MEDHAVI SKILLS UNIVERSITY

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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

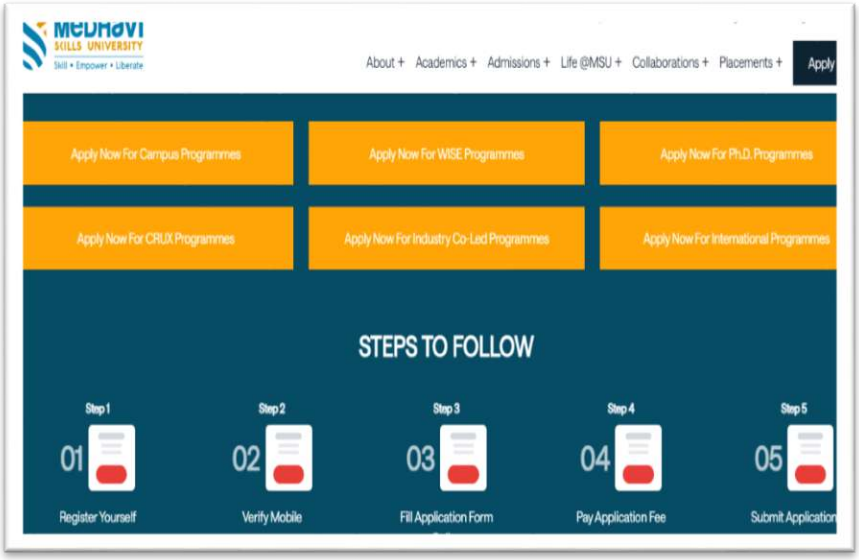
Document whether MSU systematically measures and tracks women's application, acceptance/admission, and entry/enrolment rates. Present the number of female applicants, female applicants accepted, and female students enrolled, with the relevant total applicant/admission figures and calculation period.

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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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.

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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.







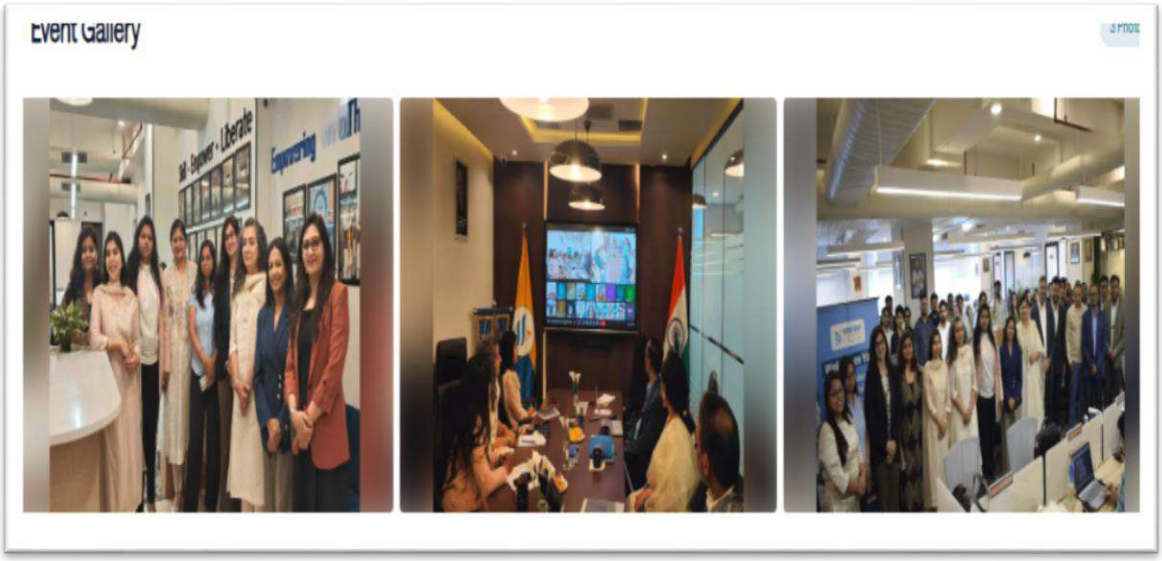
Women's Applications in Underrepresented Subjects

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

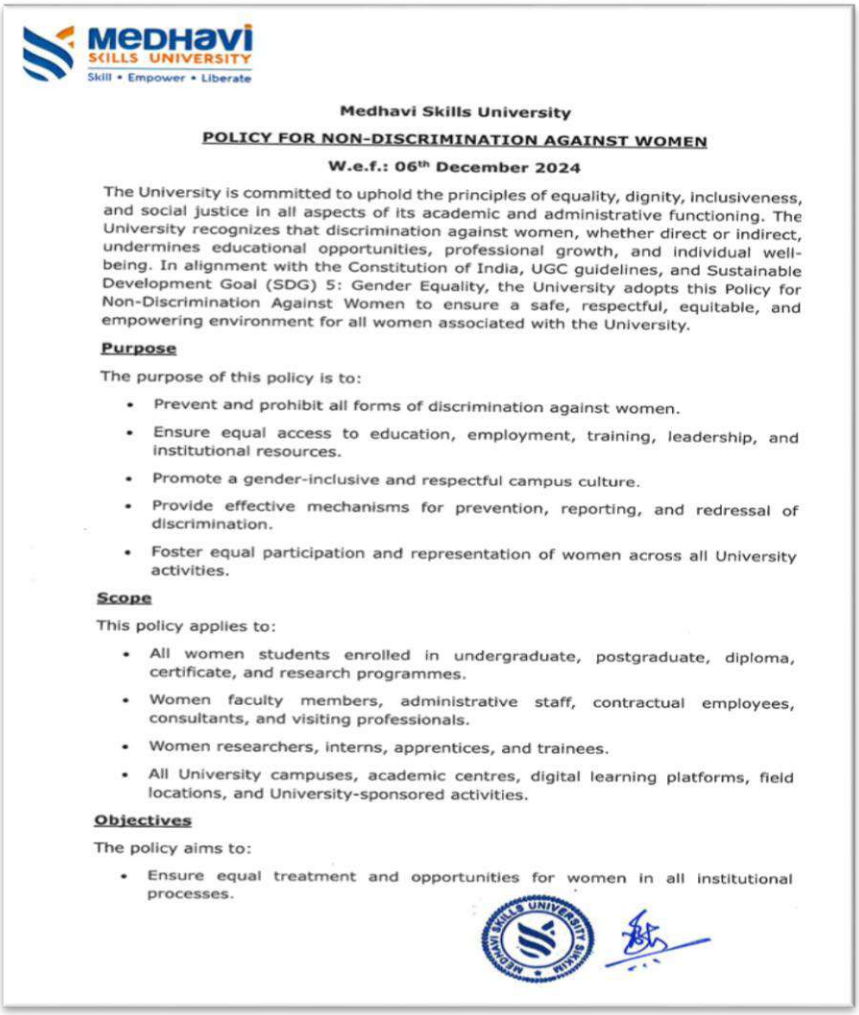


Policy of Non-Discrimination Against Women

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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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

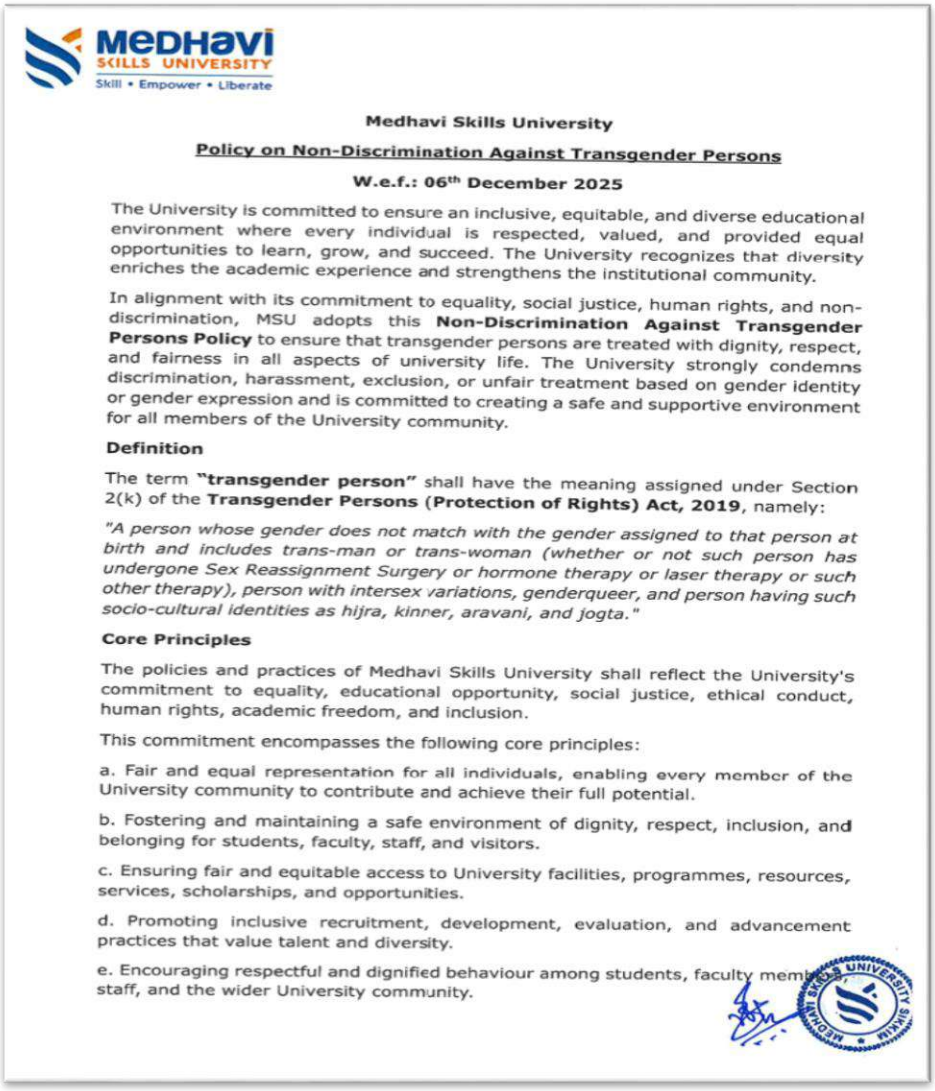
The University shall review the implementation and effectiveness of this policy at least once every three years, or earlier if required.



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.

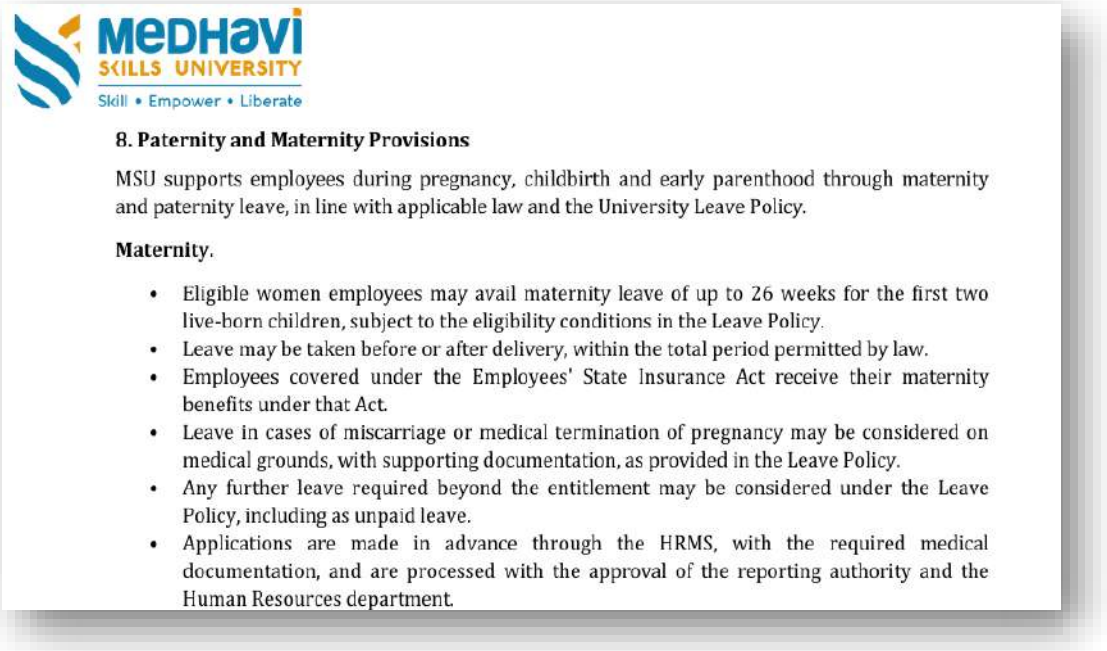
Review

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.

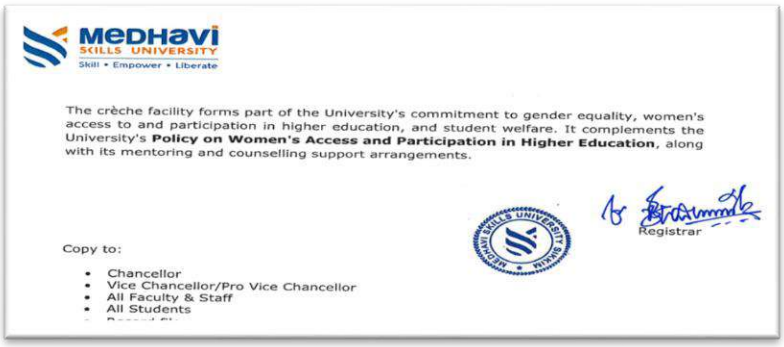
Accordingly, the University provides an **on-campus crèche facility**, operational since the University's inception, to support student mothers in continuing their education and participating in lectures, practical sessions and on-the-job training during and after childbirth.

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

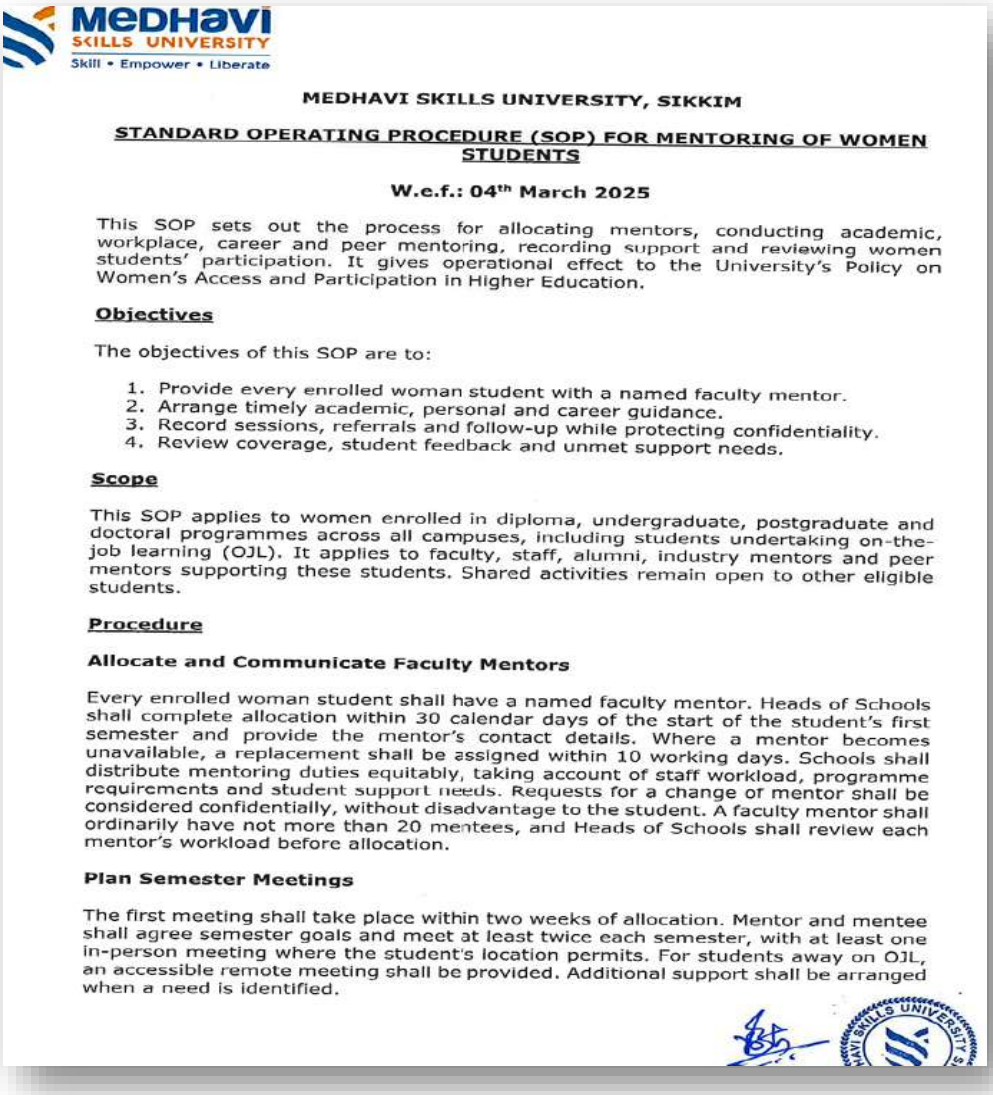
Copy to:

- 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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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

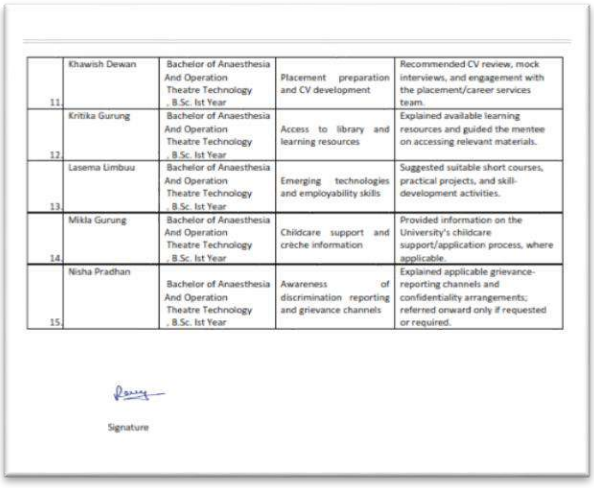


Medhavi Skills University

Mentoring Session Register (Year: 2025)

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

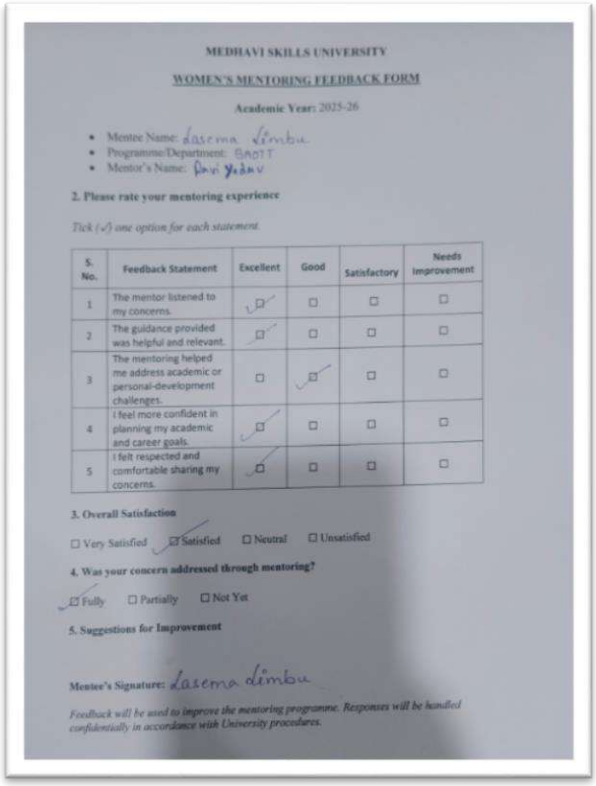
S.No.	Name of Mentee	Programme & Year	Issue Discussed	Action Taken
1.	Aditya Sharma	Bachelor of Anaesthesia And Operation Theatre Technology , B.Sc. Ist Year	Academic performance and study planning	Discussed preparation strategies; advised a weekly study schedule and follow-up with faculty.
2.	Anuska 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



MEDHAVI SKILLS UNIVERSITY

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

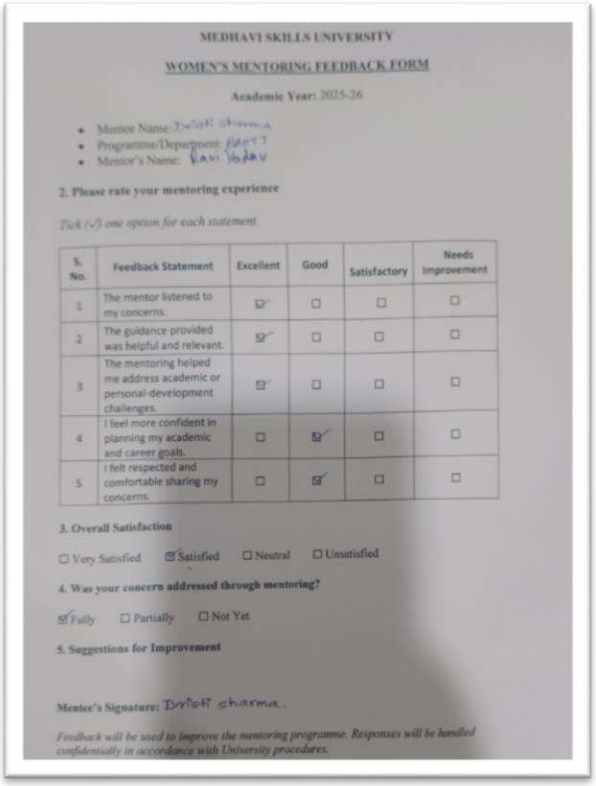
4. Was your concern addressed through mentoring?

☑ 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

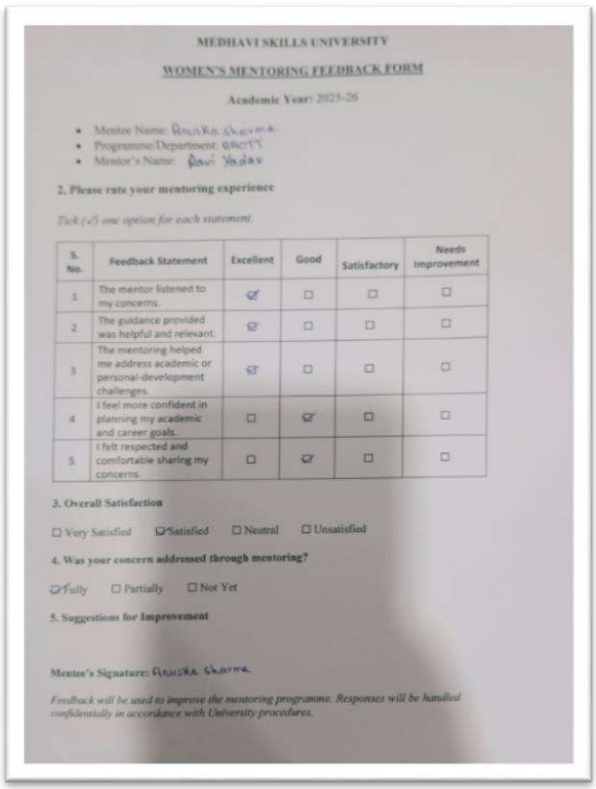
4. Was your concern addressed through mentoring?

☑ 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.



MEDHAVI SKILLS UNIVERSITY

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

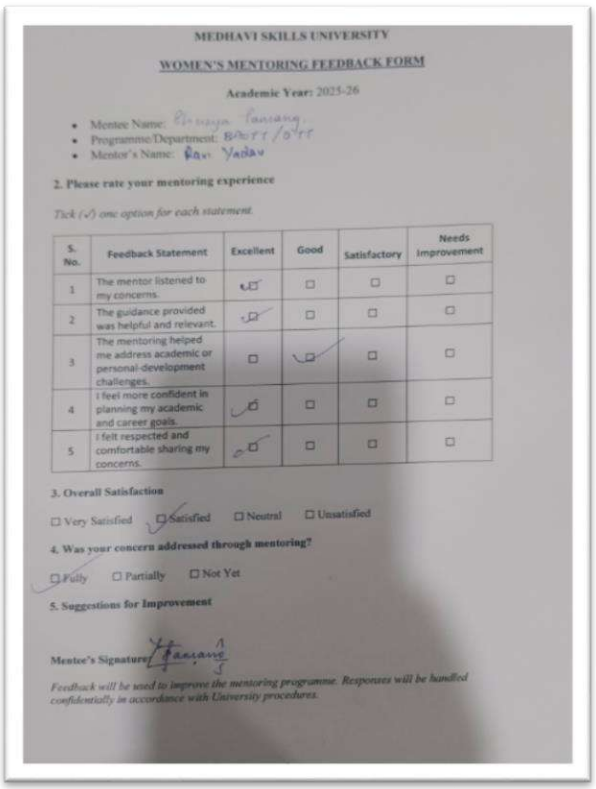
4. Was your concern addressed through mentoring?

☑ 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.



MEDHAVI SKILLS UNIVERSITY

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

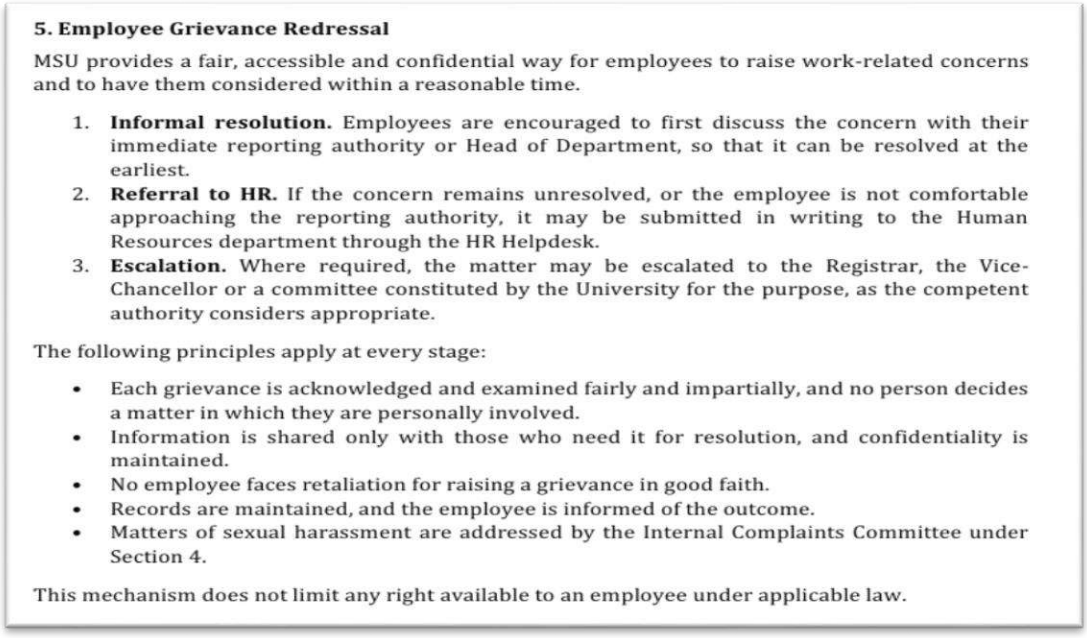
Mentee's Signature: Pranaya

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

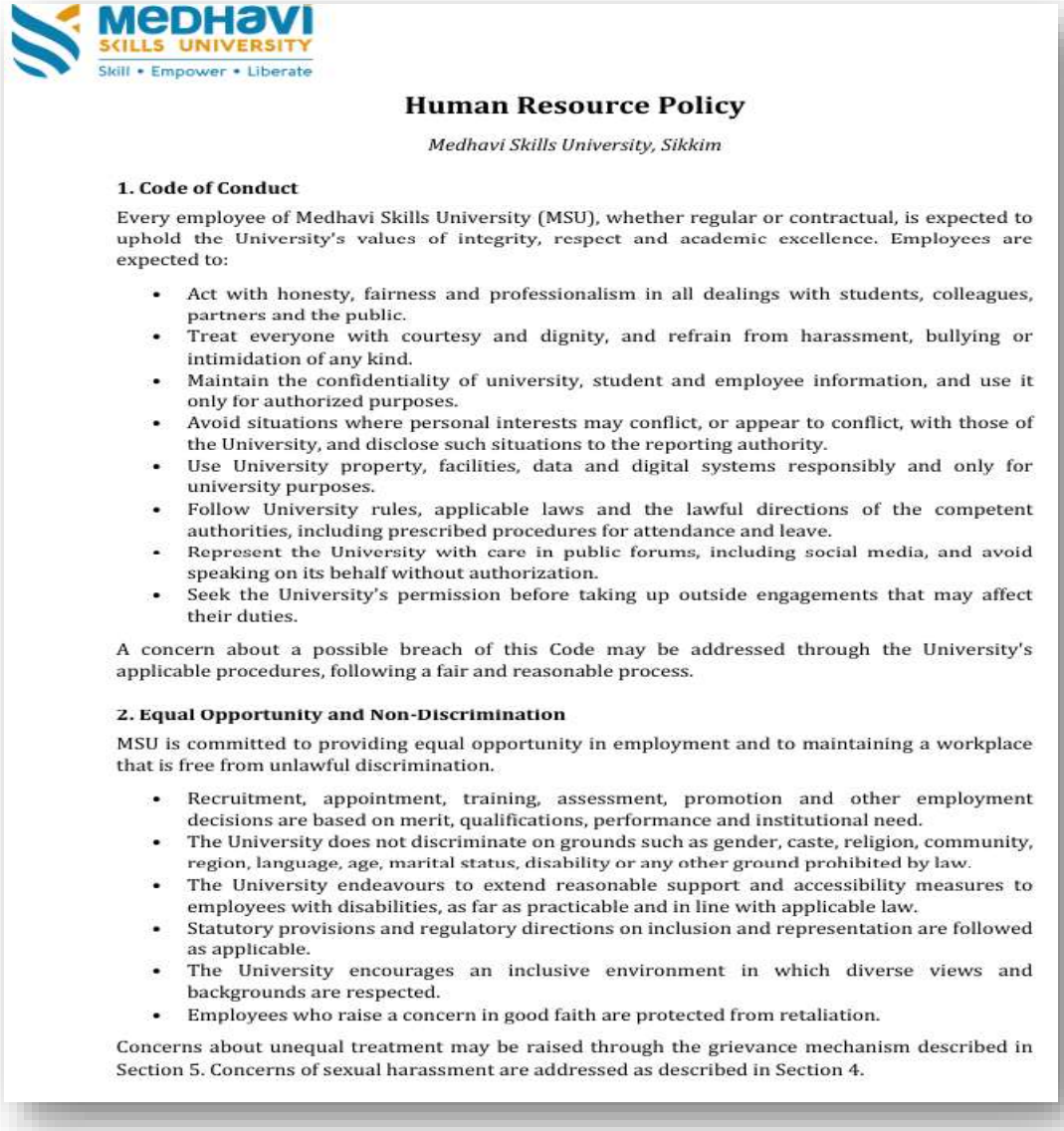
MSU provides a fair, accessible and confidential way for employees to raise work-related concerns and to have them considered within a reasonable time.

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

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