

HEI ID: DEB-U-1078 Name of HEI: SILVER OAK UNIVERSITY Type of HEI: PRIVATE

Annual Report

OF

**CENTRE FOR INTERNAL QUALITY ASSURANCE
(CIQA)**

PROGRAMMES UNDER

OPEN AND DISTANCE LEARNING MODE

<2025-26>

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Part – I: General Information**1.1 Date of notification of the Centre(attach a copy of the notification):**

Annexure 1.1

1.2 Details of Director, CIQA

- Name : Dr. Manish Kumar Singh
- Qualification: PhD
- Appointment Letter and Joining Report: Annexure 1.2

1.3 Details of CIQA Committee:**a. Composition as per Regulations**

S. No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in Committee CIQA
a.	Vice Chancellor of the University	Chairperson	Dr. Saurin R. Shah PhD	Electronics and Communication	September 15, 2025
b.	Three Senior teachers of HEI	Member 1	Dr. Sagar Patel Dean Academics	Computer Science	September 15, 2025
		Member 2	Dr. Piyush Patel IQAC Director	Mathematics	September 15, 2025
		Member 3	Dr. M Samir Gopalan Dean, SOCLS	Management	September 15, 2025
		Member 4	Dr. Hemal Patel Dean, SOCCA	Computer Science	September 15, 2025
c.	Head of three School of Studies from which programme is being offered in ODL and Online mode	Member 5	Dr. Shah Deep Dhirajkumar PhD	Management	September 15, 2025
		Member 6	Ms. Risha Pandey M.Tech	Computer Science	September 15, 2025
		Member 7	Ms. Deepika Chauhan M.Tech	Computer Science	September 15, 2025
		Member 8	Ms. Niyati Mistry M.Com	Commerce	September 15, 2025
		Member 9	Dr. Navadia Nidhi Ashokbhai PhD	Management	September 15, 2025

		Member 10	Dr. Sadhu Maunkumar Rameshbhai PhD	English Literature	September 15, 2025
d.	Two External Experts of ODL and/or Online Education	Member 11	Dr. Kunjal Sinha, Vice Provost, Parul University	Management	April 17, 2026
		Member 12	Dr. V. M. Patel, Dean, Ganpat University	Civil	September 15, 2025
		Member 13	Dr. Safia Farooqui, Director of Online Education, D. Y. Patil University	Management	September 15, 2025
e.	Officials from departments of HEI • Administration • Finance	Member 14	Dr. Pina Bhatt, Registrar	Mechanical	September 15, 2025
		Member 15	Dr. Hitesh Gujarati, Chief of Exam	Management	September 15, 2025
		Member 16	Mr. Dharmesh Kadia, Administrative Officer	Management	September 15, 2025
f.	Director, CIQA	Member Secretary	Dr. Manish kumar Singh, PhD	Computer Science	September 15, 2025

b. Whether members mentioned at 'b' to 'e' changed every 2 years? (Y/N)

If No, reason thereof

Not Applicable

1.4 Number of meetings held and its approval:

a. No. of meetings held every year: 02

b. Meeting details:

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	22-06-2026	03	Annexure 1.3	Annexure 1.3
Meeting 2	NA	NA	NA	NA

1.5 Number of programmes started at Certificate level as per Regulation 24 of UGC(ODL Programmes and Online Programmes) Regulations, 2020:

Not Applicable

1.6 Number of programmes started at Diploma level as per Regulation 24 of UGC(ODL Programmes and Online Programmes) Regulations, 2020:

Not Applicable

1.7 Number of programmes started at Post Graduate Diploma level as per Commission Order:

Not Applicable

1.8 Number of programmes started at Undergraduate Degree Programmes as per Commission Order:

From <April, 2026> academic session: 2025-26

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	Bachelor of Business Administration (General)	3	132	10+2	30,000/- per year	F.No. 1-15/2025(DE B-SER)	"As per the data updated on the UGC Portal"			

1.9 Number of programmes started at Post-graduate Degree Programmes as per Commission Order:

From <April, 2026> academic session: 2025-26

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	Master of Commerce (General)	2	80	Graduate with 50% (45% for reserved category)	25,000/- per year	F.No. 1-15/2025(DE B-SER)	"As per the data updated on the UGC Portal"			
2.	Master of Arts (English Literature)	2	80	Graduate with 50% (45% for reserved category)	25,000/- per year	F.No. 1-15/2025(DE B-SER)				
3.	Master of Business Administration (General)	2	86	Graduate with 50% (45% for reserved category)	50,000/- per year	F.No. 1-15/2025(DE B-SER)				

Part – II: Requirements as per Centre for Internal Quality Assurance (CIQA) Functioning

2.1 Action taken on the functions of CIQA:-

S.No.	Provisions in Regulations	Details of Action taken by CIQA and Outcome thereof (Not more than 500 words)	Upload Relevant Document
1.	Quality maintained in the services provided to the learners	1. Academic Planning and Communication The University facilitates effective academic planning and timely communication for ODL learners through academic calendars, schedules, announcements, circulars, and notifications. These mechanisms help learners plan their self-learning activities and remain informed about important academic and administrative matters. 2. Course-wise SLM and Learning Resources Course-wise Self-Learning Material (SLM) has been developed and made available to ODL learners in a structured and easily accessible manner. The SLM includes comprehensive learning content, examples, illustrations, activities, and practice exercises to support self-paced learning and effective understanding of the courses. 3. Industry and Expert Interaction To bridge the gap between academic learning and professional practice, the University facilitates industry interaction, counselling, and expert sessions for ODL learners wherever applicable. These initiatives provide learners with practical insights, industry perspectives, and exposure to contemporary professional practices. 4. Admission, Fee Payment and UGC-DEB Integration The University provides online facilities for admission and fee payment for learners enrolling in ODL programmes. The digital admission process enables learners to complete registration, admission formalities, and fee payment conveniently. The University also facilitates required data exchange and regulatory reporting through the UGC-DEB portal in accordance with applicable requirements.	

		5. Continuous Academic, Technical and Administrative Learner Support A comprehensive learner-support mechanism is available to provide continuous academic, technical, and administrative assistance throughout the learner's academic journey. Support is provided through academic counsellors, programme coordinators, learner support services, and dedicated Admission and Examination Teams, ensuring timely assistance for academic, examination, and administrative queries. 6. Learner Onboarding and Welcome Communication To facilitate a smooth onboarding experience, newly enrolled ODL learners are provided with timely communication regarding their programme, SLM access, academic schedule, learner support services, and other essential academic information. This helps learners understand the ODL learning process and engage effectively from the beginning of their academic journey.	
2.	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	The Centre for Distance and Online Education (CDOE) undertakes regular self-evaluation and reflective reviews of its academic, administrative, learner-support, SLM, counselling, assessment, and examination processes to identify areas for improvement. Feedback and observations received from learners, faculty members, academic counsellors, programme coordinators, and administrative teams are systematically reviewed. This systematic approach enables the University to identify gaps, implement appropriate corrective measures, monitor their effectiveness, and continuously enhance the quality of Open and Distance Learning (ODL) programmes and services provided to learners.	
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	The key quality areas identified include learner administration and academic experience, programme effectiveness and employability, learner motivation and engagement, and comprehensive learner support from admission to exit. Quality is also maintained through systematic monitoring of academic processes, including course formulation and design, development of self-study materials, periodic review and	

		upgradation of existing programmes and courses, and introduction of new programmes in accordance with applicable UGC (ODL) Regulations.	
4.	Mechanism devised to ensure that the quality of Open and Distance Learning programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)	The academic processes followed for the design, delivery, implementation, and evaluation of conventional programmes are also adopted for Open and Distance Learning (ODL) programmes, with appropriate modifications to suit the requirements of the ODL learning environment. The Board of Studies and Faculty Board for ODL programmes are constituted in accordance with the University's established academic framework. The systematic process of curriculum formulation, approval, implementation, periodic review, and revision is followed for ODL programmes. Learners enrolled in ODL programmes are provided opportunities to participate in academic, co-curricular, placement, entrepreneurship, and start-up activities, as applicable, to support their overall development. The curriculum and Programme Project Report (PPR) for ODL programmes are designed and implemented in accordance with the University's academic standards and applicable UGC (ODL) Regulations, ensuring quality and compliance in programme delivery.	
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	CIQA ensures that regular feedback is collected from various stakeholders, including learners, academic counsellors, and staff, regarding academic and administrative activities, Self-Learning Material (SLM), counselling sessions, learner support services, and other ODL-related activities. The feedback received is systematically analysed to identify areas for improvement and to continuously enhance the overall quality of Open and Distance Learning (ODL) programmes.	
6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	Regular meetings, workshops, and orientation programmes are organised for faculty members, academic counsellors, programme coordinators, and other staff involved in the delivery	

		of ODL programmes to ensure continuous improvement in systems, processes, and learner support services. Regular interactions are also conducted to facilitate the sharing of knowledge, skills, best practices, and resources related to quality assessment and improvement. These activities strengthen coordination and contribute to the overall quality of Open and Distance Learning (ODL) programmes.	
7.	Implementation of its recommendations through periodic reviews	As per the recommendations of the CIQA Committee, regular internal audits are conducted to monitor the implementation of recommended quality measures and assess their effectiveness in ODL programmes. The audit findings are reviewed periodically, and necessary corrective and improvement actions are undertaken to ensure continuous enhancement of the quality of Open and Distance Learning (ODL) programmes.	
8.	Workshops/ seminars/ symposium organized on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.	1. CIQA has taken proactive initiatives to organize workshops and professional development sessions for staff members to enhance their knowledge, skills, and overall professional competencies. 2. Online workshops, expert sessions, and orientation programmes were also conducted for ODL students to support their academic growth, professional development, and overall learning experience.	
9.	Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution	IQA has identified and implemented several best practices to strengthen learner services and enhance the overall learning experience in ODL programmes. These include domain-specific expert sessions, integration of case studies and real-life examples into counselling sessions, student development activities, and timely academic support through SLM, academic counsellors, and programme coordinators. These practices are systematically documented, periodically reviewed, and shared across departments to promote consistent quality delivery, effective learner support, and continuous improvement within the ODL ecosystem.	

10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	Data analysis and systematic monitoring are carried out across various academic and learner-support areas of ODL programmes. The findings are regularly reviewed to identify gaps, assess performance, and implement appropriate corrective and improvement measures. The key areas monitored include: Progress and Quality Review of Question Banks – Regular monitoring of question bank development, coverage, accuracy, and alignment with course learning outcomes. Progress and Quality Review of Assignments – Assessment of assignment quality, relevance, academic rigor, and timely development as per the prescribed curriculum. SLM Development: Quality and Progress Monitoring – Continuous review of the quality, completeness, relevance, and progress of Self-Learning Material (SLM) development. Results and Learner Progression – Analysis of examination results, learner performance, course completion, and progression to identify areas requiring academic support and improvement.	
11.	Measures taken to ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme	The Programme Project Report (PPR) is prepared in accordance with the guidelines and provisions of the UGC (ODL and Online Programmes) Regulations, 2020, and is submitted to the appropriate statutory authorities of the University for review and approval. The PPRs undergo a systematic review process through the Board of Studies and Faculty Board and are subsequently placed before the Academic Council and Governing Board for consideration and final approval. This ensures that the programmes are academically sound, compliant with regulatory requirements, and aligned with the University's quality standards.	
12.	Mechanism to ensure the proper implementation of Programme Project Reports	The submitted report is subject to periodic internal audit by the Internal Audit Committee to ensure compliance with prescribed standards and	

		requirements. The Programme Project Report (PPR) serves as a comprehensive framework and guideline for the implementation of programmes in accordance with UGC requirements.	
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	The academic schedules are prepared as annual plans in accordance with the programme requirements and are periodically reviewed to ensure effective implementation. The Director reviews, approves, and oversees the execution of the academic schedules and plans, ensuring timely and smooth delivery of academic activities.	
14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	Inputs and feedback from industry experts and academicians are regularly collected and reviewed to assess and update the curriculum in line with emerging trends and developments. This ensures that the curriculum remains relevant to industry requirements and job market expectations, while enhancing students' knowledge, skills, and overall employability.	
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	The HEI promotes learner autonomy and active participation through open-ended questioning, direct instruction, group projects, collaborative activities, self-reflection, and individual self-paced assignments. Project-based and cooperative learning are also encouraged to develop students' critical thinking, problem-solving, teamwork, and practical skills.	
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	In order to request evaluation and accreditation from a recognized authority for accreditation, such as NAAC, the CIQA serves as a Coordinating Unit and offers its aid, support, and functional capabilities to the University's IQAC.	Annexure 1.3
17.	Measures adopted to ensure internalisation and institutionalization of quality enhancement practices through periodic accreditation and audit	CDOE regularly collects, compiles, and verifies data for NAAC AQAR submission, ensuring accuracy and timely reporting. The Centre of Examinations (COE) also provides necessary support and inputs for the preparation of the NAAC AQAR report. CIQA conducts an annual internal audit of the programmes offered by CDOE. In addition, CDOE undertakes regular self-assessment of its academic and	

		administrative processes to identify areas for improvement and implement appropriate corrective measures, thereby enhancing the overall quality of education and learner support services.	
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	To ensure compliance with all quality-related initiatives, regulations, and guidelines issued by the Commission from time to time, CIQA maintains regular coordination with the UGC-DEB and facilitates timely implementation of the prescribed requirements. 1. Online admission and payment facilities have been provided for learners enrolled in Online Learning (OL) programmes. In addition, API and Reverse API integration with the UGC-DEB portal has been completed to streamline and facilitate timely compliance reporting. 2. CDOE regularly coordinates with UGC-DEB and submits the required information and documents, including undertakings, affidavits, faculty details, and other supporting documents, as and when required, ensuring compliance with applicable UGC-DEB regulations, guidelines, and quality protocols.	
19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	The ODL education system follows the prescribed UGC requirements for Four-Quadrant content development, including Self-Learning Material (SLM), audio/video learning resources, assignments, self-assessment activities, and FAQs. The curriculum and pedagogy are designed and implemented in accordance with the applicable UGC (ODL) Regulations and prescribed academic standards.	
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	Centre for Internal Quality Assurance (CIQA) is in the process of establishing its annual reporting cycle. The activities and quality initiatives undertaken during the academic year will be systematically documented and compiled into the CIQA Annual Report at the end of the reporting period.	Annexure 1.3

21.	(a) Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.	At the conclusion of every academic session, CIQA is required to submit an annual report to the statutory bodies outlining its actions. Each year, the commission receives a copy of the report in the proper format.	Annexure 1.3
	(b) Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.	At the conclusion of every academic session, CIQA is required to submit an annual report to the statutory bodies outlining its actions. Each year, the commission receives a copy of the report in the proper format.	
22.	Overseen the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes	The Committee provides oversight of CIQA's activities and operations and reviews and approves its periodic reports to ensure effective implementation of quality assurance processes.	Annexure 1.3
23.	Facilitated adoption of instructional design requirements as per the philosophy of the Online learning decided by the statutory bodies of the HEI for its different academic programmes	CIQA monitors the adoption and implementation of prescribed instructional design practices, including the SWAYAM Four-Quadrant approach in accordance with the decisions and guidelines of the University's Statutory Bodies. These practices are reviewed to ensure effective curriculum design, learner engagement, and quality delivery.	
24.	Promoted automation of learner support services of the Higher Educational Institution	The University has implemented a fully automated Learning Management System (LMS) to facilitate effective delivery of learner support services. The LMS provides seamless access to online learning materials, discussion forums, interactive live sessions, assignments, and other academic resources, ensuring an efficient and engaging digital learning environment for learners.	
25.	Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes	The HEI's CIQA committee collaborates with outside subject experts or organizations to conduct an annual evaluation of its internal procedures.	
26.	Coordinated with third party auditing bodies for quality audit of programme(s)	CIQA committee makes sure that the quality audit of the programme is coordinated with outside auditing organizations.	Annexure 1.3

27.	Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	The CIQA Committee oversees and coordinates the preparation of reports submitted to the concerned agencies for assessment and accreditation, ensuring accuracy, completeness, and compliance with the prescribed requirements.	Annexure 1.3
28.	Promoted collaboration and association for quality enhancement of Open and Distance Learning mode of education and research therein	The HEI's CIQA committee encourages collaboration and association for improving the quality of Open and Distance education.	Annexure 1.3
29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	CIQA committee makes sure that the industry institution linkage is properly facilitated to give students experience and improve their employment chances	Annexure 1.3

2.2 Compliance of Quality Monitoring Mechanism – As per Annexure-I (Part V (2)) of UGC (ODL Programmes and Online Programmes) Regulations, 2020 :

Sr.No.	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document
1.	Governance, Leadership and Management: a. Organisation Structure and Governance b. Management c. Strategic Planning d. Operational Plan, Goals and Policies	All policies and practices are implemented in accordance with applicable statutory and regulatory requirements, with due emphasis on effective planning, human resource management, recruitment, staff training and development, performance management, financial management, and institutional leadership to ensure efficient and quality-driven operations.	
2.	Articulation of Higher Educational Institution Objectives	The University has clearly defined its vision, mission, institutional ethos, and strategic framework, aligned with its objectives for offering programmes through Open and Distance Learning (ODL) and Online (OL) modes. These are implemented to ensure effective programme delivery, learner support, and continuous quality improvement.	
3.	Programme Development and Approval Processes a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource	Curriculum design and development are closely aligned with the learning outcomes and quality parameters prescribed by NAAC for Dual Mode Universities. The content and structure of each unit of study are periodically reviewed and refined based on feedback from learners and faculty members, ensuring relevance, effectiveness, and continuous	

	e. Feedback System	improvement of the curriculum.	
4.	Programme Monitoring and Review	The HEI has established and implemented a systematic programme monitoring and review mechanism to conduct regular internal evaluations, assess programme effectiveness, and ensure the quality and continuous improvement of academic programmes.	
5.	Infrastructure Resources	The University has established adequate and scalable physical facilities and ICT infrastructure to ensure the quality and effective delivery of Open and Distance Learning (ODL) programmes and to provide necessary academic, administrative, and learner support services to all stakeholders.	
6.	Learning Environment and Learner Support	The learning environment for ODL programmes is designed around contemporary pedagogical practices and self-directed learning approaches, supported by robust ICT infrastructure. The University provides an integrated and accessible learning environment through Self-Learning Material (SLM), digital learning resources, learner support services, and academic communication mechanisms, enabling effective, flexible, and learner-centred learning.	
7.	Assessment and Evaluation	The Assessment and Evaluation System is designed to effectively measure the achievement of programme and course learning outcomes. A variety of assessment methods, including multiple-choice questions, assignments, case studies, presentations, and term-end examinations, are used to evaluate learners' knowledge, skills, application, and overall academic performance in alignment with the intended learning outcomes.	
8.	Teaching Quality and Staff Development	The HEI has established a structured mechanism to promote continuous improvement in teaching and learning through academic counselling, capacity-building workshops, interactive teaching-learning practices, and faculty development programmes.	

		Regular staff development activities are also conducted to enhance the professional competencies, pedagogical skills, and effectiveness of academic staff.	
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2.3 Compliance of Process of Internal Quality Audit – As per Annexure-I (Part V (3)) of UGC (ODL Programmes and Online Programmes) Regulations, 2020 :

Sr.No.	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document
1.	Academic Planning	The HEI has established a systematic academic planning mechanism to ensure that the programmes offered remain relevant to the needs of the national economy and provide a high-quality, value-added learning experience. The University has adequate infrastructure, ICT facilities, and qualified teaching and support staff to ensure effective curriculum implementation, regular updating of academic content, and achievement of institutional objectives.	
2.	Validation	The HEI has established a systematic programme validation framework to ensure the academic feasibility of its programmes, clearly defined academic standards, and appropriate learning opportunities for students. The framework supports the review and validation of programmes to maintain academic quality, relevance, and learner-focused delivery.	
3.	Monitoring, Evaluation and Enhancement Plans a. Reports from Learner Support Centres (for Open and Distance Learning programmes) b. Reports from Examination Centres c. External Auditor or other External Agencies report d. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels e. Reporting and Analytics by the Higher Educational Institution f. Periodic Review	The HEI has established effective mechanisms for learner monitoring, assessment, and continuous improvement to track academic progress, identify learning gaps, and provide appropriate support for enhancing learner performance and outcomes.	

Part – III: Human Resources and Infrastructural Requirements

3.1 Name and details of Director of Centre for Distance and Online Education (Dual Mode University)

Name: - Dr. Manish Kumar Singh

Designation: - Director, Centre for Distance and Online Education

Highest Qualification: - PhD

Nature of Appointment: - Regular

Date of Joining: 01-Sep-2025

3.2 Compliance status of “Human Resource and Infrastructural Requirements” – As per Annexure – IV of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention compliance details against the requirements in terms of Staffing norms and physical infrastructure exclusively/independently, as mentioned in the Annexure-IV of the Regulations. In addition, the faculty details shall be provided in the following format:

Programmes Name	No. of Faculty required	No. of Faculty appointed	Complied Yes/No	If no. reason thereof
MASTER OF BUSINESS ADMINISTRATION (GENERAL)	2	2	Yes	-
BACHELOR OF BUSINESS ADMINISTRATION (GENERAL)	2	2	Yes	-
MASTER OF COMMERCE (GENERAL)	2	2	Yes	-
MASTER OF ARTS (ENGLISH LITERATURE)	2	2	Yes	-

S. No.	Programme Name	No. of Full time Dedicated faculty for ODL	Names	Designation	Qualification	Experience	Type (Regular/ Contract)	Date of joining programme and joining report
1	MASTER OF BUSINESS ADMINISTRATION (GENERAL)	2	Dr. Shah Khushbuben Linesh Kumar	Professor	Ph.D	16 Years	Regular	06/09/2025
2			Ms. Manisha Yadav	Assistant Professor	NET	07 Years	Regular	08/09/2025
3	BACHELOR OF BUSINESS ADMINISTRATION	2	Dr. Jani Hetal Vasudev bhai	Professor	Ph.D	15 Years	Regular	05/09/2025
4			Dr. Raval	Professor	Ph.D	11 Years	Regular	05/09/2025

	ION (GENERAL)		Karishma Kaushikbhai					
5	MASTER OF COMMERCE (GENERAL)	2	Dr. M Samir Gopalan	Professor	Ph.D	15 Years	Regular	06/09/2025
6			Dr. Pushpkiran Singh	Assistant Professor	Ph.D	0.5 Year	Regular	08/09/2025
7	MASTER OF ARTS (ENGLISH LITERATURE)	2	Dr. Tania Shri	Assistant Professor	Ph.D	1 Year	Regular	03/09/2025
8			Mr. Pandya Abhishek Atulkumar	Assistant Professor	M. A.	1 Year	Regular	03/09/2025

3.3 Details of Administrative staff

Number of Administrative staff available exclusively for ODL programmes at HQ & at LSCs

Admin Staff	Required	Available
Deputy Registrar	1	1
Assistant Registrar	1	1
Section Officer	1	1
Assistants	3 (2 for DM Universities)	2
Computer Operator	2	2
Multi Tasking Staff	2	2

Part – IV: Examinations

4.1 Information of formative and summative assessments/examinations conducted with the actions taken to ensure sanctity of examinations:

S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
1.	All processes of assessment of learners in different components of Examination shall be directly handled by the concerned Institution and no part of the assessment shall be outsourced	Yes	
2.	For ensuring transparency and credibility, the full time faculty of the Online mode Higher Educational Institutions or qualified faculty from University Grants Commission recognised Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc	Yes	
3.	A Higher Educational Institution offering programme through Online mode shall conduct examinations either using Computer based test or pen and paper test in a proctored environment in designated test centre with all the security arrangements ensuring transparency and credibility of the examinations. It can also conduct online examination through technology mediated proctoring.	Yes	
4.	The examination centre must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.	Not Applicable	
5.	The number of examination centres in a city or State must be proportionate to the student enrolment from the region	Not Applicable	
6.	Building and grounds of the examination centre must be clean and in good condition.	Not Applicable	
7.	The examination centre must have an examination hall with adequate seating capacity and basic amenities	Not Applicable	

S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	Not Applicable	
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	Not Applicable	
10.	Safety and security of the examination centre must be ensured	Not Applicable	
11.	Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in working order	Not Applicable	
12.	Provision of drinking water must be made for learners	Not Applicable	
13.	Adequate parking must be available near the examination centre	Not Applicable	
14.	Facilities for Persons with Disabilities should be available	Not Applicable	

4.2 Compliance status of 'Evaluation' and 'Certification' – As per Regulations 15 and 16 of UGC (ODL Programmes and Online Programmes) Regulations, 2020

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	Yes, all the guidelines issued by the Commission for the conduct of proctored examinations are adopted.	

2.	A Higher Educational Institution offering Open and Distance Learning Programmes shall have a mechanism well in place for evaluation of learners enrolled through Open and Distance Learning mode and their certification.	Yes	Annexure 4.1 (PPRs) https://drive.google.com/drive/folders/1z9ed3q1EIlSmfaDwH1mQo4sUAZpG8dv?usp=drive_link
3.	The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination: Provided that no semester or year-end examination shall be held unless: i) the Higher Educational Institution is satisfied that at least 75 per cent. of the programme of study stipulated for the semester or year has been actually conducted; ii) For Open and Distance Learning mode: the learner has minimum attendance of 75 per cent. in the programme specific Personal Contact Programme (excluding counselling) and lab component of each of the programmes; and detailed attendance records have been maintained by Learner Support Centre/Regional Centre/ Higher Educational Institution	Yes. The assessment of learners includes both formative and summative evaluation, as prescribed in the approved evaluation process. The University provides learners with Self Learning Material and live interactive sessions in accordance with the applicable regulatory norms. Examinations are scheduled only after ensuring that at least 75% of the prescribed programme delivery has been completed. Learners are also required to maintain a minimum of 75% participation in academic activities, as per the prescribed norms.	Annexure 4.1 (PPRs)

4.	The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through online mode shall be evolved by adopting same standards as being followed in conventional mode/ODL mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities	Yes. The academic framework followed for the design, delivery, evaluation, assessment, passing criteria, and credit requirements of the University's conventional-mode programmes is also adopted for its Open and Distance Learning (ODL) programmes, with necessary adaptations to suit the ODL mode of delivery and applicable regulatory requirements.	Annexure 4.1 (PPRs)
5.	The weightage for different components of assessments for Open and Distance Learning mode shall be as under: (i) continuous or formative assessment (in semester): Maximum 30 per cent. (ii) summative assessment (end semester examination)	Weightage for different components of assessment is as under: i) Continuous Assessments- 30% ii) End Term Examination- 70% II) Marks or Grades- The marks or grades obtained in continuous assessments and end term examination is shown separately in the grade card.	Annexure 4.2
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Yes. In order to meet the various learning outcomes anticipated from the course components, the HEI conducts the evaluation using a variety of authorised assessment instruments, including multiple choice questions, true/false, project work, project reports, lab work/presentations, and term end exams.	

7.	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card	Yes Marks or Grades- The marks or grades obtained in continuous assessments and end term examination is shown separately in the grade card.	
8.	A Higher Educational Institution offering a Programme in Open and Distance Learning mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that no part of the syllabus is left out of study by a learner.	Yes	
9.	The examination of the programmes in Open and Distance learning mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre as given under these regulations.	The Examination of the Programs in the Offline Mode is managed by the Evaluation unit of the University and conducted under supervision as per regulations.	
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit procedure.	Yes	
	(b) Availability of biometric system	Not Applicable	
	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners	Not Applicable	

	(d) In case of non-availability of the Closed-Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination centre to the Higher Educational Institution	Not Applicable	
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	Yes	
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	Yes	
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	Yes	
13.	(a) All end semester examinations or term end examinations for programmes offered through Open and Distance Learning mode shall be conducted through proctored examination (pen-paper or online or computer based testing) within Territorial Jurisdiction, in the examination centre as mentioned in these regulations.	Yes	
	(b) The Exams shall be under the direct control and responsibility	Yes	

	of the Open and Distance Learning mode Institution		
14.	The Examination Centre shall be located in Government Institutions like Kendriya Vidyalaya(s), Navodaya Vidyalaya(s), Sainik School(s), State Government Schools, etc. can also be identified as examination centre(s) under direct overall supervision of a Higher Educational Institution offering education under the Open and Distance Learning mode including approved affiliated colleges under the University system in the Country and no Examination Centres shall be allotted to private organisations or unapproved Higher Educational Institutions	Not Applicable	
15.	The Learner Support Centres, as defined in the regulations and within the territorial jurisdiction, can also be used as examination centres provided they fulfill the criteria of an examination centre as defined in these regulations	Yes	
16.	The 'Examination Centre' shall be established within the territorial jurisdiction of the Higher Educational Institution	Yes	
17.	(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Open and Distance Learning shall be assigned a unique identification number and shall have i. Photograph	The degree certificate will be issued to the learners as per the guidelines specified by the UGC. There are no students eligible for grant of degree certificate as of yet, complied with and regulation adopted by university	

	ii. Aadhaar number or other government recognised identifier or Passport number, as applicable, iii. Other relevant details of the learner along with the Programme name.		
	(b) Each award shall also be uploaded on the National Academic Depository	The credits acquired by the learners and the documents issued (grade card, transcript and degree) will be uploaded on NAD as per guidelines specified.	
18.	It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme): (i) Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Learner Support Centres (only for Open and Distance Learning); (v) Name and address of all Examination Centres	The degree certificate will be issued to the learners as per the guidelines specified by the UGC. There are no students eligible for grant of degree certificate yet.	

4.3 Whether any examination held through online mode.

If yes, provide details regarding technology enabled online test with all the security arrangements ensuring transparency and credibility of the examinations, or through the Proctored Examination

NO

4.4 Result and Student Progression

Semester beginning	Programme name	No. of Students admitted	No. of Students appeared in exams	No. of Students progressed to next year	% of students passed	% of Students passed in first class
April 2026	BBA	Not Applicable as semester 1 is ongoing				
	MBA					
	MA-EL					
	MCOM					

Part – V: Programme Project Report (PPR) and Self-Learning Material (SLM)

5.1 Compliance status of 'Guidelines on Programme Project Report' – As per Annexure - V of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the process followed to ensure that PPRs are prepared as per the guidelines mentioned in the Regulations. The explicit details of approval by its Statutory Authorities shall also be mentioned.

All required Programme Project Reports (PPRs) were prepared and completed in accordance with the applicable UGC Regulations prior to their submission to the Commission for approval. The PPRs serve as a comprehensive roadmap for each programme, guiding programme planning, delivery, academic activities, learner support, and other related functions in accordance with the approved framework.

The PPRs were duly approved vide UGC Letter Ref. No. F.No. 1-15/2025(DEB-SER) dated 08/04/2026.

5.2 Compliance status of 'Quality Assurance Guidelines of Learning Material In Multiple Media And Curriculum And Pedagogy' – As per Annexure - VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention compliance details against the requirements in terms of learning material (Print Media), Audio-Video Material, Online Material, Computer-based material and Curriculum and Pedagogy, as mentioned in the Annexure-VI of the Regulations for ODL programmes.

The University develops learning materials, curriculum, and pedagogy for Open and Distance Learning (ODL) programmes in accordance with the prescribed UGC guidelines and academic standards.

- Self-Learning Materials (SLM): Comprehensive self-learning materials are developed for various courses and made available to learners through the LMS. The content is organized into appropriate units and chapters and includes learning objectives, introduction, concepts, examples, illustrations, case studies, summaries, self-assessment questions, and additional reading material, wherever applicable.
- Academic Resources: Learners are provided with additional academic resources such as recorded lectures, presentations, study materials, self-assessment activities, and other relevant learning resources through the LMS.
- Academic Support and Interactive Sessions: Learners are supported through academic counselling, doubt-clearing sessions, and interactive online sessions as per the ODL academic plan. Recordings of applicable sessions are also made available through the LMS to facilitate flexible and self-paced learning.

5.3 Compliance status in respect of Self-Learning Material– As per Annexure - VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the process followed to ensure that SLMs are prepared as per the guidelines mentioned in the Regulations. The explicit details of approval by its Statutory Authorities shall also be mentioned.

The University develops Self-Learning Materials (SLM) for Open and Distance Learning (ODL) programmes in accordance with the applicable UGC guidelines and academic standards, following the Four-Quadrant approach wherever prescribed.

The SLM is developed based on the approved curriculum through a systematic process covering learning outcomes, structured units and sub-units, content development, Bloom's Taxonomy-based instructional design, appropriate pedagogical tools, and self-assessment activities. The content development process is reviewed and approved by the Board of Studies (BoS) at appropriate stages.

After completion, the learning materials undergo peer review and quality checks before being approved and made available to learners through the LMS and other prescribed learning channels.

Part – VI: Programme Delivery through Learner Support Centre (LSC)

6.1 Details of personal contact programmes implemented:

Please provide information in respect of programmes at UG, PG and PGD Programmes

S. No.	Programmes name	Centre Name	No. of centres conducted PCP	No. of PCP held every year	Total no. of students registered in the programme	No. of Students Attended on an average basis
1	MCOM	SOU	1	16	2	2
2	MBA	SOU	1	16	1	1

6.2 Compliance status of 'Learner Support Centre' – As per Annexure – VIII of UGC(ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the process followed for identification of LSCs and the agreement terms for providing support to the learners thereby ensuring compliance to the LSCs provisions of the Regulations. The explicit details of approval by its Statutory Authorities/CIQA shall also be mentioned.

Silver Oak University will function as the sole Learner Support Centre (LSC) for all ODL and Online Learning programmes. Learner support services—including academic counseling, administrative assistance, examination-related support, grievance redressal and student facilitation will be provided directly through the facilities and resources available within Silver Oak University, fully complying with UGC-DEB norms.

6.3 LSC wise enrollment details (Not for Private University)

Sr. No.	Name & Address of College/ institute where LSC is established (with Pin Code)	This LSC is LSC of how many HEIs? (No. and Names)	If yes, All the HEIs in same State as that of the LSC?	Name of HEI to which College/ institute is affiliated (where LSC is established)	Whether the College/ institute is private or Govt (where LSC is established)	Name and Contact Details of Coordinator and Counselor	Qualification of Coordinator and Counselor	No. of Counsellors	Programmes offered	Total Enrolled student.
Not Applicable										

6.4 Off campus details (For Deemed to be University)

Sr. No.	Name & Address of Off campus (Pin Code)	Approval of Govt of India through notification published in the Official Gazette	Name and Contact Details of Coordinator and Counselor	Qualification of Coordinator and Counselor	No. of Counsellors	Programmes offered	Total Enrolled student.
Not Applicable							

6.5 Delivery of Self-Learning Material

Delivery of Self Learning Material to learners for ODL programmes as defined in Annexure-VI and Annexure-VII of Regulations

Type	Date of Admission (for July and January)	Date of delivery SLM	Whether SLM delivered to learners within a fortnight from the date of admission
Printing Material	March 2026	April 2026	Yes
Audio-Video Material	March 2026	April 2026	Yes
Online Material	March 2026	April 2026	Yes
Compute based Material	March 2026	April 2026	Yes

6.6 Whether any course in a particular programme was allowed through OER/ Massive Open Online Courses: Y/N

a. Provide details as under:

S. No.	Programme Name	Courses allowed through OER/ MOOC	Name of Platform	Name of HEI offering the course (if any)	Duration of the Course	No. of Credits assigned to the Course	Percentage of total courses in a particular programme in a semester wise – programmes wise)
NO							

b. Upload approval of statutory authorities of the Higher Educational Institution:
Not Applicable

Part – VII: Self Regulation through disclosures, declarations and reports

7.1 Compliance status of Regulations 9 of UGC (ODL Programmes and Online Programmes) Regulations, 2020– Self-regulation through disclosures, declarations and reports

S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
1.	Joint declaration by authorised signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on HEI website authenticating that the documents from Sr. No. '2' to '17' have been uploaded on the HEI website?	Yes	
Uploading of the following on HEI website (Mention link)			
2.	The establishing Act and Statutes there under or the Memorandum of Association, as the case may be or both, of the Higher Educational Institution, empowering it to offer programmes in Open and Distance Learning mode	Yes https://sapiou.silveroakuni.ac.in/approvals/gazette_notification.pdf	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes https://sapiou.silveroakuni.ac.in/ODL/approvals/ODL_UGC_APPROVAL_2026.pdf	
4.	Programme details including brochures or programme guides inter alia information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure	Yes https://odl.silveroakuni.ac.in/programs	
5.	Programme-wise information on syllabus, suggested readings, contact points for counselling/mentoring, programme structure with credit points, programme-wise faculty details, list of supporting staff, list of Learner Support Centres with addresses and contact details (for Open and Distance Learning mode), their working hours and counselling (for Open and Distance Learning mode) Schedule;	Yes https://odl.silveroakuni.ac.in/programs	

6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	Yes https://odl.silveroakuni.ac.in/programs	
7.	The feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Open and Distance Learning mode programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any	Yes https://silveroakuni.ac.in/stakeholders-feedback	
8.	Information regarding all the programmes recognised by the Commission	Yes https://odl.silveroakuni.ac.in/programs	
9.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	Yes ABC IDs of learners were generated and submitted to UGC -DEB	
10.	Complete information about 'Self Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Open and Distance Learning Programmes;	Yes https://odl.silveroakuni.ac.in/programs	
11.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Open and Distance Learning Programmes	Yes	
12.	List of the 'Learner Support Centres' along with the number of learners who shall appear at any examination centre and details of the Information and Communication Technology facilities available for conduct of examination in a fair and transparent manner, for Open and Distance Learning programmes	Silver Oak University will function as the sole Learner Support Centre (LSC) for all ODL and Online Learning programmes.	
13.	List of the 'Examination Centres' along with the number of learners in each centre, for Open and	Silver Oak University will function as the sole Learner Support	

	Distance Learning programmes	Centre (LSC) for all ODL and Online Learning programmes.	
14.	Details of proctored examination in case of end semester examination or term end examination of Open and Distance Learning programmes	Yes	
15.	Academic Calendar mentioning period of the admission process along with the academic session, dates of continuous and end semester examinations or term end examinations, etc	Yes https://odl.silveroakuni.ac.in/	
16.	Reports of the third party academic audit to be undertaken every five years and internal academic audit every year by Centre for Internal Quality Assurance	Internal Audit is conducted two times in a year, semester wise. Course Curriculum & Design audit is conducted once in a year by the External Audit Expert.	

Part – VIII: Admission and Fees

8.1 Compliance status of 'Admissions and Fees' – As per Regulations 14 of UGC (ODL Programmes and Online Programmes) Regulations, 2020

S.No.	Provision	Whether being complied Yes/No
1.	The intake capacity under Open and Distance Learning mode for a programme under science discipline to be offered by a Dual Mode University shall be three times of the approved intake in conventional mode and in case of Open University, it shall be commensurate with the capacity of the Learner Support Centres (for Open and Distance Learning only) to provide lab facilities to the admitted learners:	Yes
2.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in Open and Distance Learning mode, shall render the enrolment invalid	Yes
3.	A Higher Educational Institution shall, for admission in respect of any programme in Open and Distance Learning mode, accept payment towards admission fee and other fees and charges- (a) as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; (b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; (c) only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.	Yes
4.	It shall be mandatory for the Higher Educational Institution to upload the details of all kind of payment or fee paid by the learners on the website of the Higher Educational Institution.	Yes

5.	The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and students from deprived section of society shall be in accordance with the instructions or orders issued by Central Government or State Government: Provided that a Higher Educational Institution shall not engage in commercialisation of education in any manner whatsoever, and shall provide for equity and access to all deserving learners	Yes
6.	Admission of learners to a Higher Educational Institution for a programme in Open and Distance Learning mode shall be offered in a transparent manner and made directly by the Head Quarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners: Provided that a Learner Support Centre shall not admit a learner to any programme in Open and Distance Learning for or on behalf of the Higher Educational Institution	Yes
7.	Every Higher Educational Institution shall– (a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner; [b] maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years; (c) exhibit such records as permissible under law on its website; and be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.	Yes

8.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Open and Distance Learning mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)' below	
8. (a)	Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in Open and Distance Learning mode, and the other terms and conditions of such payment	Yes
8. (b)	The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of programme of study and the time within, and the manner in, which such refund shall be made to the learner	Yes
8. (c)	The number of seats approved in respect of each programme of Open and Distance Learning mode, which shall be in consonance with the resources	Yes
8. (d)	the conditions of eligibility including the minimum age of a learner in a particular programme of study, where so specified by the Higher Educational Institution	Yes
8. (e)	The minimum educational qualifications required for admission in programme(s) specified by the Commission or relevant statutory authority or councils, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority	Yes
8. (f)	The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for admission to each programme of study and the amount of fee to be paid for the admission test	Yes
8. (g)	Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or contractual basis or any other	Yes

8. (h)	Pay and other emoluments payable for each category of teachers and other employees	Yes
8. (i)	Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centres (for ODL programmes) and in particular the facilities accessible by learners on being admitted to the Higher Educational Institution	Yes
8. (j)	Broad outline of the syllabus specified by the appropriate statutory body or by higher educational institution, as the case may be, for every programme of study	Yes
8. (k)	Activity planner including all the academic activities to be carried out by the higher educational institution during the academic sessions	Yes
9.	Higher Educational Institution shall publish information at sr. no. '8' above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned in the Commission Order	Yes
10.	No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration for admission to any seat or seats in a programme of study conducted by it	Yes
11.	No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, for obtaining admission to any seat or seats in a programme in Open and Distance Learning mode offered by a Higher Education Institution	Yes
12.	No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the purpose of seeking admission in such Higher Educational Institution, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any fee or	Yes

	fees in respect of any programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution	
13.	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in Open and Distance Learning mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher Educational Institution	Yes
14.	No Higher Educational Institution shall, issue or publish- (a) any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised; (b) any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorised to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading	Yes

Part – IX: Grievance Redressal Mechanism

9.1 Compliance status of 'Grievance Redressal Mechanism' – As per Annexure - X of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the mechanism put into place along with brief details of grievances received and actions taken thereof. Also mention that how the learners have been made aware about this mechanism.

Grievance Redressal Mechanism

Silver Oak University (SOU) is committed to providing a safe, fair, inclusive, and harmonious learning and working environment for all stakeholders. The University follows a zero-tolerance approach towards ragging, harassment, discrimination, and other forms of misconduct, in accordance with the applicable guidelines and regulations of the UGC and other statutory authorities.

The University has established a Grievance Redressal Committee to address and resolve student grievances in a transparent, fair, and timely manner. The Committee considers each grievance in accordance with the applicable rules, regulations, and expected standards of student conduct.

Mechanism for Grievance Redressal:

- Grievances are examined objectively in accordance with the applicable University policies and regulatory provisions.
- Where appropriate, students are provided counselling and guidance to resolve the matter effectively.
- The University-level committee reviews grievances and, where required, makes appropriate recommendations to the competent authority within a reasonable timeframe.
- The final decision is communicated to the concerned student through the designated University authority.
- Where necessary, the Committee may recommend corrective or preventive measures to avoid recurrence of similar grievances and strengthen the overall learner support system.
- The mechanism ensures confidentiality, transparency, fairness, and timely resolution of student grievances.

This mechanism supports the University's commitment to maintaining a student-friendly, secure, and quality-oriented academic environment.

9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
NIL	NIL

9.3 Complaint Handling Mechanism

HEI shall mention the mechanism adopted for Complaint Handling Mechanism as per Regulations. Also, mention details of Nodal Officers.

The university has implemented a complaint resolution mechanism in accordance with the UGC standards and has made the information available on its website.

9.4 Details of Complaints received from UGC (DEB)

Numbers of Complaint Received	Numbers of Complaint Resolved	Whether Complaint was resolved within stipulated time i.e. 60 days? (yes/No)
NIL	NA	NA

Part – X: Innovative and Best Practices

10.1 Innovations introduced during academic year

The Self-Learning Material (SLM) for ODL programmes has been designed with learner-centric features to support self-paced and effective learning. It includes structured content, activities, examples, and practice exercises that help learners understand concepts and apply their knowledge effectively.

10.2 Best Practices of the HEI

The academic and research policies of SOU are designed to promote community engagement and contribute to society by addressing regional needs and social challenges through meaningful academic and research initiatives.

10.3 Details of Job Fairs conducted by the HEI

Yes. The University has initiated the process of organizing Job Fairs and placement-oriented activities for the first graduating batch of students from its Open and Distance Learning (ODL) programmes, with the objective of providing learners with suitable employment and career opportunities.

10.4 Success Stories of students of ODL mode of the HEI

Not Applicable

10.5 Initiatives taken towards conversion of SLM into Regional Languages

NO

10.6 Number of students placed through Campus Placements

Not Applicable

10.7 Details of Alumni Cell and its activity

As the University has recently received approval for its Open and Distance Learning (ODL) programmes, the Job Fair and placement process is planned for the first graduating/alumni batch. The University intends to identify suitable industry partners, invite employers, collect learner profiles, facilitate employer-learner interactions, and coordinate interviews and placement opportunities to support the career development of ODL learners.

10.8 Any other Information

NO



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EDUCATION TO INNOVATION



DECLARATION

I hereby declare that the information given above and in the enclosed documents is true, correct and nothing material has been concealed therein. In case information provided is found to be contrary to the fact, it will result in cancellation of recognition to offer ODL programmes, along with initiation of action as per provision of the UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.

Signature of the Director

Signature of the Registrar

Dr. Manish Kumar Singh

Director - CDOE
Silver Oak University
Ahmedabad, Gujarat

Date: 31/08/2026

Dr. Mit K. Shah

Registrar
Silver Oak University

Note: Kindly take the print out of dully filled CIQA report and submit it to UGC DEB office (after getting it approved by Statutory Authorities of the HEI) and upload the same on HEI's website also. Please refer provisions regarding CIQA mentioned in UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.

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Nr. Bhavik Publications, Opp. Bhagwat Vidyapith, S.G. Road, Gota, Ahmedabad - 382481
Phone : +91-79-66046300 | E-Mail : info@silveroakuni.ac.in | Web : www.silveroakuni.ac.in