SDG 5.3.1 Tracking access measures

Gender Equality in Access to Higher Education: Monitoring, Support and Institutional Action at GD Goenka University

At **GD Goenka University (GDGU)**, gender equality is an integral component of an inclusive, equitable, and student-centered higher education environment. The University recognizes that meaningful gender equality extends beyond providing equal admission opportunities. It requires continuous monitoring of access, participation and progression; identification of gender-related gaps; appropriate institutional interventions; and the provision of a safe, supportive and enabling campus environment.

GDGU therefore follows a holistic approach that combines **gender-disaggregated monitoring of applications and admissions, institutional review, student welfare and counselling, gender sensitization, prevention and redressal of sexual harassment, appropriate campus infrastructure, and opportunities for women's participation in academic and co-curricular activities**.

This approach enables the University to translate its commitment to gender equality into measurable institutional processes and student-support practices.

1. Monitoring Women's Applications and Admissions

GDGU maintains institutional admission and student records through its digital student and academic management system "Digicampus". This system support the collection and management of student information, including demographic and academic details relevant to institutional planning and reporting.

Gender-disaggregated information enables the University to examine women's participation at different stages of the admission process, including:

- Applications received from women students.
- Applications are progressing through the admission process.
- Admissions offered to women applicants.
- Enrolment of women students.
- Programme- and school-level representation of women.
- Year-on-year trends in women's participation.

The availability of such information enables academic and administrative leadership to examine gender representation across programmes and identify areas where women's participation may require additional

attention.

2. Gender-Disaggregated Institutional Data for Decision Making

Gender-disaggregated data provides an important input for institutional planning and quality enhancement.

The University can analyse women's participation across different academic schools, programmes and student cohorts. Year-on-year comparisons can be used to identify trends and understand changes in participation.

This broader student-lifecycle perspective recognises that gender equality cannot be assessed only at the point of admission.

Equal opportunity also requires that women students are able to:

- Remain engaged with their academic programmes.
- Access to academic and student-support services.
- Participate in campus activities.
- Progress successfully through their programmes.
- Access leadership and professional-development opportunities.
- Complete their education successfully.

Accordingly, gender-related data can contribute to institutional quality assurance and continuous improvement.

3. Institutional Review and Identification of Gender Gaps

The analysis of gender-disaggregated data allows the University to identify areas requiring attention.

Where gender differences are observed, the concerned academic or administrative units can examine possible contributing factors and consider appropriate interventions.

Depending on the nature of the identified gap, interventions may include:

- Strengthening outreach and awareness among prospective women students.
- Providing information about academic and career opportunities.

- Enhancing admission counselling.
- Encouraging women to participate in traditionally underrepresented disciplines.
- Strengthening mentoring and academic support.
- Increasing awareness of student welfare facilities.
- Promoting participation in research, innovation, entrepreneurship and leadership.
- Improving communication regarding institutional safety and grievance mechanisms.

The objective is to ensure that institutional data leads to **action and improvement rather than remaining statistics**.

4. Closing the Loop: Monitoring, Action and Continuous Improvement

GDGU's approach to gender equality follows a continuous improvement cycle:

Data Collection → Gender Analysis → Identification of Gaps → Institutional Action → Monitoring of Outcomes → Further Improvement

Information generated through admission and student records can be considered during academic and administrative reviews.

The findings further used to strengthen:

- Admission strategies.
- Student counselling.
- Academic mentoring.
- Student welfare initiatives.
- Gender sensitisation programmes.
- Campus safety mechanisms.
- Participation in student activities.
- Leadership and professional development opportunities.

This approach supports the University's broader quality-assurance philosophy by connecting evidence,

decision-making and measurable institutional improvement.

5. Creating a Safe and Inclusive Campus for Women

GD Goenka University recognizes that access to higher education must be accompanied by a campus environment where students can study and participate with **safety, dignity, privacy and equal opportunity**.

The University therefore provides institutional mechanisms addressing student welfare, safety, counselling, grievance redressal and gender-related concerns.

These mechanisms are intended to ensure that students have appropriate avenues for seeking assistance in relation to:

- Gender-based concerns.
- Sexual harassment.
- Discrimination or inappropriate behaviour.
- Academic and personal difficulties.
- Emotional and psychological concerns.
- Safety-related issues.
- Grievances affecting student life.

A safe campus environment is an essential component of gender equality because students' ability to participate fully in higher education depends not only on admission but also on their sense of security, belonging and institutional support.

6. Prevention and Redressal of Sexual Harassment

GD Goenka University maintains institutional mechanisms for the prevention and redressal of sexual harassment in accordance with applicable regulatory requirements.

The University's **Internal Committee/appropriate institutional mechanism** provides an institutional framework for addressing complaints relating to sexual harassment and promoting awareness regarding prevention and redressal.

Awareness and sensitization initiatives help members of the University community understand:

- What constitutes inappropriate or unwelcome behavior.
- The importance of respectful interactions.
- The mechanisms available for reporting concerns.
- The rights and responsibilities of members of the University community.
- The importance of maintaining a safe and respectful educational environment.

The availability of formal institutional mechanisms provides women students with a structured avenue for raising concerns and seeking appropriate institutional assistance.

7. Gender Sensitization and Awareness Programmes

GDGU promotes awareness of gender equality through academic, co-curricular and institutional activities.

Gender sensitization initiatives are intended to promote understanding of:

- Gender equality and equal opportunity.
- Respectful interpersonal behavior.
- Women's rights and dignity.
- Prevention of discrimination and harassment.
- Social and professional challenges affecting women.
- Inclusive participation in education and society.

Seminars, workshops, awareness campaigns, observances and student-engagement activities provide opportunities for students and employees to discuss gender-related issues and develop a greater understanding of equality and inclusion.

These activities support the creation of a campus culture in which **respect, dignity, equality and responsible behavior** are recognized as shared institutional values.

8. Student Counselling and Mentoring Support

GDGU recognizes that students may experience academic, personal, social and transitional challenges during their university journey.

Student-support mechanisms, including **faculty mentoring, academic guidance, counselling and**

welfare support, provide students with opportunities to seek assistance when required.

Faculty mentors and academic teams can support students in areas such as:

- Academic performance and progression.
- Attendance and engagement.
- Adjustment to university life.
- Career planning.
- Personal and interpersonal concerns.
- Identification of appropriate institutional support.

For women students, these mechanisms provide an additional layer of support that can help address barriers affecting academic participation and successful completion.

9. Health, Well-being and Menstrual Hygiene

A gender-equitable educational environment also requires attention to women's health and well-being.

GDGU supports student welfare through access to appropriate campus health and sanitation facilities and through awareness and support mechanisms addressing student health and well-being.

Gender-responsive student welfare may include appropriate sanitation facilities, access to healthcare support, awareness regarding menstrual health and hygiene, and provision of a supportive environment for students who require assistance.

Such measures contribute to reducing avoidable barriers to women's participation in education and campus activities.

10. Gender-Sensitive Campus Infrastructure

GDGU recognises the importance of physical infrastructure in creating a safe and inclusive educational environment.

The University provides gender-appropriate sanitation and welfare facilities and maintains campus infrastructure intended to support the **privacy, safety, comfort and dignity** of students.

Gender-sensitive infrastructure forms part of a broader institutional ecosystem that includes:

- Appropriate women's sanitation facilities.
- Student welfare spaces.
- Health and first-aid support.
- Campus safety arrangements.
- Accessible grievance and support mechanisms.
- Facilities supporting students' academic and personal needs.

The combination of physical infrastructure and institutional support contributes to an environment in which women students can participate confidently in academic and campus life.

11. Equal Participation in Academic and Co-Curricular Activities

GDGU encourages women students to participate actively in all dimensions of university life.

Women students are provided opportunities to participate in:

- Academic activities.
- Research and innovation.
- Conferences and seminars.
- Student clubs and societies.
- Cultural activities.
- Sports.
- Entrepreneurship and startup initiatives.
- Community engagement.
- Leadership and student-development programmes.
- Career-development activities.

Such participation is important because gender equality in higher education extends beyond classroom access.

12. Promoting Women's Leadership and Empowerment

GDGU encourages students to develop leadership and professional competencies through participation in institutional and student activities.

Women students are encouraged to take active roles in academic, cultural, research, innovation, entrepreneurship and student-development activities.

Leadership opportunities allow students to develop:

- Decision-making abilities.
- Team management skills.
- Communication and presentation skills.
- Problem-solving capabilities.
- Professional networking.
- Entrepreneurial thinking.
- Social responsibility.

Promoting women's leadership at the student level contributes to the broader objective of empowering women to participate effectively in professional and social life.

13. Supporting Women in Research, Innovation and Entrepreneurship

GDGU's academic environment provides opportunities for women students and researchers to participate in research, innovation and entrepreneurship.

The University promotes participation in:

- Research projects.
- Innovation activities.
- Intellectual property generation.
- Conferences and academic presentations.
- Entrepreneurship initiatives.

- Startup and incubation activities.
- Industry-academia engagement.

Providing women with opportunities in these areas contributes to the development of future researchers, entrepreneurs, professionals and institutional leaders.

The objective is to ensure that women are not only beneficiaries of higher education but also **active contributors to knowledge creation, innovation and societal development**.

14. Gender Equality as Part of Institutional Quality Assurance

Gender equality is closely connected with the University's broader quality-assurance and institutional-development processes.

GDGU's quality framework emphasises the use of evidence, stakeholder feedback, institutional review and continuous improvement.

Within this framework, gender-disaggregated student data can provide useful evidence for:

- Institutional planning.
- Academic programme review.
- Student-support planning.
- Quality enhancement.
- Student welfare interventions.
- Campus development.
- Inclusive education strategies.

This integration ensures that gender equality is considered as part of the University's institutional development rather than being treated as a standalone activity.

15. Stakeholder Feedback and Continuous Improvement

GDGU recognises that effective gender-responsive policies and support systems require feedback from the University's stakeholders.

Feedback mechanisms involving students and other members of the University community can help

identify:

- Student-support requirements.
- Safety and welfare concerns.
- Accessibility issues.
- Academic challenges.
- Areas requiring greater awareness.
- Opportunities for improvement.

Such feedback can be considered alongside institutional data to improve student-support systems and strengthen the University's gender-responsive practices.

GDGU Report on Tracking access measures

Systematically measure and track women's application rate, and acceptance or entry rate

GD Goenka University systematically measures and tracks women's application rates and acceptance/entry (enrolment) rates on an annual basis. Gender-disaggregated data are collected at the application stage through the online admissions portal and at the point of enrolment. These datasets are reviewed periodically by the Admissions Office and the Institutional Quality Assurance Cell to monitor trends, identify conversion gaps, and support evidence-based interventions for gender equity.

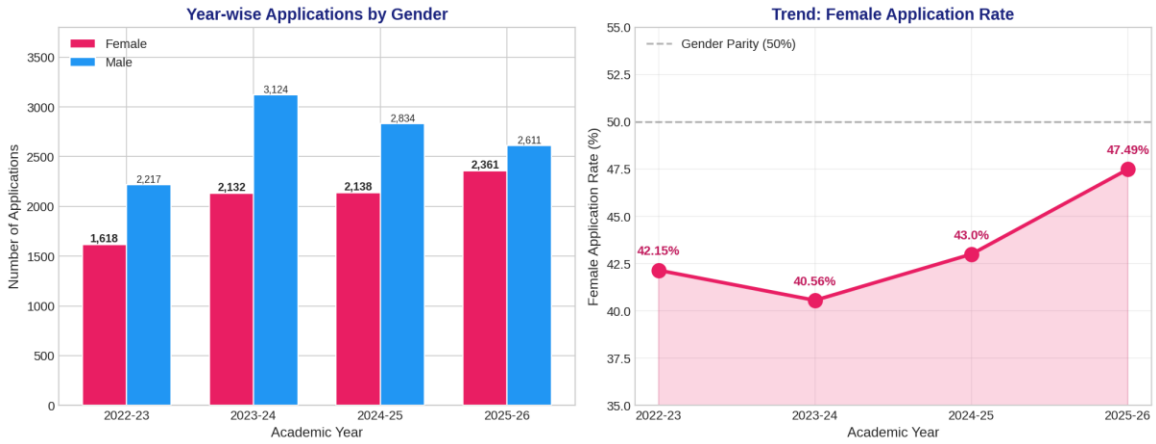
The University maintains continuous year-wise records of applications and enrolments by gender covering the academic cycles 2021–22 to 2025–26. This sustained tracking demonstrates institutional commitment to measuring women's access to higher education and meets the evidence requirements of THE Impact Rankings Indicator 5.3.1.

Women's Application Rate (Tracked Annually)

Gender-disaggregated application data are captured for every admission cycle. The table below presents the year-wise female application rate.

Academic Year	Female Apps	Male Apps	Total Apps	Female Rate	Trend
2022–23	1,618	2,217	3,839	42.15%	—
2023–24	2,132	3,124	5,256	40.56%	↓ 1.59 pp
2024–25	2,138	2,834	4,972	43.00%	↑ 2.44 pp
2025–26	2,361	2,611	4,972	47.49%	↑ 4.49 pp

Key Finding: Female application rate has improved from 42.15% (2022–23) to 47.49% (2025–26), approaching gender parity. Absolute female applications increased by 46% over the four-year period.



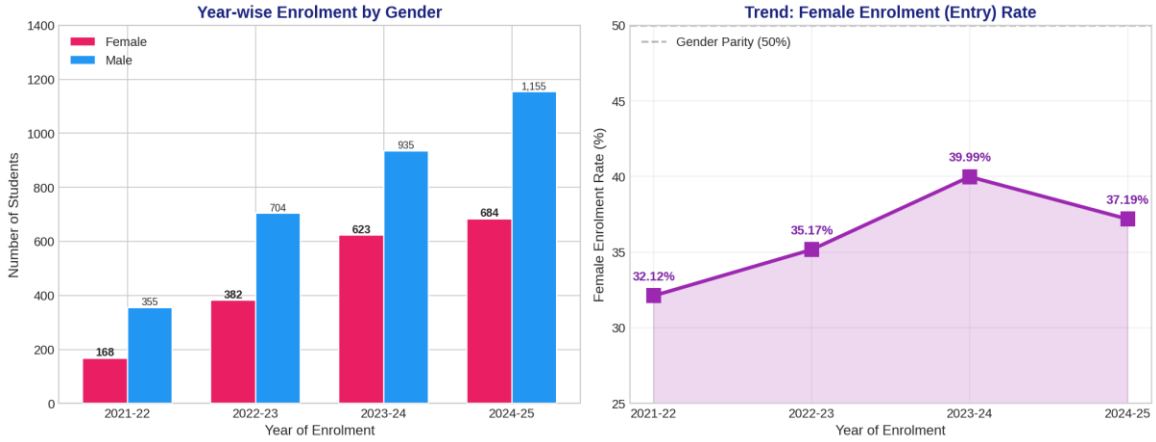
Year-wise Applications by Gender and Female Application Rate Trend

Women's Acceptance / Entry (Enrolment) Rate

Enrolment (entry) data are tracked by gender for each year of admission. The table below presents the year-wise female enrolment rate.

Year of Enrolment	Female Students	Male Students	Total Students	Female Rate
2021–22	168	355	523	32.12%
2022–23	382	704	1,086	35.17%
2023–24	623	935	1,558	39.99%
2024–25	684	1,155	1,839	37.19%

Key Finding: Female enrolment more than quadrupled (168 → 684) between 2021–22 and 2024–25. Female share peaked at 39.99% in 2023–24.



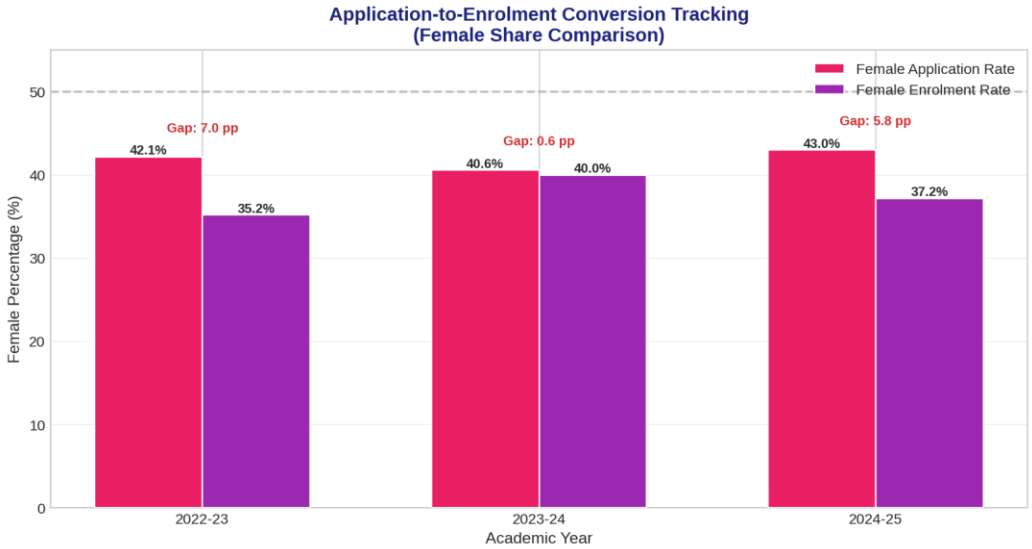
Year-wise Enrolment by Gender and Female Enrolment Rate Trend

Application-to-Enrolment Conversion Tracking

The University systematically tracks the conversion gap between female application rate and female enrolment rate. This enables identification of stages where female candidates may drop out of the admission funnel.

Year	Female Application %	Female Enrolment %	Conversion Gap (pp)
2022–23	42.15%	35.17%	6.98
2023–24	40.56%	39.99%	0.57
2024–25	43.00%	37.19%	5.81

Key Finding: The conversion gap narrowed significantly in 2023–24 (0.57 pp). Monitoring this metric supports targeted counselling and scholarship outreach to improve female conversion.



Application-to-Enrolment Conversion Gap Analysis

Final Outcome – Evidence Summary

1. Existence of systematic measurement: Gender is a mandatory field in the online application portal. Application and enrolment data are compiled annually by gender, programme and school.

2. Continuous tracking over multiple years: Application data span four consecutive cycles (2022–23 to 2025–26). Enrolment data span four consecutive cycles (2021–22 to 2024–25).

3. Positive trajectory: Female application rate improved from 42.15% to 47.49%. Female enrolment more than quadrupled in absolute numbers and reached nearly 40% share.

4. Conversion monitoring: The University actively tracks the application-to-enrolment conversion gap and uses the insight to guide interventions.

5. Evidence is institutional and auditable: All figures are derived from official admissions and student-on-roll records maintained by the University.

GD GOENKA UNIVERSITY
SOHNA ROAD
GURUGRAM

Empowering Through Data: Transparent Insights into Women's Journey from Application to Graduation

At GD Goenka University, we prioritize gender-balanced access to education. Below is a clear, snapshot of our systematic tracking for women's application, acceptance/entry, and completion rates. This data driven approach ensures equity, with all figures verified via our Admissions Office and publicly available on www.gdgoenkauniversity.com/adm

Year of Admission	Total No. of Applications	Total No. of Male Applications	Total No. of Female Applications	Total Student Enrolled	Male Enrolled	Female Enrolled
2024-25	4972	2834	2138	1839	1155	683

WOMEN APPLICATION RATE (WAR):

$$WAR = Number\ of\ women\ applications/Total\ No.of\ applications X100$$

2138/4972 x 100 = 43.00%

RATIO:

Women Application: Male Application

2138: 2834

WOMEN ENROLLEMENT RATE (WER):

$$WER = Number\ of\ women\ enrolled/\ No.of\ Women\ Applications\ X100$$

683/2138 × 100 = 31.94%

RATIO:

Women Enrolled 683 : : Male Enrolled 1155

WOMEN GRADUATION RATE (WGR):

Year of Graduation	Total Graduated	Male Graduates	Females Graduates
2024-25	1393	863	530

$$WGR = Number\ of\ women\ Graduated/No.of\ women\ enrolled\ X100$$

530/683 x 100 = 77.59%

RATIO:

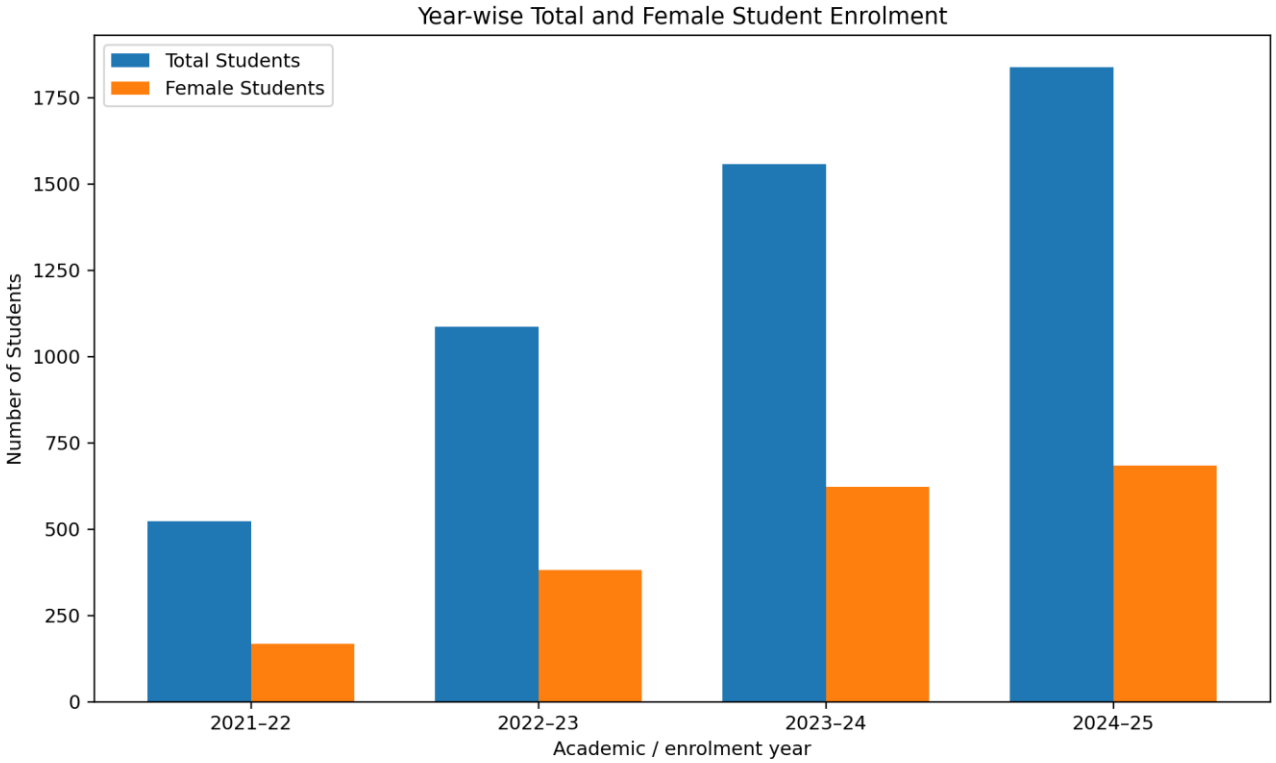
Women Graduates : Male Graduates

530 : 863

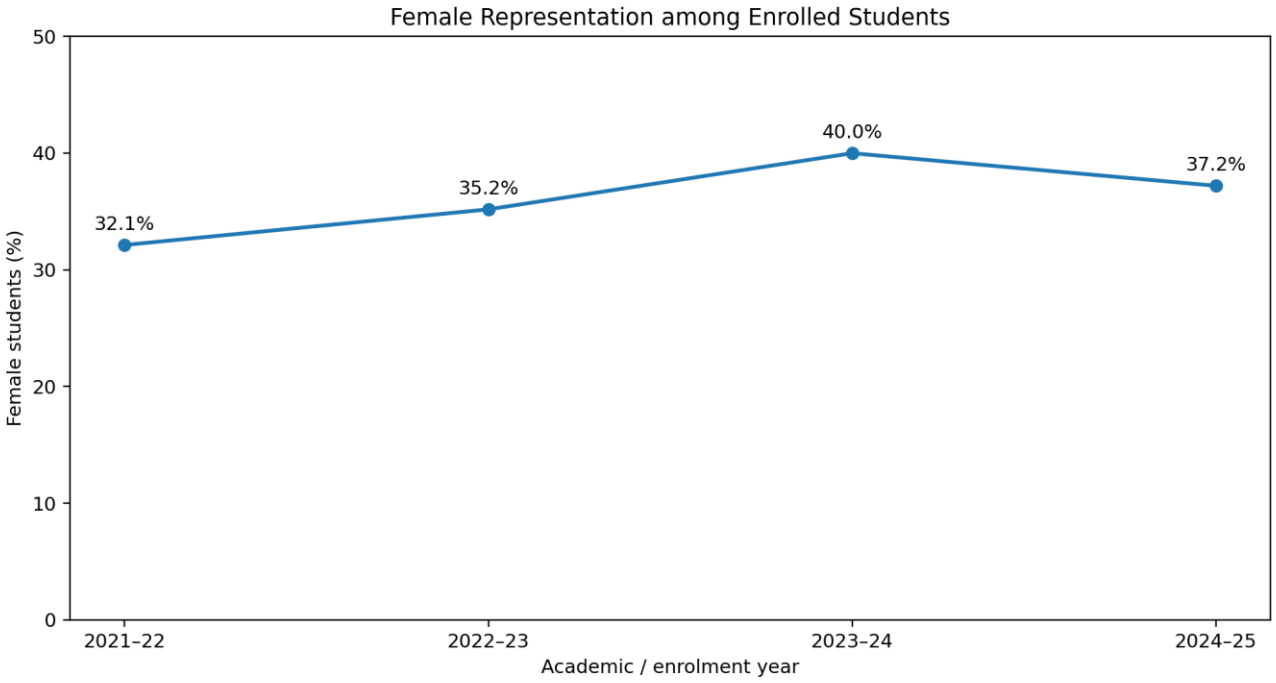
Year-wise Student Access and Female Participation

Year	Total Students	Female Students	Male Students	Female %
2021–22	523	168	355	32.12%
2022–23	1,086	382	704	35.17%
2023–24	1,558	623	935	39.99%
2024–25	1,839	683	1,155	37.19%

Comparative year-wise total and female student enrolment



Trend in female representation among enrolled students



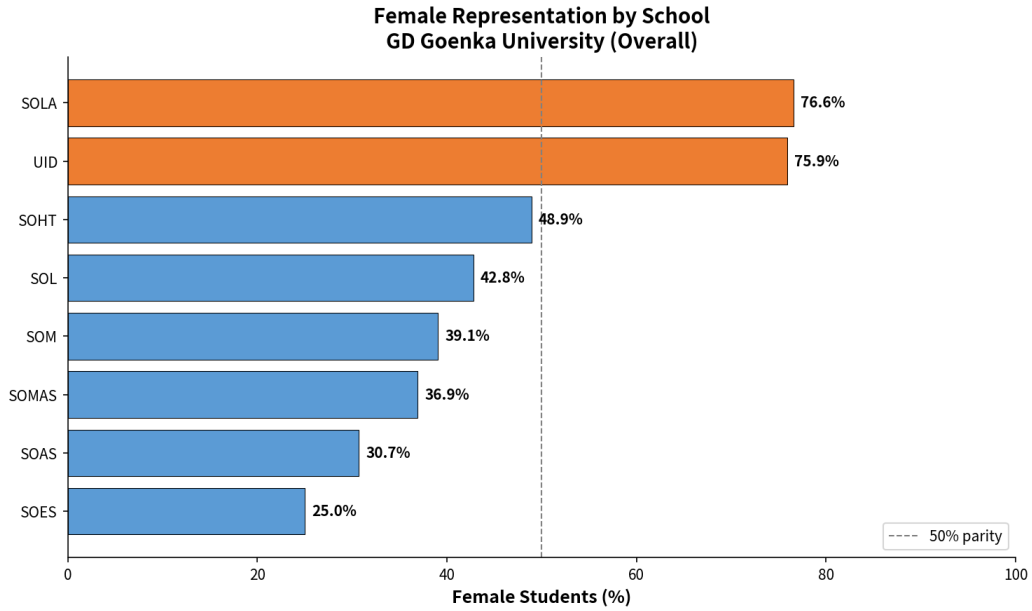
Key Findings

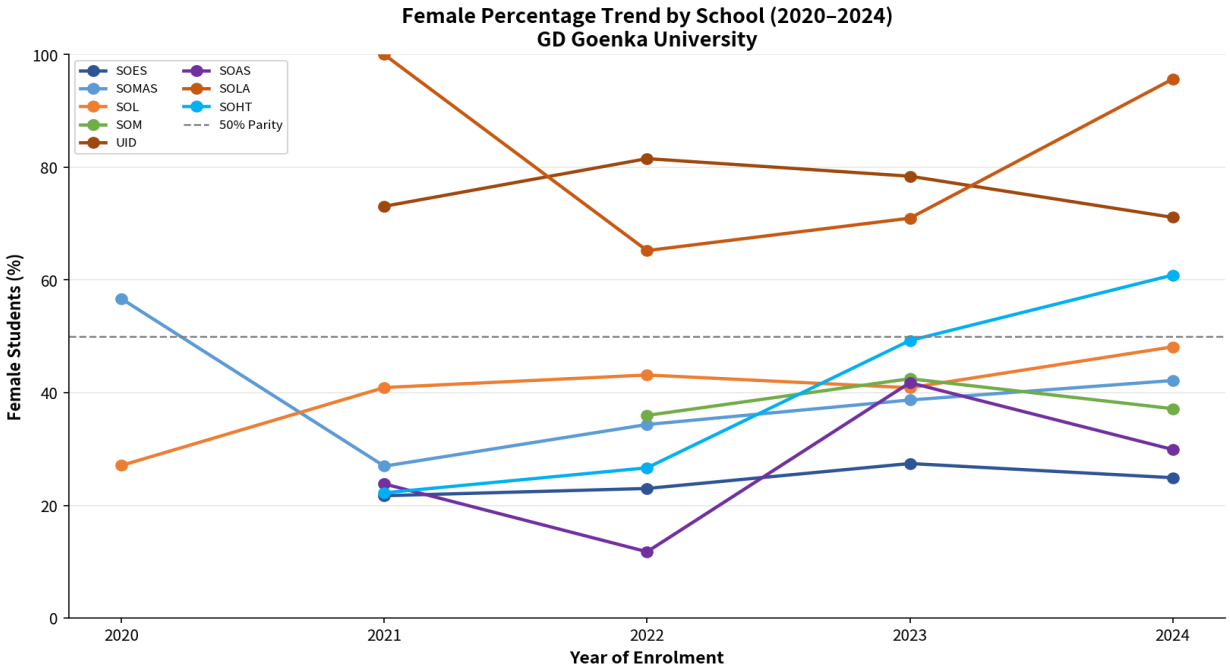
- Total enrolment increased from 523 students in 2021–22 to 1,839 students in 2024–25, indicating substantial expansion in the student population.
- Female enrolment increased from 168 students in 2021–22 to 684 students in 2024–25—an increase of 516 students, or approximately 307% over the period.
  • Female representation increased from 32.12% in 2021–22 to 35.17% in 2022–23 and 39.99% in 2023–24.
- The 2024–25 cohort recorded 683 female students and 37.19% female representation. Although the number of female students continued to increase, the female share declined by 2.79 percentage points from 2023–24 because total enrolment grew faster.
- Across the four years, the data therefore demonstrate a strong absolute increase in women's participation, alongside a need to monitor the female share as overall enrolment expands.

Female Representation by School

The below available data shows the School/Department-level monitoring for AY 2024-25 students' data. This is useful for identifying disciplines with comparatively strong female participation and disciplines where targeted access measures may be appropriate.

School / Department	Female Students	Total Students	Female %
SOLA – School of Liberal Arts	111	145	76.55%
UID – United World Institute of Design (UID)	277	365	75.89%
SOHT – School of Hospitality & Tourism	67	137	48.91%
SOL – School of Law	230	519	44.32%
SOM – School of Management	214	548	39.05%
SOMAS – School of Medical and Allied Sciences	387	1,064	36.37%
SOAS – School of Agricultural Sciences	77	251	30.68%
SOES – School of Engineering & Sciences	494	1,977	24.98%


Female Representation by School
GD Goenka University (Overall)
SOLA
UID
SOHT
SOL
SOM
SOMAS
SOAS
SOES
76.6%
75.9%
48.9%
42.8%
39.1%
36.9%
30.7%
25.0%
50% parity
0
20
40
60
80
100
Female Students (%)


Female Percentage Trend by School (2020–2024)
GD Goenka University
SOES
SOMAS
SOL
SOM
UID
SOAS
SOLA
SOHT
50% Parity
100
80
60
40
20
0
Female Students (%)
2020
2021
2022
2023
2024
Year of Enrolment

GD GOENKA UNIVERSITY

SOHNA ROAD
GURUGRAM

Gender Equality, Diversity & Inclusion Policy

Gender Equality, Diversity & Inclusion Policy

Policy Statement

GD Goenka University is fully committed to achieving gender equality, promoting diversity, and fostering an inclusive and safe learning and working environment for all its students, faculty, and staff. The University upholds the principles of equality, dignity, and respect and does not tolerate discrimination, harassment, or exclusion on the basis of gender, gender identity, caste, creed, religion, disability, or any other status.

The University actively works towards women empowerment, gender sensitization, and inclusion of marginalized and weaker sections of society through its policies, institutional mechanisms, and year-long activities.

Institutional Bodies for Gender Equality and Safety

Equality, Diversity and Inclusion Governance

GD Goenka University has established institutional mechanisms that function as the University's Equality, Diversity and Inclusion (EDI) framework, mandated by the University administration to advise on and implement policies, programmes, and trainings related to diversity, equity, inclusion, and human rights on campus.
These responsibilities are carried out through bodies such as the Internal Complaint Committee, Committee Against Sexual Harassment (CASH), Equity and Non-Discrimination Policy mechanisms, Counselling Centre, and structured gender sensitization and inclusion initiatives, ensuring a safe, inclusive, and rights-based campus environment.

To ensure gender equality and safety, the University has constituted the following bodies:

1. Internal Complaint Committee
2. Committee Against Sexual Harassment (CASH)

In addition, GD Goenka University has a well-defined Policy to Prevent Sexual Harassment at the Workplace**,** with a clearly established redressal mechanism.

Equal Opportunity in Admissions and Employment

Admissions at GD Goenka University are based strictly on academic merit and eligibility criteria, without discrimination on the basis of gender. In recent years, female student enrolment has increased significantly. As per institutional data, women constitute a substantial proportion of undergraduate and postgraduate students, particularly in disciplines such as B.A. and M.A. (Clinical Psychology), while continued efforts are being made to encourage women's participation in areas with traditionally lower female enrolment.

Admission to the University shall be made strictly on the basis of merit.

(ii) Merit for admission to the University may be determined either on the basis of marks or grades obtained in the qualifying examination and achievements in co-curricular and extracurricular activities, or on the basis of marks or grades obtained in the entrance test

conducted at the state level, either by an association of universities conducting similar courses or by any agency of the State.

(iii) Provided that admission to professional and technical courses shall be made only through an entrance test. Admission of students shall be carried out on the basis of merit, providing equal opportunity to all without any discrimination, taking into account the provisions of Section 35.

(iv) Provisions for admission and enrolment of students shall be made in accordance with the Ordinances, Regulations, and Rules.

(v) A minimum of 25% of seats for admission to the University shall be reserved for students from the State of Haryana, out of which 10% shall be reserved for students belonging to the Scheduled Castes of the State of Haryana.

(vi) The number of seats in different courses or subjects shall be as approved by the Academic Council of the University.

(vii) The University may, from time to time, prepare the fee structure for various courses and shall submit it to the State Government for information at least 30 days before the commencement of the academic session.

University regulations and policy guidelines governing admissions, recruitment, and academic as well as administrative activities safeguard the interests of students, faculty, and staff without discrimination on the basis of gender. The true spirit of Article 15 of the Constitution of India is upheld, ensuring that there is no discrimination on the basis of caste, creed, religion, or gender, including recognition of the third gender.

Process of Appointment of Teaching/Academic Staff of the University

i. The appointment of teachers and academic staff shall be normally made through open selection, on the recommendations of the duty constituted Selection Committee as per the norms as provided in the Service Regulations;

ii. The Appointment of administrative staff shall be normally made through open selection, on the recommendations of the duly constituted selection Committee as provided in the Regulations:

iii. The recommendations of the Selection Committees shall be approved by the Authority/ Officers as provided in the Service Regulations;

iv. The emoluments of teachers, academic and administrative staff shall be as per UGC norms on higher as provided in the Regulations;

v. In special cases, appointment may also be made on contract, transfer, and deputation or in in any other manner considered necessary and expedient.

Safety, Security, and Campus Facilities

The University provides a safe and supportive campus environment through:

- Separate hostels for boys and girls with trained male and female wardens and appropriate security arrangements
- Separate restrooms and common rooms for boys and girls across campus
- Medical attendants and sports officers for both male and female students and staff
- Counselling, safety, and security facilities under the University's Equity, Diversity, and Non-Discriminatory Policy Guidelines

Women students actively participate in academic, cultural, and sports activities at institutional and inter-institutional levels, including university festivals, national and international observances, and sports competitions.

Gender Sensitization and Awareness Activities

Year-long activities are conducted to promote gender equality and empowerment, including:

- Nukkad Natak on *Women Empowerment*
- Celebration of *International Women's Day*
- Nomination of *Gender Champions*
- Workshops and training programs on legal rights, gender sensitivity, and protection from social and domestic violence

All academic and co-curricular programs are open to all genders without bias or reservation.

Counselling, Welfare, and Support Facilities

- **Counselling Centre**

The Counselling Centre, operated by the GD Goenka Institute of Behavioural and Allied Sciences, provides one-to-one and group counselling services to students and staff to support mental, emotional, biological, and social well-being.

- **Common Rooms**

Common rooms are available in all academic blocks for student welfare.

- **Day Care / Childcare Facility**

The Toddler House at GD Goenka University provides a safe and nurturing environment for young children, supporting their holistic development through play-based learning. The facility is equipped with age-appropriate resources and is managed by trained caregivers who ensure hygiene, safety, and comfort. A day-care centre for children aged 6 months to 6 years offers essential amenities and assistance to working parents as part of the University's family-friendly initiatives.

Equity, Inclusion, and Respect for Gender Diversity

Through its Equity and Inclusion Policy, GD Goenka University seeks to foster an environment that goes beyond non-discrimination. The University celebrates all employees and students regardless of gender identity, gender expression, or sexual orientation and is committed to building a culture of mutual respect, safety, and trust.

Committee Against Sexual Harassment (CASH)

The University has a Committee Against Sexual Harassment (CASH) with:

- A woman Chairperson
- Internal members and one external member
- Regular meetings to address issues of safety and welfare

CASH follows defined guidelines under the Policy to Prevent Sexual Harassment, including a transparent grievance redressal mechanism. Due to proactive implementation, no reported cases of sexual harassment have occurred on campus to date.

Monitoring and Gender-Wise Data Tracking

The University systematically tracks gender-wise data on applications, admissions, and completion rates. Gender-wise statistics are published annually through university reports and examination records, reflecting satisfactory participation and progression of women students.

Policy for Women Empowerment

The University's Women Empowerment initiatives aim to:

- Create an enabling environment for the full development of women through positive social and economic policies
- Ensure equal participation of women in academic, administrative, and decision-making roles
- Encourage female faculty and students to adapt to evolving workplace and societal roles

Training on gender equity and non-discrimination is provided to staff and volunteers. Complaints related to discrimination may be addressed to the Chairperson, CASH.

Policy for Transgender Inclusion

GD Goenka University recognizes the social challenges faced by transgender individuals, including discrimination and stigma. The University has formulated a policy to support transgender students and staff, ensuring a respectful, inclusive, and discrimination-free academic and work environment in alignment with national legal frameworks.

Maternity Leave and Childcare Support (Updated)

GD Goenka University provides maternity and childcare support in line with its commitment to gender equality:

- **Maternity Leave:** Eligible female employees are entitled to **182 days (26 weeks) of paid maternity leave** as per the University's updated maternity leave provisions and applicable statutory guidelines.

- **Childcare Facilities:** A crèche facility is available for children aged 6 months to 6 years, established as per the Maternity Benefit Act and maintained with safety, hygiene, and child-friendly infrastructure.

Anti-Discrimination Framework

The University is committed to maintaining a workplace and academic environment free from unlawful discrimination and harassment through:

1. Anti-Discrimination and Anti-Harassment Statement
2. Anti-Retaliation Statement
3. Non-Discriminatory Employment and Service Practices

Implementation and Review

The University actively implements and periodically reviews this policy to ensure its continued effectiveness in promoting equality, diversity, and inclusion across all levels of the institution.

Dr. Dhirendra Singh Parihar
Pro-Vice Chancellor - Administration & Registrar
GD Goenka University, Gurgaon

