, and volunteer programmes.	Supports climate adaptation through community engagement, environmental education, and sustainability initiatives.	NSS Page
Singtam Gram	Joint cleanliness and	Promotes sustainable living,	Cleanliness

Panchayat	sustainability drive involving students and local community members.	environmental stewardship, and community resilience.	Drive 2025
World Environment Day Sustainability Initiatives	Plantation drive and environmental awareness activities conducted through NSS and community participation.	Enhances awareness of environmental protection and adaptation to climate-related challenges.	World Environment Day Initiative
Government & Community Partnerships	MSU has established collaborations with government agencies and public organizations for social and developmental initiatives.	Provides a framework for collaborative sustainability, environmental awareness, and resilience-building programmes.	Government Partnerships
Assam Government MoUs	Strategic MoUs supporting regional development and community engagement.	Demonstrates institutional collaboration with external stakeholders for sustainable development initiatives.	Assam Government MoUs



Cleanliness Drive 2025



MSU Signs MoUs with Assam Government to Boost Skill Development

Institutional Commitment and Target Date for Carbon Neutrality

The University is committed to advancing environmental sustainability and supporting climate action through responsible institutional practices, energy conservation measures, and environmental awareness initiatives. By promoting sustainable resource management, stakeholder engagement, and continuous improvement in environmental performance, the University seeks to reduce its environmental footprint and contribute to a low-carbon future. These efforts reflect the institution's long-term commitment to sustainability, climate resilience, and responsible development.

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"Climate action begins with awareness but succeeds through responsibility and action. Medhavi Skills University empowers young minds to understand environmental challenges, adopt sustainable practices, and use their knowledge and skills to help build a greener, climate-resilient future."

Medhavi Skills University

www.msu.edu.in

Topakhani, Lower Chisopani
PO: Singtam Bazar, PS: Singtam
District: East Sikkim
Sikkim – 737134

MEDHAVI SKILLS UNIVERSITY
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REPORT ON
SUSTAINABLE DEVELOPMENT





GOAL 15

Introduction

Medhavi Skills University is committed to promoting environmental sustainability, biodiversity conservation, and the responsible management of natural resources in alignment with **SDG 15: Life on Land**. The University recognizes the importance of protecting terrestrial ecosystems and actively encourages initiatives that support environmental awareness, green campus development, sustainable land use, and ecological stewardship.

Through educational programmes, plantation drives, green campus initiatives, sustainable food cultivation practices, and community engagement activities, the University fosters a culture of environmental responsibility among students, faculty, and staff. These efforts contribute to the conservation of biodiversity, enhancement of green spaces, responsible resource utilization, and the preservation of ecosystems for future generations.

By integrating sustainability into institutional practices and encouraging active participation in environmental initiatives, Medhavi Skills University strives to create a positive impact on the environment while supporting local and global efforts toward ecological resilience and sustainable development.

List of Publications

The publications listed below demonstrate research contributions by faculty members of Medhavi Skills University (MSU) in areas related to medicinal plants, phytochemicals, pharmacological research, and antimicrobial studies. These areas explore the potential of plant-based resources and their applications in healthcare and scientific research.

The paper Antidiabetic Potential of Eastern Himalayan Plants: A Gut Microbiome-Centered Pharmacological Perspective, authored by Divya Pradhan from the Pharmacy Department, examines the potential of Eastern Himalayan plants in relation to diabetes and the gut microbiome. The review on Moringa oleifera, authored by Debasrita Banerjee from BND, explores its therapeutic potential in hypertension and associated symptoms. Both publications are relevant to research on medicinal plants and their potential health applications.

Further contributions include two publications by Dr. Anupama Moirangthem from the Medical Laboratory Technology (MLT) department. The study on Dichrocephala integrifolia investigates its potential to inhibit extended-spectrum β-lactamases using in vitro and computational approaches. Research on Andrographis paniculata examines potential inhibitors derived from its bioactive compounds using in silico and in vitro methods. These studies contribute to scientific investigation of plant-derived compounds and their potential antimicrobial applications.

Title of Paper	Name of the Author	Name of Journal	Web Link to Paper
Antidiabetic Potential of Eastern Himalayan Plants: A Gut Microbiome-Centered Pharmacological Perspective	Divya Pradhan	International Journal of Enhanced Research in Science, Technology & Engineering	https://www.erpublications.com/International-Journal-of-Enhanced-Research-In-Science-Technology-Engineering-IJERSTE-1-dtl.htm
Therapeutic Potential of Moringa oleifera in the Treatment of Hypertension and Its Associated Symptoms: A Systematic Literature Review	Debasrita Banerjee	Annals of Agri Bio Research	https://agribiop.com/therapeutic-potential-of-moringa-oleifera-in-the-treatment-of-hypertension-and-its-associated-symptoms-a-systematic-literature-review/
Extended-spectrum β-lactamase inhibitory potential of Dichrocephala integrifolia: an in vitro and computational studies.	Dr. Anupama Moirangthem	Natural Product Research	Extended-spectrum β - lactamase inhibitory potential of Dichrocephala integrifolia: an in vitro and computational studies: Natural Product Research: Vol 40 , No 6 - Get Access
Identification of potential inhibitors from Andrographis paniculata bioactive compounds against extended-spectrum β-lactamases through in silico and in vitro approaches. Research Journal of Biotechnology	Dr. Anupama Moirangthem	Research Journal of Biotechnology	publication_file_d165e64926a1

Events about Sustainable Use of Land

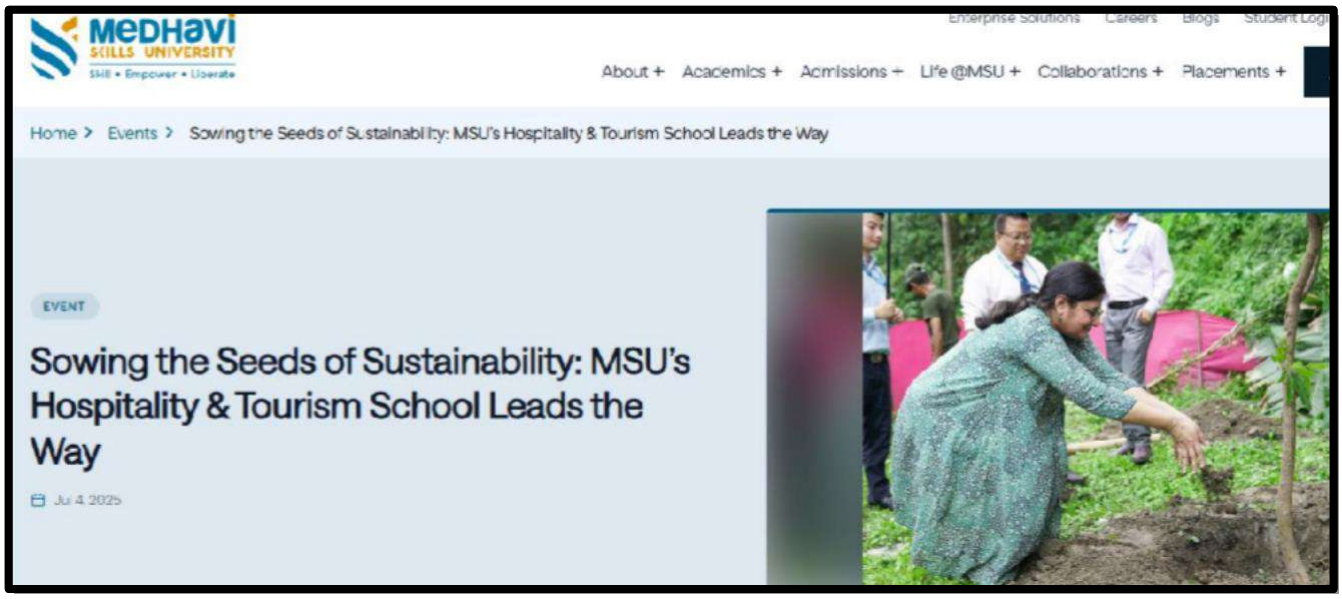
Medhavi Skills University (MSU) undertakes environmental awareness and plantation activities that encourage students, faculty members and the wider university community to contribute towards environmental sustainability. These initiatives promote responsible environmental practices, the importance of green spaces and collective participation in protecting natural resources.

As part of the celebration of World Environment Day on 4 July 2025, the School of Hospitality & Tourism organised a plantation drive on campus. Students and faculty members participated in the activity, which aimed to increase campus greenery and strengthen awareness of ecological responsibility. The initiative provided a practical opportunity for the university community to translate environmental awareness into action.

MSU also observed World Environment Day on 5 June 2026 through a series of sustainability activities. The NSS Club conducted a plantation drive under the “Ek Ped Maa Ke Naam” initiative, while the School of Humanities organised a Model United Nations activity in which participants

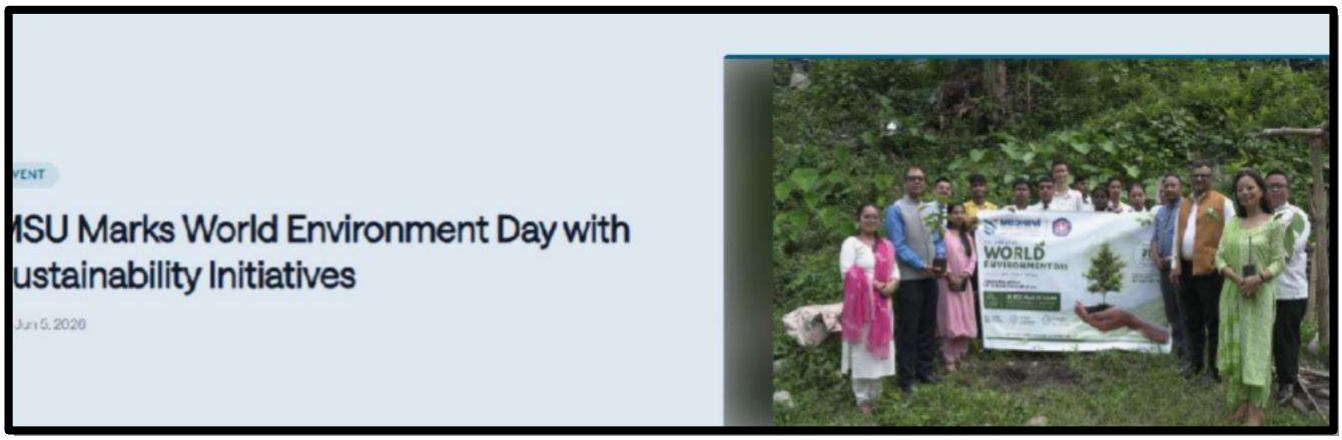
explored environmental issues and discussed sustainable solutions. These activities encouraged environmental awareness, participation and a shared sense of responsibility towards nature.

S. No.	Event name	Date	Relevance to SDG 15	Evidence
1	Sowing the Seeds of Sustainability: MSU's Hospitality & Tourism School Leads the Way	4 July 2025	Campus plantation and environmental awareness	Event page
2	MSU Marks World Environment Day with Sustainability Initiatives	5 June 2026	NSS plantation drive and environmental awareness	Event page
3	Making Every Employee Milestone Count Towards a Greener Future	23 July 2026	Tree planting, habitat conservation and biodiversity-related projects	Event page



Sowing the Seeds of Sustainability: MSU's Hospitality & Tourism School Leads the Way

In addition, Medhavi's employee milestone tree-planting initiative, undertaken in partnership with Grow-Trees, connects employee celebrations with tree planting and ecological projects. The published initiative identifies projects associated with the Sundarbans, Gnathang Valley and Kashmir, with stated objectives relating to afforestation, habitat conservation and biodiversity.



[MSU Marks World Environment Day with Sustainability Initiatives]

Collectively, these activities provide evidence of plantation drives and environmental awareness initiatives relevant to SDG 15 – Life on Land. They demonstrate efforts to encourage greener surroundings and awareness of ecosystem protection.

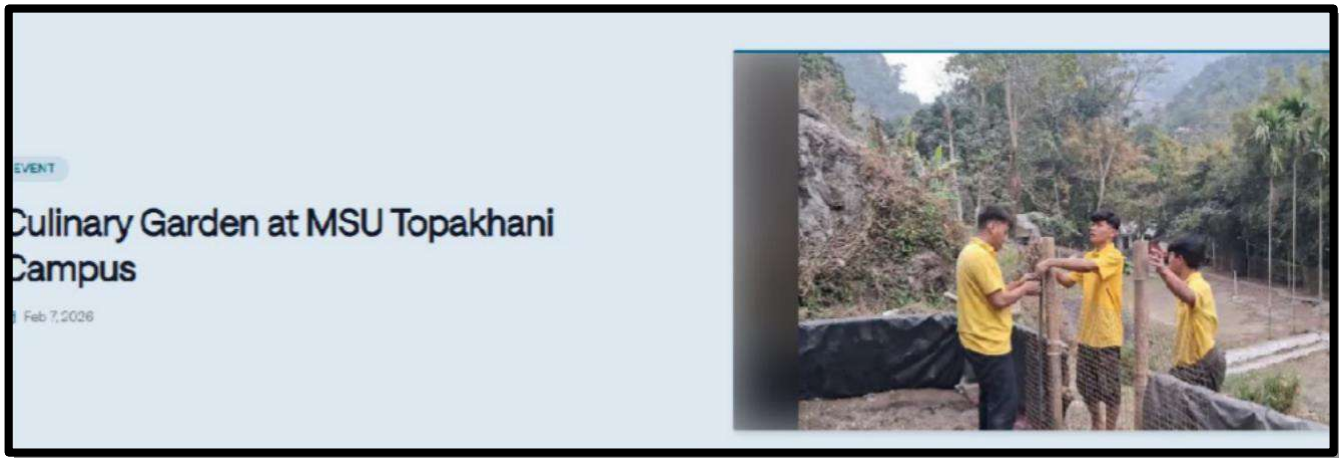


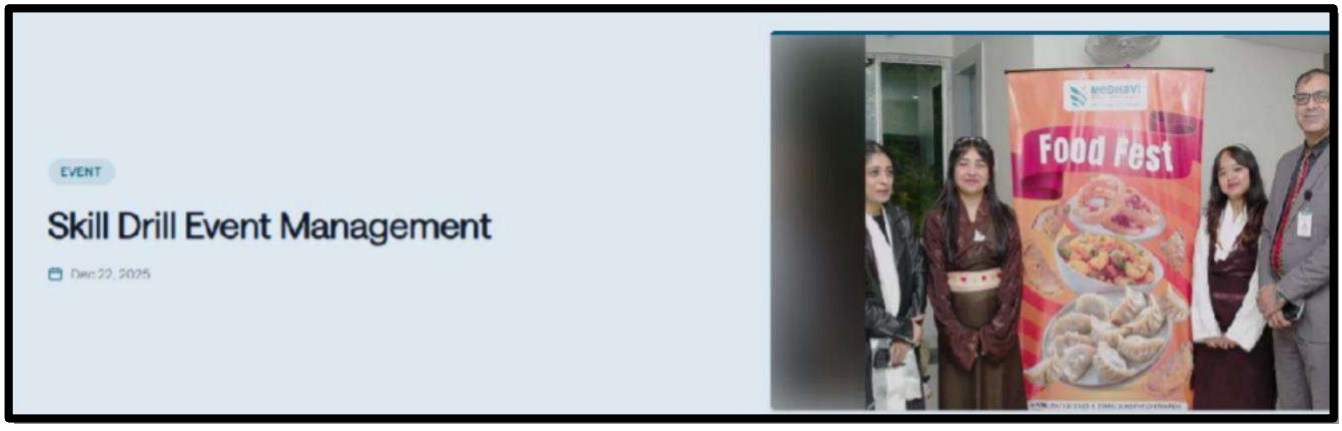
[Making Every Employee Milestone Count Towards a Greener Future]

Sustainably Farmed Food on Campus

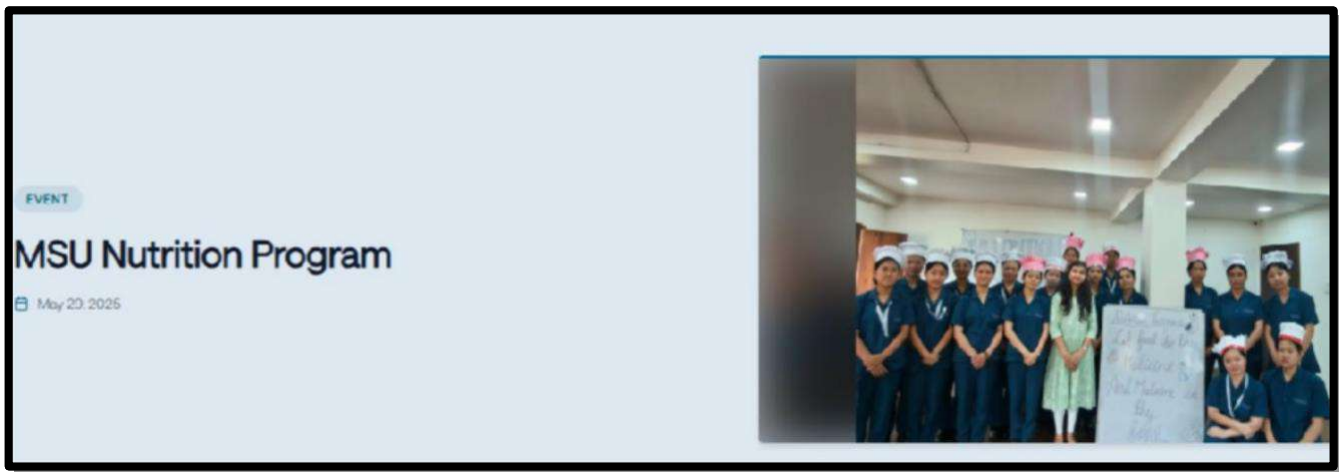
Medhavi Skills University supports **sustainably farmed food on campus** through experiential learning initiatives that connect students with sustainable food production and consumption practices. The University's **Culinary Garden** enables students to cultivate herbs and vegetables while learning about sustainable agriculture, ingredient sourcing, and farm-to-table food systems. Complementing this initiative, nutrition awareness programmes and food-related practical learning activities promote healthy eating habits, responsible food consumption, and environmental stewardship. These efforts contribute to sustainable campus food systems and support the goals of **SDG 15: Life on Land**.

Event/Initiative	Description	Link
Culinary Garden at MSU Topakhani Campus	The School of Hospitality established a Culinary Garden where students cultivate herbs and vegetables and learn about fresh produce, sustainable practices, ingredient sourcing, and farm-to-table concepts.	View Event
MSU Nutrition Program – Cook Smart, Eat Well	Nursing students conducted nutrition awareness and smart cooking sessions promoting healthy and responsible food choices.	View Event
Skill Drill Event Management – Food Fest	Students showcased culinary skills through a food festival, emphasizing practical learning in food preparation and service.	View Event
Fruit Mixing Ceremony 2025	Hospitality & Tourism students organized a food-based cultural event celebrating culinary traditions and food engagement.	View Event









Maintain and Extend Current Ecosystems' Biodiversity

Medhavi Skills University is committed to maintaining and enhancing campus biodiversity through the preservation of green spaces, tree plantation initiatives, and environmentally responsible campus management practices. The University encourages the protection of existing ecosystems by maintaining green areas, supporting plant diversity, and fostering environmental awareness among students and staff. Through sustainable landscaping and conservation-oriented activities, the institution contributes to habitat enhancement, ecological balance, and the long-term sustainability of the campus environment.

The University's efforts focus on preserving natural vegetation, increasing green cover, promoting native plant species where feasible, and creating a campus environment that supports biodiversity and ecological resilience. These initiatives help strengthen local ecosystems, improve environmental quality, and support the objectives of **SDG 15: Life on Land**.

Key Biodiversity Initiatives

- Conservation and maintenance of campus green spaces.
- Tree plantation and green cover enhancement activities.
- Protection and nurturing of existing plant biodiversity.

- Promotion of environmental awareness and ecological stewardship.
- Sustainable campus landscaping and habitat-friendly practices.
- Support for biodiversity conservation through institutional environmental initiatives.

Educational Programmes on Ecosystems

Medhavi Skills University promotes ecosystem education through initiatives that encourage understanding of plant biodiversity, sustainable land management, and environmental conservation. Activities such as the Culinary Garden at MSU Topakhani Campus provide hands-on exposure to sustainable cultivation practices and the importance of plant resources. Tree plantation drives and environmental awareness programmes further educate students about the conservation of local flora and fauna, ecosystem restoration, and biodiversity protection. Through these initiatives, the University fosters environmental stewardship and supports the objectives of **SDG 15: Life on Land**

Activity / Programme	Relevance to Ecosystems
Culinary Garden at MSU Topakhani Campus	Students cultivate herbs and vegetables while learning sustainable agriculture, plant biodiversity, soil health, and responsible resource management.
Tree Plantation and Green Campus Initiatives	Plantation drives and green campus activities promote biodiversity conservation, carbon sequestration, and ecosystem restoration.
Environmental Awareness and Nature Conservation Campaigns	Awareness programmes educating students about local flora, fauna, biodiversity conservation, and sustainable environmental practices.

Sustainable Management of Land for Agriculture (Educational Outreach)

Medhavi Skills University promotes sustainable management of land for agriculture through the Culinary Garden at MSU Topakhani Campus, an experiential learning initiative introduced by the School of Hospitality. The programme educates students on **soil care, sustainable agriculture, responsible ingredient sourcing, and farm-to-table food systems** by involving them directly in the cultivation of herbs and vegetables. Through hands-on participation, students develop an understanding of sustainable land use, environmental stewardship, and responsible agricultural practices. The initiative also strengthens awareness of resource conservation and sustainable food production, contributing to the objectives of **SDG 15: Life on Land**.

Programme Materials / Learning Outcomes

- Herb and vegetable cultivation practices.
- Sustainable farming and ingredient sourcing concepts.

- Farm-to-table food production awareness.
- Environmental responsibility and resource conservation.
- Practical participation by students in cultivation activities.

Area	Evidence from Activity
Soil Care	Students learn the importance of maintaining healthy soil for growing herbs and vegetables through hands-on cultivation activities. [msu.edu.in]
Sustainable Agriculture	The Culinary Garden familiarizes students with sustainable growing practices and responsible food production systems.
Land Conservation	The initiative utilizes campus green space for productive cultivation and promotes awareness of responsible land use.
Responsible Agricultural Practices	Students gain practical exposure to ingredient sourcing, cultivation methods, and farm-to-table concepts integral to sustainable food systems.



Culinary Garden at MSU Topakhani Campus

Sustainable Use, Conservation and Restoration of Land (Policy)

Include an approved policy or documented procedure covering conservation, restoration, and sustainable use of terrestrial ecosystems relevant to the University. Record approval/review dates and provide the public or internal evidence reference.

Monitoring IUCN and Other Conservation Species (Policies)

Document any policy or procedure for identifying, monitoring, and protecting threatened or nationally protected species whose habitats may be affected by University operations. Do not claim a species-monitoring programme without records.

Local Biodiversity Included in Planning and Development

Medhavi Skills University recognizes the importance of biodiversity conservation in campus planning and development. The University strives to maintain and enhance green spaces, support tree plantation activities, and encourage environmentally responsible practices that contribute to the protection of local flora and ecological balance. Through sustainable campus development, landscaping, and conservation-oriented initiatives, the institution promotes a healthy environment that supports biodiversity and ecological resilience.

The University integrates green infrastructure and environmental considerations into its campus environment by maintaining vegetation cover, encouraging native plant growth where feasible, and fostering awareness among students and staff regarding biodiversity conservation. These efforts contribute to habitat enhancement, environmental sustainability, and the long-term protection of natural resources.

Key Initiatives

- Maintenance and enhancement of campus green spaces.
- Tree plantation and green cover development activities.
- Promotion of biodiversity conservation and environmental awareness.
- Sustainable landscaping and habitat-friendly campus practices.
- Responsible management of natural resources and vegetation.
- Encouragement of community participation in environmental stewardship.

Alien Species Impact Reduction (Policies)

Document any policy or practice to identify and reduce the impact of alien/invasive species on campus, with supporting maintenance records or action reports.

Collaboration for Shared Land Ecosystems

Medhavi Skills University collaborates with external organizations and stakeholders to support environmental sustainability, ecosystem conservation, and biodiversity enhancement. Through partnerships such as the collaboration with Grow-Trees, the University contributes to tree plantation and green cover development, helping strengthen ecosystem resilience and environmental stewardship. The University also promotes climate and environmental awareness through sustainability-focused initiatives that encourage collective action toward protecting natural resources and ecosystems. These collaborative efforts demonstrate the institution's commitment to **SDG 15: Life on Land** and responsible environmental management.

Partner / Collaboration	Nature of Collaboration	SDG 15 Relevance	Evidence
Grow-Trees	Tree plantation initiative linked to employee milestones. Every significant employee milestone is celebrated by planting a tree.	Supports afforestation, green cover enhancement, ecosystem restoration, and biodiversity conservation.	Making Every Employee Milestone Count Towards a Greener Future
Earth Day Climate Action Initiative	Awareness initiative encouraging sustainable practices and environmental responsibility.	Promotes ecosystem conservation and environmental stewardship.	Earth Day Inspires Climate Action and a Greener Tomorrow

Policy on Plastic Waste Reduction

Include an approved policy or documented procedure to reduce plastic waste on campus, its approval/review date, implementation records, and public evidence where available.

Policy on Hazardous Waste Disposal

Document the policy, process, or practice for handling and disposing of hazardous materials, with applicable authorisations, agreements, manifests, training records, and disposal certificates.

"Protecting nature means protecting our own future. Medhavi Skills University inspires learners to respect biodiversity, conserve natural resources, support greener practices, and understand their responsibility in preserving forests, wildlife, and healthy ecosystems for generations to come."

Medhavi Skills University

www.msu.edu.in

Topakhani, Lower Chisopani
PO: Singtam Bazar, PS: Singtam
District: East Sikkim
Sikkim – 737134

MEDHAVI SKILLS UNIVERSITY

Skill • Empower • Liberate

REPORT ON SUSTAINABLE DEVELOPMENT



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



GOAL 16

Introduction

Medhavi Skills University is committed to fostering an inclusive, ethical, transparent, and accountable institutional environment aligned with the principles of **SDG 16: Peace, Justice and Strong Institutions**. The University promotes integrity, equal opportunities, good governance, and responsible decision-making through its policies, academic practices, and stakeholder engagement initiatives.

The University strives to create a safe and supportive environment for students, faculty, staff, and the wider community by encouraging participation, transparency, ethical conduct, and respect for diversity. Through effective institutional governance, grievance redressal mechanisms, student representation, community engagement, and partnerships with public and private stakeholders, the University contributes to building strong institutions and empowering individuals to become responsible citizens.

By promoting access to quality education, fostering leadership, supporting social inclusion, and encouraging collaboration with government, industry, and community organizations, Medhavi Skills University advances the values of peace, justice, accountability, and sustainable development.

List of Courses

Medhavi Skills University demonstrates its commitment to **SDG 16: Peace, Justice and Strong Institutions** by embedding legal, ethical, and governance-related education across diverse academic programmes. Courses such as **Medical Law and Ethics**, **Medical Ethics**, **Business Ethics and Corporate Governance**, **Income Tax Laws and Mechanism**, and **IT Laws & Cyber Regulations** provide students with an understanding of professional ethics, legal compliance, accountability, and responsible decision-making. By integrating these subjects into its curriculum, the University develops graduates who are equipped to uphold ethical standards, respect legal frameworks, and contribute to transparent, accountable, and inclusive institutions.

Name of Programme	School	Course / Subject
B.Sc. in Medical Laboratory Technology	School of Health Science and Technology	Medical Law and Ethics – Concept
Bachelor's in optometry	School of Health Science and Technology	Optometry Practice Law – Concept
Bachelor of Physiotherapy	School of Health Science and Technology	Physiotherapy Ethics and Medico-Legal Aspects – Concept
B.Sc. in Operation Theatre Technology	School of Health Science and Technology	Medical Law and Ethics – Concept
B.Sc. in Emergency Medical Technology	School of Health Science and Technology	Medical Law and Ethics – Concept
B.Sc. in Dialysis Technology	School of Health Science and Technology	Medical Ethics – Concept
BBA	School of Management and Commerce	Income Tax Laws and Mechanism – Concept
BBA	School of Management and Commerce	Income Tax Laws and Mechanism – Applied
B.Com (Professional Accounting)	School of Management and Commerce	Business Ethics and Corporate Governance
B.A. (Office Administration and Technology)	School of Management and Commerce	Business Ethics and Corporate Governance
MCA	School of Computer Science and Engineering (SoCSE)	IT Laws & Cyber Regulations

List of Papers

Medhavi Skills University advances the objectives of **SDG 16: Peace, Justice and Strong Institutions** through scholarly research that strengthens cybersecurity, digital trust, and resilient technological systems. Research conducted by faculty members in the School of Computer Science and Engineering focuses on evaluating cybersecurity quality metrics for decentralized computational ecosystems and developing robust defenses against adversarial attacks in intelligent systems. These contributions support the creation of secure digital environments, responsible technology governance, and resilient institutions capable of addressing emerging cyber threats. Through such research, the University promotes innovation, accountability, and trust in digital infrastructure, contributing to stronger and more secure institutions.

Title of Paper	Author	Department	Journal	Web Link
A systematic review of cybersecurity quality metrics for Decentralized computational ecosystems	Raghavendra Prasad	SoCSE	Array	View Paper
Dynamic defenses against adversarial attacks using gradient distortion	Yumnam Momojit Singh	SoCSE	Computational Intelligence in Pattern Recognition	View Paper

Elected Representation & Students' Union

Medhavi Skills University promotes participatory governance and inclusive decision-making by encouraging student representation and engagement in institutional activities. Through student councils, clubs, committees, and various academic and co-curricular platforms, students are provided opportunities to voice their views, participate in decision-making processes, and contribute to the development of campus initiatives. This approach fosters leadership, accountability, democratic participation, and stakeholder engagement within the University community.

The University supports an environment where students can actively participate in discussions, represent their peers, and collaborate with faculty and administration on matters related to student welfare, academic development, and campus life. Such representation strengthens institutional transparency and contributes to the principles of **SDG 16: Peace, Justice and Strong Institutions**.

Key Features

- Student representation through councils, clubs, and committees.
- Opportunities for participation in institutional activities and governance.
- Regular interaction between students, faculty, and administration.
- Promotion of leadership, responsibility, and democratic values.
- Inclusive platforms for feedback, consultation, and stakeholder engagement.

Identify and Engage with Local Stakeholders

Medhavi Skills University recognizes the importance of engaging with local stakeholders to ensure that its educational, social, and development initiatives remain relevant and responsive to community needs. The University identifies and collaborates with a diverse range of stakeholders, including government agencies, industry partners, community organizations, employers, NGOs, educational institutions, students, alumni, and local communities. Through consultations, partnerships, Memoranda of Understanding (MoUs), skill development initiatives, community outreach programmes, and stakeholder dialogues, the University promotes collaborative decision-making and sustainable development.

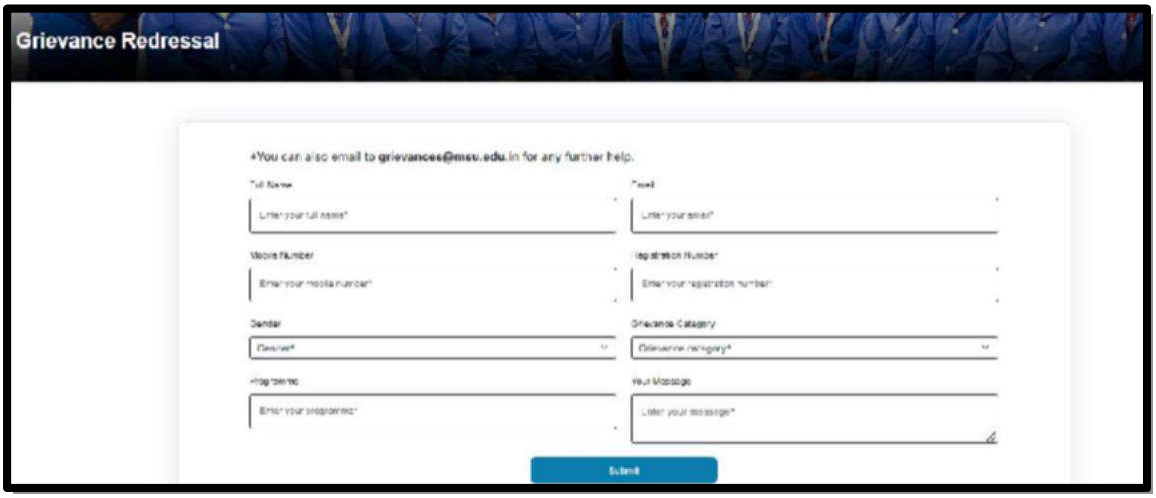
Stakeholder engagement enables the University to understand local priorities, strengthen community relationships, enhance employability outcomes, and contribute to regional socio-economic development. Regular interactions, feedback mechanisms, meetings, and collaborative activities ensure that stakeholder perspectives are incorporated into institutional planning and programme implementation.

Stakeholder Engagement Mechanisms

Stakeholder Group	Engagement Mechanism
Government & Public Bodies	MoUs, consultations, policy dialogues, collaborative initiatives
Industry Partners	Work-integrated learning, internships, curriculum inputs, skill development programmes
Community Organizations & NGOs	Outreach activities, awareness programmes, social initiatives
Students	Feedback systems, student clubs, councils, academic interactions
Alumni	Alumni engagement programmes, mentoring, industry networking
Employers	Recruitment partnerships, skill gap assessments, industry collaboration
Academic Institutions	Academic partnerships, knowledge exchange, joint activities

University Principles on Corruption and Bribery

Medhavi Skills University has established formal mechanisms to promote accountability, transparency, ethical conduct, and grievance redressal through its Student Grievance Redressal Committee, Internal Complaints Committee (ICC), Anti-Ragging Committee, Equal Opportunity Cell, SEDG Cell, Ombudsperson system, and institutional governance framework. These mechanisms provide students and stakeholders with accessible channels for reporting concerns, seeking redressal, and ensuring a safe, fair, and inclusive learning environment.



Grievance Redressal – Medhavi Skills University

Area	Evidence Available	Source
Student Grievance Redressal Mechanism	Dedicated grievance portal and Student Grievance Redressal Committee (SGRC)	INIFD_Fee Payment_16 jan.docx
Internal Complaints Committee (ICC)	Committee constituted under UGC Regulations for prevention and redressal of sexual harassment	[cdn.msu.edu.in]
Anti-Ragging Policy & Committee	Anti-Ragging Committee and Anti-Ragging Squad with external stakeholders	MSU-Anti-Ragging-Order.pdf
Equal Opportunity Cell	Institutional committee for inclusiveness and equity	Equal Opportunity Cell
Socio- Economically Disadvantaged Groups (SEDG) Cell	Student support and inclusion mechanism	https://www.msu.edu.in/SEDG+Cell.pdf
Ombudsperson	Listed in Public Self-Disclosure document	MSU-Public-Self-Disclosure.pdf

Ref. No : MSU/RO/REG/355/2025 **Date :** 29th December 2025

Read:
1. University Grants Commission (Prevention, prohibition, and redressal of sexual harassment of women employees and students in higher educational institutions) Regulations, 2015
2. Office Order No: MSU/ADM/DR/004 dated: 07/08/2024

Subject: Internal Complaints Committee of the Medhavi Skills University, Sikkim - reg.

OFFICE ORDER

Internal Complaints Committee constituted vide Office Order No: MSU/ADM/DR/004 dated 07/08/2024 is partially modified. Accordingly, Internal Complaints Committee with immediate effect, will be as under:

Sr. No.	Particulars	
	As per section 4(2)(a)	
1.	**Dr. Monica Pandey** Associate Dean	Presiding Officer
	As per section 4(2)(b)	
2.	**Ms. Anupama Moirangthem** Assistant Professor	Member
3.	**Mr. Prasant Chettri** Manager - Operations	Member
4.	**Ms. Annu Sharma** HRBP	Member
5.	**Ms. Yangtsola Lama** Assistant Director- - Student Support and Administration	Member
	As per section 4(2)(d)	
6.	**Dr. Ruma Gomes** President-National Human Rights And Corruption Prevention Organization	External Member
7.	**Ms. Bhagawati Panthi** Sr. Manager – Human Resources	Member Secretary

No woman shall be subjected to sexual harassment at any workplace.
"Sexual Harassment" includes any one or more of the following unwelcome acts or behavior (whether directly or by implication) namely:
i. physical contact and advances; or
ii. a demand or request for sexual favours; or
iii. making sexually coloured remarks; or
iv. showing pornography; or
v. any other unwelcome physical, verbal or non-verbal conduct of sexual nature.

The following circumstances, among other circumstances, if it occurs, or is present in relation to or connected with any act or behavior of sexual harassment may amount to sexual harassment:
i. implied or explicit promise of preferential treatment in her employment; or
ii. implied or explicit threat of detrimental treatment in her employment; or implied or explicit threat about her present or future employment status; or

MEDHAVI SKILLS UNIVERSITY, SIKKIM
(Estd. Under the MSU, Sikkim Act, 2021)

iii. interference with her work or creating an intimidating or offensive or hostile work environment for her; or
iv. humiliating treatment likely to affect her health or safety.

It shall be the responsibility of the Committee to follow the norms provided under the UGC Regulations, 2015.

An aggrieved person is required to submit a written complaint to the ICC within three months from the date of the incident and in case of a series of incidents within a period of three months from the date of last incident.

Presiding Officer, ICC shall see that annual report is submitted on relevant portal for each year. This ICC shall also function as Gender Sensitization Cell. Activities for the same may organized during the year and shall see workshop/lecture on gender sensitization as well as prevention of sexual harassment is organized during the orientation week

This issues with approval of competent authority. This will supersedes all previous order of same kind.

Siddhartha

Registrar (I/c)

To,
Above mentioned members of ICC

Copy To:
1. PA/PS to Hon'ble Chancellor/Pro-Chancellor, MSU- for kind Information.
2. Pro-Vice Chancellor(s), MSU.
3. All Deputy Registrars/Assistant Registrars, MSU.
4. All HoS/HoDs/PICs, MSU with a request to circulate amongst the concerned.
5. All Sr. Managers/Managers, MSU.
6. IT Section – To upload at university website and ERP.
7. Notice Board.

MEDHAVI SKILLS UNIVERSITY, SIKKIM
(Estd. under the MSU Act, Sikkim 2021)
Singtam Campus : Topakhani Lower Chisopani, Singtam Bazar, Singtam, Dist - East Sikkim, Sikkim - 737134
Bermiok Campus: Ratamatey Thangsing, Barnyak-Barthang GPU, Bermoik, West Sikkim – 737113
www.msu.edu.in contact@msu.edu.in 9-874-875-876

MEDHAVI SKILLS UNIVERSITY, SIKKIM
(Estd. Under the MSU, Sikkim Act, 2021)

Ref. No.: MSU/RO/REG/2016/2026 **Date:** 3rd August 2026

NOTIFICATION

Subject: Constitution of Anti-ragging Committee, Medhavi Skills University (MSU) - Sikkim reg.

Reference: UGC Regulations on Curbing the Menace of Ragging in Higher Educations, 2009.

The MSU, Sikkim has constituted the Anti-Ragging Committee for the Academic Year of the Campus as per the clause 6.3 (a) of UGC Regulations on Curbing the Menace of Ragging in Higher Educations, 2009, Following are the members of the Anti-Ragging Committee:

Sr. No.	Composition	Name of the Members
1.	Head of the Institution	Dr. Ashwini Kumar Sharma Vice Chancellor (I/c) E-mail: vc@msu.edu.in Contact: +91-9263784045
2.	Representative of Civil & Police Administration	Mr. Kishor Kumar Chettri SHO, Singtam Police Station Contact: +91-9733508986
3.	Representative of Local Media	Mr. Kunal Rai Chief Reporter, Sikkim Express Contact: +91- 9832423623
4.	Representative of NGO involved in youth activity	Mr. Prayas Sharma Secretary Health & Environmental Society Contact: +91-7001699472
5.	Representative of Faculty Members	Mr. Bharat Bhushan Associate Dean - Student Welfare & Skill Integration E-mail: bharat.b@msu.edu.in Contact : +91-9153884088
6.	Representative of Parents	1. Mr. Tadang Tamut Father of Ms. Inong Medina Tamut, Sem-III, BPT, SCSE Contact : +91-8132883868 2. Ms. Rosy Lepcha, Mother of Kevin Lepcha Sem-IV, BEMT, SHST Contact: +91-7908452918
7.	Representative of Students belonging to the fresher's category as well as senior students	1. Manalisa Barman Sem-V, B.OPTO, SHST Contact: +91- 8011153963 2. Kunsang Lama Sem-III, MCA, SCSE Contact: +91-6296988084
8.	Representative of Non-Teaching Staff	Ms. Yangtsola Lama Assistant Director - Student Support and Administration E-mail: yangtsola.l@msu.edu.in Contact: +91-9263821617

Contd...

Anti-Ragging Squad:

Sr. No.	Name & Designation	E-mail ID & Contact
1.	Mr. Pappumoni Bordoloi, HoD (Information Technology), School of Computer Science & Engineering	pappumoni.b@msu.edu.in +91-8638219963
2.	Mr. Prakash Chettri, Assistant Professor & Sr. Academic Coordinator, School of Health Science & Technology	prakash.c@msu.edu.in +91-7908102210
3.	Ms. Divya Pradhan, Assistant Professor, School of Pharmacy	divya.p@msu.edu.in +91-7908103262
4.	Ms. Anumika Sharma, Program Coordinator – (MLS) & Assistant Professor-II (Senior Scale), School of Health Science & Technology	anumika.s@msu.edu.in +91-8822104012
5.	Mohammed Parvesh, Program In-charge (Commerce), School of Management & Commerce	mdparvesh@msu.edu.in +91- 8101374869

This issues with approval of competent authority. This will supersede all previous order of same kind.

MEDHAVI SKILLS UNIVERSITY SIKKIM

Registrar (I/c)

Registrar
Medhavi Skills University

To,
All Concerned Members

Copy To:
1. PA/PS to Hon'ble Chancellor, MSU- for kind Information.
2. Pro Vice Chancellor (Academics/Administration), MSU.
3. Heads of Schools (SHST / SCSE / SOMC / SHT / SOP / MCON), MSU – for necessary action.
4. Assistant Director – SW & Administration, MSU – for wider circulation amongst the students.
5. Digii Team, MSU – to upload the notice on UMS in the relevant section.
6. IT Section – To upload at university website.
7. Guard File
8. Notice Board.

MEDHAVI SKILLS UNIVERSITY, SIKKIM
(Estd. Under the MSU, Sikkim Act, 2021)

Ref. No: MSU/RO/AR/039/2024 **Date:** 27-09-2024

OFFICE ORDER

Subject: Constitution of Equal Opportunity Cell (EOC)

In accordance with the provisions of the University Grants Commission (Promotion of Equity in Higher Education Institutions) Regulations, the competent authority is pleased to constitute the "Equal Opportunity Cell (EOC)" at Medhavi Skills University. The members of Equal Opportunity Cell are as follows:

Sr. No.	Name of the Member	Designation
1	Dr. Siddhartha Shankar- *Deputy Registrar*	Chairperson
2	Mr. Ishwar Chandra Darnal, *HoD, Department of Foreign Language & Communications*	Member-Liaison Officer for SC/ST
3	Mr. Digendra Rai, *Industry Integration- School Of Computer Science Engineering*	Member-Liaison Officer for OBC
4	Mr. Nawang Lama, *HoD- School Of Computer Science Engineering*	Member-Liaison Officer for PwD
5	Ms. Yangtsola Lama, *Manager- Operations & Admin*	Member Secretary

This office order comes into force with immediate effect till further order.

Assistant Registrar
Academics & QA

To,
Chairperson & Members of the Committee

Copy To:
1. Hon'ble Chancellor - for kind information.
2. Hon'ble Vice-Chancellor (i/c) - for kind information.
3. Registrar's Office, MSU.
4. Associate/Assistant Dean/HoDs, MSU.
5. Website Team- for uploading at university website.

FOR STANDRAD CIRCULATION

Academic Freedom Policy

Medhavi Skills University is committed to fostering an academic environment that supports intellectual freedom, open inquiry, critical thinking, and the free exchange of ideas. The University encourages faculty members, researchers, and students to pursue teaching, learning, research, and scholarly activities without undue interference, while adhering to ethical standards, institutional regulations, and professional responsibilities.

Academic freedom at the University enables individuals to explore diverse perspectives, engage in evidence-based discussions, express academic viewpoints, and contribute to the advancement of knowledge. This commitment is supported through institutional governance mechanisms, academic policies, quality assurance processes, grievance redressal systems, and committees that promote fairness, inclusivity, and transparency.

Key Principles

- Freedom to teach, learn, and conduct research within accepted academic and ethical standards.
- Encouragement of critical thinking, innovation, and scholarly debate.
- Respect for diverse viewpoints and evidence-based inquiry.
- Protection against discrimination, harassment, and unfair treatment through institutional mechanisms.
- Access to grievance redressal and support systems for students and staff. Promotion of academic integrity, accountability, and responsible conduct.

Publish Financial Data

Medhavi Skills University promotes transparency and accountability through the public disclosure of institutional and regulatory information. The University's disclosure portal provides access to mandatory disclosures and compliance-related documents, enabling stakeholders to access important information regarding institutional operations and governance. By making key information publicly available, the University strengthens transparency, fosters trust among stakeholders, and supports the principles of **SDG 16: Peace, Justice and Strong Institutions**.

Particulars	Public Evidence
Institutional Disclosures	Public Self-Disclosure available on the University's disclosure portal.
Regulatory Compliance Information	Mandatory disclosures and compliance information publicly accessible.
Governance and Institutional Information	Governance-related documents made available through institutional disclosures.
Transparency Accountability	Public access to regulatory and institutional information.

Policy and Lawmakers Outreach and Education

Medhavi Skills University actively engages with policymakers, government bodies, public institutions, and industry leaders through dialogues, partnerships, and collaborative initiatives that contribute to education, skill development, governance, and public policy discussions. These engagements facilitate knowledge exchange, stakeholder collaboration, and informed decision-making, supporting the objectives of SDG 16: Peace, Justice and Strong Institutions.

Event / Initiative	Description	Evidence
Skills-First India leadership Dialogue	Brought together leaders from industry, academia, and policy sectors to discuss workforce development, education, and national skills priorities	Building a Skills-First India: A Dialogue for a Shared Future
MSU partners with SWWA to Empower SSB families	Collaboration with the Sashastra Seema Bal Wives Welfare Association (SWWA) to expand access to skill-based education and career opportunities, engaging with government-linked stakeholders.	Medhavi Skills University Partners with SWWA to Empower SSB Families
Anti – Ragging Committee	The University's Anti-Ragging Committee includes representatives from local police administration, local media, NGOs, parents, faculty, and students, promoting engagement with public institutions and community stakeholders.	MSU-Anti-Ragging-Order.pdf

Home › Events › Building a Skills-First India: A Dialogue for a Shared Future

EVENT

Building a Skills-First India: A Dialogue for a Shared Future

Jul 17, 2026







Home › Events › Medhavi Skills University Partners with SWWA to Empower SSB Families

EVENT

Medhavi Skills University Partners with SWWA to Empower SSB Families

Jul 16, 2026





"Education builds not only careers but also responsible citizens. Medhavi Skills University nurtures integrity, fairness, inclusion, ethical leadership, and respect, empowering students to contribute towards peaceful communities, stronger institutions, and a society founded on justice and mutual trust."

Medhavi Skills University

www.msu.edu.in

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District: East Sikkim
Sikkim – 737134

MEDHAVI SKILLS UNIVERSITY

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REPORT ON SUSTAINABLE DEVELOPMENT



17 PARTNERSHIPS FOR THE GOALS

GOAL 17

Relationships with regional NGOs and Government for SDG policy

Medhavi Skills University (MSU) contributes to the development and implementation of strategies related to inclusive education, vocational training, workforce development, entrepreneurship and sustainable livelihoods through formal partnerships with government departments, statutory bodies, national skills-development organisations and regional institutions.

These collaborations provide mechanisms for identifying skills gaps, designing demand-responsive programmes, developing curricula and qualifications, coordinating implementation, monitoring programme quality, reporting outcomes and revising interventions in response to changing industry requirements and regulatory priorities. The University's contributions are particularly relevant to SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities), SDG 9 (Industry, Innovation and Infrastructure), SDG 12 (Responsible Consumption and Production) and SDG 17 (Partnerships for the Goals).

MSU's engagement is demonstrated through the following agreements and collaborative initiatives, arranged chronologically.

Key Partnerships and Contributions

2025 — Sikkim Police: MOU signed on 20 June 2025

Medhavi Skills University signed a Memorandum of Understanding (MoU) with Sikkim Police to promote inclusive education and educational welfare for eligible wards and spouses of police personnel. Signed by Shri Akshay Sachdeva, IPS, Director General of Police, Sikkim, and Shri Kuldip Sarma, Co-Founder and Pro-Chancellor of MSU, the agreement establishes a framework for access to regular degree programmes and apprenticeship-embedded programmes. It also provides for 100 undergraduates and 50 postgraduate seats, along with scholarships for eligible categories.

The MoU establishes a Joint Coordination Committee under Clause 24, which is required to meet at least twice annually to identify implementation challenges, review progress, monitor academic content and programme quality, and consider necessary programme revisions. Clause 29 provides for mutually agreed amendments in response to service requirements, regulatory changes and statutory developments.

These provisions establish a formal mechanism for collaborative decision-making, monitoring and adaptive programme management. The agreement covers academic years 2025–26 to 2030–31 and supports **SDG 4, SDG 10 and SDG 17.**



ONE HUNDRED RUPEES

GOVERNMENT OF SIKKIM

एक सय रुपियाँ NON-JUDICIAL

Sl. No. B 422337

This Memorandum of Understanding (herein after referred to as "MoU" is signed on this 20th Day of June, 2025 at Sikkim.

BY AND BETWEEN

1. **Sikkim Police (SP),** having its mailing address at State Police Headquarters, NH-10, Gangtok District – 737101, Sikkim, and represented through Shri Akshay Sachdeva, IPS, Director General of Police, Sikkim (hereinafter referred to as **"First Party").**

AND

2. **Medhavi Skill University (MSU),** an UGC affiliated state private University under Sec 2(f) of UGC Act 1956 and incorporated by Act No.12 of 2021 by the Legislative Assembly of Sikkim having its Headquarter at Gangtok, Sikkim, India and recognized by DGT, NSDC and also NCVET as Awarding Body (hereinafter referred to as "MSU" which term shall unless repugnant to the context include its successor, representatives, administrators and permitted assign) and represented through its Co-Founder and Pro-Chancellor, Shri Kuldip Sarma, the authorized signatory of 'MSU' of the "**Second party**"

3. *Sikkim Police* and *MSU* are hereinafter collectively referred to as the "Parties" and individually as the "Party".

Whereas

4. The First Party, Sikkim Police, are signing the MoU for the welfare of wards of its serving and retired personnel, including personnel killed or wounded in action and physical casualties, for education purposes.

5. The Second Party, **Medhavi Skill University (MSU),** a state private University, duly established and incorporated by Act number 12 of 2021 enacted by the Legislative Assembly of Sikkim and recognized by UGC offering range of programmes at the Undergraduate and Postgraduate levels. The University's goal is to empower the youth with competency-embedded training, leading to better employment opportunities.

Board of Apprenticeship Training: Western Region (BoAT-WR)

MSU's MoU with the Board of Apprenticeship Training – Western Region, an autonomous body under the Ministry of Education, Government of India, addresses the gap between higher education, practical workplace experience and employability.

The agreement integrates six months to one year of on-the-job training into eligible Apprenticeship Embedded Degree and Diploma Programmes under the National Apprenticeship Training Scheme (NATS). MSU is responsible for developing apprenticeship pathways, coordinating with employers and facilitating student participation, while BoAT-WR supports industry engagement and implementation planning.

Clause 9.18 provides for tracking graduates' employment and education pathways for at least one year after programme completion and sharing the findings with BoAT-WR to inform programme development. Clause 7.1 provides for review at the end of each academic year, while the amendment provisions enable adjustments in response to revised regulatory guidelines and Ministry of Education directions.

This collaboration creates a channel for reporting graduate outcomes to a government-linked body and using evidence to improve apprenticeship and employability programmes. It supports **SDG 4, SDG 8 and SDG 17.**



MEMORANDUM OF UNDERSTANDING

(MOU)

BETWEEN

BOARD OF APPRENTICESHIP TRAINING (WESTERN REGION), MUMBAI

An autonomous body of

Ministry of Education, Government of India

&

MEDHAVI SKILLS UNIVERSITY

for

Implementation of Apprenticeship Embedded Degree/ Diploma Programme (AEDP) under National Apprenticeship Training Scheme (NATS) of Ministry of Education, Government of India.

MEMORANDUM OF UNDERSTADING

THIS MEMORANDUM OF UNDERSTADING (here in after referred to as "MoU") is executed on this 23rd Day of June 2025 at Board of Apprenticeship Training (Western Region), Mumbai.

BETWEEN

BOARD OF APPRENTICESHIP TRAINING (WESTERN REGION), MUMBAI

An autonomous body of Department of Higher Education, Ministry of Education, Government of India

AND

MEDHAVI SKILLS UNIVERSITY

This Memorandum of Understanding (MoU) entered on the 23rd Day of Month of June in the year at 2025

Board of Apprenticeship Training (Western Region), Mumbai [BOAT(WR)] under the Department of Higher Education, an autonomous body of Ministry of Education, Government of India and Medhavi Skills University (MSU) enter into this understanding that 'On-the-job' training (OJT) component of minimum 6 months to a maximum of 1 year integrated in the final year of Apprenticeship Embedded Technical as well as Non-Technical Graduate, and Diploma courses may be covered under National Apprenticeship Training Scheme (NATS) with stipendiary coverage at a rate as prescribed by the Government of India, NATS, in line with the Office Memorandum No.16-6/2024-TS.VII dated 20/12/2024 (attached as Annexure I) issued by the Ministry of Education, Government of India.

1. About BOAT (WR)

1.1. Established in 1969, Board of Apprenticeship Training (Western Region), Mumbai, is an autonomous organization under the Department of Higher Education, Ministry of Education, Government of India.

1.2. The Board is functioning at 2nd floor, New Administrative Building, NSTI Campus, V.N. Purav Marg, Sion (East), Mumbai – 400022.

1.3. The major function of the Board is to implement and monitor the provisions of The Apprentices Act 1961, as amended in 1973 and 2014, so far as they relate to the training of Graduates, and Diploma holders in Technical as well as General streams in exercise of powers conferred to the Board under Section 23 of the said Act.

Northeast Cane and Bamboo Development Council (NECBDC)

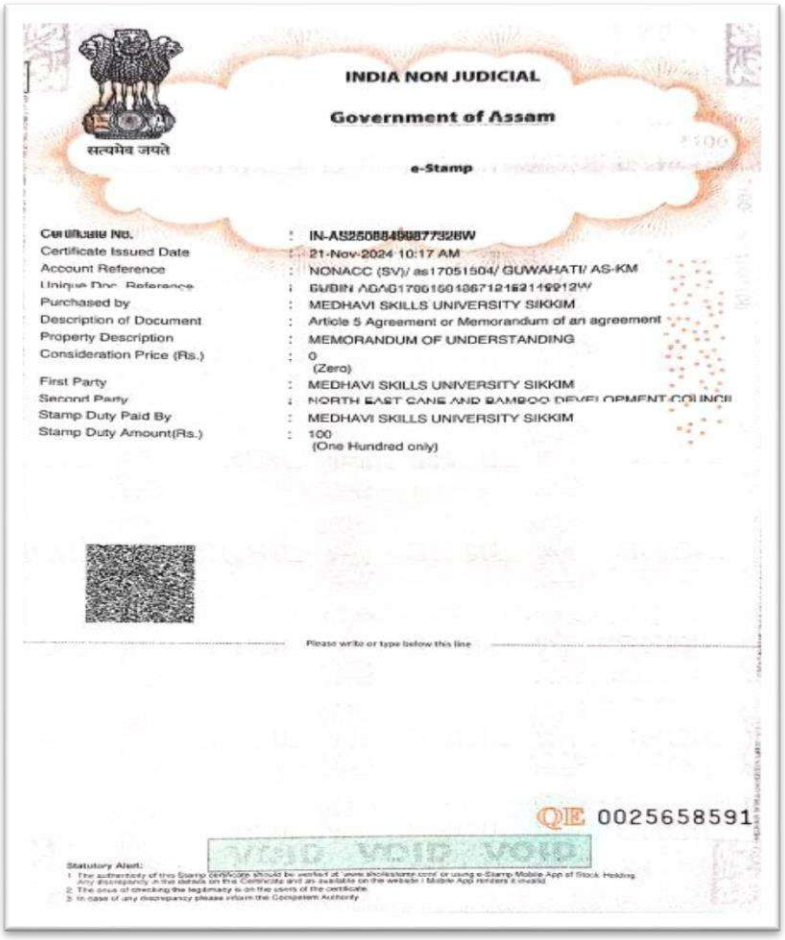
MSU entered an MoU with the Northeast Cane and Bamboo Development Council, which operates under the North-Eastern Council framework, to promote skill development, entrepreneurship, innovation and sustainable resource utilization in the cane and bamboo sectors.

The collaboration envisages the development of incubation centres, research and development facilities, Centres of Excellence and standardized training modules aligned with national and international benchmarks. It also covers advanced bamboo technologies, product development and sustainable harvesting practices.

Clause 1.1(e) assigns MSU a role as nodal implementing authority and national stakeholder for bamboo initiatives under the collaboration. This includes coordinating with government bodies, industry partners and other stakeholders, representing the initiatives nationally and supporting efforts to access central and state government funding.

The partnership provides a platform for contributing technical expertise to regional sector-development strategies, promoting sustainable livelihoods and strengthening entrepreneurship in the North East. It is relevant to SDG 8, SDG 9, SDG 12 and SDG 17. Evidence of specific policy recommendations, implementation reviews and achieved outcomes should be documented separately.





INDIA NON JUDICIAL

Government of Assam

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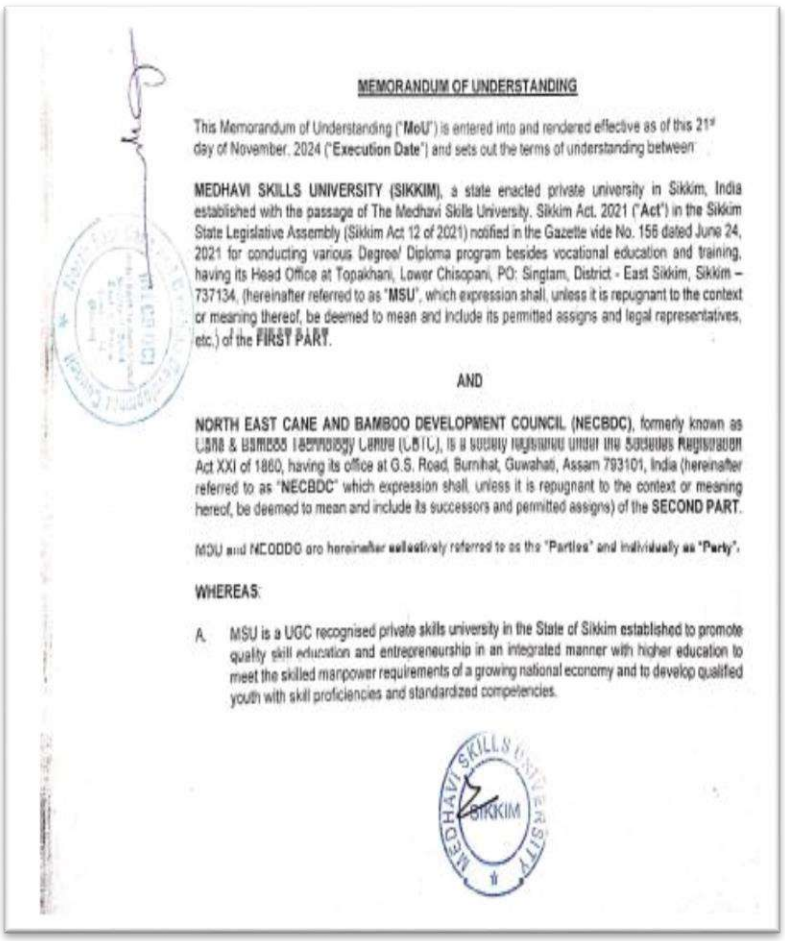
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Purchased by	:	MEDHAVI SKILLS UNIVERSITY SIKKIM
Description of Document	:	Article 5 Agreement or Memorandum of an agreement
Property Description	:	MEMORANDUM OF UNDERSTANDING
Consideration Price (Rs.)	:	0 (Zero)
First Party	:	MEDHAVI SKILLS UNIVERSITY SIKKIM
Second Party	:	NORTH EAST CANE AND BAMBOO DEVELOPMENT COUNCIL
Stamp Duty Paid By	:	MEDHAVI SKILLS UNIVERSITY SIKKIM
Stamp Duty Amount(Rs.)	:	100 (One Hundred only)

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Statutory Alert:
1. The authenticity of this Stamp certificate should be verified at www.shcilestamp.com or using e-Stamp Mobile App of Stock Holding. Any discrepancy in the details on this Certificate and as available on the website / Mobile App renders it invalid.
2. The onus of checking the legitimacy is on the users of the certificate.
3. In case of any discrepancy please inform the Competent Authority.



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("**MoU**") is entered into and rendered effective as of this 21st day of November, 2024 ("**Execution Date**") and sets out the terms of understanding between:

MEDHAVI SKILLS UNIVERSITY (SIKKIM), a state enacted private university in Sikkim, India established with the passage of The Medhavi Skills University, Sikkim Act, 2021 ("**Act**") in the Sikkim State Legislative Assembly (Sikkim Act 12 of 2021) notified in the Gazette vide No. 156 dated June 24, 2021 for conducting various Degree/ Diploma program besides vocational education and training, having its Head Office at Topakhani, Lower Chisopani, PO: Singtam, District - East Sikkim, Sikkim – 737134, (hereinafter referred to as "**MSU**", which expression shall, unless it is repugnant to the context or meaning thereof, be deemed to mean and include its permitted assigns and legal representatives, etc.) of the **FIRST PART**.

AND

NORTH EAST CANE AND BAMBOO DEVELOPMENT COUNCIL (NECBDC), formerly known as Cane & Bamboo Technology Centre (CBTC), is a society registered under the Societies Registration Act XXI of 1860, having its office at G.S. Road, Burnihat, Guwahati, Assam 793101, India (hereinafter referred to as "**NECBDC**" which expression shall, unless it is repugnant to the context or meaning hereof, be deemed to mean and include its successors and permitted assigns) of the **SECOND PART**.

MSU and NECBDC are hereinafter **collectively** referred to as the "**Parties**" and **individually** as "**Party**".

WHEREAS:

A. MSU is a UGC recognised private skills university in the State of Sikkim established to promote quality skill education and entrepreneurship in an integrated manner with higher education to meet the skilled manpower requirements of a growing national economy and to develop qualified youth with skill proficiencies and standardized competencies.

MEDHAVI SKILLS UNIVERSITY SIKKIM

National Council for Vocational Education and Training (NCVET)

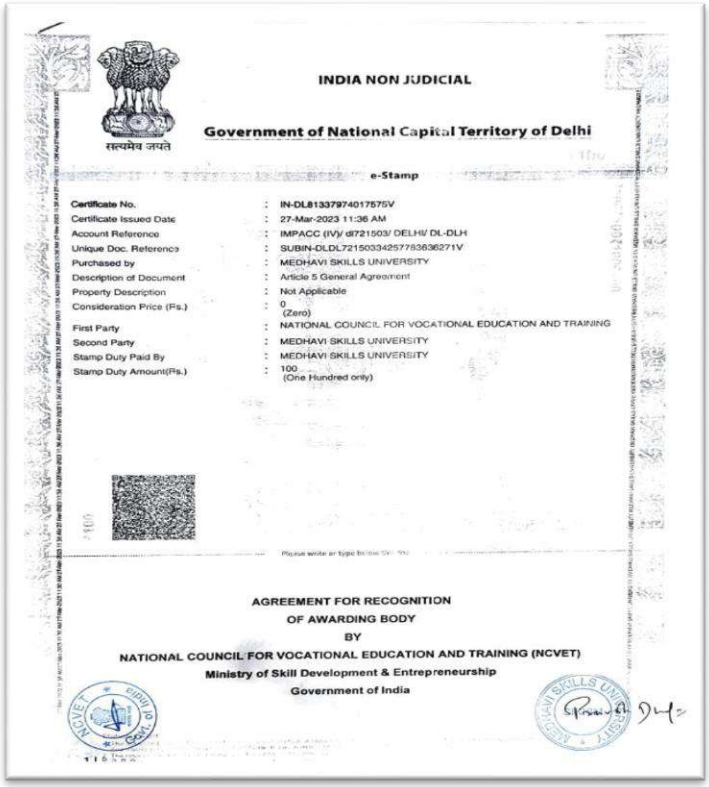
MSU's recognition agreement with NCVET, under the Ministry of Skill Development and Entrepreneurship, establishes the University's responsibilities as a recognized Awarding Body within the national vocational education and training framework.

The agreement enables MSU to develop and submit new or revised qualifications for regulatory approval and to prepare associated curricula and learning resources. Appendix B identifies MSU as the developing agency for two qualifications: Organic Large Cardamom Cultivation and Rural Tourism Management Entrepreneur.

The agreement also requires MSU to supervise affiliated training bodies, conduct periodic inspections and audits, provide information to NCVET, implement corrective action and review assessment strategies as industry practices, technologies and qualifications evolve. Clauses 7.1.19–7.1.22 address monitoring, risk mitigation and data reporting, while Clause

7.2.1 provides for qualification development and revision.

These provisions demonstrate MSU's contribution to nationally regulated qualification development and its role in maintaining quality, monitoring implementation and adapting vocational programmes to emerging needs. The agreement supports **SDG 4, SDG 8 and SDG 17.**



INDIA NON JUDICIAL

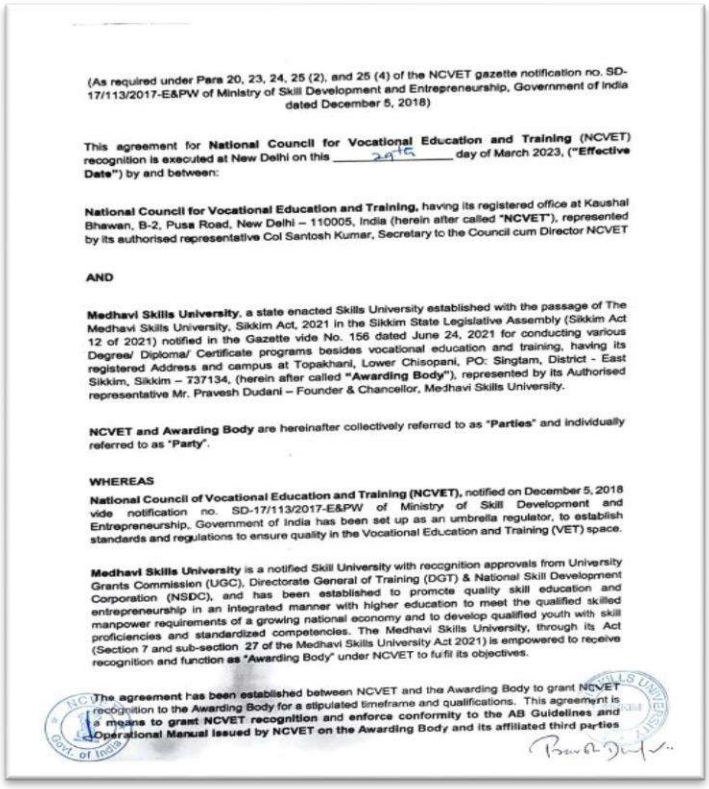
Government of National Capital Territory of Delhi

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Second Party	:	MEDHAVI SKILLS UNIVERSITY
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Stamp Duty Amount(Rs.)	:	100 (One Hundred only)

AGREEMENT FOR RECOGNITION
OF AWARDING BODY
BY
NATIONAL COUNCIL FOR VOCATIONAL EDUCATION AND TRAINING (NCVET)
Ministry of Skill Development & Entrepreneurship
Government of India



(As required under Para 20, 23, 24, 25 (2), and 25 (4) of the NCVET gazette notification no. SD-17/113/2017-E&PW of Ministry of Skill Development and Entrepreneurship, Government of India dated December 5, 2018)

This agreement for **National Council for Vocational Education and Training** (NCVET) recognition is executed at New Delhi on this 29th day of March 2023, (**"Effective Date"**) by and between:

National Council for Vocational Education and Training, having its registered office at Kaushal Bhawan, B-2, Pusa Road, New Delhi – 110005, India (herein after called **"NCVET"**), represented by its authorised representative Col Santosh Kumar, Secretary to the Council cum Director NCVET

AND

Medhavi Skills University, a state enacted Skills University established with the passage of The Medhavi Skills University, Sikkim Act, 2021 in the Sikkim State Legislative Assembly (Sikkim Act 12 of 2021) notified in the Gazette vide No. 156 dated June 24, 2021 for conducting various Degree/ Diploma/ Certificate programs besides vocational education and training, having its registered Address and campus at Topakhani, Lower Chisopani, PO: Singtam, District - East Sikkim, Sikkim – 737134, (herein after called **"Awarding Body"**), represented by its Authorised representative Mr. Pravesh Dudani – Founder & Chancellor, Medhavi Skills University.

NCVET and Awarding Body are hereinafter collectively referred to as **"Parties"** and individually referred to as **"Party"**.

WHEREAS

National Council of Vocational Education and Training (NCVET), notified on December 5, 2018 vide notification no. SD-17/113/2017-E&PW of Ministry of Skill Development and Entrepreneurship, Government of India has been set up as an umbrella regulator, to establish standards and regulations to ensure quality in the Vocational Education and Training (VET) space.

Medhavi Skills University is a notified Skill University with recognition approvals from University Grants Commission (UGC), Directorate General of Training (DGT) & National Skill Development Corporation (NSDC), and has been established to promote quality skill education and entrepreneurship in an integrated manner with higher education to meet the qualified skilled manpower requirements of a growing national economy and to develop qualified youth with skill proficiencies and standardized competencies. The Medhavi Skills University, through its Act (Section 7 and sub-section 27 of the Medhavi Skills University Act 2021) is empowered to receive recognition and function as "Awarding Body" under NCVET to fulfil its objectives.

The agreement has been established between NCVET and the Awarding Body to grant NCVET recognition to the Awarding Body for a stipulated timeframe and qualifications. This agreement is a **means to grant NCVET recognition and enforce conformity to the AB Guidelines and Operational Manual issued by NCVET on the Awarding Body** and its affiliated third parties

National Skill Development Corporation (NSDC) and Tripura Tribal Areas Autonomous District Council (TTAADC)

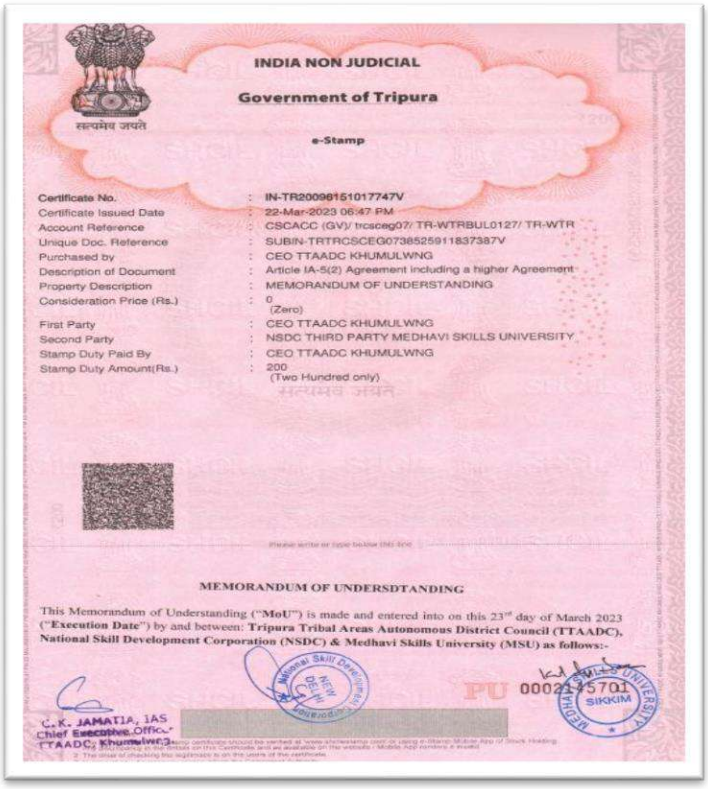
MSU, NSDC and TTAADC entered into a tripartite MoU to establish a collaborative framework for developing the Maharaja Kirit Bikram International Centre for Innovation and Skills Excellence.

The initiative addresses regional demand for allied healthcare and paramedical personnel while seeking to improve skills development and employment opportunities for young people in Tripura. The agreement assigns complementary responsibilities: TTAADC provides infrastructure and administrative support, NSDC contributes training resources, knowledge and international employment connections, and MSU undertakes operational management, demand-responsive training and employer coordination through the proposed joint entity.

A significant inclusion measure is the provision for a 50% quota with full fee waivers for tribal students of Tripura. The agreement therefore integrates access and affordability considerations into the programme's design.

The partnership demonstrates collaborative planning and implementation of a regional skills-development strategy relevant to **SDG 3, SDG 4, SDG 8, SDG 10** and **SDG 17**. Its stated 25-year term provides a long-term framework for cooperation, subject to the

agreement's termination provisions. Evidence of operational activities, review meetings and outcomes would further establish its contribution to policy implementation and adaptive management.



INDIA NON JUDICIAL

Government of Tripura

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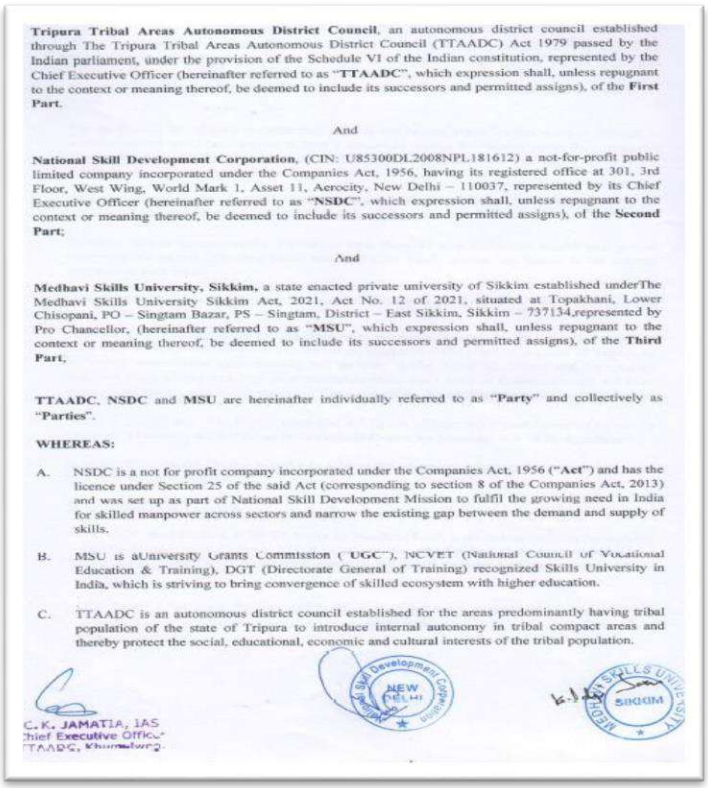
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Property Description	:	MEMORANDUM OF UNDERSTANDING
Consideration Price (Rs.)	:	0 (Zero)
First Party	:	CEO TTAADC KHUMULWNG
Second Party	:	NSDC THIRD PARTY MEDHAVI SKILLS UNIVERSITY
Stamp Duty Paid By	:	CEO TTAADC KHUMULWNG
Stamp Duty Amount(Rs.)	:	200 (Two Hundred only)

MEMORANDUM OF UNDERSDTANDING

This Memorandum of Understanding ("**MoU**") is made and entered into on this 23rd day of March 2023 ("**Execution Date**") by and between: **Tripura Tribal Areas Autonomous District Council (TTAADC), National Skill Development Corporation (NSDC) & Medhavi Skills University (MSU) as follows:-**

C.K. JAMATIA, IAS
Chief Executive Officer
TTAADC, Khumulwng

0002215701



Tripura Tribal Areas Autonomous District Council, an autonomous district council established through The Tripura Tribal Areas Autonomous District Council (TTAADC) Act 1979 passed by the Indian parliament, under the provision of the Schedule VI of the Indian constitution, represented by the Chief Executive Officer (hereinafter referred to as "**TTAADC**", which expression shall, unless repugnant to the context or meaning thereof, be deemed to include its successors and permitted assigns), of the **First Part**.

And

National Skill Development Corporation, (CIN: U85300DL2008NPL181612) a not-for-profit public limited company incorporated under the Companies Act, 1956, having its registered office at 301, 3rd Floor, West Wing, World Mark 1, Asset 11, Aerocity, New Delhi – 110037, represented by its Chief Executive Officer (hereinafter referred to as "**NSDC**", which expression shall, unless repugnant to the context or meaning thereof, be deemed to include its successors and permitted assigns), of the **Second Part**;

And

Medhavi Skills University, Sikkim, a state enacted private university of Sikkim established underThe Medhavi Skills University Sikkim Act, 2021, Act No. 12 of 2021, situated at Topakhani, Lower Chisopani, PO – Singtam Bazar, PS – Singtam, District – East Sikkim, Sikkim – 737134,represented by Pro Chancellor, (hereinafter referred to as "**MSU**", which expression shall, unless repugnant to the context or meaning thereof, be deemed to include its successors and permitted assigns), of the **Third Part**,

TTAADC, **NSDC** and **MSU** are hereinafter individually referred to as "**Party**" and collectively as "**Parties**".

WHEREAS:

A. NSDC is a not for profit company incorporated under the Companies Act, 1956 ("**Act**") and has the licence under Section 25 of the said Act (corresponding to section 8 of the Companies Act, 2013) and was set up as part of National Skill Development Mission to fulfil the growing need in India for skilled manpower across sectors and narrow the existing gap between the demand and supply of skills.

B. MSU is aUniversity Grants Commission ("UGC"), NCVET (National Council of Vocational Education & Training), DGT (Directorate General of Training) recognized Skills University in India, which is striving to bring convergence of skilled ecosystem with higher education.

C. TTAADC is an autonomous district council established for the areas predominantly having tribal population of the state of Tripura to introduce internal autonomy in tribal compact areas and thereby protect the social, educational, economic and cultural interests of the tribal population.

C.K. JAMATIA, IAS
Chief Executive Officer
TTAADC, Khumulwng

National Skill Development Corporation (NSDC)

MSU's MoU with NSDC establishes a framework for integrating vocational training, higher education and industry requirements through work-integrated degree and diploma programmes.

The agreement provides for curriculum development aligned with the National Skills Qualifications Framework (NSQF), progression pathways from short-term training to higher education, and collaboration with industry and training partners. MSU is responsible for developing curricula, pedagogy, examination policies and programme guidelines, while NSDC contributes industry knowledge and access to its training-partner network.

The agreement also assigns MSU responsibility for monitoring programme delivery, student registration, databases, learning management systems, assessment and quality assurance. Student and training-related information is to be reported through NSDC's Skill India Portal. The programme portfolio may be revised in response to industry and market demand.

Relevant provisions include Clauses 2.7, 4.2–4.6 and 4.10, together with Annexure 1. These establish mechanisms for programme design, implementation monitoring, reporting and adjustment to changing skills requirements.

The partnership demonstrates MSU's contribution to collaborative skills-education strategies relevant to **SDG 4, SDG 8 and SDG 17.**

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Government of National Capital Territory of Delhi

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Second Party	:	MEDHAVI SKILLS UNIVERSITY SIKKIM
Stamp Duty Paid By	:	NATIONAL SKILL DEVELOPMENT CORPORATION
Stamp Duty Amount(Rs.)	:	100 (One Hundred only)

SELF PRINTED CERTIFICATE TO BE VERIFIED BY THE RECIPIENT AT WWW.SHCILESTAMP.COM

IN-DL25755113765038U

Memorandum of Understanding

Between

Medhavi Skills University

And

National Skill Development Corporation

Statutory Alert:

This **Memorandum of Understanding ("MOU")** is signed on this day of **02nd May 2022** at **New Delhi**

Between

Medhavi Skills University (Sikkim), a state enacted Skills University of Sikkim established with the passage of The **Medhavi Skills University, Sikkim Act, 2021** in the Sikkim State Legislative Assembly (Sikkim Act 12 of 2021) notified in the Gazette vide No 156 dated 24th June, 2021 for conducting various Degree/ Diploma program besides vocational education and training, having its Head Office at Topakhani, Lower Chisopani, PO: Singtam, District - East Sikkim, Sikkim – 737134, represented by its **Founder Chancellor Mr. Pravesh Dudani,** (hereinafter referred to as **"MSU"** which expression shall, unless it is repugnant to the context or meaning thereof, be deemed to mean and include its successors and assigns) of the **FIRST PART**,

AND

National Skill Development Corporation (CIN: U85300DL2008NPL181612), a company registered under the Companies Act, 1956 and holding a license under Section 25 of the said Act, having its registered office at 301, 3rd Floor, West Wing Worldmark 1, Asset 11, Aerocity, New Delhi-110037, India (hereinafter referred to as the **"NSDC"**, which expression shall unless it is repugnant to the context or meaning thereof, be deemed to mean and include its successors and assigns) of the **SECOND PART**.

MSU and NSDC may hereinafter be individually referred as "**Party**" and collectively as "**Parties**".

1. BACKGROUND

Whereas Medhavi Skills University (MSU) has been founded by a group of IIT Alumni and it strives to bring convergence of the skilling ecosystem with the higher education tracks by promoting in-demand Skill Integrated Higher Education linked to Employability and career progression.

And whereas MSU is promoted by **Medhavi Foundation** – a not-for-profit higher education and skill development organization.

And whereas MSU is the first of its kind pioneering university of North East where corporates/ industries are the stakeholders and influencers in **curriculum design, programme delivery** and for **providing practical skills training via on-the-job training opportunities.**

And whereas **NSDC** was established with the object of catalyzing market led models for skill development in partnership with private sector in PPP model.

And whereas **MSU** and **NSDC** are collaborating to bring convergence of skill-based short-term training and other skilling initiatives with the higher education ecosystem by co-designing, co-developing and promoting work integrated Skills and Higher Education courses in the Skill-India ecosystem.

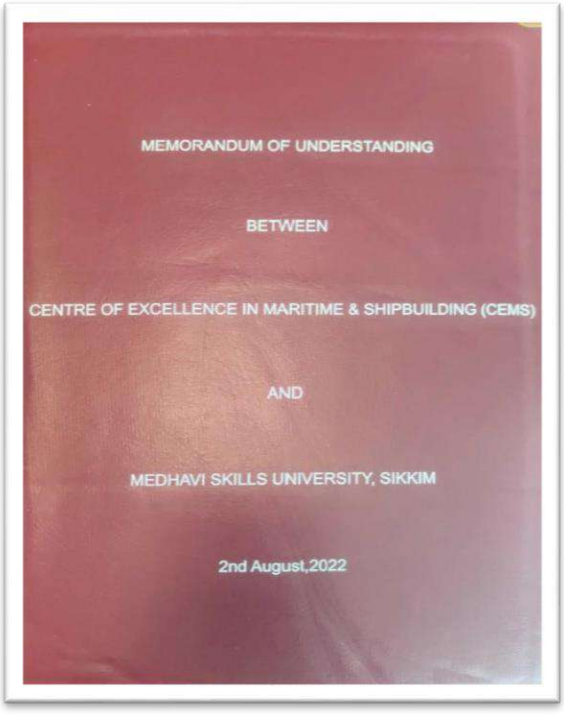
Centre of Excellence in Maritime and Shipbuilding (CEMS)

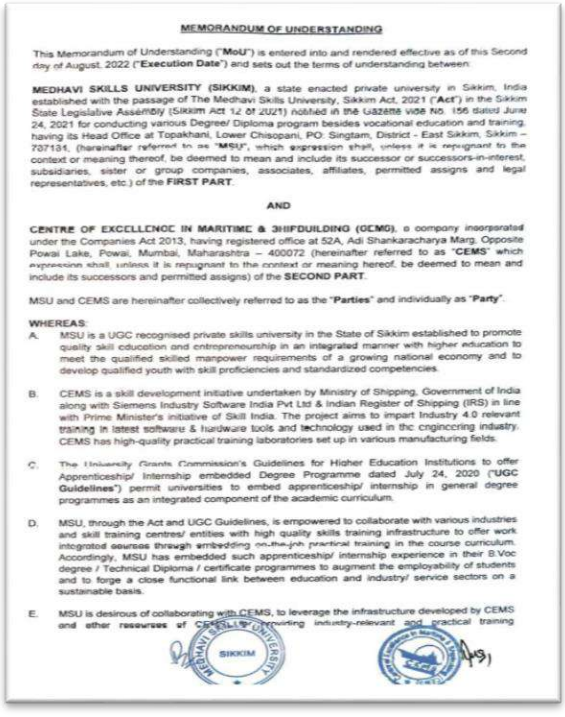
MSU's MoU with the Centre of Excellence in Maritime and Shipbuilding, identified in the agreement as a government-linked skills initiative involving Siemens and the Indian Register of Shipping, supports industry-oriented technical education and workforce development.

The agreement provides for the joint development of short-term and credit-based courses, Train-the-Trainer programmes and potential collaborative research in emerging technical fields. It also provides for credit equivalence for CEMS courses and credit accumulation through the Academic Bank of Credits, supporting progression between vocational training and higher education.

Clause 1.3 permits revisions to the scope of collaboration through mutual discussion and written agreement. This provides a mechanism for adapting the partnership to evolving training needs.

The MoU offers supporting evidence of collaborative programme development within a government-linked skills initiative, particularly in relation to **SDG 4, SDG 8** and **SDG 17**. However, the agreement alone does not establish direct involvement in government policy formulation or a dedicated framework for intervention monitoring. Its initial three-year term reached August 2025, so written renewal is necessary to demonstrate continued coverage.





MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("**MoU**") is entered into and rendered effective as of this Second day of August, 2022 ("**Execution Date**") and sets out the terms of understanding between:

MEDHAVI SKILLS UNIVERSITY (SIKKIM), a state enacted private university in Sikkim, India established with the passage of The Medhavi Skills University, Sikkim Act, 2021 ("**Act**") in the Sikkim State Legislative Assembly (Sikkim Act 12 of 2021) notified in the Gazette vide No. 156 dated June 24, 2021 for conducting various Degree/ Diploma program besides vocational education and training, having its Head Office at Topakhani, Lower Chisopani, PO: Singtam, District – East Sikkim, Sikkim – 737131, (hereinafter referred to as "**MSU**", which expression shall, unless it is repugnant to the context or meaning thereof, be deemed to mean and include its successor or successors-in-interest, subsidiaries, sister or group companies, associates, affiliates, permitted assigns and legal representatives, etc.) of the **FIRST PART**.

AND

CENTRE OF EXCELLENCE IN MARITIME & SHIPBUILDING (CEMS), a company incorporated under the Companies Act 2013, having registered office at 52A, Adi Shankaracharya Marg, Opposite Powai Lake, Powai, Mumbai, Maharashtra – 400072 (hereinafter referred to as "**CEMS**" which expression shall, unless it is repugnant to the context or meaning hereof, be deemed to mean and include its successors and permitted assigns) of the **SECOND PART**.

MSU and CEMS are hereinafter collectively referred to as the "**Parties**" and individually as "**Party**".

WHEREAS:

A. MSU is a UGC recognised private skills university in the State of Sikkim established to promote quality skill education and entrepreneurship in an integrated manner with higher education to meet the qualified skilled manpower requirements of a growing national economy and to develop qualified youth with skill proficiencies and standardized competencies.

B. CEMS is a skill development initiative undertaken by Ministry of Shipping, Government of India along with Siemens Industry Software India Pvt Ltd & Indian Register of Shipping (IRS) in line with Prime Minister's initiative of Skill India. The project aims to impart Industry 4.0 relevant training in latest software & hardware tools and technology used in the engineering industry. CEMS has high-quality practical training laboratories set up in various manufacturing fields.

C. The University Grants Commission's Guidelines for Higher Education Institutions to offer Apprenticeship/ Internship embedded Degree Programme dated July 24, 2020 ("**UGC Guidelines**") permit universities to embed apprenticeship/ internship in general degree programmes as an integrated component of the academic curriculum.

D. MSU, through the Act and UGC Guidelines, is empowered to collaborate with various industries and skill training centres/ entities with high quality skills training infrastructure to offer work integrated courses through embedding on-the-job practical training in the course curriculum. Accordingly, MSU has embedded such apprenticeship/ internship experience in their B.Voc degree / Technical Diploma / certificate programmes to augment the employability of students and to forge a close functional link between education and industry/ service sectors on a sustainable basis.

E. MSU is desirous of collaborating with CEMS, to leverage the infrastructure developed by CEMS and other resources of CEMS for providing industry-relevant and practical training

National Institute of Open Schooling (NIOS)

MSU's partnership with the National Institute of Open Schooling, under the Ministry of Education, Government of India, supports the integration of school education, vocational skills, higher education, employability and lifelong learning.

The collaboration covers joint curriculum development, digital learning ecosystems, credit mobility, Recognition of Prior Learning (RPL), vocational certification, school equivalency and apprenticeship-integrated programmes. Its approach aligns with the objectives of the National Education Policy 2020, NSQF, NCVET and the National Credit Framework.

Through this partnership, MSU contributes to the development of educational pathways intended to improve access, flexibility and academic progression. The collaboration is relevant to **SDG 4, SDG 8** and **SDG 17**.

The signed MoU and associated records of joint planning, programme development and review should be retained to substantiate the University's specific contribution to strategy development.



Overall Contribution to SDG Policy Development and Adaptive Management

Collectively, MSU's partnerships establish institutional channels for contributing to skills-development and inclusive-education strategies at national and regional levels. **Their principal contributions include:**

- **Problem identification:** Addressing skills gaps, industry workforce requirements, employability challenges, regional development needs and barriers to educational access.
- **Policy and strategy development:** Participating in the design of curricula, vocational qualifications, apprenticeship pathways, credit-transfer mechanisms and sector-specific training initiatives.
- **Implementation and coordination:** Working with government departments, statutory bodies, national skills organisations and regional institutions to coordinate programme delivery and stakeholder responsibilities.
- **Monitoring and reporting:** Using programme reviews, quality-assurance mechanisms, inspections, graduate tracking and reporting systems to assess implementation and performance.
- **Adaptive management:** Revising programmes, curricula, qualifications and collaborative arrangements in response to monitoring findings, market demand, technological developments and regulatory changes.
- **Inclusive and sustainable development:** Supporting access to education, tribal inclusion, employability, entrepreneurship, sustainable resource use and regional livelihood opportunities.

These mechanisms demonstrate MSU's contribution to the development and management of SDG-relevant strategies. However, formal participation in national SDG policy formulation, future-scenario modelling and demonstrated policy influence should be claimed only where supported by specific documentary evidence, such as consultation submissions, government meeting minutes, policy recommendations, scenario analyses or official acknowledgements.

Cross-Sectoral dialogue about SDGs

Medhavi Skills University (MSU) initiates and participates in cross-sectoral dialogue by engaging with industry leaders, government-linked institutions, regulatory bodies, external professionals and academic stakeholders. These engagements provide opportunities to exchange knowledge, discuss emerging challenges, share professional expertise and explore collaborative approaches to education, workforce development, financial literacy and well-being.

The University's activities contribute primarily to **SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 3 (Good Health and Well-being) and SDG 17 (Partnerships for the Goals).**

The following examples demonstrate MSU's participation in external forums and its organisation of dialogue with professionals beyond the university.

Participation in the ET HR World Future Skills Conference

The University participated in the ET HR World Future Skills Conference, engaging with industry thought leaders and other stakeholders on emerging workforce requirements, vocational innovation and strategies for developing India's skilled workforce.

The discussions focused on the role of corporate learning and development (L&D) in promoting sustainable growth, with particular emphasis on work-integrated learning and credit-based, modular and flexible educational pathways. These approaches were explored as ways to equip employees with job-ready skills, support talent retention and professional development, and address organisational productivity gaps.

MSU also highlighted the importance of recognising workplace learning through academic credits, thereby connecting professional development with formal educational achievement.

This engagement demonstrates cross-sectoral dialogue between higher education and industry on skills development, lifelong learning and changing employment needs. It supports SDG 4 through flexible learning opportunities, SDG 8 through workforce development and productivity, and SDG 17 through knowledge exchange and collaboration.

Evidence:https://www.msu.edu.in/events/msu-at-the-et-hr-world-future-skills-conference







Faculty Development Programme with the National Institute of Securities Markets (NISM)

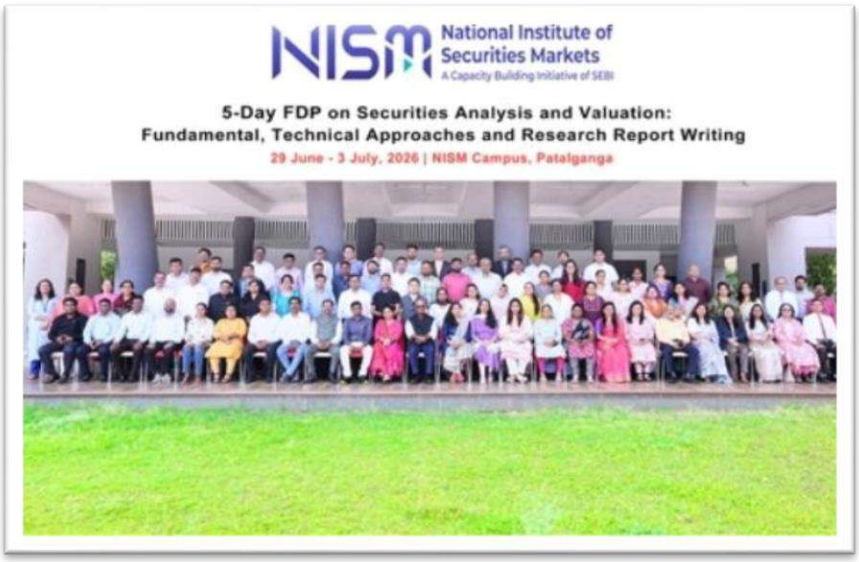
The School of Management and Commerce at MSU participated in a five-day Faculty Development Programme titled Securities Analysis and Valuation: Fundamental, Technical Approaches and Research Report Writing. Organised by the National Institute of Securities Markets (NISM) under SEBI-linked capacity-building and financial education initiatives, the programme was conducted at the NISM campus in Patalganga and the National Stock Exchange in Mumbai.

The programme brought university faculty into contact with financial-market experts through specialist sessions, practical case studies, simulation-based learning and industry exposure. Key topics included fundamental and technical analysis, equity valuation, financial modelling, portfolio management and research report writing.

This engagement facilitated the exchange of academic, regulatory-linked and industry knowledge, supporting the integration of professional practices into teaching and learning. It demonstrates collaboration between higher education and financial-market institutions and contributes to SDG 4 through faculty capacity building, SDG 8 through professional and financial-sector skills development, and SDG 17 through institutional partnerships.

Evidence:
https://www.msu.edu.in/events/strengthening-financial-expertise-through-nism-s-five-day-faculty-development-programme





University-Initiated Workshop on Self-Awareness and Personal Growth

MSU's Academic Operations Team organised a virtual workshop titled *Self-Awareness: The Foundation of Personal Growth* for students of the CRUX MA Psychology programme. The session was led by Ms. Amrita Mukherjee, a TEDx speaker, ICF-ACC Certified Executive Coach and industry professional with nearly 20 years of corporate experience.

Through reflective exercises and breakout discussions, participants explored emotional intelligence, the relationship between emotions and behaviour, self-regulation and effective communication.

The workshop illustrates MSU's initiative in facilitating dialogue between students and an external professional, bringing practical expertise into the academic environment. Its focus on emotional awareness and personal development supports SDG 3 (Good Health and Well-being) and SDG 4 (Quality Education), while the engagement reflects the collaborative principles of SDG 17. The workshop illustrates MSU's initiative in facilitating dialogue between students and an external professional, bringing practical expertise into the academic environment. Its focus on emotional awareness and personal development supports **SDG 3 (Good Health and Well-being)** and **SDG 4 (Quality Education)**, while the engagement reflects the collaborative principles of **SDG 17**.

https://www.msu.edu.in/events/understanding-self-awareness-as-the-foundation-of-personal-growth-workshop





University-Initiated Workshop on Resilience and Positive Psychology

MSU's Academic Operations Team also organised a virtual workshop titled *Building Resilience Through Positive Psychology* for more than 45 participants from the CRUX MA Psychology programme.

The workshop was conducted by Mrs. Pallavi Gupta, a psychotherapist and mental health professional with over 20 years of experience. The session combined interactive discussions with practical activities covering resilience, stress management, thought patterns and emotional well-being. Participants also explored conceptual models, a resilience questionnaire and strategies for managing personal and professional challenges.

The activity demonstrates MSU's efforts to connect academic learning with external professional expertise and practical approaches to psychological well-being. It contributes to **SDG 3** through awareness of mental health and resilience, **SDG 4** through experiential learning, and **SDG 17** through engagement with an external professional.

Evidence:https://www.msu.edu.in/events/building-resilience-through-positive-psychology-workshop





Overall Contribution to Cross-Sectoral SDG Dialogue

These initiatives demonstrate that the University engages in dialogue across academic, corporate, financial-market and professional sectors. The engagements enable the exchange of expertise, exposure to emerging industry practices and the integration of practical knowledge into education and professional development.

The University's principal contributions include:

- **Education and skills development:** Promoting flexible learning pathways, work-integrated education and industry-relevant competencies.

- **Industry and regulatory engagement:** Connecting faculty and academic programmes with financial-market expertise and professional capacity-building initiatives.
- **Health and well-being:** Facilitating discussions on emotional intelligence, resilience, stress management and personal development.
- **Partnerships and knowledge exchange:** Creating opportunities for interaction between students, faculty, external experts and industry stakeholders.

Medhavi Skills University both participates in external conferences and initiates professional workshops that facilitate dialogue on issues relevant to sustainable development. The documented activities provide evidence of cross-sectoral engagement, particularly in education, employability, professional capacity building and well-being, contributing to SDGs 3, 4, 8 and 17.

International collaboration data gathering for SDG

Medhavi Skills University has established several collaborations to enhance its international mobility and skill development initiatives. These include partnerships with Woosuk University and Orane International, among others. These collaborations aim to strengthen academic collaboration, facilitate skilled manpower migration, and provide hands-on training in various sectors. The university's commitment to international education and skill development is evident in its numerous partnerships and collaborations that contribute to the global workforce and the development of skilled professionals.

Medhavi Skills University signs MoU with Woosuk University to expand international academic collaboration (April 22, 2026)

Medhavi Skills University has signed a Memorandum of Understanding with Woosuk University to strengthen academic collaboration and international mobility.

The agreement was signed by Kuldip Sarma, Co-Founder and Pro-Chancellor of Medhavi Skills University, and Beck Sung Ki, a member of the Committee of International Relations at Woosuk University.

The partnership will focus on student and faculty exchange, joint research initiatives and the development of academic programmes. It also includes plans to establish a Korean Language Centre at Medhavi Skills University and facilitate short-term international programmes, seminars and academic forums.

Both institutions said the collaboration aims to expand access to global learning opportunities and support knowledge exchange between India and South Korea. The initiative aligns with the objectives of National Education Policy 2020, which emphasizes the internationalization of higher education.



Evidence: Web Link for International tie-ups

https://educationworld.in/medhavi-skills-university-signs-mou-with-woosuk-university-to-expand-international-academic-collaboration/

Medhavi Skills University Partners with Scotland's Qualifications Body to Strengthen International Study and Career Pathways for Indian Learners (December 20, 2025)

Medhavi Skills University (MSU) has formalised a strategic Progression Partnership with the Scottish Qualifications Authority (SQA), Scotland's national awarding and qualifications body, to develop internationally aligned, skill-integrated educational pathways. The collaboration encompasses work-integrated, credit-mapped programmes aligned with SQA's international standards, opportunities to earn SQA qualifications alongside MSU degrees, and structured progression routes to further education and employment worldwide. By connecting qualification frameworks, credit recognition and quality assurance across countries, the partnership supports international cooperation relevant to SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth) and SDG 17 (Partnerships for the Goals), while advancing the internationalisation objectives of India's National Education Policy 2020.

This partnership provides an institutional foundation for potential collaboration on

gathering and analysing evidence concerning educational access, qualification attainment, credit mobility, learner progression and employability. However, the supplied description does not document an agreed system for collecting or sharing such data, jointly measuring SDG indicators, or reporting SDG-related outcomes. Therefore, it demonstrates international collaboration in education and qualifications but does not yet substantiate participation specifically in international SDG data gathering or measurement. A definitive affirmative response would require supporting evidence of joint monitoring arrangements, shared datasets, indicator definitions or collaborative reports linking measured outcomes to the SDGs.



Medhavi Skills University Partners with Patanjali Japan Foundation

Medhavi Skills University and Patanjali Japan Foundation (PJF) signed a Memorandum of Understanding (MoU) in New Delhi to jointly offer skill-based programmes aligned with the workforce requirements of both India and Japan, as part of efforts to develop overseas employment pathways for Indian youth.

The Memorandum of Understanding (MoU) was signed by Kuldip Sarma, Co founder and Pro Chancellor, Medhavi Skills University (MSU), and Ashutosh Singh, Founder, Patanjali Japan Foundation (PJF). Speaking at the occasion, Kuldip Sarma, stated, “This partnership is a step toward empowering India’s youth with global employability. Through industry-relevant training and international placements, we aim to build a skilled workforce that meets global demand.”

Under the collaboration, Medhavi Skills University and Patanjali Japan Foundation will develop **NSQF-aligned vocational programmes** focused on international job

readiness, particularly in healthcare, agriculture and hospitality, to enable direct placements in Japan. The MoU signing was attended by senior officials, faculty members and dignitaries from both organizations.



https://www.bweducation.com/article/medhavi-group-patanjali-japan-foundation-sign-mou-555676

National Skill Development Corporation (NSDC) International

Globalisation has led to a significant increase in cross-border manpower mobility. In this context, the role of organizations like the National Skill Development Corporation (NSDC) International in facilitating skilled manpower migration has become increasingly important. NSDC International is a subsidiary of the NSDC, a public-private partnership that aims to promote skill development and entrepreneurship across the country. NSDC International has been at the forefront of India's efforts to internationalize its skill education sector, working to establish partnerships with overseas employers and facilitate the migration of skilled Indian workers.

The partnership between NSDC International and Medhavi Skills University is a testament to the growing recognition of India's knowledge-based industry and its ability to supply skilled technical manpower to the global market. Through this collaboration, the two organizations are working to develop and implement programs that cater to the specific needs of international employers, ensuring that Indian graduates are equipped with the skills and competencies required to succeed in the global workforce.

MSU Strengthens India–Sri Lanka Skill Collaboration

Medhavi Skills University advanced its global outreach through a strategic dialogue with the Sri Lanka Deputy High Commission.

Shri Kuldip Sarma, our Co-Founder and Pro- Chancellor, met Dr Ganesanathan Geathiswaran, Deputy High Commissioner, in the presence of Dr Lalit Narayan and Mr Sajeev Kumar S, to explore impactful bilateral collaboration.

Key discussions centred on skill development initiatives, work-integrated learning programmes and foreign employment exchange pathways across sectors including gems and jewellery, tea, tourism, healthcare, export and management. The engagement highlights MSU's commitment to building industry-aligned talent pipelines and enabling globally relevant careers through strong international partnerships.



Collaboration for SDG best practice

Medhavi Skills University (MSU) promotes international perspectives on education, skills development, intercultural understanding and ethical workforce mobility through collaborations and initiatives involving international organisations and global employment pathways. These engagements provide opportunities to understand different educational systems, workplace practices and approaches to preparing students for international careers.

The University's initiatives are relevant to **SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities) and SDG 17 (Partnerships for the Goals)**. The following activities illustrate MSU's efforts to encourage international learning and explore approaches relevant to sustainable development.

Goethe-Institut Intercultural Workshop (January 29, 2026)

MSU SHINE, in collaboration with the Goethe-Institut, organised an intercultural workshop led by German faculty expert Ms. Vishakha Naware and Project Officer Ms. Rajeshwari Manjrekar. The session introduced students to German culture, education pathways and professional life in Germany.

Through interactive discussions and scenario-based activities, participants explored workplace etiquette, communication styles, social norms and expectations within German organisations. The workshop enabled students to understand cross-cultural differences and develop cultural awareness, adaptability and confidence in preparing for international careers.

By introducing students to German educational and professional practices, the initiative supported international knowledge exchange and encouraged an understanding of approaches to workplace integration and global career preparation. It contributes to SDG 4 through international learning and skills development, SDG 8 through employment readiness, and SDG 17 through collaboration with an international cultural institution.

Evidence: https://www.msu.edu.in/events/goethe-institut-intercultural-workshop



Medhavi International Conclave 2025: Advancing Global Dialogue on Skills, Ethical Workforce Mobility and Sustainable Development

Medhavi Skills University announced the Medhavi International Conclave 2025 as an initiative to promote dialogue on international skilled-worker mobility, emerging global workforce requirements and sustainable career opportunities for young people. Scheduled to coincide with International Youth Day, the Conclave was intended to bring together organisations, industry representatives and partners to discuss international migration frameworks and workforce demand in sectors such as healthcare, information technology, engineering and logistics.

The proposed discussions focused on preparing young people for international employment, understanding evolving skills requirements and promoting responsible approaches to workforce mobility. These themes provide opportunities to consider how different countries and sectors approach skills development, international employment and inclusive access to career opportunities.

The initiative also proposed the launch of the **SHINE – Skill Hub for International Employment, Ahmedabad Centre**, intended to facilitate globally relevant skills development, internationally accredited certifications and sponsored pathways to international careers.

The Conclave's objectives align with **SDG 4** through skills development and lifelong learning, **SDG 8** through employability and decent work, **SDG 10** through inclusive employment opportunities, and **SDG 17** through international and cross-sectoral partnerships.

The available announcement establishes the event's intended objectives and proposed activities. However, evidence of the event's actual proceedings, participation by international partners, comparative research findings or jointly developed recommendations would be necessary to demonstrate the review and adoption of international best practices.

https://www.linkedin.com/posts/medhaviskillsuniversity-growth-skilling-share-7360602786197069825-pXhI/



Through these initiatives, MSU provides opportunities for students and institutional stakeholders to engage with international educational perspectives, intercultural practices and global employment requirements. The Goethe-Institut workshop offers a documented example of international cultural collaboration, while the Medhavi International Conclave was designed to facilitate broader dialogue on global skills development and workforce mobility.

These activities establish a foundation for comparative learning and international cooperation relevant to the SDGs.

The University undertakes international engagement and knowledge-exchange initiatives relevant to sustainable development, particularly in education, employability and ethical workforce mobility. These activities support the University's efforts to learn from international practices. Demonstrating that this engagement has resulted in comparative research and the development of international best practices would require additional documented evidence.

Collaboration for NGOs for SDGs

Medhavi Skills University Collaborate with Helping Hands NGO

The Mahatma Gandhi Centre for Skill Development, an initiative of Medhavi Skills University in partnership with Helping Hands NGO, promotes inclusive vocational education, skill development, employability and sustainable livelihood opportunities for underserved communities. The initiative contributes to **SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities) and SDG 17 (Partnerships for the Goals)** by equipping individuals with practical, industry-relevant skills.

As part of this initiative, graduates of the Electrical and Plumbing programmes received certificates and essential toolkits to help them begin their professional careers. These resources enable graduates to apply their technical skills, pursue employment and explore self-employment opportunities. By responding to growing regional demand for skilled workers, the initiative supports local workforce development, strengthens community livelihoods and empowers young people in the North-East to pursue sustainable economic opportunities.

Evidence:https://www.passionateinmarketing.com/supercop-robin-hibus-ngo-helping-hands-and-medhavi-skills-university-inaugurate-the-mahatma-gandhi-centre-in-ziro-for-skilling-youth/

Medhavi Skills University Collaborate with SANDIKSHA NGO

Medhavi Skills University (MSU) collaborates with the **Sashastra Seema Bal Wives Welfare Association (SANDIKSHA)** to promote inclusive higher education, skill development and employment opportunities for Sashastra Seema Bal (SSB) personnel and their families.

The partnership aims to reduce financial barriers to education and support career transitions through skill-based learning and targeted educational assistance. Key provisions include full tuition fee waivers for children of SSB personnel who lost their lives in service, special fee concessions for children of serving and retired personnel, and structured skill-development programmes to help early retirees transition into alternative careers.

Through this collaboration, MSU and SANDIKSHA seek to strengthen educational access, enhance employability and promote the socioeconomic well-being of security personnel's families. The initiative contributes to **SDG 4 (Quality Education)** by

expanding access to higher education and skills training, **SDG 8 (Decent Work and Economic Growth)** by supporting employability and career transitions, **SDG 10 (Reduced Inequalities)** by addressing financial barriers to education, and **SDG 17 (Partnerships for the Goals)** through collaboration between the university and a welfare organisation.

This partnership demonstrates MSU's commitment to working with non-governmental and welfare organisations to advance inclusive education, vocational skills and sustainable livelihood opportunities for deserving beneficiaries.

Evidence:https://www.linkedin.com/posts/medhaviskillsuniversity-sandiksha-ssb-share-7486343854741303296-JbIK/



NGO Engagement for Skills Development and Employability

Medhavi Skills University promotes skills development and employability through an approach that integrates learning technologies, expert trainers and skills-training infrastructure. The Medhavi Foundation, a not-for-profit organisation, supports vocational education and employment-oriented learning, while engagement with industry partners can provide trainees with practical exposure, learning opportunities and career pathways. These activities align with **SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth) and SDG 17 (Partnerships for the Goals).**

To establish this indicator as evidence of the University's collaboration with an NGO, documentation should demonstrate **MSU's direct involvement with the Medhavi Foundation** through activities such as jointly delivered training programmes, student volunteering, collaborative research, educational resource development or community-based skills initiatives. Supporting evidence should include partnership

records, activity reports, beneficiary details and measurable outcomes. The Foundation's reported activities and reach should be attributed to the Foundation and not presented as outcomes of MSU's NGO collaboration unless the University's specific contribution is documented.

Evidence:

https://www.medhavifoundation.org/csr-activity/



Education for SDGs commitment to meaningful education

Medhavi Skills University demonstrates its commitment to meaningful education around the United Nations Sustainable Development Goals through curriculum integration, with 687 recorded course alignments across 13 SDGs. This approach connects sustainability with disciplinary learning and professional practice, helping students understand how their knowledge and skills can contribute to sustainable development. By embedding SDG-related themes within the curriculum, the university supports learning that is relevant to students' academic pathways, future careers and responsibilities within society.

The strongest emphasis is on SDG 3 – Good Health and Well-being, with 279 course alignments, followed by SDG 9 – Industry, Innovation and Infrastructure, with 138, and SDG 8 – Decent Work and Economic Growth, with 128. These areas highlight the curriculum's focus on health, innovation, productive employment and economic development. SDG 4 – Quality Education is represented by 89 course alignments, reinforcing the importance of educational quality and lifelong learning, while SDG 2 – Zero Hunger has 8 alignments, incorporating themes relevant to nutrition and food security.

The curriculum also addresses SDG 12 – Responsible Consumption and Production through 13 course alignments, SDG 17 – Partnerships for the Goals through 12, and SDG 16 – Peace, Justice and Strong Institutions through 11. Further representation includes SDG 7 – Affordable and Clean Energy with 4 alignments, SDG 13 – Climate Action with 2, and one alignment each for SDG 6 – Clean Water and Sanitation, SDG 10 – Reduced Inequalities, and SDG 11 – Sustainable Cities and Communities. Together, these alignments demonstrate the breadth of SDG-related learning within the university's curriculum and support its commitment under Criterion 17.4.1 to make sustainability education relevant and applicable across student learning pathways.

List of Courses

S.No.	Name of the Course/Subject	Mapping with SDG
1	English and Communication – Essential Skills	SDG 4 – Quality Education
2	Foundation in Digital Application	SDG 3 – Good Health and Well-being
3	Quantitative Reasoning – Concept	SDG 4 – Quality Education
4	Human Anatomy and Physiology – Concept	SDG 3 – Good Health and Well-being
5	Human Anatomy and Physiology – Applied	SDG 3 – Good Health and Well-being
6	General Biochemistry – Concept	SDG 3 – Good Health and Well-being
7	General Biochemistry – Applied	SDG 3 – Good Health and Well-being
8	Club Activity	SDG 17 – Partnerships for the Goals
9	Soft Skills I – Personal Effectiveness	SDG 4 – Quality Education
10	Skill Drill – 1	SDG 4 – Quality Education
11	General Pharmacology – Concept	SDG 3 – Good Health and Well-being
12	General Microbiology – Concept	SDG 3 – Good Health and Well-being
13	General Microbiology – Applied	SDG 3 – Good Health and Well-being
14	Medical Sampling and Instrumentation Techniques – Applied	SDG 3 – Good Health and Well-being
15	Science and World	SDG 3 – Good Health and Well-being
16	English and Communication – Advance Skills	SDG 4 – Quality Education
17	Skill Drill – 2	SDG 4 – Quality Education
18	Soft Skills II – Interpersonal Effectiveness	SDG 4 – Quality Education
19	General Pathology – Concept	SDG 3 – Good Health and Well-being
20	Clinical Pathology – Concept	SDG 3 – Good Health and Well-being
21	Clinical Pathology – Applied	SDG 3 – Good Health and Well-being
22	Hematology – Concept	SDG 3 – Good Health and Well-being
23	Hematology – Applied	SDG 3 – Good Health and Well-being
24	Microbiology and Immunology – Concept	SDG 3 – Good Health and Well-being
25	Clinical Biochemistry – Concept	SDG 3 – Good Health and Well-being
26	Clinical Biochemistry – Applied	SDG 3 – Good Health and Well-being
27	Recent Trends in IT	SDG 3 – Good Health and Well-being
28	Soft Skills III – Career Readiness	SDG 4 – Quality Education
29	Business Communication	SDG 8 – Decent Work and Economic Growth
30	Medical Microbiology – Concept	SDG 3 – Good Health and Well-being
31	Medical Microbiology – Applied	SDG 3 – Good Health and Well-being
32	Fundamentals of Medical Biotechnology – Concept	SDG 3 – Good Health and Well-being

33	Diagnostic Histo and Cytology – Applied	SDG 3 – Good Health and Well-being
34	Blood Bank and Immuno-Hematology – Concept	SDG 3 – Good Health and Well-being
35	Blood Bank and Immuno-Hematology – Applied	SDG 3 – Good Health and Well-being
36	Clinical Practice BMLT – I	SDG 3 – Good Health and Well-being
37	Advanced Histotechnology and Diagnostic Cytology – Concept	SDG 3 – Good Health and Well-being
38	Advanced Histotechnology and Diagnostic Cytology – Applied	SDG 3 – Good Health and Well-being
39	Diagnostic Microbiology – Concept	SDG 3 – Good Health and Well-being
40	Diagnostic Microbiology – Applied	SDG 3 – Good Health and Well-being
41	Medical Law and Ethics – Concept	SDG 16 – Peace, Justice and Strong Institutions
42	Fundamental of Business	SDG 8 – Decent Work and Economic Growth
43	Healthcare Quality and Accreditation	SDG 3 – Good Health and Well-being
44	Psychology	SDG 3 – Good Health and Well-being
45	Project	SDG 3 – Good Health and Well-being
46	Research Methodology – Concept	SDG 9 – Industry, Innovation and Infrastructure
47	Medical Laboratory Management – Applied	SDG 3 – Good Health and Well-being
48	Artificial Intelligence in Healthcare	SDG 3 – Good Health and Well-being
49	Nutrition and Lifestyle Management	SDG 2 – Zero Hunger
50	Clinical Practice BMLT – II	SDG 3 – Good Health and Well-being
51	Quantitative Reasoning - Concept	SDG 4 – Quality Education
52	English and Communication – Essential Skills	SDG 4 – Quality Education
53	Fundamentals of Digital Applications - Applied	SDG 3 – Good Health and Well-being
54	Human Anatomy and Physiology - Concept	SDG 3 – Good Health and Well-being
55	Human Anatomy and Physiology - Applied	SDG 3 – Good Health and Well-being
56	General Biochemistry - Concept	SDG 3 – Good Health and Well-being
57	General Biochemistry - Applied	SDG 3 – Good Health and Well-being
58	Skill Drill - 1	SDG 4 – Quality Education
59	Personal Effectiveness	SDG 4 – Quality Education
60	Club Activity	SDG 17 – Partnerships for the Goals
61	Science and World	SDG 3 – Good Health and Well-being
62	Ocular Anatomy - Concept	SDG 3 – Good Health and Well-being
63	Geometrical Optics - Concept	SDG 3 – Good Health and Well-being
64	English and Communication - Advanced Skills	SDG 4 – Quality Education
65	Physical Optics - Applied	SDG 3 – Good Health and Well-being
66	Visual Optics – Concept	SDG 3 – Good Health and Well-being
67	Skill Drill – 2	SDG 4 – Quality Education
68	Interpersonal Effectiveness	SDG 4 – Quality Education
69	Ocular Microbiology - Concept	SDG 3 – Good Health and Well-being
70	Clinical Optics - Concept	SDG 3 – Good Health and Well-being
71	Clinical Optics - Applied	SDG 3 – Good Health and Well-being
72	Ophthalmic Instrumentation - Applied	SDG 3 – Good Health and Well-being
73	Dispensing Optics - Applied	SDG 3 – Good Health and Well-being
74	Recent Trends in IT	SDG 3 – Good Health and Well-being
75	Career Readiness	SDG 8 – Decent Work and Economic Growth
76	Advanced Clinical Optics - Applied	SDG 3 – Good Health and Well-being
77	Binocular Vision and Ocular Motility - Concept	SDG 3 – Good Health and Well-being

78	Binocular Vision and Ocular Motility - Applied	SDG 3 – Good Health and Well-being
79	Low Vision Aids - Concept	SDG 10 – Reduced Inequalities
80	Advanced Ophthalmic Instrumentation - Applied	SDG 3 – Good Health and Well-being
81	Contact Lens and Basic Application - Applied	SDG 3 – Good Health and Well-being
82	Psychology	SDG 3 – Good Health and Well-being
83	Business Communication	SDG 8 – Decent Work and Economic Growth
84	Clinical Practice (B. Opto) - 1	SDG 3 – Good Health and Well-being
85	Ocular Pharmacology - Concept	SDG 3 – Good Health and Well-being
86	Contact Lens and Special Application - Applied	SDG 3 – Good Health and Well-being
87	Ocular Diseases - Concept	SDG 3 – Good Health and Well-being
88	Orthoptics And Binocular Vision - Applied	SDG 3 – Good Health and Well-being
89	Optometry Practice Law - Concept	SDG 16 – Peace, Justice and Strong Institutions
90	Public Health and Community Optometry - Concept	SDG 3 – Good Health and Well-being
91	Fundamental of Business	SDG 8 – Decent Work and Economic Growth
92	Healthcare Quality and Accreditation	SDG 3 – Good Health and Well-being
93	Research Methodology - Concept	SDG 9 – Industry, Innovation and Infrastructure
94	Eye Banking - Concept	SDG 3 – Good Health and Well-being
95	Artificial Intelligence in Healthcare	SDG 3 – Good Health and Well-being
96	Nutrition and Lifestyle Management	SDG 2 – Zero Hunger
97	Clinical Practice (B. Opto) - 2	SDG 3 – Good Health and Well-being
98	English and Communication - Essential Skills	SDG 4 – Quality Education
99	Human Anatomy and Physiology-Concept	SDG 3 – Good Health and Well-being
100	Human Anatomy and Physiology-Applied	SDG 3 – Good Health and Well-being
101	General Biochemistry-Concept	SDG 3 – Good Health and Well-being
102	General Biochemistry-Applied	SDG 3 – Good Health and Well-being
103	Foundation in Digital Application	SDG 3 – Good Health and Well-being
104	Quantitative Reasoning	SDG 4 – Quality Education
105	Skill Drill- 1	SDG 4 – Quality Education
106	Personal Effectiveness	SDG 4 – Quality Education
107	Club Activity	SDG 17 – Partnerships for the Goals
108	English and Communication - Advanced Skills	SDG 4 – Quality Education
109	Clinical Anatomy and Physiology - Concept	SDG 3 – Good Health and Well-being
110	Clinical Anatomy and Physiology - Applied	SDG 3 – Good Health and Well-being
111	Basic Principles of Biomechanics - Concept	SDG 3 – Good Health and Well-being
112	General Microbiology - Concept	SDG 3 – Good Health and Well-being
113	Science and World	SDG 3 – Good Health and Well-being
114	Skill Drill – 2	SDG 4 – Quality Education
115	Interpersonal Effectiveness	SDG 4 – Quality Education
116	Biomechanics & Kinesiology - Concept	SDG 3 – Good Health and Well-being
117	Foundation of Exercise Therapy - Concept	SDG 3 – Good Health and Well-being
118	Foundation of Exercise Therapy - Applied	SDG 3 – Good Health and Well-being
119	Biophysics - Concept	SDG 9 – Industry, Innovation and Infrastructure
120	General and clinical psychology - Concept	SDG 3 – Good Health and Well-being
121	Sociology	SDG 3 – Good Health and Well-being
122	Business Communication	SDG 8 – Decent Work and Economic Growth

123	Recent Trends in IT	SDG 3 – Good Health and Well-being
124	Career Readiness	SDG 8 – Decent Work and Economic Growth
125	Pharmacology - Concept	SDG 3 – Good Health and Well-being
126	Pathology - Concept	SDG 3 – Good Health and Well-being
127	Exercise Therapy and Soft tissue manipulation - Concept	SDG 3 – Good Health and Well-being
128	Exercise Therapy and Soft Tissue manipulation - Applied	SDG 3 – Good Health and Well-being
129	Electrotherapy and Equipment Care -Concept	SDG 3 – Good Health and Well-being
130	Electrotherapy and Equipment Care - Applied	SDG 3 – Good Health and Well-being
131	Clinical Practice (BPT) -1	SDG 3 – Good Health and Well-being
132	Clinical Orthopaedics and Traumatology - Concept	SDG 3 – Good Health and Well-being
133	Clinical Orthopaedics and Traumatology - Applied	SDG 3 – Good Health and Well-being
134	Clinical Neurology - Concept	SDG 3 – Good Health and Well-being
135	Clinical Neurology - Applied	SDG 3 – Good Health and Well-being
136	Clinical Cardiothoracic Conditions - Concept	SDG 3 – Good Health and Well-being
137	General Medicine, Skin and Paediatrics - Concept	SDG 3 – Good Health and Well-being
138	Entrepreneurship Development	SDG 8 – Decent Work and Economic Growth
139	Diagnostic Imaging for Physiotherapist - Concept	SDG 3 – Good Health and Well-being
140	Physiotherapy in Orthopaedics and Sports - Concept	SDG 3 – Good Health and Well-being
141	Physiotherapy in Orthopaedics and Sports - Applied	SDG 3 – Good Health and Well-being
142	Physiotherapy in Neurology and Psychosomatic disorder - Concept	SDG 3 – Good Health and Well-being
143	Physiotherapy in Neurology and Psychosomatic disorder - Applied	SDG 3 – Good Health and Well-being
144	Physiotherapy in Surgical conditions Obstetrics and Gynaecology - Concept	SDG 3 – Good Health and Well-being
145	Clinical Practice (BPT) -2	SDG 3 – Good Health and Well-being
146	Community Medicine - Concept	SDG 3 – Good Health and Well-being
147	Physiotherapy in Cardiovascular, pulmonary and intensive care - Concept	SDG 3 – Good Health and Well-being
148	Physiotherapy in Cardiovascular, Pulmonary and Intensive Care - Applied	SDG 3 – Good Health and Well-being
149	Administration and Teaching skills - Concept	SDG 3 – Good Health and Well-being
150	Research Methodology	SDG 9 – Industry, Innovation and Infrastructure
151	Research Project	SDG 9 – Industry, Innovation and Infrastructure
152	Fundamental of Business	SDG 8 – Decent Work and Economic Growth
153	Healthcare Quality and Accreditation	SDG 3 – Good Health and Well-being
154	Community Physiotherapy	SDG 3 – Good Health and Well-being
155	Sports Physiotherapy and Exercise Prescription - Concept	SDG 3 – Good Health and Well-being
156	Physiotherapy Ethics, Medico Legal aspects - Concept	SDG 16 – Peace, Justice and Strong Institutions
157	Artificial Intelligence in Healthcare	SDG 3 – Good Health and Well-being
158	Nutrition and Lifestyle Management	SDG 2 – Zero Hunger
159	English and Communication – Essential Skills	SDG 4 – Quality Education
160	Science and World	SDG 3 – Good Health and Well-being

161	Human Anatomy and Physiology-Concept	SDG 3 – Good Health and Well-being
162	Human Anatomy and Physiology-Applied	SDG 3 – Good Health and Well-being
163	General Biochemistry-Concept	SDG 3 – Good Health and Well-being
164	General Biochemistry-Applied	SDG 3 – Good Health and Well-being
165	Skill Drill - 1	SDG 4 – Quality Education
166	Soft Skills I-Personal Effectiveness	SDG 4 – Quality Education
167	Club Activity	SDG 17 – Partnerships for the Goals
168	English and Communication – Advance Skills	SDG 4 – Quality Education
169	Fundamentals in Digital Application	SDG 3 – Good Health and Well-being
170	Quantitative Reasoning	SDG 4 – Quality Education
171	IV Access and Medication Administration	SDG 3 – Good Health and Well-being
172	Introduction to Operation Theatre-Concept	SDG 3 – Good Health and Well-being
173	General Pharmacology-Concept	SDG 3 – Good Health and Well-being
174	Skill Drill - 2	SDG 4 – Quality Education
175	Soft Skills II-Interpersonal Effectiveness	SDG 4 – Quality Education
176	Principles of Anaesthesia - Concept	SDG 3 – Good Health and Well-being
177	General Microbiology - Concept	SDG 3 – Good Health and Well-being
178	Surgical Instrumentation - Applied	SDG 3 – Good Health and Well-being
179	Elementary Nursing -Applied	SDG 3 – Good Health and Well-being
180	Basic Life support and Advanced Cardiac Life support - Applied	SDG 3 – Good Health and Well-being
181	Recent Trends in IT	SDG 3 – Good Health and Well-being
182	Business Communication	SDG 8 – Decent Work and Economic Growth
183	Soft Skills III-Career Readiness	SDG 4 – Quality Education
184	Airway Management and Respiratory Emergencies – Concept	SDG 3 – Good Health and Well-being
185	Airway Management and Respiratory Emergencies – Applied	SDG 3 – Good Health and Well-being
186	Medical Law and Ethics-Concept	SDG 16 – Peace, Justice and Strong Institutions
187	CSSD and Manifold Area-Concept	SDG 3 – Good Health and Well-being
188	Basics of Surgical Procedure - Concept	SDG 3 – Good Health and Well-being
189	Clinical Practice (BOTT) - 1	SDG 3 – Good Health and Well-being
190	Advanced Anaesthesia Technique - Concept	SDG 3 – Good Health and Well-being
191	Cardiovascular and Neurological Emergencies - Concept	SDG 3 – Good Health and Well-being
192	Cardiovascular and Neurological Emergencies - Applied	SDG 3 – Good Health and Well-being
193	Advanced Procedure in OT-Concept	SDG 3 – Good Health and Well-being
194	Psychology	SDG 3 – Good Health and Well-being
195	Fundamental of Business	SDG 8 – Decent Work and Economic Growth
196	Healthcare Quality & Accreditation	SDG 3 – Good Health and Well-being
197	Research Methodology - Concept	SDG 9 – Industry, Innovation and Infrastructure
198	Intensive Care-Concept	SDG 3 – Good Health and Well-being
199	Artificial Intelligence in Healthcare	SDG 3 – Good Health and Well-being
200	Nutrition and Lifestyle Management	SDG 2 – Zero Hunger
201	Clinical Practice (BOTT) - 2	SDG 3 – Good Health and Well-being
202	English and Communication – Essential Skills	SDG 4 – Quality Education
203	Science and World	SDG 3 – Good Health and Well-being
204	Human Anatomy and Physiology-Concept	SDG 3 – Good Health and Well-being
205	Human Anatomy and Physiology-Applied	SDG 3 – Good Health and Well-being

206	General Biochemistry- Concept	SDG 3 – Good Health and Well-being
207	General Biochemistry- Applied	SDG 3 – Good Health and Well-being
208	Club Activity	SDG 17 – Partnerships for the Goals
209	Skill Drill - 1	SDG 4 – Quality Education
210	Soft Skills I-Personal Effectiveness	SDG 4 – Quality Education
211	English and Communication – Advance Skills	SDG 4 – Quality Education
212	Fundamentals in Digital Application	SDG 3 – Good Health and Well-being
213	Quantitative Reasoning	SDG 4 – Quality Education
214	Introduction to Emergency Medical Services-Concept	SDG 3 – Good Health and Well-being
215	Introduction to Emergency Medical Services-Applied	SDG 3 – Good Health and Well-being
216	Patient assessment and medication administration- Applied	SDG 3 – Good Health and Well-being
217	General Pharmacology- Concept	SDG 3 – Good Health and Well-being
218	Skill Drill - 2	SDG 4 – Quality Education
219	Soft Skills II-Interpersonal Effectiveness	SDG 4 – Quality Education
220	Trauma emergency and Lifting Moving-Concept	SDG 3 – Good Health and Well-being
221	Trauma emergency and Lifting Moving-Applied	SDG 3 – Good Health and Well-being
222	Emergency Medical Services and Equipment-Applied	SDG 3 – Good Health and Well-being
223	Respiratory and Cardiac Emergency-Concept	SDG 3 – Good Health and Well-being
224	Respiratory and Cardiac Emergency-Applied	SDG 3 – Good Health and Well-being
225	Medical Emergencies- Concept	SDG 3 – Good Health and Well-being
226	Recent Trends in IT	SDG 3 – Good Health and Well-being
227	Soft Skills III-Career Readiness	SDG 4 – Quality Education
228	Obstetrics and Gynaecology Emergency-Concept	SDG 3 – Good Health and Well-being
229	Neonatal, Paediatric, and Geriatric Emergency- Applied	SDG 3 – Good Health and Well-being
230	Neurological and Endocrine Emergency-Concept	SDG 3 – Good Health and Well-being
231	Renal and Genitourinary Emergency- Concept	SDG 3 – Good Health and Well-being
232	Elementary Nursing- Applied	SDG 3 – Good Health and Well-being
233	Business communication	SDG 8 – Decent Work and Economic Growth
234	Clinical Practice (BEMT) - 1	SDG 3 – Good Health and Well-being
235	Abdominal and Gastrointestinal Emergency-Concept	SDG 3 – Good Health and Well-being
236	Disaster Management- Applied	SDG 11 – Sustainable Cities and Communities
237	Basic Life Support and Advanced Cardiac Life Support- Applied	SDG 3 – Good Health and Well-being
238	Toxicological and Environmental Emergency-Concept	SDG 3 – Good Health and Well-being
239	Fundamental of Business	SDG 8 – Decent Work and Economic Growth
240	Healthcare Quality and Accreditation	SDG 3 – Good Health and Well-being
241	Medical Law and Ethics- Concept	SDG 16 – Peace, Justice and Strong Institutions
242	Psychology	SDG 3 – Good Health and Well-being
243	Research Methodology - Concept	SDG 9 – Industry, Innovation and Infrastructure
244	Ambulance Operations- Concept	SDG 3 – Good Health and Well-being
245	Intensive Care- Concept	SDG 3 – Good Health and Well-being

246	Artificial Intelligence in Healthcare	SDG 3 – Good Health and Well-being
247	Nutrition and Lifestyle Management	SDG 2 – Zero Hunger
248	Clinical Practice (B.Sc.EMT) - 2	SDG 3 – Good Health and Well-being
249	English and Communication – Essential Skills	SDG 4 – Quality Education
250	Introductory Physics	SDG 9 – Industry, Innovation and Infrastructure
251	Introductory Chemistry	SDG 9 – Industry, Innovation and Infrastructure
252	Introductory Biology	SDG 3 – Good Health and Well-being
253	Introduction to Health Science	SDG 3 – Good Health and Well-being
254	Club Activity	SDG 17 – Partnerships for the Goals
255	Skill Drill - 1	SDG 4 – Quality Education
256	Personal Effectiveness	SDG 4 – Quality Education
257	English and Communication – Advance Skills	SDG 4 – Quality Education
258	Fundamentals in Digital Application	SDG 3 – Good Health and Well-being
259	Introduction to Emergency Medical Services-Concept	SDG 3 – Good Health and Well-being
260	Introduction to Emergency Medical Services-Applied	SDG 3 – Good Health and Well-being
261	Patient assessment and medication administration- Applied	SDG 3 – Good Health and Well-being
262	Human Anatomy and Physiology-Concept	SDG 3 – Good Health and Well-being
263	Human Anatomy and Physiology-Applied	SDG 3 – Good Health and Well-being
264	General Biochemistry- Concept	SDG 3 – Good Health and Well-being
265	General Biochemistry- Applied	SDG 3 – Good Health and Well-being
266	Skill Drill - 2	SDG 4 – Quality Education
267	Interpersonal Effectiveness	SDG 4 – Quality Education
268	Trauma emergency and Lifting Moving-Concept	SDG 3 – Good Health and Well-being
269	Trauma emergency and Lifting Moving-Applied	SDG 3 – Good Health and Well-being
270	Respiratory and Cardiac Emergency-Concept	SDG 3 – Good Health and Well-being
271	Respiratory and Cardiac Emergency-Applied	SDG 3 – Good Health and Well-being
272	Emergency Medical Services and Equipment-Applied	SDG 3 – Good Health and Well-being
273	General Pharmacology- Concept	SDG 3 – Good Health and Well-being
274	Introduction to Artificial Intelligence	SDG 9 – Industry, Innovation and Infrastructure
275	Career Readiness	SDG 8 – Decent Work and Economic Growth
276	Obstetrics and Gynaecology Emergency-Concept	SDG 3 – Good Health and Well-being
277	Neonatal, Paediatric, and Geriatric Emergency- Applied	SDG 3 – Good Health and Well-being
278	Neurological and Endocrine Emergency-Concept	SDG 3 – Good Health and Well-being
279	Renal and Genitourinary Emergency- Concept	SDG 3 – Good Health and Well-being
280	Elementary Nursing- Applied	SDG 3 – Good Health and Well-being
281	Business communication	SDG 8 – Decent Work and Economic Growth
282	Clinical Practice (DEMT) - 1	SDG 3 – Good Health and Well-being
283	English and Communication – Essential Skills	SDG 4 – Quality Education
284	Science and World	SDG 3 – Good Health and Well-being
285	Human Anatomy and Physiology - Concept	SDG 3 – Good Health and Well-being
286	General Biochemistry – Concept	SDG 3 – Good Health and Well-being
287	Human Anatomy and Physiology – Applied	SDG 3 – Good Health and Well-being

288	General Biochemistry – Applied	SDG 3 – Good Health and Well-being
289	Skill Drill - 1	SDG 4 – Quality Education
290	Personal Effectiveness	SDG 4 – Quality Education
291	Club Activity	SDG 17 – Partnerships for the Goals
292	English and Communication – Advance Skills	SDG 4 – Quality Education
293	Foundation in Digital Applications	SDG 3 – Good Health and Well-being
294	Quantitative Reasoning- Concept	SDG 4 – Quality Education
295	Radiation Physics - Concept	SDG 3 – Good Health and Well-being
296	Radiographic Photography and Image Processing - Concept	SDG 3 – Good Health and Well-being
297	Skill Drill - 2	SDG 4 – Quality Education
298	Interpersonal Effectiveness	SDG 4 – Quality Education
299	Radiographic Positioning Techniques- Concept	SDG 3 – Good Health and Well-being
300	Radiographic Positioning Techniques - Applied	SDG 3 – Good Health and Well-being
301	Radiation Hazards, Protection and Quality Assurance - Concept	SDG 3 – Good Health and Well-being
302	Orientation in Clinical Sciences - Concept	SDG 3 – Good Health and Well-being
303	Recent Trends in IT	SDG 3 – Good Health and Well-being
304	Business Communication	SDG 8 – Decent Work and Economic Growth
305	Patient Care in Radiology	SDG 3 – Good Health and Well-being
306	Career Readiness	SDG 8 – Decent Work and Economic Growth
307	Instrumentation of Specialized Radiology Equipment - Concept	SDG 3 – Good Health and Well-being
308	Computed Tomography - Concept	SDG 3 – Good Health and Well-being
309	Image Interpretation - Concept	SDG 3 – Good Health and Well-being
310	Radiological Procedures - Concept	SDG 3 – Good Health and Well-being
311	Radiological Procedures - Applied	SDG 3 – Good Health and Well-being
312	Psychology	SDG 3 – Good Health and Well-being
313	Clinical Practice (BRIT) - 1	SDG 3 – Good Health and Well-being
314	Magnetic Resonance Imaging - Concept	SDG 3 – Good Health and Well-being
315	Basics of USG - Concept	SDG 3 – Good Health and Well-being
316	Clinical Aspects in Radiology Imaging - Concept	SDG 3 – Good Health and Well-being
317	Advanced Diagnostic Imaging Techniques - Concept	SDG 3 – Good Health and Well-being
318	Research Methodology - Concept	SDG 9 – Industry, Innovation and Infrastructure
319	Fundamental of Business	SDG 8 – Decent Work and Economic Growth
320	Healthcare Quality and Accreditation	SDG 3 – Good Health and Well-being
321	Clinical Practice (BRIT) – 2	SDG 3 – Good Health and Well-being
322	English and Communication – Essential Skills	SDG 4 – Quality Education
323	Science and World	SDG 3 – Good Health and Well-being
324	Human Anatomy and Physiology - Concept	SDG 3 – Good Health and Well-being
325	Human Anatomy and Physiology - Applied	SDG 3 – Good Health and Well-being
326	General Biochemistry- Concept	SDG 3 – Good Health and Well-being
327	General Biochemistry - Applied	SDG 3 – Good Health and Well-being
328	Club Activity	SDG 17 – Partnerships for the Goals
329	Skill Drill - 1	SDG 4 – Quality Education
330	Personal Effectiveness	SDG 4 – Quality Education
331	English and Communication – Advance Skills	SDG 4 – Quality Education
332	Fundamentals in Digital Application	SDG 3 – Good Health and Well-being

333	Quantitative Reasoning	SDG 4 – Quality Education
334	General Pharmacology - Concept	SDG 3 – Good Health and Well-being
335	General Microbiology - Concept	SDG 3 – Good Health and Well-being
336	Anatomy and Physiology of Kidney-Concept	SDG 3 – Good Health and Well-being
337	Biomedical Waste Management and Aseptic Techniques- Applied	SDG 3 – Good Health and Well-being
338	Skill Drill - 2	SDG 4 – Quality Education
339	Interpersonal Effectiveness	SDG 4 – Quality Education
340	Recent Trends in IT	SDG 3 – Good Health and Well-being
341	Fundamentals of Dialysis- Concept	SDG 3 – Good Health and Well-being
342	Concept of kidney diseases and Dialysis-Concept	SDG 3 – Good Health and Well-being
343	Dialysis Therapy I- Concept	SDG 3 – Good Health and Well-being
344	Instrumentation specific to Dialysis Therapy-Applied	SDG 3 – Good Health and Well-being
345	Career Readiness	SDG 8 – Decent Work and Economic Growth
346	Fundamentals of Pathology-Concept	SDG 3 – Good Health and Well-being
347	Dilaysis Patient Care Skills-Applied	SDG 3 – Good Health and Well-being
348	Business Communication	SDG 8 – Decent Work and Economic Growth
349	Psychology- Concept	SDG 3 – Good Health and Well-being
350	Clinical Problems and Evidence Based Practice in Dialysis Therapy-Concept	SDG 3 – Good Health and Well-being
351	Extracorporeal Blood Based Therapy- Applied	SDG 3 – Good Health and Well-being
352	Quality Assurance and Safety in Dialysis-Concept	SDG 3 – Good Health and Well-being
353	Pharmacology related to Dialysis Therapy-Concept	SDG 3 – Good Health and Well-being
354	Renal Nutrition- Concept	SDG 2 – Zero Hunger
355	Clinical Practice (BDT)- 1	SDG 3 – Good Health and Well-being
356	Dialysis Therapy II- Concept	SDG 3 – Good Health and Well-being
357	Advance and Recent Advancement in Extracorporeal Blood Based Therapies-Concept	SDG 3 – Good Health and Well-being
358	Advance and Recent Advancement in Extracorporeal Blood Based Therapies-Applied	SDG 3 – Good Health and Well-being
359	Fundamental of Business	SDG 8 – Decent Work and Economic Growth
360	Healthcare Quality and Accreditation	SDG 3 – Good Health and Well-being
361	Basic Life Support and Advanced Cardiac Life Support- Applied	SDG 3 – Good Health and Well-being
362	Project	SDG 3 – Good Health and Well-being
363	Research Methodology- Concept	SDG 9 – Industry, Innovation and Infrastructure
364	Renal Transplantation and Coordination-Concept	SDG 3 – Good Health and Well-being
365	Medical Ethics- Concept	SDG 16 – Peace, Justice and Strong Institutions
366	Artificial Intelligence in Healthcare	SDG 3 – Good Health and Well-being
367	Nutrition and Lifestyle Management	SDG 2 – Zero Hunger
368	Clinical Practice(BDT)- 2	SDG 3 – Good Health and Well-being
369	Business Communication and Presentation Skills	SDG 8 – Decent Work and Economic Growth
370	Principles of Management and Leadership	SDG 8 – Decent Work and Economic Growth

371	Managerial Accounting and Reporting	SDG 8 – Decent Work and Economic Growth
372	Introduction to IT Essentials: MS Office Suite	SDG 8 – Decent Work and Economic Growth
373	Marketing Fundamentals and Consumer Behavior	SDG 8 – Decent Work and Economic Growth
374	Financial Management and Budgeting	SDG 8 – Decent Work and Economic Growth
375	Data Analysis with Excel and Power BI	SDG 9 – Industry, Innovation and Infrastructure
376	HR Essentials and Organization Design	SDG 8 – Decent Work and Economic Growth
377	Field Project	SDG 9 – Industry, Innovation and Infrastructure
378	Supply Chain Management	SDG 8 – Decent Work and Economic Growth
379	Brand Management	SDG 8 – Decent Work and Economic Growth
380	Financial Market and Institutions	SDG 8 – Decent Work and Economic Growth
381	Research Methodology	SDG 9 – Industry, Innovation and Infrastructure
382	Data Visualization using Tableau	SDG 9 – Industry, Innovation and Infrastructure
383	Digital Marketing and Content Strategies	SDG 8 – Decent Work and Economic Growth
384	Marketing Performance Analytics	SDG 8 – Decent Work and Economic Growth
385	Marketing Strategies	SDG 8 – Decent Work and Economic Growth
386	Marketing Communication and Brand Building	SDG 8 – Decent Work and Economic Growth
387	Recruitment and Selection	SDG 8 – Decent Work and Economic Growth
388	Compensation Management	SDG 8 – Decent Work and Economic Growth
389	Performance Management and Training	SDG 8 – Decent Work and Economic Growth
390	Employee Engagement and Relations	SDG 8 – Decent Work and Economic Growth
391	Financial Planning and Analysis	SDG 8 – Decent Work and Economic Growth
392	Financial Construction with Reporting and Analysis	SDG 8 – Decent Work and Economic Growth
393	Equity Research and Analysis	SDG 8 – Decent Work and Economic Growth
394	Enterprise Valuation	SDG 8 – Decent Work and Economic Growth
395	Employment System and Workplace Dynamics	SDG 8 – Decent Work and Economic Growth
396	Financial Modelling	SDG 8 – Decent Work and Economic Growth
397	Strategic Sales, Innovation and Pitching Mastery	SDG 8 – Decent Work and Economic Growth
398	Customer Relationship Management (CRM)	SDG 8 – Decent Work and Economic Growth
399	Industry Transition	SDG 8 – Decent Work and Economic Growth
400	Business Analytics	SDG 8 – Decent Work and Economic Growth
401	Capstone Project	SDG 9 – Industry, Innovation and Infrastructure

402	Industry Immersion	SDG 8 – Decent Work and Economic Growth
403	English and Communication – Essential Skills	SDG 4 – Quality Education
404	Foundation in Digital Application	SDG 8 – Decent Work and Economic Growth
405	Science and World	SDG 8 – Decent Work and Economic Growth
406	Business Management Fundamental Practices – Concept	SDG 8 – Decent Work and Economic Growth
407	Business Management Fundamental Practices – Applied	SDG 8 – Decent Work and Economic Growth
408	Basics of Professional Accounting – Concept	SDG 8 – Decent Work and Economic Growth
409	Basics of Professional Accounting – Applied	SDG 8 – Decent Work and Economic Growth
410	Club Activity	SDG 17 – Partnerships for the Goals
411	Skill Drill – 1	SDG 4 – Quality Education
412	Personal Effectiveness	SDG 4 – Quality Education
413	Career Readiness	SDG 8 – Decent Work and Economic Growth
414	Organizational Behavior and Human Capital Management	SDG 8 – Decent Work and Economic Growth
415	Accounting Practice – Tally Prime	SDG 8 – Decent Work and Economic Growth
416	Financial Management	SDG 8 – Decent Work and Economic Growth
417	Indirect Tax: GST – Concept	SDG 8 – Decent Work and Economic Growth
418	Indirect Tax: GST – Applied	SDG 8 – Decent Work and Economic Growth
419	Income Tax Laws and Mechanism – Concept	SDG 16 – Peace, Justice and Strong Institutions
420	Income Tax Laws and Mechanism – Applied	SDG 16 – Peace, Justice and Strong Institutions
421	Financial Modelling	SDG 8 – Decent Work and Economic Growth
422	Recent Trends in IT	SDG 8 – Decent Work and Economic Growth
423	Entrepreneurship Orientation	SDG 8 – Decent Work and Economic Growth
424	Project	SDG 8 – Decent Work and Economic Growth
425	Foundations of Digital Marketing	SDG 8 – Decent Work and Economic Growth
426	Social Media Marketing and Content Creation	SDG 8 – Decent Work and Economic Growth
427	Performance Marketing and Campaign Execution	SDG 8 – Decent Work and Economic Growth
428	English and Communication – Advance Skills	SDG 4 – Quality Education
429	Community Action Learning Project	SDG 17 – Partnerships for the Goals
430	Quantitative Reasoning	SDG 4 – Quality Education
431	Business Economics	SDG 8 – Decent Work and Economic Growth
432	New Age Marketing	SDG 8 – Decent Work and Economic Growth
433	Organization Design	SDG 8 – Decent Work and Economic Growth
434	Skill Drill – 2	SDG 4 – Quality Education
435	Interpersonal Effectiveness	SDG 4 – Quality Education

436	Industry Transition	SDG 8 – Decent Work and Economic Growth
437	Psychology	SDG 3 – Good Health and Well-being
438	Organization Design	SDG 8 – Decent Work and Economic Growth
439	Data Management	SDG 8 – Decent Work and Economic Growth
440	Business Communication	SDG 8 – Decent Work and Economic Growth
441	Audit and SOPs	SDG 8 – Decent Work and Economic Growth
442	Entrepreneurship Orientation	SDG 8 – Decent Work and Economic Growth
443	Industry Immersion	SDG 8 – Decent Work and Economic Growth
444	Business Environment	SDG 13 – Climate Action
445	Entrepreneurship Orientation	SDG 8 – Decent Work and Economic Growth
446	Industry Immersion	SDG 8 – Decent Work and Economic Growth
447	Financial Management	SDG 8 – Decent Work and Economic Growth
448	Corporate Accounting Concept	SDG 8 – Decent Work and Economic Growth
449	Corporate Accounting Applied	SDG 8 – Decent Work and Economic Growth
450	Management Accounting	SDG 8 – Decent Work and Economic Growth
451	Business Ethics and Corporate Governance	SDG 16 – Peace, Justice and Strong Institutions
452	E-Commerce	SDG 8 – Decent Work and Economic Growth
453	Psychology	SDG 3 – Good Health and Well-being
454	Management Accounting	SDG 8 – Decent Work and Economic Growth
455	Business Ethics and Corporate Governance	SDG 16 – Peace, Justice and Strong Institutions
456	E-Commerce	SDG 8 – Decent Work and Economic Growth
457	Psychology	SDG 3 – Good Health and Well-being
458	Procurement and Inventory Management	SDG 8 – Decent Work and Economic Growth
459	Advertisement and Public Relation	SDG 8 – Decent Work and Economic Growth
460	Office IT Skills	SDG 8 – Decent Work and Economic Growth
461	Fundamentals of Food Production (Concept)	SDG 12 – Responsible Consumption and Production
462	Fundamentals of Food Production (Applied)	SDG 12 – Responsible Consumption and Production
463	Foundation of Food and Beverage Service (Concept)	SDG 12 – Responsible Consumption and Production
464	Foundation of Food and Beverage Service (Applied)	SDG 12 – Responsible Consumption and Production
465	English and Communication - Essential Skills	SDG 4 – Quality Education
466	Fundamentals in Digital Applications	SDG 8 – Decent Work and Economic Growth
467	Quantitative Reasoning	SDG 4 – Quality Education
468	Club Activity	SDG 17 – Partnerships for the Goals
469	Skill Drill – I	SDG 4 – Quality Education

470	Personal Effectiveness	SDG 4 – Quality Education
471	Foundation of Food Production (Concept)	SDG 12 – Responsible Consumption and Production
472	Foundation of Food Production (Applied)	SDG 12 – Responsible Consumption and Production
473	Foundation of Room Division (Concept)	SDG 3 – Good Health and Well-being
474	Foundation of Room Division (Applied)	SDG 3 – Good Health and Well-being
475	Universal Human Values	SDG 4 – Quality Education
476	Science and World	SDG 8 – Decent Work and Economic Growth
477	English and Communication – IELTS Practice	SDG 4 – Quality Education
478	Skill Drill – II	SDG 4 – Quality Education
479	Interpersonal Effectiveness	SDG 4 – Quality Education
480	Advanced Food Production	SDG 12 – Responsible Consumption and Production
481	Advanced Food and Beverage Service	SDG 12 – Responsible Consumption and Production
482	Advanced Room Division	SDG 3 – Good Health and Well-being
483	Food Science and Nutrition	SDG 2 – Zero Hunger
484	Entrepreneurship Development	SDG 8 – Decent Work and Economic Growth
485	Luxury Management in Hospitality	SDG 8 – Decent Work and Economic Growth
486	Career Readiness	SDG 8 – Decent Work and Economic Growth
487	Industry Transition - I	SDG 8 – Decent Work and Economic Growth
488	Food and Beverage Service Management	SDG 8 – Decent Work and Economic Growth
489	Art of Bakery and Pastry Making (Concept)	SDG 12 – Responsible Consumption and Production
490	Art of Bakery and Pastry Making (Applied)	SDG 12 – Responsible Consumption and Production
491	Event Management	SDG 8 – Decent Work and Economic Growth
492	Hotel Engineering and Maintenance	SDG 8 – Decent Work and Economic Growth
493	Food and Beverage Control	SDG 12 – Responsible Consumption and Production
494	Data Management with Spreadsheet	SDG 8 – Decent Work and Economic Growth
495	Corporate Readiness I: Professional Foundations and Industry Orientation	SDG 8 – Decent Work and Economic Growth
496	Industry Transition - II	SDG 8 – Decent Work and Economic Growth
497	Front Office Management	SDG 8 – Decent Work and Economic Growth
498	Housekeeping Management	SDG 8 – Decent Work and Economic Growth
499	Bar and Beverage Management (Concept)	SDG 8 – Decent Work and Economic Growth
500	Bar and Beverage Management (Applied)	SDG 8 – Decent Work and Economic Growth
501	Culinary Arts	SDG 12 – Responsible Consumption and Production
502	Marketing in Digital Age	SDG 8 – Decent Work and Economic Growth
503	Hotel Accountancy	SDG 8 – Decent Work and Economic Growth

504	Customer Relationship Management	SDG 8 – Decent Work and Economic Growth
505	Human Resource Management in Hospitality	SDG 8 – Decent Work and Economic Growth
506	Corporate Readiness II: Industry Immersion and Professional Competence	SDG 8 – Decent Work and Economic Growth
507	Hygiene and Sanitation	SDG 6 – Clean Water and Sanitation
508	Facility Planning	SDG 12 – Responsible Consumption and Production
509	Project	SDG 8 – Decent Work and Economic Growth
510	Industry Immersion	SDG 8 – Decent Work and Economic Growth
511	English and Communication – Essential Skills	SDG 4 – Quality Education
512	Foundation in Digital Application	SDG 9 – Industry, Innovation and Infrastructure
513	Science and World	SDG 9 – Industry, Innovation and Infrastructure
514	Essential Numeracy and Analytical Skills (Bridge Course including Lab)	SDG 4 – Quality Education
515	Operating System and Virtualization using Linux - Concept	SDG 9 – Industry, Innovation and Infrastructure
516	Operating System and Virtualization using Linux - Applied	SDG 9 – Industry, Innovation and Infrastructure
517	Computer Organization and Architecture	SDG 9 – Industry, Innovation and Infrastructure
518	Club Activity	SDG 17 – Partnerships for the Goals
519	Skill Drill - 1	SDG 4 – Quality Education
520	Personal Effectiveness	SDG 4 – Quality Education
521	Fundamental of AI and Intelligent Systems	SDG 9 – Industry, Innovation and Infrastructure
522	Data Communication and Computer Networks - Concept	SDG 9 – Industry, Innovation and Infrastructure
523	Data Communication and Computer Networks - Applied	SDG 9 – Industry, Innovation and Infrastructure
524	Database Concepts and Storage Management - Concept	SDG 8 – Decent Work and Economic Growth
525	Database Concepts and Storage Management - Applied	SDG 8 – Decent Work and Economic Growth
526	Cloud Computing Foundation	SDG 9 – Industry, Innovation and Infrastructure
527	Framework - (React and Node js)	SDG 9 – Industry, Innovation and Infrastructure
528	Career Readiness	SDG 8 – Decent Work and Economic Growth
529	Advanced Cloud Computing - Concept	SDG 9 – Industry, Innovation and Infrastructure
530	Advanced Cloud Computing - Applied	SDG 9 – Industry, Innovation and Infrastructure
531	Cloud Security Practices - Concept	SDG 9 – Industry, Innovation and Infrastructure
532	Cloud Security Practices - Applied	SDG 9 – Industry, Innovation and Infrastructure
533	Software Engineering & Testing - Concept	SDG 9 – Industry, Innovation and Infrastructure
534	Software Engineering & Testing - Applied	SDG 9 – Industry, Innovation and Infrastructure
535	Introduction to UX/UI Design Principles-Concept	SDG 9 – Industry, Innovation and Infrastructure
536	Introduction to UX/UI Design Principles-Applied	SDG 9 – Industry, Innovation and Infrastructure

537	Entrepreneurship Development	SDG 8 – Decent Work and Economic Growth
538	Industry Transition -II	SDG 8 – Decent Work and Economic Growth
539	English and Communication – Advance Skills	SDG 4 – Quality Education
540	Universal Human Values	SDG 4 – Quality Education
541	Quantitative Reasoning	SDG 4 – Quality Education
542	Web Technologies – Concept	SDG 9 – Industry, Innovation and Infrastructure
543	Web Technologies – Applied	SDG 9 – Industry, Innovation and Infrastructure
544	Mathematics Foundation to Computer Science	SDG 9 – Industry, Innovation and Infrastructure
545	Problem Solving Techniques using C - Concept	SDG 9 – Industry, Innovation and Infrastructure
546	Problem Solving Techniques using C - Applied	SDG 9 – Industry, Innovation and Infrastructure
547	Skill Drill - 2	SDG 4 – Quality Education
548	Interpersonal Effectiveness	SDG 4 – Quality Education
549	Business Communication	SDG 8 – Decent Work and Economic Growth
550	Science and World	SDG 9 – Industry, Innovation and Infrastructure
551	Computer Organization and Architecture	SDG 9 – Industry, Innovation and Infrastructure
552	Foundation of Python Programming - Concept	SDG 9 – Industry, Innovation and Infrastructure
553	Foundation of Python Programming - Applied	SDG 9 – Industry, Innovation and Infrastructure
554	Data Structures and Algorithms	SDG 9 – Industry, Innovation and Infrastructure
555	Data Structures and Algorithms	SDG 9 – Industry, Innovation and Infrastructure
556	Modern Database Management-Concept	SDG 8 – Decent Work and Economic Growth
557	Modern Database Management - Applied	SDG 8 – Decent Work and Economic Growth
558	Industry Transition - I	SDG 8 – Decent Work and Economic Growth
559	Industry Immersion	SDG 8 – Decent Work and Economic Growth
560	Virtual Internship	SDG 9 – Industry, Innovation and Infrastructure
561	Capstone Project	SDG 9 – Industry, Innovation and Infrastructure
562	Certification	SDG 9 – Industry, Innovation and Infrastructure
563	Communication Skills in English – Concept	SDG 4 – Quality Education
564	Communication Skills in English Lab -Applied	SDG 4 – Quality Education
565	Mathematics I - Concept	SDG 9 – Industry, Innovation and Infrastructure
566	Applied Physics I – Concept	SDG 9 – Industry, Innovation and Infrastructure
567	Applied Physics I Lab – Applied	SDG 9 – Industry, Innovation and Infrastructure
568	Applied Chemistry – Concept	SDG 9 – Industry, Innovation and Infrastructure
569	Applied Chemistry Lab – Applied	SDG 9 – Industry, Innovation and Infrastructure
570	Engineering Graphics - Applied	SDG 9 – Industry, Innovation and Infrastructure

571	Engineering Workshop Practice – Applied	SDG 9 – Industry, Innovation and Infrastructure
572	Sports Club - Applied	SDG 9 – Industry, Innovation and Infrastructure
573	Mathematics II – Concept	SDG 9 – Industry, Innovation and Infrastructure
574	Applied Physics II – Concept	SDG 9 – Industry, Innovation and Infrastructure
575	Applied Physics II Lab – Applied	SDG 9 – Industry, Innovation and Infrastructure
576	Introduction to IT Systems – Concept	SDG 9 – Industry, Innovation and Infrastructure
577	Introduction to IT Systems Lab – Applied	SDG 9 – Industry, Innovation and Infrastructure
578	Fundamentals of Electrical & Electronics Engineering – Concept	SDG 7 – Affordable and Clean Energy
579	Fundamentals of Electrical & Electronics Engineering Lab – Applied	SDG 7 – Affordable and Clean Energy
580	Engineering Mechanics – Concept	SDG 9 – Industry, Innovation and Infrastructure
581	Engineering Mechanics Lab – Applied	SDG 9 – Industry, Innovation and Infrastructure
582	Environmental Science	SDG 13 – Climate Action
583	Computer Programming -Concept	SDG 9 – Industry, Innovation and Infrastructure
584	Computer Programming Lab - Applied	SDG 9 – Industry, Innovation and Infrastructure
585	Scripting Languages - Concept	SDG 9 – Industry, Innovation and Infrastructure
586	Scripting Languages Lab - Applied	SDG 9 – Industry, Innovation and Infrastructure
587	Data Structures - Concept	SDG 9 – Industry, Innovation and Infrastructure
588	Data Structures Lab - Applied	SDG 9 – Industry, Innovation and Infrastructure
589	Computer System Organisation - Concept	SDG 9 – Industry, Innovation and Infrastructure
590	Introduction to Algorithms - Concept	SDG 9 – Industry, Innovation and Infrastructure
591	Minor Project -I / Summer Internship-I - Applied	SDG 9 – Industry, Innovation and Infrastructure
592	Programming with Python - Concept	SDG 9 – Industry, Innovation and Infrastructure
593	Programming with Python - Applied	SDG 9 – Industry, Innovation and Infrastructure
594	Advanced Computer Network - Concept	SDG 9 – Industry, Innovation and Infrastructure
595	Advanced Computer Network - Applied	SDG 9 – Industry, Innovation and Infrastructure
596	Server Administration Fundamentals - Concept	SDG 9 – Industry, Innovation and Infrastructure
597	Server Administration Fundamentals - Applied	SDG 9 – Industry, Innovation and Infrastructure
598	Engineering Mechanics - Concept	SDG 9 – Industry, Innovation and Infrastructure
599	Engineering Mechanics - Applied	SDG 9 – Industry, Innovation and Infrastructure
600	Fundamentals of Electrical & Electronics Engineering - Concept	SDG 7 – Affordable and Clean Energy
601	Fundamentals of Electrical & Electronics Engineering - Applied	SDG 7 – Affordable and Clean Energy

602	Essence of Indian Knowledge and Tradition	SDG 9 – Industry, Innovation and Infrastructure
603	Minor Project	SDG 9 – Industry, Innovation and Infrastructure
604	Mathematics - I	SDG 9 – Industry, Innovation and Infrastructure
605	Physics - Concept	SDG 9 – Industry, Innovation and Infrastructure
606	Physics - Applied	SDG 9 – Industry, Innovation and Infrastructure
607	Programming for Problem Solving - Concept	SDG 9 – Industry, Innovation and Infrastructure
608	Programming for Problem Solving - Applied	SDG 9 – Industry, Innovation and Infrastructure
609	Modern Computer Architecture	SDG 9 – Industry, Innovation and Infrastructure
610	Design Thinking	SDG 9 – Industry, Innovation and Infrastructure
611	English and Communication - Essential Skills	SDG 4 – Quality Education
612	Personal Effectiveness	SDG 4 – Quality Education
613	Chemistry - Concept	SDG 9 – Industry, Innovation and Infrastructure
614	Chemistry - Applied	SDG 9 – Industry, Innovation and Infrastructure
615	Mathematics II	SDG 9 – Industry, Innovation and Infrastructure
616	Object Oriented Programming using Python – Concept	SDG 9 – Industry, Innovation and Infrastructure
617	Object Oriented Programming using Python – Applied	SDG 9 – Industry, Innovation and Infrastructure
618	Database Management System – Concept	SDG 8 – Decent Work and Economic Growth
619	Database Management System – Applied	SDG 8 – Decent Work and Economic Growth
620	Computer Networks – Concept	SDG 9 – Industry, Innovation and Infrastructure
621	Computer Networks – Applied	SDG 9 – Industry, Innovation and Infrastructure
622	Universal Human Values	SDG 4 – Quality Education
623	Mathematical Concepts for AI	SDG 9 – Industry, Innovation and Infrastructure
624	Discrete Mathematical Structures	SDG 9 – Industry, Innovation and Infrastructure
625	Operating System - Concept	SDG 9 – Industry, Innovation and Infrastructure
626	Operating System - Applied	SDG 9 – Industry, Innovation and Infrastructure
627	Artificial Intelligence	SDG 9 – Industry, Innovation and Infrastructure
628	Computer Networks - Concept	SDG 9 – Industry, Innovation and Infrastructure
629	Computer Networks - Applied	SDG 9 – Industry, Innovation and Infrastructure
630	Fundamentals in Python Programming - Concept	SDG 9 – Industry, Innovation and Infrastructure
631	Fundamentals in Python Programming - Applied	SDG 9 – Industry, Innovation and Infrastructure
632	Data Structures - Concept	SDG 9 – Industry, Innovation and Infrastructure
633	Data Structures - Applied	SDG 9 – Industry, Innovation and Infrastructure
634	Universal Human Values	SDG 4 – Quality Education

635	Introduction to Machine Learning - Concept	SDG 9 – Industry, Innovation and Infrastructure
636	Introduction to Machine Learning - Applied	SDG 9 – Industry, Innovation and Infrastructure
637	Natural Language Processing - Concept	SDG 9 – Industry, Innovation and Infrastructure
638	Natural Language Processing - Applied	SDG 9 – Industry, Innovation and Infrastructure
639	Algorithm Analysis and Design - Concept	SDG 9 – Industry, Innovation and Infrastructure
640	Algorithm Analysis and Design - Applied	SDG 9 – Industry, Innovation and Infrastructure
641	Data and Visual analytics in AI - Concept	SDG 9 – Industry, Innovation and Infrastructure
642	Data and Visual analytics in AI - Applied	SDG 9 – Industry, Innovation and Infrastructure
643	Software Engineering - Concept	SDG 9 – Industry, Innovation and Infrastructure
644	Software Engineering - Applied	SDG 9 – Industry, Innovation and Infrastructure
645	Design Thinking	SDG 9 – Industry, Innovation and Infrastructure
646	Minor Project I	SDG 9 – Industry, Innovation and Infrastructure
647	Programming & Problem Solving	SDG 9 – Industry, Innovation and Infrastructure
648	Programming & Problem Solving	SDG 9 – Industry, Innovation and Infrastructure
649	Computer Networks	SDG 9 – Industry, Innovation and Infrastructure
650	Computer Networks	SDG 9 – Industry, Innovation and Infrastructure
651	Operating Systems & System Administration	SDG 9 – Industry, Innovation and Infrastructure
652	Operating Systems & System Administration	SDG 9 – Industry, Innovation and Infrastructure
653	Database Management Systems	SDG 8 – Decent Work and Economic Growth
654	Database Management Systems	SDG 8 – Decent Work and Economic Growth
655	Full Stack Software Development	SDG 9 – Industry, Innovation and Infrastructure
656	Full Stack Software Development	SDG 9 – Industry, Innovation and Infrastructure
657	Minor Project – I	SDG 9 – Industry, Innovation and Infrastructure
658	Information Security Fundamentals	SDG 9 – Industry, Innovation and Infrastructure
659	Information Security Fundamentals - Applied	SDG 9 – Industry, Innovation and Infrastructure
660	Modern Cryptography and Block chain - Concept	SDG 9 – Industry, Innovation and Infrastructure
661	Modern Cryptography and Block chain - Applied	SDG 9 – Industry, Innovation and Infrastructure
662	Network Programming and Security - Concept	SDG 9 – Industry, Innovation and Infrastructure
663	Network Programming and Security - Applied	SDG 9 – Industry, Innovation and Infrastructure
664	DevSecOps & Automation Pipelines - Concept	SDG 9 – Industry, Innovation and Infrastructure
665	DevSecOps & Automation Pipelines - Applied	SDG 9 – Industry, Innovation and Infrastructure

666	IT Laws & Cyber Regulations	SDG 16 – Peace, Justice and Strong Institutions
667	Professional Communication & Technical Writing	SDG 4 – Quality Education
668	Project - II	SDG 9 – Industry, Innovation and Infrastructure
669	Basics of Python Programming for Pharmaceutical Sciences	SDG 3 – Good Health and Well-being
670	General Pharmacy	SDG 3 – Good Health and Well-being
671	Healthcare Psychology and Communication Skills	SDG 3 – Good Health and Well-being
672	Human Anatomy, Physiology and Pathophysiology I	SDG 3 – Good Health and Well-being
673	Introduction to Pharmacognosy	SDG 3 – Good Health and Well-being
674	Pharmaceutical Inorganic and Analytical Chemistry	SDG 3 – Good Health and Well-being
675	General Pharmacy	SDG 3 – Good Health and Well-being
676	Healthcare Psychology and Communication Skills	SDG 3 – Good Health and Well-being
677	Human Anatomy, Physiology and Pathophysiology I	SDG 3 – Good Health and Well-being
678	Introduction to Pharmacognosy	SDG 3 – Good Health and Well-being
679	Pharmaceutical Inorganic and Analytical Chemistry	SDG 3 – Good Health and Well-being
680	Pharmaceutical Organic Chemistry II	SDG 3 – Good Health and Well-being
681	Physical Pharmaceutics I	SDG 3 – Good Health and Well-being
682	Pharmaceutical Microbiology	SDG 3 – Good Health and Well-being
683	Pharmaceutical Engineering	SDG 3 – Good Health and Well-being
684	Pharmaceutical Organic Chemistry II	SDG 3 – Good Health and Well-being
685	Physical Pharmaceutics I	SDG 3 – Good Health and Well-being
686	Pharmaceutical Microbiology	SDG 3 – Good Health and Well-being
687	Pharmaceutical Engineering	SDG 3 – Good Health and Well-being

Summary of Courses

Sr. No	SDG No.	SDG Name	Count
1	SDG 2	Zero Hunger	8
2	SDG 3	Good Health and Well-being	279
3	SDG 4	Quality Education	89
4	SDG 6	Clean Water and Sanitation	1
5	SDG 7	Affordable and Clean Energy	4
6	SDG 8	Decent Work and Economic Growth	128
7	SDG 9	Industry, Innovation and Infrastructure	138
8	SDG 10	Reduced Inequalities	1
9	SDG 11	Sustainable Cities and Communities	1
10	SDG 12	Responsible Consumption and Production	13
11	SDG 13	Climate Action	2
12	SDG 16	Peace, Justice and Strong Institutions	11
13	SDG 17	Partnerships for the Goals	12
Grand Total			**687**

Education for SDGs: Specific courses on sustainability

Medhavi Skills University (MSU) offers diploma, undergraduate and postgraduate programmes in disciplines relevant to the United Nations Sustainable Development Goals. Its academic portfolio provides structured opportunities to develop knowledge and professional skills in health and well-being, nutrition, technological innovation, employment, business and communication. These programmes establish a foundation for SDG-related education by connecting disciplinary expertise with societal needs. The following links explain how the listed programmes relate to sustainable development; confirmation of dedicated sustainability modules or electives requires supporting curriculum evidence.

Health Sciences, Nursing and Pharmacy — SDG 3: Good Health and Well-being

Health education represents a substantial component of MSU's programme portfolio. The university offers **B.Sc. in Nursing, Diploma in Pharmacy and Bachelor of Pharmacy**, alongside programmes in emergency medical care, dialysis therapy, medical laboratory science, radiology and imaging, anaesthesia and operation theatre technology, optometry, physiotherapy and hospital administration.

These disciplines relate directly to SDG 3 through their focus on the professional capabilities needed for healthcare delivery, diagnosis, treatment, rehabilitation and the organisation of health services. Postgraduate programmes, including **Master of Advanced Care Paramedic, M.Sc. in Clinical Microbiology**, and advanced qualifications in other health specialists, provide opportunities for further professional development. Their relevance to sustainability lies in preparing a skilled health workforce capable of responding to individual and community health needs.

Nutrition and Dietetics — SDG 2: Zero Hunger and SDG 3: Good Health and Well-being The **B.Sc. in Nutrition & Dietetics** is particularly relevant to the nutrition dimension of SDG 2 and the health objectives of SDG 3. The discipline provides a basis for understanding dietary requirements, nutritional well-being and the relationship between food and health. It can support professional contributions to addressing malnutrition and promoting healthier dietary practices. Specific claims concerning sustainable food systems, food security or community nutrition interventions should be linked to the programme's documented modules and learning outcomes.

Computer Science and Digital Technologies — SDG 9: Industry, Innovation and Infrastructure

MSU's computing portfolio includes a **Diploma in Computer Science Engineering**, **B.Tech in Computer Science & Engineering** with listed specialisations in **Artificial Intelligence & Machine Learning** and **Cloud Computing & Cyber Security**, and BCA programmes in **Full-Stack Development & Cloud Integration** and **Software Development**. Postgraduate provision includes **MCA in Data Analytics** and **MCA in Cyber Security**.

These programmes are relevant to SDG 9 through the development of digital expertise, technological innovation and capabilities supporting digital infrastructure. Data analytics and software development can enable evidence-informed solutions to societal challenges, while cybersecurity is relevant to the reliability and protection of digital systems. Their contribution to tackling particular sustainability challenges should be demonstrated through course content, projects or applied learning activities.

Management and Commerce — SDG 8: Decent Work and Economic Growth

The university offers **BBA (Business Management), B. Com in Professional Accounting, M. Com in Professional Accounting**, and an **MBA** with majors in **Strategic Marketing, Business Finance and Tech HR**. These programmes relate to SDG 8 by developing capabilities relevant to employment, enterprise, organisational management and economic activity.

Accounting and finance provide a disciplinary basis for financial accountability and informed resource allocation, while human resource management relates to workforce development and employment practices. Where the curriculum explicitly includes responsible business, ethical governance or sustainability reporting, these programmes may also demonstrate links to **SDG 12: Responsible Consumption and Production** and **SDG 16: Peace, Justice and Strong Institutions**.

Hospitality and Hotel Management — SDG 8 and Potential Links to SDG 12

The **Professional Diploma in Hospitality & Hotel Management** and **B.Sc. in Hospitality & Hotel Management** develop professional capabilities relevant to employment and enterprise in the hospitality sector, supporting the objectives of SDG 8. The discipline also offers opportunities to address responsible consumption through topics such as food waste, resource efficiency and sustainable service operations. These additional links to SDG 12 should be substantiated by the relevant syllabus rather than inferred solely from programme titles.

Applied English — SDG 4: Quality Education

The **BA in Applied English** and **MA in Applied English** are relevant to SDG 4

through language and communication education. Such capabilities can support learning, professional participation and the communication of complex issues, including sustainability. Alongside the university's other academic programmes, these qualifications contribute to the broader educational foundation needed for informed participation in society.

Overall, MSU's programme list demonstrates a range of formal qualifications in SDG-relevant disciplines, with particularly strong representation in health and well-being. For Criterion 17.4.2, programme-level evidence should be accompanied by syllabi identifying dedicated sustainability courses, electives or explicit SDG-related learning outcomes. This would establish how the university's disciplinary provision translates into focused education on sustainability and the SDGs.

Evidences

- https://www.msu.edu.in/course/b-sc-in-nursing
- https://www.msu.edu.in/school/school-of-pharmacy
- https://www.msu.edu.in/course/b-sc-in-nutrition-and-dietetics
- https://www.msu.edu.in/school/school-of-computer-science-and-engineering
- https://www.msu.edu.in/school/school-of-management-and-commerce
- https://www.msu.edu.in/school/school-of-hospitality-and-tourism
- https://www.msu.edu.in/school/school-of-humanities

Education for SDGs in the wider community

Medhavi Skills University (MSU) conducts dedicated outreach educational activities for communities beyond its enrolled students. The attached reports for academic year 2025–26 document school-based technology workshops, community health education, practical emergency-response training and professional skills development. Its School of Computer Science and Engineering delivered outreach sessions introducing school learners to artificial intelligence, effective prompting, information technology and responsible digital practices. A cybersecurity programme at Government Secondary School, Maniram, taught students about phishing, identity theft, password security and protecting personal information. These activities extend educational opportunities to the wider school community and support **SDG 4 — Quality Education and SDG 9 — Industry, Innovation and Infrastructure.**

MSU also delivered practical learning for local residents, schoolchildren, rehabilitation-centre residents and staff, government employees and aspiring hospitality workers. Health outreach covered first aid, CPR, automated external defibrillator use, posture, nutrition, hygiene and preventive eye care. The Sirwani family health survey included household education on nutrition, hygiene and illness prevention, while blood donors received personalised dietary counselling and educational leaflets. The university's contribution to the RAMP hospitality training programme provided external trainees with instruction and supervised practice in kitchen operations, food safety and hygiene. These activities support **SDG 2 — Zero Hunger, SDG 3 — Good Health and Well-being, SDG 4 — Quality Education, and SDG 8 — Decent Work and Economic Growth,** demonstrating how university expertise is shared through community-focused education.

Artificial Intelligence Outreach at Government Senior Secondary School, Majitar
Date: 23 September 2025

Medhavi Skills University conducted an Artificial Intelligence outreach programme for students at Government Senior Secondary School, Majitar. The session introduced AI and machine learning through familiar examples, including voice assistants, recommendation systems and automated decision-making. Live demonstrations showed how generative AI tools could assist with essays, topic summaries and academic questions.

The programme extended university expertise to school learners through interactive discussion and practical demonstrations. Its emphasis on critical thinking, ethical use

and evaluating AI-generated information supported **SDG 4 — Quality Education**. Introducing emerging technologies and their applications also connected the activity with **SDG 9 — Industry, Innovation and Infrastructure**.



Artificial Intelligence Outreach at Lingmoo Senior Secondary School Date: 9 October 2025

MSU organised an outreach session at Lingmoo Senior Secondary School to introduce students to Artificial Intelligence and its applications in education and industry. The session explained data analysis, pattern recognition and automated decision-making using examples such as virtual assistants and recommendation systems. Demonstrations illustrated how AI tools could generate study materials, summarise chapters and assist creative tasks.

Students participated by suggesting topics and examining how different instructions influenced AI responses. This approach encouraged analytical thinking and awareness of technological limitations. The activity supported **SDG 4 — Quality Education** through digital learning beyond the university and **SDG 9 — Industry, Innovation and Infrastructure** through introductory education about emerging technologies.



Artificial Intelligence Outreach at Government Senior Secondary School, Ben
Date: 30 October 2025

MSU delivered an Artificial Intelligence workshop at Government Senior Secondary School, Ben, introducing students to how machines process data, recognise patterns and generate outputs. Examples included chatbots, navigation systems, automated grading and content-generation platforms. Demonstrations explored how AI tools could support academic work, creative writing and problem-solving.

The workshop encouraged learners to analyse generated information rather than accept it without examination. Discussion of responsible use and continuous skill development made the session relevant to students' educational and future professional needs. It supported **SDG 4 — Quality Education** and **SDG 9 — Industry, Innovation and Infrastructure** by developing foundational digital understanding.





Artificial Intelligence and Prompting Workshop at Aho Shanti Secondary School, Pakyong

Date: 31 October 2025

MSU conducted an outreach workshop on Artificial Intelligence and effective prompting at Aho Shanti Secondary School, Pakyong. Students learned how clear, specific and structured instructions influence the responses produced by generative AI tools. Demonstrations included generating stories, drafting essays, answering academic questions and creating presentation content using learners' suggestions.

Interactive exercises allowed students to compare outputs and understand the importance of context and clarity. The workshop also addressed ethical and responsible use, supporting informed engagement with digital tools. This community-facing educational activity aligned with **SDG 4 — Quality Education** and **SDG 9 — Industry, Innovation and Infrastructure**.





Artificial Intelligence Outreach at Government Secondary School, Nazitam

Date: 31 October 2025

MSU organised an Artificial Intelligence outreach programme at Government Secondary School, Nazitam. The session explained how machines process information, learn from data and generate responses. Voice assistants, automated translation and recommendation systems provided familiar examples, while demonstrations showed how AI could help with lesson summaries, academic answers and creative content.

A central educational message was the need to verify AI-generated information and use digital tools responsibly. Students contributed topics and discussed the resulting responses, creating opportunities for critical evaluation. The programme supported **SDG 4 — Quality Education** through digital literacy and **SDG 9 — Industry, Innovation and Infrastructure** through awareness of technological applications.





Information Technology Outreach at Government Secondary School, Linkey
Date: 4 November 2025

MSU delivered an Information Technology outreach workshop at Government Secondary School, Linkey. The programme covered computer hardware, software, operating systems and the internet's role in communication and information sharing. Examples illustrated how information technology supports education, business, banking and governance.

The session also addressed basic computer operations, safe internet use, password security and responsible online behaviour, alongside an introduction to AI and cloud computing. These practical topics extended digital education to school learners outside the university. The activity supported **SDG 4 — Quality Education** and **SDG 9 — Industry, Innovation and Infrastructure**.





Artificial Intelligence and Prompting Workshop at Eklavya Model Residential School, Parkha

Date: 7 November 2025

MSU conducted a workshop on Artificial Intelligence and prompting at Eklavya Model Residential School, Parkha. The programme introduced foundational AI concepts and explained how structured instructions affect generated responses. Students framed their own prompts, observed outputs and discussed how AI could support academic learning.

The concluding interaction addressed career opportunities, ethical considerations and the limitations of AI systems. By combining demonstrations with student participation, the workshop provided an accessible introduction to emerging technologies. It supported **SDG 4 — Quality Education** through outreach learning and **SDG 9 — Industry, Innovation and Infrastructure** through technological awareness.

Artificial Intelligence Outreach at Sonamati Senior Secondary School

Date: 13 November 2025

MSU organised an Artificial Intelligence workshop at Sonamati Senior Secondary School. Students were introduced to data, algorithms and pattern recognition through examples such as mobile assistants and recommendation platforms. Demonstrations showed how AI tools could assist with academic content, information searches and idea development.

Students suggested topics and observed how changes in instructions affected the outputs. Discussion emphasised fact-checking, ethical considerations and responsible digital behaviour. The programme supported **SDG 4 — Quality Education** by strengthening digital understanding and **SDG 9 — Industry, Innovation and Infrastructure** by introducing innovation-related knowledge to school learners.





Artificial Intelligence Outreach at Tsalamthang Secondary School Date: 17 November 2025

MSU conducted an interactive Artificial Intelligence outreach programme at Tsalamthang Secondary School, East Sikkim. Demonstrations included Suno AI for music generation, Gamma AI for presentations and Teachable Machine for creating simple machine-learning models without coding. Students' ideas and classroom objects were used to make the demonstrations practical and engaging.

The programme illustrated how AI systems use data and inputs, while encouraging questions about emerging technologies. Its emphasis on participation and accessible demonstrations supported **SDG 4 — Quality Education**. Introducing creative applications and elementary machine-learning concepts also linked the activity with **SDG 9 — Industry, Innovation and Infrastructure.**



Artificial Intelligence Outreach at Government High Secondary School, Tumin
Date: 17 November 2025

MSU delivered an Artificial Intelligence outreach programme at Government High Secondary School, Tumin. The session introduced how AI systems learn from data and make predictions, using examples such as facial recognition, translation and search engines. Demonstrations explored academic assistance, creative content generation and information organization.

Students examined how input quality influences AI responses and discussed responsible use and technological limitations. This extended university-led digital learning to the school community. The activity supported **SDG 4 — Quality Education** through foundational knowledge and critical thinking, and **SDG 9 — Industry, Innovation and Infrastructure** through awareness of emerging technologies.



Artificial Intelligence Outreach at Sirwani Senior Secondary School

Date: 18 November 2025

MSU organised an Artificial Intelligence outreach session at Sirwani Senior Secondary School. Students explored how AI analyses data, identifies patterns and supports decision-making. Examples covered smart assistants, automated customer support and applications in healthcare and education, followed by demonstrations of academic and creative uses.

The session encouraged students to experiment with instructions and observe differences in the generated responses. Discussion highlighted digital responsibility, innovation and continuous learning. The activity supported **SDG 4 — Quality Education** and **SDG 9 — Industry, Innovation and Infrastructure** by helping school learners understand technologies relevant to education and future work.



Cyber Security Awareness Programme at Government Secondary School, Maniram Date: 13 October 2025

MSU conducted a Cyber Security Awareness Programme at Government Secondary School, Maniram, with **62 participants**. The session addressed phishing, hacking, identity theft, cyberbullying and malware. Practical guidance covered strong passwords, suspicious links, social media privacy and two-factor authentication, using real-life scenarios to explain risks.

Interactive discussion enabled students to share experiences and clarify how to protect their information and accounts. The programme supported **SDG 4 — Quality Education** through practical digital safety education. Its focus on safer engagement with digital systems also related to **SDG 9 — Industry, Innovation and Infrastructure**.





Basic Life Support and Posture Awareness Workshops at Rongli Date: 20 September 2025

MSU's Operation Theatre Technology and Physiotherapy departments conducted two workshops at Kumari Pema Tsudeun Government Secondary School, Rongli. The Basic Life Support session covered emergency assessment, CPR and the importance of timely intervention. The posture session demonstrated correct sitting, standing and walking positions and explained potential consequences of poor posture.

Faculty-guided student demonstrations and hands-on activities helped school learners engage with practical health information. The workshops supported **SDG 3 — Good Health and Well-being** through emergency preparedness and preventive health awareness. Their delivery to school students outside the university also supported **SDG 4 — Quality Education**.



First Aid and Basic Life Support Workshop at Government Secondary School, Maniram

Date: 10 October 2025

MSU conducted a First Aid and Basic Life Support workshop for students and staff at Government Secondary School, Maniram. Topics included wounds, burns, fractures, bleeding, fainting, choking and seizures. CPR demonstrations and hands-on training emphasised immediate assistance before professional medical care becomes available.

The interactive format allowed participants to practise skills and discuss emergency situations, followed by a feedback session. The activity supported **SDG 3 — Good Health and Well-being** by promoting community preparedness and **SDG 4 — Quality Education** by providing practical, university-led learning beyond campus.



National CPR and AED Awareness Programme Across Four Institutions Dates: 2–5 June 2026

MSU's Department of Emergency Medical Technology delivered a four-day CPR and AED awareness programme at Bahai Senior Secondary School, Sonamati Memorial Government Senior Secondary School, Jagriti Rehabilitation Centre and the Block Development Office, Nandok. Sessions covered cardiac emergencies, CPR, automated external defibrillator use and choking management through demonstrations and interactive learning.

The programme reached school students, educators, rehabilitation-centre staff and residents, and government employees. This range of participants provides clear evidence of education for the wider community. The activity supported **SDG 3 — Good Health and Well-being** through emergency-response knowledge and **SDG 4 — Quality Education** through practical learning across community settings.





Health Education Camp at Freedom Rehabilitation Centre, Gangtok

Date: 20 December 2025

MSU's Department of Operation Theatre Technology organised a health camp at Freedom Rehabilitation Centre, Gangtok. Alongside basic screening, residents received counselling on nutrition, hygiene, healthy lifestyles and substance-abuse recovery support. Health education sessions addressed communicable-disease prevention and infection-control practices.

The camp extended preventive health education to residents undergoing recovery and reintegration, with faculty and students participating in counselling and awareness activities. It supported **SDG 3 — Good Health and Well-being** through health guidance and **SDG 4 — Quality Education** by bringing practical learning into a rehabilitation setting.



Eye Health Outreach at Lower Syari Government Secondary School Date: 25 September 2025

MSU's Department of Optometry conducted an eye-screening camp at Lower Syari Government Secondary School, screening **37 individuals**. Activities included vision screening, refraction testing and guidance or referral for identified conditions. The report records eight referrals and describes awareness-building concerning regular eye examinations and preventive eye care.

The educational component helped the school community understand the importance of recognising vision problems and seeking appropriate care. The activity supported **SDG 3 — Good Health and Well-being** through preventive eye-health guidance. Its awareness component for learners, teachers and parents also related to SDG 4 — Quality Education.







Health and Nutrition Camp at Kitam Senior Secondary School Date: 20 September 2025

MSU's Nutrition and Dietetics and Emergency Medical Technology departments jointly organised a health camp at Kitam Senior Secondary School. Approximately **30 students from Classes IX and X** participated. Alongside health and nutritional assessments, students received balanced-diet counselling, guidance on food choices and a demonstration of correct handwashing.

The camp combined practical health information with interactive education on everyday habits. Nutrition guidance supported **SDG 2 — Zero Hunger**, particularly its concern with nutritional well-being, while hygiene and preventive health teaching supported **SDG 3 — Good Health and Well-being**. School-based outreach learning also supported **SDG 4 — Quality Education**.

Diet Counselling for Blood Donors at a Community Blood Donation Camp Date: 17 September 2025

MSU's Department of Nutrition and Dietetics provided personalised dietary counselling to approximately **25 adult donors** during a community blood donation camp on campus. Faculty and final-year students discussed hydration, iron-rich foods, vitamin C combinations, recovery nutrition and appropriate post-donation precautions. Advice included practical food suggestions suited to participants' dietary contexts.

Educational leaflets reinforced the guidance, and counsellors addressed common myths about blood donation and diet. The activity demonstrates outreach education for community participants even though it took place within the university. It supported **SDG 2 — Zero Hunger** through nutrition education and **SDG 3 — Good Health and Well-being** through donor-health guidance.

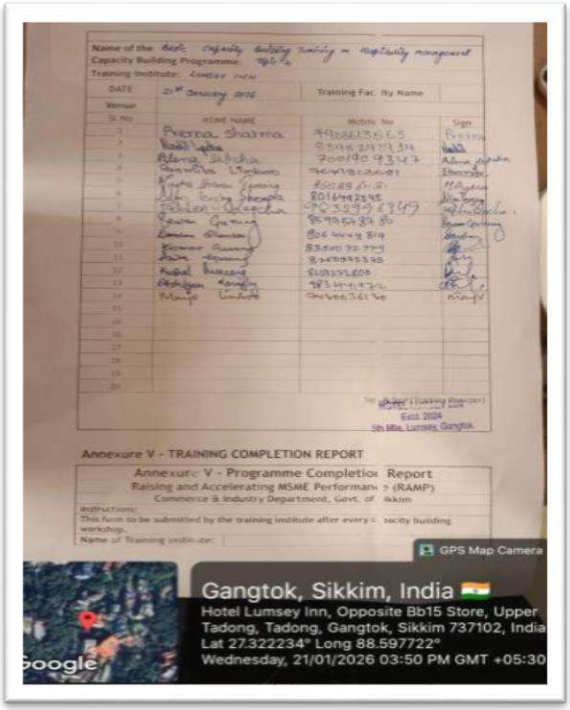
RAMP Hospitality Management Training at Lumsey Inn, Gangtok Date: 21 January 2026

An MSU hospitality resource person delivered a one-day session within a ten-day Hospitality Management Training Programme at Lumsey Inn, Gangtok. Organised under the RAMP scheme, the programme targeted entry-level hospitality trainees and youth aspiring to enter the

sector. The session covered kitchen organisation, equipment, sanitation, food handling and basic food-production tasks through demonstrations and supervised practice.

This contribution extended professional education to external learners and addressed skills relevant to employment. It supported **SDG 4 — Quality Education** through practical vocational learning and **SDG 8 — Decent Work and Economic Growth** through employability-related training. Teaching food safety and hygiene also connected the session with **SDG 3 — Good Health and Well-being**.





Sustainability Literacy

Medhavi Skills University promotes and assesses students' sustainability literacy through awareness campaigns, knowledge assessments and experiential learning activities designed to enhance understanding of the United Nations Sustainable Development Goals (SDGs).

- **Poster Presentation – "Green Vision: A Step Towards a Sustainable Tomorrow" (18 June 2026):** Encouraged students to communicate sustainability concepts and environmental concerns through creative expression.
- **"Discover the SDGs: Awareness and Action" Quiz (5 November 2025):** Organised by the School of Health Science & Technology to assess students' knowledge and understanding of the SDGs.
- **SDG Pledge and Digital Awareness Campaign (20 August 2025):** Organised by the National Service Scheme (NSS) to promote awareness of the SDGs and encourage individual commitment to sustainable development.
- **Herbal Field Survey (11 April 2026):** Provided experiential learning related to plant resources, biodiversity and environmental awareness.

These initiatives support **SDG 4 (Quality Education), SDG 12 (Responsible Consumption and Production) and SDG 15 (Life on Land)**. The SDG quiz serves as a direct mechanism for assessing students' sustainability knowledge. Quiz results, participation records and, where available, pre- and post-activity assessments can provide supporting evidence of sustainability literacy and changes in students' understanding.

Medhavi Skills University

Student Sustainability Literacy Assessment

Purpose: To assess students', faculty members' and staff members' understanding of all 17 United Nations Sustainable Development Goals (SDGs) and their ability to apply sustainability principles in everyday life and institutional practices.

Name:

Category of Participants (Select any one):

a) **Student**

b) **Faculty Members**

c) **Staff**

Instructions: Answer all 20 questions. Select one correct answer for each question. Each correct answer carries one mark; there is no negative marking.

Suggested duration: 20 minutes

Maximum score: 20 marks

QUIZ

1. **Which initiative most directly addresses SDG 1 — No Poverty?**
   A. Measuring national progress only through average income
   B. Providing social protection and access to essential services for vulnerable households
   C. Offering financial assistance only to people already in formal employment
   D. Replacing all public support with short-term charitable donations

2. **Which approach best supports SDG 2 — Zero Hunger?**
   A. Increasing food production without considering nutritional quality
   B. Expanding food supply while allowing avoidable losses during storage
   C. Prioritising cash crops regardless of local food needs
   D. Combining access to nutritious food with resilient farming and reduced food losses

3. **Which university initiative best supports SDG 3 — Good Health and Well-being?**
   A. Providing preventive health education, mental health support and accessible care
   B. Focusing exclusively on treatment after illness develops
   C. Offering health information only to medical students
   D. Treating physical fitness as the only aspect of well-being

4. **What is the central educational principle of SDG 4 — Quality Education?**
   A. Restricting advanced learning to high-performing students

B. Measuring educational quality only through examination results
C. Ensuring inclusive, equitable quality education and lifelong learning opportunities
D. Replacing practical learning with theoretical instruction

5. **Which action best advances SDG 5 — Gender Equality?**
A. Giving everyone identical support without examining barriers
B. Ensuring equal opportunities, preventing harassment and addressing gender-based barriers
C. Encouraging participation while excluding women from leadership decisions
D. Treating gender equality as relevant only to women's programmes

6. **A community has a new water supply, but testing shows contamination. What best addresses SDG 6 — Clean Water and Sanitation?**
A. Increasing water supply without further testing
B. Advising households to rely permanently on bottled water
C. Measuring success only by the number of installed taps
D. Treating the water, monitoring its quality and ensuring safe sanitation

7. **Which campus energy plan best aligns with SDG 7 — Affordable and Clean Energy?**
A. Improving energy efficiency and expanding affordable renewable energy access
B. Replacing working equipment frequently without checking efficiency
C. Expanding fossil-fuel generation without assessing alternatives
D. Installing solar panels while ignoring unnecessary electricity consumption

8. **Which employment practice best reflects SDG 8 — Decent Work and Economic Growth?**
A. Increasing output through unpaid overtime
B. Expanding jobs without considering workplace safety
C. Providing fair pay, safe working conditions and opportunities for skill development
D. Treating business growth as sufficient evidence of decent work

9. **Which project best supports SDG 9 — Industry, Innovation and Infrastructure?**
A. Building infrastructure without considering future hazards
B. Developing resilient infrastructure and accessible, resource-efficient technologies
C. Supporting innovation only when it benefits large companies
D. Expanding industrial production while ignoring pollution

10. **Which university action best supports SDG 10 — Reduced Inequalities?**
A. Offering all services online without accessibility support
B. Allocating support only to students with the highest family incomes
C. Assuming equal admission rules remove every participation barrier
D. Providing accessible facilities and targeted support for disadvantaged students

11. **Which transport strategy best aligns with SDG 11 — Sustainable Cities and Communities?**

A. Improving accessible public transport, walking routes and safe cycling infrastructure
B. Expanding private vehicle parking as the only transport solution
C. Moving traffic problems into lower-income neighborhoods
D. Designing transport without consulting residents

12. Which purchasing decision best supports SDG 12 — Responsible Consumption and Production?

A. Buying the cheapest item regardless of its lifespan
B. Replacing reusable products with disposable alternatives
C. Considering need, durability, reparability and environmental impacts before purchasing
D. Increasing purchases because recycling facilities are available

13. Which option correctly distinguishes climate mitigation from climate adaptation under SDG 13 — Climate Action?

A. Mitigation prepares for climate impacts; adaptation reduces greenhouse gas emissions
B. Mitigation reduces greenhouse gas emissions; adaptation prepares for climate impacts
C. Both terms refer only to responding after natural disasters
D. Both terms refer only to planting trees

14. How can an inland university contribute to SDG 14 — Life Below Water?

A. Assuming marine protection is relevant only to coastal institutions
B. Disposing of chemicals into drains because the campus is far from the sea
C. Focusing on beach clean-ups while ignoring local waterways
D. Preventing plastic leakage and untreated wastewater from entering rivers

15. Which campus landscaping practice best supports SDG 15 — Life on Land?

A. Protecting habitats and planting suitable native species
B. Replacing diverse vegetation with a single ornamental species
C. Clearing natural areas to simplify grounds maintenance
D. Introducing fast-growing invasive plants for rapid greening

16. Which institutional practice best reflects SDG 16 — Peace, Justice and Strong Institutions?

A. Keeping decision-making procedures confidential in every situation
B. Resolving complaints only through informal personal contacts
C. Maintaining transparent decisions, fair grievance procedures and accountability
D. Allowing influential groups to bypass established rules

17. What makes a collaboration effective under SDG 17 — Partnerships for the Goals?

A. Signing an agreement without assigning responsibilities
B. Establishing shared objectives, clear roles, resources and measurable outcomes
C. Counting partners without assessing their contribution
D. Avoiding information exchange between participating organisations

18. A university buys solar panels. What additional consideration best reflects the interconnected nature of the SDGs?

A. The panels' colour and visibility alone
B. Whether the purchase increases electricity use
C. Whether the project can be evaluated only against SDG 7
D. Supply-chain labour conditions, material sourcing and end-of-life management

19. A campus reports that its total waste increased from 100 tonnes to 120 tonnes, while recycling increased from 20 tonnes to 30 tonnes. Which conclusion is correct?

A. The recycling rate improved, but total waste generation also increased
B. Total waste decreased because more material was recycled
C. Recycling increased, so waste prevention is no longer necessary
D. The figures prove that overall environmental impacts decreased

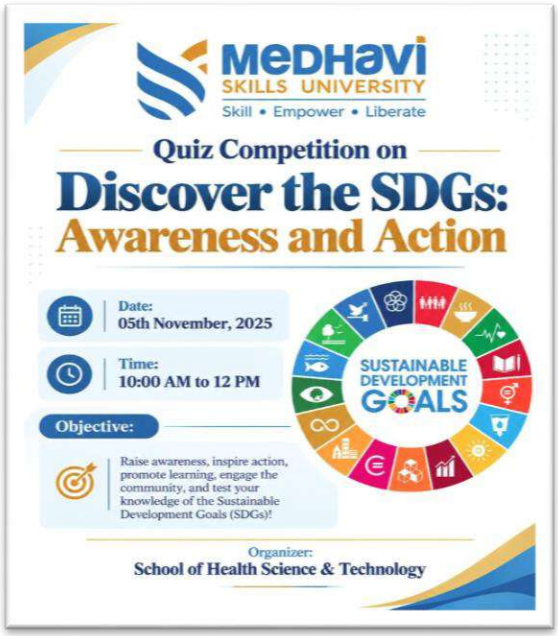
20. Which method best measures improvement in students' sustainability literacy after an educational programme?

A. Counting attendance at sustainability events
B. Recording the number of posters displayed on campus
C. Comparing matched baseline and follow-up knowledge and application scores
D. Asking organisers whether the programme was successful

Administrator's Answer Key

Question	Correct answer	SDG or competency assessed
1	B	SDG 1 — No Poverty
2	D	SDG 2 — Zero Hunger
3	A	SDG 3 — Good Health and Well-being
4	C	SDG 4 — Quality Education
5	B	SDG 5 — Gender Equality
6	D	SDG 6 — Clean Water and Sanitation
7	A	SDG 7 — Affordable and Clean Energy
8	C	SDG 8 — Decent Work and Economic Growth
9	B	SDG 9 — Industry, Innovation and Infrastructure
10	D	SDG 10 — Reduced Inequalities
11	A	SDG 11 — Sustainable Cities and Communities
12	C	SDG 12 — Responsible Consumption and Production
13	B	SDG 13 — Climate Action
14	D	SDG 14 — Life Below Water
15	A	SDG 15 — Life on Land
16	C	SDG 16 — Peace, Justice and Strong Institutions
17	B	SDG 17 — Partnerships for the Goals
18	D	Systems thinking and connections between SDGs
19	A	Sustainability data interpretation: recycling rates rise from 20% to 25%, while total waste rises by 20%
20	C	Measuring learning outcomes


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SKILLS UNIVERSITY
Skill • Empower • Liberate
SDG Pledge and
Digital Awareness
Campaign
Awareness • Action • Participation
SUSTAINABLE
DEVELOPMENT
GOALS
Objectives
Increase awareness about the Sustainable Development Goals (SDGs)
Inspire students & staff to take the SDG pledge
Encourage critical thinking on real-world challenges
Promote active participation towards a more sustainable future
Date:
20th August, 2025
Time:
09:00 AM to 12:00 PM
Eligibility:
Open for all students and staff
Organised by:
National Service Scheme (NSS), Medhavi Skill University


MEDHAVI
SKILLS UNIVERSITY
Skill • Empower • Liberate
Quiz Competition on
Discover the SDGs:
Awareness and Action
Date:
05th November, 2025
Time:
10:00 AM to 12 PM
SUSTAINABLE
DEVELOPMENT
GOALS
Objective:
Raise awareness, inspire action, promote learning, engage the community, and test your knowledge of the Sustainable Development Goals (SDGs)!
Organizer:
School of Health Science & Technology

"Great goals are achieved when knowledge, skills, industry, institutions, and communities work together. Medhavi Skills University believes in the power of meaningful partnerships to transform ideas into action and create lasting impact for a more sustainable future."

Medhavi Skills University

www.msu.edu.in

Topakhani, Lower Chisopani
PO: Singtam Bazar, PS: Singtam
District: East Sikkim
Sikkim – 737134

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SKILLS UNIVERSITY
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Building a Sustainable Tomorrow

At Medhavi Skills University, sustainability is a shared commitment — to create an inclusive, equitable and environmentally responsible campus and community.

Together, we strive to advance the Sustainable Development Goals, fostering innovation, nurturing talent and building a greener, healthier and more equitable world.

Together, we move towards a sustainable and inclusive future for all.

