



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**SILVER OAK UNIVERSITY**

S.G. HIGHWAY, GOTA, AHMEDABAD-382481

382481

[www.silveroakuni.ac.in](http://www.silveroakuni.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**October 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The Silver Oak University is a prestigious institution situated in the heart of India's first UNESCO World Heritage City, Ahmedabad. A state private university (under the Gujarat Private Universities Act, 2009), Silver Oak University, was established in 2019. The university campus is conveniently located near S.G. Road, offering easy access between nearby cities and Gandhinagar, the capital of Gujarat, India.

In line with its motto, “Gyanam Param Bhushanam,” meaning “Knowledge is the highest virtue,” and “Innovation to Education,” Silver Oak University provides an engaging learning experience through a forward-thinking curriculum, advanced technology, distinguished faculty, strong industry-academia connections, career planning and counseling, and abundant career opportunities. The university awards degrees in undergraduate, postgraduate, and doctoral programs, as well as offering postgraduate diplomas in selected courses.

Silver Oak University prides itself on a strong placement record, with impressive undergraduate packages and a wide network of recruiting companies. The Incubation Center supports startup enthusiasts, fostering innovation and entrepreneurship. The university features state-of-the-art infrastructure, including advanced labs for AI, cybersecurity, and robotics, an Apple lab, and the Fronius Innovation Skill Center and DRONE Spray Project. It also houses the Param Shavak Supercomputer and the Center of Excellence by Royal Enfield and Hero. Faculty and students have filed numerous design patents, demonstrating a commitment to research and development. The campus is environmentally friendly, equipped with waste management systems and extensive rooftop solar panels. Additionally, Silver Oak Environment Laboratory is NABL accredited (ISO/IEC 17025:2017) with full equipment for solid/liquid waste analysis. Silver Oak University's hydroponics lab is poised to revolutionize sustainable agriculture, shaping a greener future. We offer SAP training certified by SAP University Alliances, Germany, covering various business management aspects. Notable projects include India's largest agriculture drone spray. The university's NBA-accredited engineering programs and in-house OPD center demonstrate our commitment to quality education and community well-being.

### Vision

- To be a leading institution of higher learning widely acclaimed for its quality education and innovative research contributing towards societal development and Nation building.

As a premier institution of higher learning, our university aspires to be recognized for its exceptional education and pioneering research. Our vision is to create a dynamic academic community where knowledge is generated and applied to improve lives, shape industries, and influence policy, thereby positioning our institution as an educational excellence and a sustainable development.

### Mission

- To provide value based quality education with relevant skill-set to become responsible productive

citizens.

- To undertake innovative research and development activities to address challenges faced by mankind.
- To serve the society, local community, industry, and government to enhance the scientific and cultural environment of the region to enrich quality of life.

Our university is dedicated to providing value-based, high-quality education that equips students with the relevant skill sets needed to become responsible and productive citizens. We are committed to conducting innovative research and development activities aimed at addressing the challenges faced by humanity. Through our efforts, we strive to serve society, the local community, industry, and government, thereby enhancing the scientific and cultural environment of the region and enriching the quality of life for all.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

1. Situated in the center of Ahmedabad city.
2. Modern State of Art and cutting-edge infrastructure for supporting education and recreational activities.
3. Innovative, Integrated and Value-Based Education System with Choice Based Credit System.
4. Accessible and modest with security.
5. Multidisciplinary academic institution.
6. Modern State of Art and cutting-edge infrastructure for supporting education and recreational activities.
7. Curriculum combined with community engagement and social service projects.
8. Comprehensive student support services including grievance redressal procedures, a mentoring program, a student assistance network, counseling, and guidance.
9. UG & PG programmes in health science as well as general streams recognized by their respective Statutory Bodies.
10. Startup and Incubation Center for promoting innovative ideas
11. Inhouse center of excellence for foresting intellectual growth.
12. Women leadership at diverse levels.
13. E-governance integrated with a whole ERP system.
14. Inhouse OPD service availability.

15. Quality Initiatives – NABL, NBA, ISO etc..

16. Internship for Students.

### **Institutional Weakness**

1. Campus Size
2. Overdependence on Regional Students
3. Limited Global Presence.
4. Resource Constraints.
5. International Faculties and Ph.Ds.

### **Institutional Opportunity**

1. Introduction of specialized courses to meet changing industrial demands.
2. Blending of experiential learning programs to enhance student employability.
3. Established relationships between the university and the industry are being used to achieve the goals and traits that are anticipated of a Higher Education Institution.
4. Faculty Development and Orientation: Provide professors with ongoing opportunities for professional development so they can enhance their teaching, implement innovative pedagogical approaches, and stay updated in their fields.
5. Alleviating social and industrial problems via applied research and innovation, strengthening rural communities, and advancing society via economical inventions.
6. Collaboration with various national institutions for knowledge transfer and student/faculty exchange.
7. Many start-ups and patents in the area of innovation.
8. Diversified Placement opportunities at government and private sectors.
9. Effective implementation of National Education Policy 2020.
10. MoU with International Universities.

### **Institutional Challenge**

1. Adapting to the rapid advancements in pedagogy and technology in education.
2. Competition for International and National rankings.
3. Securing adequate funding for infrastructure development and research initiatives from government schemes.
4. Government Funded Projects
5. Sustaining an equitable harmony between education and research.
6. Complete Digitalization is needed.
7. Making significant use of ICT enabled pedagogy to enhance instruction and bring it into compliance with global standards.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The university has meticulously designed and developed its curriculum, ensuring clearly defined Course Outcomes and Programme Outcomes. It offers opportunities for students across different faculties to engage in industry-defined projects, collaborative research with renowned institutions and exposure to teaching and learning through international student exchange programs. Facilities such as the Center of Excellence, Advanced Skills Center, Apple Lab, Simulation Lab and Language Labs prepares students with practical knowledge and skills, preparing them to address local, national and global challenges.

Over the last three years, the syllabus has been revised for 97.56% of programs across various faculties, with 40 out of 41 programs updated. The university has implemented Choice-Based Credit System (CBCS) and electives in 36 programs. During this period all new degree programs, fellowships, and diplomas were newly introduced, amounting to 41 in total.

Our university emphasizes interdisciplinary learning, by offering 45.33% interdisciplinary courses, with a total of 670 among the total courses 1478 which are provided in the past three years. University also emphasizes courses on cross cutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics. In Total 128 different Value-added courses have added value to the students in the last three years. An impressive 86.32% of students have completed these value-added courses, with the numbers rising significantly from 983 students in 2020-21 to 3890 in 2022-23.

The university has a well-structured feedback system in place, gathering input on curricula and syllabi from various stakeholders. After careful analysis, this feedback is reviewed by institutional bodies such as the Board of Studies and Academic Council to implement necessary changes.

### **Teaching-learning and Evaluation**

Silver Oak University is committed to providing a learner-centric environment through effective teaching, learning, and evaluation processes. Through a transparent admission process aligned with government policies, the university ensures that students from various backgrounds have equal access to education. The university maintains a favorable Student-Faculty Ratio (SFR), ensuring personalized attention and fostering better learning outcomes for all students.

Recognizing the varying academic needs of students, Silver Oak University provides academic support programs to help all learners thrive. Whether through special attention to slow learners or providing additional opportunities for advanced students, the focus remains on holistic development and academic success.

The teaching-learning approach at Silver Oak University is both student-centric and ICT-enabled. Faculty members use a range of digital tools and methods to make learning more interactive and engaging, which is supported by regular training in e-content creation to further enhance the delivery of education. This ensures that teaching remains innovative and responsive to the changing needs of students.

A robust mentoring system is in place, where students receive individualized guidance from faculty mentors. This system supports academic, personal, and professional development, helping students navigate their educational journey effectively.

The university's evaluation process is transparent with prompt result declaration. The timely release of results ensures that students are informed of their performance without unnecessary delays. In addition, an efficient evaluation-related grievance mechanism is established, allowing students to raise concerns and resolve them in a structured and timely manner.

Silver Oak University employs an automated Examination Management System (EMS), which streamlines the entire examination process, from scheduling to result declaration, ensuring accuracy and efficiency. This automated system enhances the overall management of examinations, reducing administrative burden and improving reliability.

With a focus on continuous improvement and student satisfaction, Silver Oak University remains dedicated to enhancing the quality of its teaching-learning environment and evaluation processes, ensuring that students receive the best possible academic experience.

### **Research, Innovations and Extension**

Cutting-edge research is at the heart of Silver Oak University (SOU), which strongly believes that original research must be the backbone of higher education. The university has cultivated a supportive environment to promote a research-oriented culture, providing necessary infrastructure and resources. Some research projects receive funding from government agencies and industry. All research activities are guided by a comprehensive Research Promotion Policy and all the publications adhere to a strict Code of Ethics to prevent plagiarism.

Faculty members are provided with seed money to support their research endeavors. Incentives also encourage faculty engagement in writing books, publishing research, and organizing or participating in national and international seminars, conferences, workshops, consultancy, and training programs. The University has also signed several MoUs for academic and research collaborations.

The university places a strong emphasis on Intellectual Property Rights (IPR) by conducting programs aimed at

raising awareness and integrating traditional wisdom with modern innovations. The SOU actively supports the creation and management of start-ups, collaborating with the Incubation Center to provide essential resources for aspiring entrepreneurs. Additionally, SOU is committed to fostering consultancy and entrepreneurial initiatives through its comprehensive IPR policy, which incorporates revenue-sharing mechanisms and guidelines for technology transfer.

SOU's extension activities, spearheaded by the National Service Scheme (NSS), National Cadet Corps (NCC) and Bharat Scouts and Guides (BSG) tackle key societal issues such as literacy, health, and environmental conservation. These initiatives not only benefit local communities but also raise students' awareness of social challenges, fostering empathy and a sense of social responsibility. By engaging in hands-on activities, students acquire practical skills, develop leadership qualities, and gain a deeper understanding of societal issues, which enhances their holistic development and prepares them to face real-world challenges. SOU's dedication to research, innovation, and community engagement propels technological progress, nurtures entrepreneurship, and contributes to socio-economic development, equipping students to make meaningful contributions to society.

### **Infrastructure and Learning Resources**

Silver Oak University greatly improves the educational experience with its modern facilities and advanced technology. The university has ICT-enabled classrooms, seminar halls, clinical and community learning spaces, well-equipped labs, skill labs, and a start-up incubation centre. The university also focuses on the overall well-being of its community with wellness facilities like yoga sessions, indoor and outdoor games, and a gym. The university has renewable energy sources, clean hostels, banking and ATM services, a canteen, water purification, a sewage treatment plant, and a strong medical facility. These services promote sustainability, well-being, and community engagement, ensuring a comfortable and enriching environment for living and learning.

The University has modern facilities and a dedicated faculty that provide students with both theoretical knowledge and practical skills needed for their careers. High-tech labs and a comprehensive curriculum prepare graduates to make meaningful contributions to the healthcare industry, becoming compassionate professionals ready to tackle various healthcare challenges. The university promotes holistic development and ethical practice, shaping healthcare professionals who can positively impact globally.

Silver Oak University Library is a key part of academic excellence and innovation. It has a large collection of resources, and comprehensive services to support the diverse teaching, learning, and research needs of the university community. The library offers a great environment for intellectual growth and curiosity. Partnerships and collaborations extend its resources beyond the physical library, providing access to digital content and specialized databases.

Silver Oak University frequently updates its computer availability and IT facilities, including Wi-Fi, to provide a high-quality educational experience.

### **Student Support and Progression**

Silver Oak University (SOU) has been providing support to students for their overall development, involving them in capability enhancement and other skill development. SOU provides financial assistance to current students through different scholarships schemes to support & meet their educational expenses in terms of

tuition fees. We motivate students who have cleared MOOCs and receives any extracurricular achievements.

The institution arranged sessions for the competitive exam preparatory courses, study materials and workshops focused on exam strategies. It is also helping students with their placement in reputed companies as well as encouraging them to pursue higher studies.

SOU has an establishment of a dedicated student grievance redressal committee or cell consisting of faculty, administrative staff and student representatives.

The International Student Cell at SOU assists international students with their visa and immigration requirements and adapting to university and local culture.

SOU motivates students for the various competitive state/ national/ international level examinations that students take part for further studies or employment opportunities, such as examinations specific to a state's educational system or job recruitment. The University offers dedicated placement services to assist students in securing job offers before graduation. This support often includes resume writing workshops, interview preparation and job fairs. By participating in different activities students are excelling in their placement and higher studies.

The University's alumni Association plays a vital role in the development of an institution through various forms of support in placement , internships , financial and otherwise.

## **Governance, Leadership and Management**

Silver Oak University exemplifies effective governance and leadership through a structured and participatory approach. Key highlights include Inclusive Governance. The university actively involves stakeholders in decision-making processes, fostering a collaborative environment. E-Governance: A strong e-governance framework has been established, streamlining daily operations and enhancing transparency.

Faculty Development: Significant financial support has been provided for faculty development, with around 64.30% of faculty participating in programs such as workshops and conferences. Additionally, 122 in-house development programs have been organized for faculty and staff.

Performance Appraisal: A transparent annual performance appraisal system is in place for both teaching and non-teaching staff, ensuring accountability and growth. Apart from Salary, employees are benefited with many welfare schemes.

Financial Stability: The University maintains a stable financial position, diversifying revenue sources through research grants, consultancy, and contributions from Philanthropists and NGOs, totaling ₹1.58 crore in the last three years. The financial transactions are subjected to internal and external auditing.

Quality Assurance: The Internal Quality Assurance Cell (IQAC) plays a crucial role in enhancing the university's reputation, leading to various accolades viz. NBA, ISO, GSIRF rank, NIRF participation, NABL and few more.

This comprehensive approach not only supports the university's vision of holistic student development but also contributes to the betterment of society.

## **Institutional Values and Best Practices**

Silver Oak University is dedicated to fostering an inclusive and dynamic learning environment, with a focus on gender equality and empowerment. Our women development cell addresses gender-related issues and ensures a safe campus. Counseling services support in overcoming personal and academic challenges.

Environmental sustainability is a cornerstone of our values. Our green campus features solar panels and promotes renewable energy. Comprehensive waste management, including solid waste collection bins and wastewater recycling, supports our eco-friendly initiatives, alongside rainwater harvesting and biogas plant utilization.

Strong industry connections enable continuous curriculum updates, keeping the academic programs relevant. Collaborations with leading industries provide ample internship opportunities, enhancing practical skills and industry readiness. We also emphasize universal human values and constitutional knowledge, ensuring students are both academically proficient and ethically grounded. Celebrating national festivals and notable anniversaries fosters cultural diversity and unity.

Silver Oak University offers free OPD services, promoting health and happiness among students, staff, and community. Active participation in health-enhancing activities reflects our commitment to a healthier environment. Industry involvement in academics ensures a cutting-edge, industry-ready syllabus. Holistic student development is achieved through various clubs.

The University integrates modern teaching methods, technology, and hands-on learning to bridge the gap between academic learning and industry demands, enhancing employability and fostering innovation. Additionally, the university emphasizes holistic development by combining academic learning with community engagement, offering students practical experience through service projects while promoting teamwork, leadership, and societal contribution.

In summary, Silver Oak University's values and practices focus on gender equality, environmental sustainability, industry collaboration, ethical education, and skill development, preparing students to face professional challenges and contribute meaningfully to society.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	SILVER OAK UNIVERSITY
Address	S.G. Highway, Gota, Ahmedabad-382481
City	Ahmedabad
State	Gujarat
Pin	382481
Website	<a href="http://www.silveroakuni.ac.in">www.silveroakuni.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Saurin Shah	079-66046304	9512116734	-	naac.iqac@silveroakuni.ac.in
IQAC / CIQA coordinator	Piyush Patel	079-66046300	9428385809	-	iqac@silveroakuni.ac.in

Nature of University	
Nature of University	State Private University
Institution Fund Source	No data available.

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	25-09-2019
Status Prior to Establishment, If applicable	Affiliated College
Establishment Date	29-06-2009

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC		
12B of UGC		
Section 3		

<b>University with Potential for Excellence</b>	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	S.G. Highway, Gota, Ahmedabad-382481	Urban	5	768898	UG, PG, PhD		

## 2.2 ACADEMIC INFORMATION

**Furnish the Details of Colleges of University**

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes										
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td><a href="#">116332_15537_1_1720853165.pdf</a></td> </tr> <tr> <td>PCI</td> <td><a href="#">116332_15537_6_1719925898.pdf</a></td> </tr> <tr> <td>INC</td> <td><a href="#">116332_15537_7_1719925906.pdf</a></td> </tr> <tr> <td>BCI</td> <td><a href="#">116332_15537_8_1720002027.pdf</a></td> </tr> </tbody> </table>	SRA program	Document	AICTE	<a href="#">116332_15537_1_1720853165.pdf</a>	PCI	<a href="#">116332_15537_6_1719925898.pdf</a>	INC	<a href="#">116332_15537_7_1719925906.pdf</a>	BCI	<a href="#">116332_15537_8_1720002027.pdf</a>	
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BCI	<a href="#">116332_15537_8_1720002027.pdf</a>										

### Details Of Teaching & Non-Teaching Staff Of University

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	23				21				236			
Recruited	12	11	0	23	9	12	0	21	89	147	0	236
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0
<b>Teaching Faculty</b>												
	<b>Lecturer</b>				<b>Tutor / Clinical Instructor</b>				<b>Senior Resident</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	0				5				0			
Recruited	0	0	0	0	0	5	0	5	0	0	0	0
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				191
Recruited	104	87	0	191
Yet to Recruit				0
On Contract	0	0	0	0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				21
Recruited	11	10	0	21
Yet to Recruit				0
On Contract	0	0	0	0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	12	11	0	9	12	0	4	14	0	62
M.Phil.	0	0	0	0	0	0	3	4	0	7
PG	0	0	0	0	0	0	85	133	0	218
UG	0	0	0	0	0	0	0	0	0	0
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	1	0	0	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

**Distinguished Academicians Appointed As**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

**Chairs Instituted by the University**

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	NIL	NIL	NIL

**Provide the Following Details of Students Enrolled in the University During the Current Academic Year**

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	817	139	0	0	956
	Female	492	60	0	0	552
	Others	0	0	0	0	0
PG	Male	213	7	0	0	220
	Female	229	13	0	0	242
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	3	1	0	0	4
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	Yes
<b>Total Number of Integrated Programme</b>	1

<b>Integrated Programme</b>	<b>From the State where university is located</b>	<b>From other States of India</b>	<b>NRI students</b>	<b>Foreign Students</b>	<b>Total</b>
Male	8	3	0	0	11
Female	9	0	0	0	9
Others	0	0	0	0	0

**Details of UGC Human Resource Development Centre, If applicable**

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

<b>General Facilities</b>	
<b>Campus Type: S.G. Highway, Gota, Ahmedabad-382481</b>	
<b>Facility</b>	<b>Status</b>
• Auditorium/seminar complex with infrastructural facilities	<b>Yes</b>
<b>• Sports facilities</b>	
* Outdoor	<b>Yes</b>
* Indoor	<b>Yes</b>
• Residential facilities for faculty and non-teaching staff	<b>Yes</b>
• Cafeteria	<b>Yes</b>
<b>• Health Centre</b>	
* First aid facility	<b>Yes</b>
* Outpatient facility	<b>Yes</b>

* Inpatient facility	No
* Ambulance facility	No
* Emergency care facility	No
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	1
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	1
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

<b>Hostel Details</b>		
<b>Hostel Type</b>	<b>No Of Hostels</b>	<b>No Of Inmates</b>
Boys' hostel	0	0
Girls's hostel	4	215
Overseas students hostel	0	0
Hostel for interns	0	0
PG Hostel	0	0

Health Professional Education Unit / Cell / Department		
Year of Establishment:		
<b>Education Programs Conducted</b>	<b>Number Programs Conducted</b>	<b>Duration in Months</b>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The constituent institutes of SOU design interdisciplinary courses that are highly specialized and supportive for the student's discipline of study, which provides an extended horizon for knowledge and exposure, helping nurture the candidate's skills. Students have flexibility to choose courses from disciplinary/interdisciplinary minors as well as skill-based courses that relate to vocational aspects too. Student studies a minor in a discipline or interdisciplinary area of study other than the major; student needs to complete a sufficient number of courses in that specific area. To earn a minor, a student is allowed to secure 50% of the total credits in the relevant discipline, and the remaining 50% of total credits can be earned from any discipline based on the student's preferences. The multidisciplinary courses are designed to enhance the breadth of student's intellectual experiences and are an integral part of "STEAM (science, technology, engineering, arts, and mathematics") education. All the undergraduate (UG) students are required to complete three introductory-level courses each of 4 credits that are related to any of the broad disciplines. The university takes care that students do not select or retake courses that they have already completed at the higher secondary level (12th grade), within major and minor courses. Constituent colleges of SOU have carefully curated a choice-based credit system that gives students the freedom to plan their academic path based on their interests and employment goals.</p>
2. Academic bank of credits (ABC):	<p>Silver Oak University is registered with "Academic Bank of Credits" . Awareness sessions are created by the University to register our students to NAD portal using Digi-locker facility. The university shall initiate the process of mapping these ABC ids of students</p>
3. Skill development:	<p>The constituent institutes of SOU have carefully curated Skill Enhancement Courses (SEC), which are discipline- specific relevant and applicable across</p>

	<p>undergraduate programs, with an objective to impart practical skills, hand-on training, soft skills, life skills, and more, which are aimed at enhancing the employability of students. At SOU, 10 credits are allocated towards skill enhancement courses. In addition to this, 10 credits are allocated for ability enhancement courses (AEC), which include a combination of Indian languages and English with a focus on enhancing language communication skills. The primary objective of these courses is to help the students to acquire and demonstrate essential linguistic skills, including critical reading, expository writing, and academic writing.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Silver Oak University offers IKS/VAC (value-added courses): 4 courses under this philosophy, each of 2 credits, with an aim to support and facilitate further research to solve contemporary societal issues. IKS is based on Vedic literature, the Vedas and the Upanishads. Existing IKS courses may be synced to digital learning platforms. The university teaches some IKS/VAC courses through ISKON and the Institute of Heartfulness. The university has conducted training and orientation of educators with a focus to improve the quality of classroom delivery on IKS courses. The university has designed a pool of discipline-specific electives under IKS/VAC, which creates an interest for the learner and employment-centric for the youth. Silver Oak University's IKS courses promote heritage technology by bringing technology solutions to showcase the Indian heritage to Indians and the world.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The BOS of SOU's academic programs approves the curriculum, which has clear and specific course outcomes after each unit/module after undergoing the learning process. These outcomes are mapped to program objectives, accreditation standards, and industry requirements. Student Centric approaches are taken to promote active learning, inculcate critical thinking, problem solving skills, experiential learning while integrating technology for implementing innovative teaching pedagogy. Best evaluation practices are followed viz. Aligned Assessments, Formative assessments, Summative Assessment, Authentic Assessment. The University properly meets the OBE requirement through active stakeholder participation at various levels viz.</p>

	through Industry, Students, and Community Partnerships.
6. Distance education/online education:	Silver Oak University is committed to leveraging technology to enhance the learning experience for students and faculty members. The Campus has Wi-Fi connectivity to students, faculty members, and staff, enabling seamless access to digital resources and online learning platforms. Faculty members are equipped with the necessary training to effectively utilize ICT tools such as smart boards, LCD projectors, video lectures, and interactive software for classroom education. Faculty members have developed sufficient e-content for student learning through LMS, an adequate repository of lectures in various courses, which can be accessed through LMS. The university has a policy of granting credits to students for credits earned by students through MOOC courses of renowned universities approved by UGC for online learning, NPTEL, and SWAYAM.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The Indian Constitution is crucial for voting as it ensures free, fair, and democratic elections. It establishes citizens' right to vote, sets the framework for electoral processes, and safeguards equal representation. This foundational document upholds the principles of democracy, ensuring every citizen's voice contributes to the nation's governance. At Silver Oak University, we understand the significance of Electoral Literacy Clubs (ELCs) in educating our students about the electoral process and encouraging their active participation in the democratic activities. Our ELCs organize a variety of events, including seminars, debate competitions, Nukkad Natak, Street Play and voting awareness campaigns, to inform new voters about being a responsible citizen by exercising their voting rights.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, at Silver Oak University, we have appointed faculty members who co-ordinate and student coordinators to oversee the operations of our Electoral Literacy Clubs (ELCs). These ELCs are fully functional and actively work to enhance students' understanding as well as their engagement

	<p>in the electoral process. Additionally, the ELCs are representative in nature, aiming to involve students from diverse backgrounds and perspectives to ensure an inclusive and comprehensive approach to electoral literacy.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Clubs (ELCs) at Silver Oak University are instrumental in launching various innovative programs and initiatives aimed at enhancing voter knowledge and engagement. Our ELCs actively organize and participate in key electoral activities, including voter registration drives, both for our students and the communities they hail from. They also provide essential support to district election administration during the conduct of polls to ensure a smooth and efficient voting process for all. In addition, our ELCs conduct comprehensive voter education campaigns, utilizing multiple platforms such as rangoli, banners, pamphlets and social media to raise awareness about the importance of voting, and the rights and responsibilities of citizens in a democracy. They not only play a crucial role in promoting ethical voting practices but also staunchly oppose practices like bribery and voter coercion while advocating election integrity. Various attractive schemes have been introduced for the voters to incur a 7% discount on the food items in University canteen for all the voters showing the proof of voting. Furthermore, our ELCs focus on increasing the participation of underprivileged sections of society, including disabled persons, and senior citizens, ensuring that every segment of society is informed and empowered to participate in the electoral process.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Silver Oak University demonstrates its commitment to advancing democratic values through active participation on electoral issues. Our institution engages in surveys that inform both the public and our students about the importance of voting. We conduct awareness drives to educate and motivate citizens to participate in the electoral process. In addition, Silver Oak University creates content that highlights our contributions to fostering an inclusive and democratic culture. These efforts are aimed at strengthening the democratic fabric of society and ensuring that our community is well-informed and actively involved in the democratic process.</p>

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

The university administration and Electoral Literacy Clubs (ELCs) at Silver Oak University are dedicated to institutionalizing procedures for registering eligible students to vote. Our ELCs conduct voter registration drives on campus, establish registration camps, and assist students in completing the registration process. To facilitate voter registration, the institution collaborates with local election officials, ensuring that students can easily exercise their democratic right to vote. These coordinated efforts aim to increase the number of eligible students who are registered as voters and to promote civic engagement among the university's staff and faculty. Through these initiatives, we strive to ensure that all students above 18 years old are enrolled in the electoral roll and are prepared to participate actively in the democratic process.

## Extended Profile

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### 1 Program

#### 1.1

Number of all programs offered by the institution during the last five years

Response: 41

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Students

#### 2.1

Number of students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4407	3172	1378	NA	NA
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

Number of graduated students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
817	480	1	NA	NA
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 3 Teachers

#### 3.1

Number of full time teachers year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
241	165	75	NA	NA

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.2

#### Number of sanctioned posts year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
241	165	75	NA	NA

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 4 Institution

### 4.1

#### Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2131.89	1774.81	1026.98	NA	NA

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curriculum Design and Development

##### 1.1.1

**Curricula developed and implemented have relevance to the local, national, regional and global health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.**

**Response:**

Silver Oak University prides itself on the development and implementation of curricula that are deeply rooted in addressing not only local and national needs but also regional and global developmental challenges. This commitment is clearly reflected in the alignment of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) across all programmes offered by the institution.

At Silver Oak University, each academic programme is meticulously crafted by analyzing societal needs, particularly in healthcare. This involves extensive research and consultations with industry experts, policymakers, and stakeholders to maintain relevance and responsiveness. Curricula are designed to address the unique health challenges of the local community and region by focusing on prevalent diseases and improving access to healthcare. The University ensures curriculum relevance through skill-based programmes and clinical training. Health Sciences students gain firsthand insights into local health challenges via rural and urban health centre postings, family counselling, and social work rural studies. These initiatives address grassroots' health issues and foster practical experience, equipping students with contemporary competencies.

The PSOs are tailored to meet the specific needs of the industry or sector that the programme serves. These outcomes are designed in consultation with relevant stakeholders to ensure that graduates possess the specialized knowledge and capabilities demanded by employers. This approach not only enhances employability but also fosters a seamless transition from academia to the professional world.

At the heart of the curriculum are the COs, which delineate the specific learning objectives of each course offered within the programme. These outcomes are crafted to guide instructional design and assessment practices, ensuring that each course contributes meaningfully to the attainment of broader programme goals. Faculty members play a crucial role in this process, utilizing innovative teaching methods and assessments to facilitate deep learning and skill acquisition among students.

Silver Oak University emphasizes interdisciplinary learning and encourages students to explore diverse perspectives and approaches to problem-solving. This holistic approach prepares graduates to address complex challenges at local, national, regional, and global levels. Through experiential learning opportunities, industry internships, and community engagement initiatives, students gain practical insights and develop a sense of social responsibility.

In conclusion, Silver Oak University is committed to maintaining high standards of academic excellence

and relevance in its curricula. By aligning POs, PSOs, and COs with developmental needs at multiple levels, the institution ensures that graduates are well-prepared to make meaningful contributions to society and excel in their chosen careers. This proactive approach not only enhances the reputation of the institution but also reinforces its role as a leader in higher education and societal development.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Outcome analysis of POs, COs	<a href="#">View Document</a>
Link for Curricula implemented by the University	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.1.2

#### Percentage of Programmes where syllabus revision was carried out during the last five years

**Response:** 63.41

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 26

File Description	Document
Syllabus prior and post revision of the courses	<a href="#">View Document</a>
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of the revised Curricula/Syllabi of the programmes during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.1.3

**Provide a description of courses having focus on competency/ employability/ entrepreneurship/ skill-development offered either by the University or in collaboration with partner Institutions/Industries during the last five years**

**Response:**

Silver Oak University (SOU) is undertaking a transformative journey to empower its students with the skills and competencies needed to thrive in the evolving job market and entrepreneurial environment. Collaborating closely with industry partners and renowned institutions, SOU has designed a diverse array of courses aimed at fostering employability, entrepreneurship, and overall skill development. These programmes have been meticulously crafted to ensure they remain relevant and aligned with the dynamic needs of the industry.

**Competency Development:** SOU recognizes the critical importance of competency-based education in preparing students for real-world challenges. Courses across disciplines emphasize practical skills such as critical thinking, problem-solving, and effective communication. For instance, programmes in engineering integrate hands-on projects and industry internships; ensuring graduates are not only knowledgeable but also adept at applying theoretical knowledge to practical scenarios. In health sciences programmes, our competency-based education focuses on developing practical skills such as patient care, diagnostics, and evidence-based practice to prepare students for diverse healthcare challenges.

**Employability Initiatives:** To enhance employability, SOU has a separate training and placement cell. It has implemented initiatives like career counselling and scheduling of various mock interviews, training and resume-building workshops. These activities are complemented by specialised courses in collaboration with industry experts that focus on industry-specific skills. For example, partnerships with IT giants have led to certification programmes in emerging technologies, giving students a competitive edge in the job market.

**Entrepreneurship Programmes:** SOU fosters an entrepreneurial mindset through courses in creativity, innovation, business acumen engaging students in crafting business plans and participating in startup incubators. Through guest lectures and workshops led by successful entrepreneurs, students gain valuable insights into entrepreneurial challenges and strategies.

The healthcare department enhances this initiative through an incubation centre that supports aspiring healthcare entrepreneurs with mentorship and infrastructure. This initiative integrates seamlessly with the broader educational framework, ensuring that students in healthcare disciplines benefit from practical, hands-on experience and entrepreneurial guidance.

**Skill Development Courses:** Skill development lies at the heart of SOU's curriculum enhancement efforts. The University has various skill development centres that incorporate robust skills development programmes into the curriculum to significantly enhance students' industrial premise. Various programmes focus on practical training in essential clinical tasks such as patient assessment, wound care, medication administration, and basic life support procedures. Collaborative agreements with prestigious healthcare institutions and other industries enable structured internships and externships, allowing students to apply theoretical knowledge in real-world scenarios and acquire practical insights.

**Collaborations with Partner Institutions/Industries:** SOU's partnerships with top institutions and industries enhance its educational offerings through joint certification programs, industry-sponsored projects, and research collaborations, giving students valuable exposure to real-world challenges and opportunities. These collaborations also facilitate internships and placement opportunities, bridging the gap between academia and industry.

**Impact and Future Directions:** The impact of SOU's initiatives is evident in its growing alumni success stories, with graduates securing positions in top multinational corporations and successfully launching

start-ups across diverse sectors. The university is dedicated to expanding courses, strengthening industry ties, and integrating new technologies to boost students' employability and entrepreneurship.

File Description	Document
Link for MOUs with Institutions / Industries for offering these courses	<a href="#">View Document</a>
Link for courses having focus on competency/ employability/ entrepreneurship/ skill-development	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Percentage of Programmes in which Choice-Based Credit System (CBCS)/Elective Course System has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year).**

**Response:** 100

1.2.1.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 61

1.2.1.2 Total number of Programmes where there is regulatory provision for CBCS / elective course system

Response: 61

<b>File Description</b>	<b>Document</b>
University letter mandating implementation of CBCS by the institution	<a href="#">View Document</a>
Structure of the program clearly indicating courses, credits/Electives as approved by the competent board	<a href="#">View Document</a>
Minutes of relevant Academic Council/BoS meetings Clearing indicating the adoption of CBCS System and/or	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Document for Structure of Programs mentioning the Credit Allocation and Elective options	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**1.2.2**

**Percentage of new degree programmes, fellowships and diplomas introduced by the university across all Faculties during the last five years (certificate programmes are not to be included)**

**Response:** 100

1.2.2.1 Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the last five years

Response: 41

<b>File Description</b>	<b>Document</b>
Minutes of relevant Academic Council/BoS meetings Clearing approving the introduction of new Degree Programmes, Fellowships and Diplomas claimed in the SSR	<a href="#">View Document</a>
List of the new Programmes introduced during the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**1.2.3**

**Percentage of interdisciplinary courses under the programmes offered by the University during the last five years**

**Response:** 33.49

1.2.3.1 Number of interdisciplinary courses offered by institution during the last five years

Response: 495

1.2.3.2 Number of courses offered by the institution across all programs during the last five years

Response: 1478

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearly approving the interdisciplinary Courses with specifications of departments involved	<a href="#">View Document</a>
List of Interdisciplinary courses under the programmes offered by the University during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

**Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula**

**Response:**

Silver Oak University (SOU) believes education fosters self-awareness, purpose, and societal connections. It is dedicated to developing professionals with strong clinical skills, moral integrity, and societal understanding. SOU aims to nurture holistic growth and responsible citizenship through its "Silver Oak Cares" initiative and a curriculum that includes courses like Professional Ethics, Human Values, and Environmental Studies, promoting a broader life perspective and social responsibility.

**Gender and Health:** Recognizing the significant influence of gender on health outcomes and healthcare access, our curriculum thoroughly examines gender-specific health issues. Students engage with topics such as women's health promotion, gender equity in healthcare, violence against women, and gender-based health disparities. This prepares them to deliver inclusive and equitable care that meets the needs of diverse patient populations. Courses are designed to equip students with lifelong learning skills and opportunities to explore their interests, fostering an understanding of gender equality and strategies to combat bias effectively. Few of the examples of the courses are Human Anatomy, Pharmacology, etc.

**Environment and Sustainability:** Recognizing the inseparable connection between human and environmental health, we prioritize sustainability throughout our programs. It covers topics such as environmental health, the health impacts of climate change, strategies for promoting sustainability, and the development of eco-friendly infrastructure. These elements are designed to instill environmentally conscious principles crucial for protecting both planetary and human health. The curriculum integrates courses that explore Environment and Sustainability comprehensively, emphasizing the ethical, cross-cultural, and historical contexts of environmental issues, and illustrates the interdependencies between human and natural systems. This holistic approach equips students with knowledge about ecosystems and other environmental factors, educates them on measures to preserve the environment, and raises awareness about global warming and related challenges. Few of the examples of the courses are Environmental Sciences, Biochemical Engineering, etc.

**Human Values and Professionalism:** Ethical conduct and professionalism are foundational to our educational ethos. Our curriculum emphasizes empathy, integrity, and humanistic ideals to equip students with essential ethical discernment and interpersonal skills. These are crucial for navigating complex dilemmas with compassion, integrity, and respect for all individuals. We prioritize human values to enhance students' self-esteem, molding them to fulfill the needs of others. Our courses underscore the significance of trust, honesty, integrity, morality, and reliability as fundamental qualities of good character. Few of the examples of the courses are Universal Human Values, Indian Constitution, etc.

**Professional Ethics:** The courses outline universally accepted standards of personal and business conduct, emphasizing values and guiding principles essential in professional settings. Professional organizations often establish codes of ethics to ensure members adhere to consistent and ethical practices in their roles. Few of the examples of the courses are Aptitude Building and Professional Skills-I, Aptitude Building and Professional Skills-II, etc.

File Description	Document
List of courses that integrate crosscutting issues mentioned above	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for list of courses that integrate crosscutting issues mentioned above	<a href="#">View Document</a>
Link for description of the courses which address Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 1.3.2

**Number of value-added courses offered during the last five years that impart transferable and life skills.****Response:** 128

1.3.2.1 Number of value-added courses are added within the last five years

Response: 128

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or Course content or syllabus relating to Value added courses to be uploaded in the SSR	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**1.3.3****Percentage of students successfully completed the value-added courses during the last five years****Response:** 86.32

1.3.3.1 Number of students who successfully completed the value-added courses imparting transferable and life skills offered year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3890	2859	983	NA	NA

<b>File Description</b>	<b>Document</b>
The institution should provide list of the students as per the requirement in the template failing which the claim will not be considered	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**1.3.4****Students undertaking field visits / research projects / Industry internships/ visits/Community**

## postings as a part of curriculum enrichment

### Response:

Experiential learning is essential for enriching university education, providing students with opportunities beyond traditional classroom settings. By integrating field trips, research projects, industry internships, and community posting into diverse curricula, universities foster holistic development and equip students with practical skills essential for professional success.

**Field Trips:** It immerses students in real-world settings related to their academic interests, offering invaluable firsthand experiences that enhance classroom instruction. By exploring historical sites, research facilities, art galleries, or natural ecosystems, students engage in interactive learning that deepens their understanding of the subject matter. Some of these include visits to GMERS Sola Civil Hospital, Ahmedabad, Indian Redcross Society, Amul Dairy, CHC, PHC, Sub center, industries like E.G. Tech Weighing Systems, Jyoti CNC Automation PVT LTD, Hindustan Coca-Cola Beverage Private Limited, BISAG-N etc.

**Industry Internships:** Industry internships provide students with practical exposure to professional environments that align with their academic pursuits. Through hands-on experiences, students gain insights into business operations, workplace dynamics, and potential career paths. Internships also offer networking opportunities, the chance to apply academic knowledge in real-world contexts, and the development of professional skills. These internships cover a wide range of sectors, including business, engineering, technology, media, and healthcare, giving students a comprehensive understanding of industry trends, challenges, and opportunities. As a part of it we are providing OJT for the students to enhance their industry skills. In relevant fields, the students have internships with prominent industries such as Sbi Mutual Funds, Arvind Limited, Gujarat Council Of Science City, Zydus Lifesciences Limited, Cadila Healthcare Limited, Icmr-National Institute Of Occupational Health Anneal Pharmaceuticals Pvt. Ltd., Hof Pharmaceutical Limited, Gujarat Energy Research And Management Institute, Meghmani Novotech Pvt Limited etc.

**Community Postings:** Engaging in service-learning activities enables students to contribute meaningfully to their communities while gaining personal and communal benefits. Through outreach initiatives, community development projects, and volunteer work with local NGOs, students apply their skills and knowledge to tackle real-world challenges, fostering civic engagement and social responsibility. These activities include social advocacy, healthcare outreach, environmental stewardship, and mentorship, encouraging collaboration with diverse stakeholders and promoting mutual learning and sustainable development.

**Curriculum Integration:** To provide students with a comprehensive education, Silver Oak University integrates experiential learning components into its curricula. These hands-on opportunities complement theoretical concepts, reinforce practical skills, and enrich classroom instruction. We employ various strategies to incorporate experiential learning, such as designing courses with field excursions, research projects, and internships, while offering faculty mentorship and support for student-led initiatives. Collaborations with businesses, civic organizations, and governmental bodies further enhance opportunities for experiential learning and student engagement.

In conclusion, Silver Oak University is dedicated to providing a comprehensive education by incorporating field visits, research projects, industry internships, and community postings into its

curriculum. Through these experiential learning opportunities, the university enables students to develop practical skills, broaden their perspectives, and make meaningful contributions to society.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for list of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

**Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:**

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**
- 5. Professionals**

**Response:** A. All of the above

File Description	Document
Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management	<a href="#">View Document</a>
Sample filled in Structured Feedback forms designed by the institution for each category as claimed in SSR	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for feedback report from stakeholders	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 1.4.2

**Feedback process of the Institution may be classified as:**

**Response:** A. Feedback collected, analysed and action taken on feedback and relevant documents are made available on the institutional website

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action taken report of the University on feedback as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

**Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories.**

**Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years**

**Response:** 59.21

2.1.1.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
634	494	411	NA	NA

2.1.1.2 Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
954	898	732	NA	NA

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Initial reservation of seats for admission	<a href="#">View Document</a>
Final admission list published by the HEI	<a href="#">View Document</a>
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	<a href="#">View Document</a>
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	<a href="#">View Document</a>
Admission extract submitted to the state OBC, SC and ST cell every year.	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.1.2

### Student Demand Ratio applicable to programmes where state / central common entrance tests are not conducted

**Response:** 15.52

2.1.2.1 Number of eligible applications received year-wise during the last five years for programmes where State / Central Common Entrance Tests are not conducted

2022-23	2021-22	2020-21	2019-20	2018-19
9847	9235	8093	NA	NA

2.1.2.2 Number of seats available year-wise/eligible applications received during the last five years where *State / Central Common Entrance Tests are not conducted*

2022-23	2021-22	2020-21	2019-20	2018-19
1947	1833	1493	NA	NA

File Description	Document
The details certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Extract of No. of application received in each program	<a href="#">View Document</a>
Document relating to Sanction of intake	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.1.3

*Student enrollment pattern and student profile demonstrate - national/international spread of enrolled students from other states and countries*

**Response:** 4.22

#### 2.1.3.1 Number of students from other states and countries year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
125	55	30	NA	NA

#### 2.1.3.2 Total number of students enrolled in that year

2022-23	2021-22	2020-21	2019-20	2018-19
1731	1690	1378	NA	NA

<b>File Description</b>	<b>Document</b>
Previous degree/ Matriculation / HSC certificate from other state or country	<a href="#">View Document</a>
List of students from other states and countries	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of admission letters are issued to the students enrolled from other States / Countries.	<a href="#">View Document</a>
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1

**The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers**

**The Institution:**

- 1. Adopts measurable criteria to identify low performers.**
- 2. Adopts measurable criteria to identify advanced learners**
- 3. Organizes special programmes for low performers and advanced learners**
- 4. Follows protocols to measure students' achievement**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Proforma created to identify slow learners/advanced learners	<a href="#">View Document</a>
Methodology and Criteria for the assessment of Learning levels Details of special programmes	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of outcome measures	<a href="#">View Document</a>
Consolidated report submitted to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.2.2****Student - Full- time teacher ratio (data of preceding academic year)****Response:** 18.29

<b>File Description</b>	<b>Document</b>
List of students enrolled in the preceding academic year	<a href="#">View Document</a>
List of full time teachers in the preceding academic year in the University (with Designation and Highest Qualification obtained)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.3 Teaching- Learning Process****2.3.1****Student-centric methods, are used for enhancing learning experiences by:**

- **Experiential learning**
- **Integrated/Inter-disciplinary learning**
- **Participatory learning**
- **Problem-solving methodologies**

- **Self-directed learning**
- **Patient-centric and Evidence-based learning**
- **The Humanities**
- **Project-based learning**
- **Role play**

**Response:**

At Silver Oak University, student-centric methodologies represent more than mere educational strategies; they embody transformative experiences that prepare students to thrive in a complex and interconnected world. By nurturing creativity, fostering collaboration, and emphasizing the practical application of knowledge, we empower our students to become adaptive, ethical leaders capable of driving positive change in their professions and communities.

Experiential Learning engages students in hands-on activities that bridge theory and practice. Engineering students construct prototypes, visit industrial sites, and participate in hackathons to apply classroom knowledge to real-world machinery and production processes. In healthcare, clinical placements and simulated patient care scenarios provide invaluable practical experience, enhancing clinical skills and readiness for professional practice. Rotations in community and hospital settings allow students to interact with patients and apply their knowledge in real-world contexts, fostering critical thinking and practical knowledge essential for dynamic professional environments.

Integrated / Interdisciplinary Learning encourages students to connect concepts across different fields of study. By incorporating principles from fields like environmental science and Sociology, students gain diverse skills that enhance their technical expertise with communication, and environmental awareness.

Participatory Learning promotes active engagement and collaboration. In business courses, case studies and scenario-based exercises develop critical thinking and decision-making skills. Healthcare education incorporates inter-professional sessions among nursing, physiotherapy, and pharmacy students to create comprehensive patient care strategies, strengthening teamwork and communication. Social Sciences and Humanities students apply their research skills to community projects, addressing local issues and fostering civic responsibility.

Problem-solving Methodologies train students to approach challenges with a practical, solution-oriented mindset. Engineering students design resilient infrastructure, while computer science students develop algorithms to tackle real-world problems through simulations and case-based learning. Business students analyze market trends and create strategies for sustainable growth, while Commerce students focus on financial modeling to manage risks. In Sciences, students design and conduct experiments, cultivating deep analytical skills that prepare them for academic and professional achievements.

Self-directed Learning is facilitated through access to online platforms like MOOCs, SWAYAM, and NPTEL, where students pursue supplementary courses. The university offers credit transfer opportunities for completed courses, enabling students to earn academic credits independently and enhance their academic experience and career readiness.

Patient-centric and Evidence-based Learning in healthcare emphasizes personalized patient care and rigorous research integration. Nursing and Physiotherapy students engage in hands-on clinical experiences, using simulation technology to practice critical skills and prepare for real-world patient care

scenarios. This approach ensures graduates are adept at applying theoretical knowledge to practical healthcare settings, promoting compassionate and competent healthcare delivery.

Project-based Learning immerses students in real-world projects that deepen their understanding of core concepts and enhance essential skills like problem-solving and teamwork. Opportunities such as project fairs allow students to develop presentation skills, showcase innovations and receive feedback.

Role Play provides immersive experiences that simulate real-life challenges. In Law, students participate in mock trials to navigate legal procedures, enhancing their critical thinking and advocacy skills. Such experiential learning opportunities prepare students for professional roles by refining their decision-making abilities in dynamic environments.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for list of student-centric methods used for enhancing learning experiences	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.2

#### Has provision for the use of Clinical Skills Laboratory and Simulation Based Learning

##### The Institution:

1. Has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines.
2. Has advanced patient simulators for simulation-based training
3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre
4. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on training programmes in Clinical skills lab/simulator Centre	<a href="#">View Document</a>
Proof of patient simulators for simulation-based training	<a href="#">View Document</a>
Proof of Establishment of Clinical Skills Laboratories	<a href="#">View Document</a>
List of clinical skills training modals	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geo-tagged photographs of clinical skills lab facilities, clinical skills modals, patients simulators	<a href="#">View Document</a>
Details of training programs conducted and details of participants	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.3

#### **Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources**

##### **Response:**

At Silver Oak University, we believe in a holistic approach to learning—one that goes beyond the confines of traditional classrooms and labs. We recognize that technology has vastly expanded the sources of knowledge available to students, offering an infinite pool of information and resources. However, this abundance can also pose challenges. In today's digital age, students are often exposed to highly engaging and visually captivating content, which can sometimes lead to shorter attention spans and difficulty in focusing on traditional teaching methods.

This dynamic environment places a significant responsibility on professors. They must continually innovate and enhance their teaching strategies to effectively utilize the vast educational content available online and at times compete with it too. By embracing these challenges, educators at Silver Oak University strive to create engaging and effective learning experiences that prepare students for success in both their academic pursuits and future careers.

We are committed to leveraging cutting-edge ICT (Information and Communication Technology) tools to enhance the teaching and learning process across our diverse academic programmes. These technologies play a pivotal role in creating dynamic, engaging, and effective educational experiences that prepare our students for success in a rapidly evolving world.

Central to our approach is the integration of Learning Management Systems (LMS). These platforms serve as centralized hubs where faculty members can organize course materials, assignments, quizzes, and interactive discussions. By harnessing the power of LMS, we facilitate seamless access to resources and foster collaborative learning environments that transcend traditional classroom boundaries.

We connect the capabilities of video conferencing tools like Zoom, Google Meet & other online platforms to facilitate real-time virtual classes, guest lectures, and interactive sessions. These platforms enable students to participate in live discussions, ask questions, and engage with course content from anywhere, promoting inclusivity and flexibility in learning.

We recognize the importance of interactive whiteboards, presentation tools, and educational apps in enriching classroom experiences. Platforms like SMART Notebook and Kahoot! allow educators to create engaging multimedia lessons and gamify learning through quizzes and interactive exercises. This not only enhances student engagement but also reinforces comprehension and retention of course materials.

In addition to these tools, we embrace the use of digital libraries and Open Educational Resources (OER) to provide students with access to a wide range of educational materials and resources. Platforms like MOOC, SWAYAM, NPTEL, Coursera, etc. supplement traditional coursework, offering opportunities for self-paced learning and skill development.

Furthermore, cloud computing services such as Google Drive facilitate secure storage and easy access to educational resources, supporting collaborative projects and remote learning initiatives. This infrastructure empowers our students to work efficiently, access course materials from any location, and seamlessly integrate their learning experiences across various ICT platforms.

At Silver Oak University, our commitment to leveraging ICT-enabled tools for teaching and learning reflects our dedication to providing a transformative educational experience. By embracing these technologies, we prepare our students to excel academically, develop critical thinking skills, and adapt to the demands of a digital-first world.

File Description	Document
Link of the details of ICT-enabled tools used for teaching and learning	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for list of teachers using ICT-tools	<a href="#">View Document</a>

### 2.3.4

#### **Student :Mentor Ratio (preceding academic year)**

**Response:** 19.08

2.3.4.1 Total number of mentors in the preceding academic year

Response: 231

<b>File Description</b>	<b>Document</b>
Records of mentors-mentee meetings.	<a href="#">View Document</a>
Log Book of mentors	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of fulltime teachers/other recognized mentors	<a href="#">View Document</a>
Copy of circular pertaining to the details of mentor and their allotted mentees	<a href="#">View Document</a>
Approved Mentor list as announced by the HEI	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

**Average percentage of full time teachers against sanctioned posts during the last five years**

Response: 100

<b>File Description</b>	<b>Document</b>
Year-wise list of fulltime teachers and sanctioned posts for the last 5 years (Certified by the Head of the Institution)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Faculty position sanction letters by the competent authority	<a href="#">View Document</a>
Appointment letters of faculty during last five years	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.4.2

**Average percentage of fulltime teachers with Ph.D./D.Sc./D.Lit./ DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / Universities during the last five years**

**Response:** 43.03

2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.

2022-23	2021-22	2020-21	2019-20	2018-19
59	89	38	NA	NA

File Description	Document
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils and the	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of Guide-ship letters or authorization of research guide provide by the competent authority	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.4.3**

**Average teaching experience of fulltime teachers in number of years (preceding academic year)**

**Response:** 6.17

2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)

Response: 1487.80

File Description	Document
List of full-time teachers for the preceding academic year with their designation, department and number of years of teaching experience	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Experience certificate of full time teacher	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.4.4**

**Average percentage of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years.**

**Response:** 97.78

2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years

2022-23	2021-22	2020-21	2019-20	2018-19
241	165	70	NA	NA

File Description	Document
Reports of the e-training programmes	<a href="#">View Document</a>
List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years	<a href="#">View Document</a>
List of e-contents / e courses / video lectures / demonstrations developed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	<a href="#">View Document</a>
Web-link to the contents delivered by the faculty hosted in the HEI's website	<a href="#">View Document</a>

**2.4.5**

**Average percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academics during the last five years**

**Response:** 7.78

2.4.5.1 Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / *academies* during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
06	08	12	NA	NA

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Certified e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Average number of days from the date of last semester-end/ year- end examination to the date of declaration of results during the last five years**

**Response:** 13.67

2.5.1.1 Number of days from the date of last semester-end/ year- end examination to the date of declaration of results year-wise in that year and during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	11	NA	NA

File Description	Document
Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details.	<a href="#">View Document</a>
List of programmes and dates of last semester-end/year-end examinations and the dates of declaration of results	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.5.2

**Average percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years****Response:** 0.64

2.5.2.1 Number of student complaints/grievances received about evaluation year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
41	31	0	NA	NA

2.5.2.2 Number of students who have appeared for the exams year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4407	3172	1378	NA	NA

File Description	Document
Reports of Examination Sections	<a href="#">View Document</a>
Minutes of the grievance cell / relevant body	<a href="#">View Document</a>
List of complaints / grievances year-wise during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.5.3****Evaluation-related Grievance Redressal mechanism followed by the Institution: ...****The University adopts the following mechanism for the redressal of evaluation-related grievances.****Options(Opt one which is applicable to you):**

- 1.Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script**

**2.Double Valuation/Multiple valuation with appeal process for revaluation only**

**3.Double Valuation/Multiple valuation with appeal process for retotalling only**

**4.Single valuation and appeal process for revaluation**

**5.Grievance Redressal mechanism does not exist**

**Response:** A. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script

<b>File Description</b>	<b>Document</b>
Report of the Controller of Examination/ registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Provide links to the examination procedure and re-evaluation procedure developed by the institution and duly hosted in the institution's website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.5.4

**Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.**

**Response:**

Evaluation is an essential part of the University's teaching and learning processes. The university update its evaluation scheme and implemented a transparent and effective internal assessment system to strengthen the examination process. To ensure efficiency and credibility, the examination system has been digitized and automated through the Examination Management System - EMS which is part of the University's ERP. The university's EMS has transformed conventional manual processes into digital ones, significantly improving accuracy and efficiency.

- Automation of the Examination System: Below tasks are performed with automation by EMS.
- Exam Form generation & approval by the Institute
- Online exam form filling by students & fees payment

- Exam timetable
- Seat number generation
- Block/Seating arrangement
- Release Hall Ticket
- Date and block-wise Block supervisor/ Attendance report, barcode generation & printing
- Marks Entry by the course coordinator & faculty
- Display of internal theory and practical marks to the students
- Marking attendance after every session of the examination, including unfair means cases (if any).
- Printing the examiner's barcode for each answer book
- Double evaluation
- Result process
- Result declaration in the student's portal
- Re-evaluation application and processing
- Result declaration after Re-evaluation
- Printing Transcript, Provisional degree certificate
  
- Examination Reforms:
  - The university is committed to update its evaluation scheme to improve evaluation of any course. The university amended its evaluation scheme for diploma/undergraduate programs in August 2022 in which for Continuous Internal Evaluation components of the theory part of any course, the importance was given to regularity and assignments. The university also updated its re-evaluation norms so that students can challenge assessments for any number of subjects without restriction. This shows the transparency of the examination and evaluation system.

The University is also committed to apply and adopt other assessment methods.

- Assessment: Modes and Methods

- Competency-based assessment: Bloom's Taxonomy is the basis for the competency-based evaluation, achieved by question papers and mapping them with CO and PO. Question papers are prepared and submitted to the examination cell in sealed covers. The examination cell manages all confidentiality and security during and after the conduct of examinations.
- Centralized assessment of End-Semester examination answer books: End-semester examination answer books are assessed at the university's centralized assessment centre, which is monitored by CCTV surveillance to ensure integrity.
- Workplace-based assessment: Students are assessed on-site by their supervisors/trainers. This assessment applies to the clinical posting of programs like Physiotherapy and Nursing.
- End-Semester Examination: All the programs and their courses have End Semester Examination in the form of either Practical or Theory or both. Depending upon the nature of the course, End semester theory examination is conducted either by descriptive or by MCQ method.
- Continuous Internal Evaluation system: All programs and the majority of its courses have a Continuous Internal evaluation component and it is done in two ways.

1) Continuous Internal Evaluation – Theory (CIE-TH)

2) Continuous Internal Evaluation – Practical (CIE-PR)

Internal evaluation helps to improve students' performance in end-semester Examination.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for details of examination reforms implemented during the last 5 years	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.5.5

**Status of automation of the Examination division, using Examination Management System (EMS) along with an approved online Examination Manual**

- 1. Complete automation of entire division & implementation of the Examination Management System (EMS)**
- 2. Student registration, hall ticket issue & result processing**
- 3. Student registration and result processing**
- 4. Result processing**
- 5. Manual methodology**

**Response:** All of the above

<b>File Description</b>	<b>Document</b>
The present status of automation., Invoice of the software, & screenshots of software	<a href="#">View Document</a>
Snap shot of the EMS used by the institution	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of the purchase order of the software/AMC of the software	<a href="#">View Document</a>
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

**The institution has stated learning outcomes /graduate attributes as per the provision of Regulatory bodies which are integrated into the assessment process and widely publicized through the website and other documents**

**Response:**

Silver Oak University ensures qualitative and reliable knowledge resources, aligning with the course outcomes of each programme. We ensure that all academic programmes are mapped with both generic and programme-specific outcomes, strategically designed to facilitate the acquisition of essential graduate attributes aligned with the objectives of Outcome-Based Education (OBE). These Programme Educational Objectives, (PEOs), Programme Outcomes (POs) and Programme-Specific Outcomes (PSOs) provide a framework ensuring students, upon completing their programmes, possess a well-defined set of attributes contributing to their overall academic and professional development.

Departments carefully draft the Programme Educational Objectives (PEO), Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) in full conformity with the principles of Outcome-Based Education (OBE). The PEOs, POs, PSOs and COs. which are subsequently approved by the Board of Studies (BoS), Academic Council.

**Learning Outcomes:** POs are broad statements that outline the professional achievements that the programme seeks to help students achieve by the time the programme is over. POs cover a wide range of connected Attitude, Knowledge and skill attributes that students must develop before they graduate.

Program Specific Outcomes (PSOs) articulate the intended achievements of a program, highlighting how the knowledge and skills acquired throughout the course directly contribute to societal advancement and sustainability. PSOs delineate the competencies students should possess upon graduation. Each

department offering a program formulates these outcomes, typically consisting of two to four PSOs tailored to their specific curriculum.

Course Outcomes (COs) are statements that outline the core and permanent discipline knowledge and abilities that students must acquire, as well as the expected degree of learning at the end of the course.

**CO-PO/PSO Attainment:** The university follows guidelines for assessing PO attainment, with minor variations across different programmes. It employs direct assessments such as Continuous Internal Evaluation (TH,PR) and End Semester Examination (TH,PR) along with indirect methods like Graduate Exit surveys, Alumni surveys, and Employer Surveys. These methods comprehensively evaluate the attainment of Course Outcomes (COs), Programme Outcomes (POs), and Programme-Specific Outcomes (PSOs), ensuring that students meet the desired educational standards and are well-prepared for their professional careers. This rigorous approach underscores the university's commitment to excellence in education and the holistic development of its students.

**Dissemination of Learning Outcome:** PEOs, POs, PSOs and COs are widely propagated and publicized through various means such as displaying them on University Website, Curriculums, Instructional manuals & Materials, Department Notice Boards, Laboratories, Student Induction Programmes, Faculty meetings and Library.

At Silver Oak University, Heads of Departments (HODs) and senior professors play a vital role in informing students about Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). Students are also actively made aware of these outcomes by faculty members, mentors, programme coordinators, and course coordinators. They emphasise how crucial it is to understand and meet these outcomes to guarantee a thorough and successful educational experience.

File Description	Document
Link for relevant documents pertaining to learning outcomes and graduate attributes	<a href="#">View Document</a>
Link for methods of the assessment of learning outcomes and graduate attributes	<a href="#">View Document</a>

## 2.6.2

### Incremental performance in Pass percentage of final year students during last five years

**Response:** 15.82

2.6.2.1 Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
820	496	1	NA	NA

2.6.2.2 Number of final year students of all the programmes, who appeared for the examinations in each of the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
824	536	1	NA	NA

File Description	Document
Trend analysis in graphic form (Refer annexure 02 of SOP)	<a href="#">View Document</a>
List of Programmes and the number of students appeared and the number of students passed in the final year examination each year for the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of examination results as placed before BOM/ Syndicate/ Governing Council for the last five years	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.76

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

**The institution has a well defined Research promotion policy and the same is uploaded on the institutional website**

#### Response:

Silver Oak University has established a Center for Research known as SOU-RDC cell at the University to support multi-disciplinary research. The objective of the Cell has been to foster a strong research culture that promotes innovation, entrepreneurship, and academic excellence. The Cell manages research regulations, PhD supervision criteria, and the Institutional Research Fellowship (IRF) for scholars. The center serves as the central body for coordinating R&D activities, offering guidance on improving research proposals, patent applications, and internal funding requests.

The Center for Research has various Research Promotion Schemes. These policies are widely circulated and faculty/student orientation programs are regularly conducted at the institutes.

- Seed Money Policy
- Financial assistance for Publication of Research Paper/ Patent/ Book/ Book Chapter
- Financial assistance on attending National Conference/International conferences/ workshops / symposiums / seminars and similar events held in India or abroad
- Ph.D. Policy: Rules and Regulations
- Research Scholarships (IRF/JRF/ SRF/ RA etc.)
- IPR Policy
- Consultancy Policy

These policies have been providing clear guidelines for conducting research as well as for promoting research while maintaining the highest standards of quality. To administer these policies, the University has constituted various bodies and committees which include Research Advisory Council, Ethics Committee, IPR Committee, and Publication Monitoring Committee amongst others.

**The Research Promotion Policy** aims to support faculty, research staff, and students in improving the quality and impact of their research. It encourages ethical research practices and fosters industry collaboration, including partnerships through the Centre of Excellence, to drive innovation and generate revenue, in line with global standards. The policy also highlights the importance of protecting intellectual property, such as copyrights and patents, and encourages publishing research in high-impact, peer-reviewed journals.

Research funding is allocated through a **separate budget** and covers **seed money** for preliminary research, journal articles, conference publications, book chapters, and patents. SOU encourages faculty and students to apply for **external funding and fellowships**, supporting participation in conferences, workshops, and seminars through financial assistance. **Faculty Researcher Excellence Award** is offered for outstanding research, patents, and conference presentations. Faculty are also encouraged to take on **consultancy projects**, with a separate policy regulating these activities. SOU supports **collaboration**

**and interdisciplinary research through MoUs** with reputed institutions/industries, allowing faculty access to advanced research facilities. The university promotes **research at both the undergraduate and postgraduate levels**, with significant R&D work encouraged in final-year projects and postgraduate courses.

**Resources & Infrastructure at SOU:** These facilities are regularly upgraded as per the needs of the Projects.

- 1.Support from Center for research to strengthen the research environment
- 2.Access to online research databases
- 3.High-tech laboratories to carry out advanced research and experiments
- 4.Access of anti-plagiarism software to check the percentage of plagiarism
- 5.Library Resources
- 6.Handholding for Project Funding for advanced research from various agencies.
- 7.Centres of Excellence

**SOU has set up Advanced Centers of Excellence:**

- Center of Excellence - Royal Enfield
- Center of Excellence – Fronius, Innovation & Skill Centre
- Center of Excellence – Drone
- Additive Manufacturing Centre of Excellence (3D Printing)

File Description	Document
Minutes of the meetings of Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View Document</a>
Document on Research promotion policy	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.1.2

**The institution provides seed money to its teachers for research (average per year)**

**Response:** 19.29

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
22.98	18.77	16.12	NA	NA

<b>File Description</b>	<b>Document</b>
Minutes of meetings of the relevant bodies of the University	<a href="#">View Document</a>
List of teachers receiving seed money and details of seed money received	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized (Refer annexure number -01)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.1.3

**Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in Indian and Overseas Institutions during the last five years**

**Response:** 4.93

3.1.3.1 Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
14	06	04	NA	NA

<b>File Description</b>	<b>Document</b>
List of teachers and their national/international fellowship details	<a href="#">View Document</a>
Certified e-copies of the award / recognition letters of the teachers	<a href="#">View Document</a>
any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.1.4**

**Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years**

**Response:** 56

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
26	24	06	NA	NA

File Description	Document
Registration and guide / mentor allocation by the institution	<a href="#">View Document</a>
List of research fellows and their fellowship details	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E copies of fellowship award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.1.5**

**University has the following facilities**

- 1. Central Research Laboratory / Central Research Facility**
- 2. Animal House/ Medicinal Plant Garden / Museum**
- 3. Media laboratory/Business Lab/e-resource Studios**
- 4. Research/Statistical Databases/Health Informatics**
- 5. Clinical Trial Centre**

**Response:** All of the above

File Description	Document
List of facilities available in the university and their year of establishment	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Videos and geo-tagged photographs	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.1.6

***Percentage of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies, (excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)***

**Response:** 11.29

3.1.6.1 The Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	2	NA	NA

3.1.6.2 Number of departments offering academic programmes year - wise during last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
23	21	18	NA	NA

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
e-version of departmental recognition award letters	<a href="#">View Document</a>
Details of the departments offering academic programmes certified by the head of the Institution /University	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.2 Resource Mobilization for Research

#### 3.2.1

**Total Grants for research projects / clinical trials sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the last five years**

**Response:** 119

3.2.1.1 Grants for research projects sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs in the institution year-wise during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
62	40	17	NA	NA

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government organizations	<a href="#">View Document</a>
e-copies of grants awarded for clinical trials	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 3.2.2

**Grants for research projects/clinical research project sponsored by the government funding agencies during the last five years**

**Response: 53**

3.2.2.1 Grants for research projects/clinical trials sponsored by government sources year-wise during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
9	1	43	NA	NA

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the grant award letters for research projects sponsored by government agencies	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.2.3**

**Ratio of research projects/clinical trials per teacher funded by government/industries and non-government agencies during the last five years.**

**Response: 1.26**

3.2.3.1 Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
108	64	30	NA	NA

<b>File Description</b>	<b>Document</b>
Supporting document/s from Funding Agencies	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the letter indicating the sanction of research project funded by govt./non-govt agency and industry including details of name of teacher and amount in INR	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for the funding agency website	<a href="#">View Document</a>

### 3.3 Innovation Ecosystem

#### 3.3.1

#### **Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell**

#### **Response:**

Silver Oak University (SOU) has established a modern incubation center designed to foster innovation and entrepreneurship. The center covers a vast area, offering co-working spaces, research and development labs, and various resources to support startup ventures. The incubation center operates as a non-profit entity. Its core mission is to drive economic and social progress through entrepreneurship and innovation, making it a vital contributor to the local innovation ecosystem.

This modern facility is designed to nurture budding entrepreneurs, providing a comprehensive ecosystem to support the development of startups from the ideation stage to a minimum viable product or fully realized product. By nurturing promising business ideas, it plays a crucial role in fostering local economic growth.

The startup support framework offered by the incubation center is comprehensive, providing a conducive environment for creativity and innovation. The hub includes comfortable seating arrangements, 24/7 Wi-Fi, and air-conditioned workspaces. Additionally, startups have access to a reading area for focused work, prototyping tools for product development and a pantry area for ensuring that all physical needs are met while entrepreneurs focus on building their ventures. University labs and workshops are also available for use, subject to prior authorization, fostering an atmosphere conducive to research and experimentation.

Collaboration between startups and industry leaders is also encouraged. The center also regularly organizes workshops, seminars, and networking events, where aspiring entrepreneurs can gain essential skills and knowledge. A special emphasis is placed on networking, as it fosters collaborations between students, alumni, industry leaders, and other entrepreneurs. Regular startup pitching competitions are held, where students present their business ideas to panels of judges, receive feedback, and compete for prizes. These competitions stimulate innovation and healthy competition, while also providing critical

visibility for emerging startups. The incubation center continuously improves its outreach and engagement efforts. Strong ethical standards are maintained, with the core committee empowered to charge fees or penalties for any misuse of resources.

Mentorship and training form the backbone of the center's support system. Internal mentorship is available for both technical and business areas. Furthermore, the Incubation center connects startups with external mentors who offer specialized industry knowledge. This comprehensive mentoring framework helps startups navigate the challenges of entrepreneurship and increases their chances of success.

In line with its commitment to fostering a vibrant innovation ecosystem, the center actively engages students in entrepreneurial activities through continuous outreach. It also encourages alumni participation and ensures its curriculum remains up-to-date with the latest trends in entrepreneurship education. Strong ethical standards are maintained, with the core committee empowered to charge fees or penalties for any misuse of resources.

Additionally, the center offers intellectual property management services, helping startups with market validation and guiding them through intellectual property rights.

Overall, Incubation center plays a pivotal role in advancing entrepreneurship in Gujarat. By providing an extensive support system that includes mentorship, resources, and networking opportunities, the center not only fosters the growth of startups but also contributes significantly to the region's innovation ecosystem.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Geo-tag the facilities and innovations made	<a href="#">View Document</a>

### 3.3.2

**Workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations during the last five years**

#### **Response:**

Silver Oak University is dedicated to fostering the growth and development of its students and faculties by promoting a wide range of activities and initiatives. The university's approach is comprehensive, covering various critical areas that are essential for academic and professional success. By emphasizing biostatistics, clinical practices, industry partnerships, intellectual property rights, lab practices, research grant writing and research methodologies, the university ensures its community is well-equipped with the necessary skills and knowledge to excel in their respective fields.

The Center of Research is instrumental in identifying and facilitating research collaborations and startup

initiatives. This center acts as a bridge between the University and external research entities, enabling joint research projects and the sharing of resources. The Center is also responsible for safeguarding and promoting intellectual property within the university. This involves creating awareness about intellectual property rights, supporting patent filings, and protecting the intellectual creations of the university's communities. By doing so, the center not only fosters innovation but also ensures that the benefits of this innovation are fully realized by the creators.

The Center of Research focuses on building and nurturing relationships between the University and the industry. This center's activities include organizing industry interaction sessions, facilitating internships, and fostering partnerships that provide real-world exposure to students. By bridging the gap between academia and industry, the center of research ensures that students are well-prepared for the professional world and that the University's research is aligned with industry needs.

One of the University's key areas of focus is good clinical practice, which encompasses the ethical and scientific standards for conducting clinical trials. Through a series of workshops and seminars, the University educates participants on the principles and practices of clinical research.

Research methodology is another critical area where the University invests significant resources. Understanding the methods and techniques of conducting research is fundamental in producing valid and reliable results. The University offers numerous seminars and workshops on research methodology, helping participants develop the skills necessary to conduct thorough and rigorous research.

The University also places a strong emphasis on lab collection practices. Accurate lab results are crucial for diagnostic and therapeutic decisions, and proper specimen collection and handling are essential to obtaining reliable data. Through targeted seminars and workshops, the University ensures that participants are well-trained in these critical practices.

Biostatistics and research grant writing are also integral components of the University's initiative. Proficiency in biostatistics is essential for accurately analyzing the research data and the University provides training to enhance these skills. Similarly, understanding how to write effective research grant proposals is vital for securing funding, and the University offers guidance and support in this area too.

Overall, Silver Oak University's commitment to these activities underscores its dedication to providing a holistic and well-rounded education. By fostering a culture of innovation, research excellence, and industry collaboration, the University equips its students and faculties with the tools they need to succeed in their academic and professional pursuits.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for list of workshops/seminars on the above during the last 5 years	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link of the reports of the events	<a href="#">View Document</a>

**3.3.3****Total number of awards / recognitions received for innovation / discoveries by the institution/teachers/research scholars/students during the last five years****Response:** 11

3.3.3.1 Number of awards/recognitions received by the Institution/teachers/research scholars/students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	2	NA	NA

File Description	Document
List of teachers who have received awards and recognition for innovation and discoveries	<a href="#">View Document</a>
List of teachers and details of the national/international fellowships awarded	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E-Copies of award letters (scanned or soft copy) for innovations with details of the awardee the and awarding agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.3.4****Number of start-ups incubated on campus during the last five years****Response:** 9

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years (a startup to be counted only once)

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	2	NA	NA

File Description	Document
Registration letter	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Contact details of the promoters	<a href="#">View Document</a>
Certified e- sanction order for the start-ups on campus	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

#### 3.4.1

**The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:**

- 1. Research methodology with course on research ethics**
- 2. Ethics committee**
- 3. Plagiarism check**
- 4. Committe on Publication guidelines**

**Response:** All of the above

File Description	Document
Minutes of meetings of the relevant committees with reference to the code of ethics	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional code of Ethics document	<a href="#">View Document</a>
Institutional code of ethics document	<a href="#">View Document</a>
Details of committee on publication guidelines	<a href="#">View Document</a>
Course content of research ethics and details of members of ethical committee	<a href="#">View Document</a>
Copy of software procurement for plagiarism check	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 3.4.2

**The Institution provides incentives for teachers who receive state, national or international recognitions/awards..**

**Option**

- 1. Career Advancement**
- 2. Salary increment**
- 3. Recognition by Institutional website notification**
- 4. Commendation certificate with cash award**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Snapshots of recognition of notification in the HEI's website	<a href="#">View Document</a>
Policy on salary increment for the awardees	<a href="#">View Document</a>
Policy on Career advancement for the awardees	<a href="#">View Document</a>
List of the awardees and list of awarding agencies and year with contact details for the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of commendation certificate and receipt of cash award	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Incentive details (link to the appropriate details on the Institutional website)	<a href="#">View Document</a>

**3.4.3**

**Total number of Patents/ Copyrights published/awarded/technology-transferred during the last five years..**

**Response:** 37

3.4.3.1 Number of Patents/ Copyrights published/awarded/ technology-transferred year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
13	23	1	NA	NA

<b>File Description</b>	<b>Document</b>
Technology transfer document	<a href="#">View Document</a>
List of patents/Copyrights and the year they were published/awarded	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Certified E- copies of the letters of award/ publications (consolidated statements by the head of the institution)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.4

**Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.**

**Response:** 8.14

3.4.4.1 Number of Ph.D.s /DM/M Ch/PG degree in the respective disciplines awarded per recognized PG teacher of the Institution year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
570	504	1	NA	NA

3.4.4.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
69	62	1	NA	NA

File Description	Document
Recognition letters by the University as eligible teachers to guide Ph D / DM / M Ch students	<a href="#">View Document</a>
List of PhD / DM / M Ch candidates with details like name of the guide, title of the thesis, year of award, award letter etc	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for research page in the institutional website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.4.5**

**Average Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the last five calendar years**

**Response:** 1.03

File Description	Document
Names of the indexing databases	<a href="#">View Document</a>
Institutional Data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.4.6**

**Average Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the last five calendar years**

**Response:** 0.02

File Description	Document
Names of the indexing databases	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**3.4.7**

**Total Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed UGC-CARE list during the last five calendar years**

**Response:** 0.06

<b>File Description</b>	<b>Document</b>
List of names of publishers : National/ International	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.4.8**

**Bibliometrics of the publications during the last five calendar years based on average Citation Index in Scopus/ Web of Science**

**Response:** 4.6

<b>File Description</b>	<b>Document</b>
List of the publications during the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.4.9**

**Provide Scopus/ Web of Science – h-index of the Institution for the last 5 calendar years.**

**Response:** 9.5

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.5 Consultancy****3.5.1**

**Institution has a policy on IPR and consultancy including revenue sharing between the Institution and the individual, besides a training cum capacity building programme for teachers, students and staff for undertaking consultancy**

**Response:**

The institution places significant importance on Intellectual Property Rights (IPR) as a key aspect of its research and development efforts, aiming to protect the originality of ideas and innovations generated by both students and faculty.

The University's Center for Research focuses on building the capacity of staff, faculty, and students through various initiatives such as workshops, awareness programs, seminars, and conferences. It emphasizes raising awareness of IPR and consultancy and offers support in two primary areas: patenting and copyrighting, along with providing financial assistance for IPR-related processes. The institution also promotes a clear revenue-sharing policy between the institution and individuals involved in consultancy projects.

**IPR Policy:**

The institution's IPR policy is designed to provide comprehensive support throughout the intellectual property filing process. The Center for Research conducts a thorough review of each proposal for its admissibility and offers financial assistance for copyright or patent filing. Additionally, the policy includes a well-defined model between the inventor and the institution upon commercialization of the intellectual property.

The policy also ensures that inventors receive a fair share of revenue after the patent is granted, promoting transparency and collaboration between the institution and individual researchers. To enhance capacity building, the university has also organized numerous workshops, seminars, and training sessions on IPR.

**Consultancy**

The University has generated significant revenue through its consultancy initiatives. As part of its efforts, the university actively encourages faculty members to engage in consultancy services, fostering collaboration with industry, advancing knowledge, and developing innovative solutions. The revenue generated from these consultancy activities has been reinvested to further strengthen the university's research and development (R&D) programs. Under its revenue-sharing policy, category wise consultancy income is allocated to the faculty.

File Description	Document
Any additional information	<a href="#">View Document</a>
List of the training / capacity building programmes conducted during the last 5 years.	<a href="#">View Document</a>
Link to the soft copy of the IPR and Consultancy Policy	<a href="#">View Document</a>
Link of the Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.5.2

#### Revenue generated from advisory / R&D /consultancy projects (exclude patients consultancy) including Clinical trials during the last five years

**Response:** 108

##### 3.5.2.1 Amount generated from consultancy year-wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
62	32	14	NA	NA

File Description	Document
List of consultants and details of revenue generated by them	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
CA certified copy/Finance Officer Certified copy attested by head of the institute (Refer annexure number -01)	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy / clinical trials	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1

**Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, community, Government and non- Government Organizations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., during the last five years**

**Response:** 504

3.6.1.1 Number of extension and outreach activities conducted in collaboration with industry, community Government and Non-Government Organisations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
230	218	56	NA	NA

File Description	Document
Reports of the events organized	<a href="#">View Document</a>
Photographs or any supporting document in relevance	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geo-tagged photographs of events / activities	<a href="#">View Document</a>
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	<a href="#">View Document</a>
Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., year-wise for the last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 3.6.2

**Average percentage of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1**

**Response:** 91.25

3.6.2.1 Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1, year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4052	2993	1205	NA	NA

File Description	Document
Reports of the events organized	<a href="#">View Document</a>
Geo tagged Photos of events and activities	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.6.3

**Number of awards and recognition received for extension and outreach activities from Government / other recognised bodies during the last five years**

**Response:**

Silver Oak University (SOU) has received notable recognition for its extensive extension and outreach activities, reflecting its strong commitment to societal development and community services. These accolades highlight the University's proactive approach to addressing social, environmental, and health challenges through innovative programs and partnerships. The recognition underscores the University's dedication to community engagement, environmental stewardship, and public health, celebrating its impactful contributions and motivating continued efforts to make a positive difference.

SOU has earned widespread recognition for its commitment to extension and outreach activities from a variety of prestigious organizations. Among the notable recognitions are Sukrut Parivar Charitable Trust, Pushpanjali Sanstha, Vishwa Parivar Foundation, Petroleum Conservation Research Association, Panah Foundation, Advanced Transfusion Medicine Research Foundation, and Vidhyadan.

The University's efforts in addressing critical social and environmental issues through innovative programs and partnerships have been celebrated, reflecting its strong commitment to fostering positive change.

In addition to accolades from NGOs, SOU has also been recognized by prominent clubs, including Lions Club International and the Indian Red Cross Society. These recognitions highlight the University's impactful extension activities, which have been carried out with the dedicated support of the NSS Unit and faculty members. The programs organized by the University address pressing social issues, and both Lions Club International and the Indian Red Cross Society have commended the University's commitment to community service. Their praise underscores the University's role in promoting social

responsibility and its on-going efforts to make a meaningful difference through its outreach initiatives.

Further affirming its dedication, SOU has received acknowledgment from several schools and Institutions like Apollo International School, Geneva Liberal School, and Experimental Primary School have recognized the University for its Impactful Extension Activities. Through the efforts of the NSS Unit and faculty members, Silver Oak University has conducted programs that address critical issues and foster a sense of social responsibility among students. These schools have praised the University's commitment to developing a socially aware student community, reflecting the University's success in integrating social consciousness into its educational programs.

Moreover, SOU has been honoured by various Gram Panchayats for its extension activities. The University's proactive engagement with communities has been recognized by the Gram Panchayats of villages such as Viratalavadi, Dodar, Upardar, Iyava, Virochannagar, Modasar, Khoda, and Vasna Village. These recognitions reflect the University's success in addressing local issues and supporting community development, highlighting its commitment to social responsibility and positive community impact.

Additionally, SOU has been honoured by government bodies, including the Commissioner of Higher Education, the Air Force Association, and the Gujarat government. These awards reflect the University's exceptional efforts in advancing educational outreach and community service.

Silver Oak University's extensive network of awards and recognitions from NGOs, clubs, schools, Gram Panchayats, and government bodies highlights its strong commitment to community engagement and societal development. The University's innovative programs and dedicated efforts have been widely acknowledged, reflecting its role in making a positive and lasting impact through its outreach initiatives.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for number of awards for extension activities in the last 5 years- e-copy of the award letters	<a href="#">View Document</a>
Link for list of Government/other recognized bodies that have given the awards	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.6.4

**Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years**

**Response:**

Silver Oak University's commitment to social welfare is reflected in its Institutional Social Responsibility activities within neighbouring communities. These initiatives, led by students and staff, focus on education, environmental efforts like Swachh Bharat, health and hygiene awareness, providing free or subsidized healthcare, and addressing socio-economic development issues. Through these efforts, the university actively contributes to the well-being and progress of the surrounding communities.

One of the primary focuses of the university is health care. The Blood Donation Camp at Viratalavadi Village, Sanand, and the Multi-specialty Health Camp at Iyava Village, Sanand are among the numerous health-related drives aimed at providing essential medical services to underserved populations. These camps offer general checkups, blood tests, and treatment for various ailments, which help bridge the gap in healthcare access for rural communities. Furthermore, the CM Health Insurance Consciousness Camps, held across several villages like Iyava and Unava, spread awareness of government insurance schemes, ensuring that locals are informed and empowered to secure affordable health coverage.

The university also actively works on disease prevention and management. The De-addiction Camp at Viratalavadi Village, Sanand, tackles one of the most pressing public health issues—substance abuse. Such camps help individuals struggling with addiction receive counseling and rehabilitation. Similarly, the Diabetes Awareness Camp at Virochannagar Village, Sanand focuses on spreading awareness about diabetes management and prevention, a crucial effort in regions where lifestyle diseases are rising.

In addition to healthcare, the institution emphasizes environmental consciousness through various initiatives. The Save Water Initiative at Sola Village Primary School and the Save Trees Campaign at Viratalavadi Village reflect their commitment to preserving natural resources. The university educates students and villagers on responsible resource usage, fostering a sustainable mindset. The Plastic-Free Campaigns held in several villages, including Sola and Khodiyar aim to reduce plastic waste and promote eco-friendly practices.

The Stop Child Labour Drive at Kasindra Village, Ahmedabad, and the Buttermilk Distribution to People at Sarkhej Highway, Ahmedabad provide support to vulnerable groups, such as children at risk of labor exploitation and those working in extreme heat. The university further enhances the quality of life through food distribution drives at Piplaj Village, Ahmedabad, ensuring that the most disadvantaged members of society have access to essential sustenance.

Finally, educational initiatives form a core part of the university's outreach efforts. Campaigns like the Cyber Fraud Prevention Initiative for Kali Village People, Ahmedabad and Training for First Aid Box Use at Iyava Primary School, Sanand equip community members with crucial skills for personal and public safety. Furthermore, we are pleased to highlight the recent presence of the Governor at the Vishwa Mangalya Sabha event, which underscores the university's commitment to community engagement and support.

Through these diverse and impactful programs, Silver Oak University demonstrates its unwavering dedication in improving education, health, and socio-economic conditions in neighbouring communities. These activities embody the institution's belief in fostering a more inclusive and sustainable society for all.

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for Geo-tagged photographs of Institutional social responsibility activities (Refer annexure number -01 as per SOP)	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.7 Collaboration

#### 3.7.1

**Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc per year**

**Response:** 83.33

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
163	77	10	NA	NA

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Certified Copies of collaboration documents	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link with collaborating Institutional website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 3.7.2

**Presence of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the last five years.**

**Response:** 51

3.7.2.1 Number of functional MoUs / linkages for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc.,

during the last five years.

Response: 51

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the functional MoUs with Indicating the start date and completion date	<a href="#">View Document</a>
e-copies of linkage-related Documents	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The institution has adequate physical facilities for teaching – learning, skills acquisition etc**

**Response:**

In the modern educational landscape, technology and advanced facilities have transformed how learning is inculcated and immersed. At Silver Oak University, the presence of clinical learning environments, community-based learning centres, ICT-enabled classrooms, seminar halls, specialised skill labs and well-equipped laboratories have significantly enhanced the quality of education. These advanced facilities nurture an engaging, interactive, and practical learning experience, preparing students for real-world challenges and professional excellence.

**ICT-Enabled Classrooms:** Silver Oak University exemplifies this approach with its many classrooms with interactive whiteboards, projectors, Wi-Fi/LAN internet, and multimedia resources. These digital tools transform traditional learning spaces into dynamic environments that cater to diverse learning styles. These whiteboards facilitate visual and tactile learning, allowing students to engage directly with content. Projectors and multimedia resources bring subjects to life through videos, animations, and interactive presentations, making complex concepts easier to understand and remember. The availability of high-speed internet in classrooms ensures that both students and faculty members have access to a vast array of online resources.

**Seminar Halls:** Seminar halls are pivotal spaces for knowledge exchange, discussions, and presentations. Silver Oak University boasts various seminar halls and auditoriums, which are equipped with advanced audio-visual systems, comfortable seating, and internet connectivity. These facilities provide an ideal setting for various academic activities, including seminars, workshops, guest lectures, and conferences. The conducive environment of these seminar halls inspires active participation and nurtures a culture of intellectual curiosity. Students benefit from exposure to new ideas and perspectives, which enhance their critical thinking and communication skills. Guest lectures and workshops by industry and academic experts from other institutions provide invaluable insights into current trends and developments in various fields, broadening students' horizons and enriching their educational experience.

**Clinical Learning:** For students in fields such as physiotherapy, nursing, and allied health sciences, clinical learning is indispensable. Silver Oak University has established comprehensive clinical learning facilities, including simulation centres and hospital affiliations, to provide students with hands-on experience in real-world healthcare settings. The university operates its clinic on campus and physiotherapy centres that serve staff members, students, and the community. The physiotherapy OPD is well-equipped, with sufficient beds for patients, ensuring that students receive practical training in a controlled environment. This hands-on training is crucial for developing clinical competence, decision-making abilities, and patient management skills. Simulation centres replicate real-world healthcare scenarios, allowing students to practice and refine their skills in a safe and supervised setting. These practical experiences prepare students to handle real-life challenges with confidence and professionalism, ensuring they are well-equipped to provide high-quality care in their future careers.

**Learning in the Community:** SOU strongly believes in community-based learning and societal service. The university regularly organises medical awareness camps and other community outreach programmes, bridging the gap between theoretical knowledge and practical application. By engaging with the community, students gain first-hand experience in addressing real-world issues and challenges. Community-based learning initiatives promote experiential learning, social responsibility, and empathy. Health camps, educational outreach programmes, environmental conservation efforts, and similar projects provide students with opportunities to apply their knowledge in meaningful ways. These experiences not only enhance students' practical skills but also instil a sense of civic responsibility and a commitment to making a positive impact on society. Graduates of such programmes are well-prepared to become socially conscious professionals who contribute positively to their communities.

**Well-Equipped Laboratories:** SOU prides itself on its well-equipped and advanced laboratories, essential for programmes in technology, health sciences, and other subjects. The university offers many laboratories for various disciplines, including physiotherapy, nursing, pharmacy, and technology. These laboratories are equipped with modern tools and resources necessary for conducting experiments, analysing data, and exploring scientific concepts. Advanced equipment, safety measures, and access to scientific software in these labs enable students to gain hands-on experience in their respective fields. Practical laboratory work is integral to understanding theoretical concepts, fostering innovation, and cultivating a scientific mindset. By working in these state-of-the-art facilities, students develop the technical skills and critical thinking abilities necessary for scientific inquiry and problem-solving.

**Skill Labs:** SOU places a strong emphasis on skill-based learning, reflected in its specialised skill labs. The university has partnered with industry leaders like Fronius, HeroMotor Corp and Royal Enfield to establish Centres of Excellence. Additionally, the university features an Apple Lab, Simulation Lab, Advance Nursing Lab, Animation Lab, Hydroponics Lab, Drone Lab, Aviation Lab, and Param Savak Supercomputing Lab facility. These skill labs provide students with opportunities to develop practical skills and gain hands-on experience with cutting-edge technologies. For example, the Apple Lab offers training in software development and digital design, while the Animation Lab provides resources for students to learn and create in the field of digital animation. The Hydroponics Lab allows students to explore innovative agricultural techniques, and the Drone Lab focuses on the emerging field of drone technology. The Aviation Lab and Param Savak Supercomputer Lab offer advanced training in aeronautics and high-performance computing, respectively. By engaging in practical projects and experiments in these labs, students enhance their technical proficiency and prepare for careers in rapidly evolving industries.

**Start-Up Incubation Centre:** Innovation and entrepreneurship are central to Silver Oak University's mission, exemplified by its Start-Up Incubation Centre. This hub provides resources, mentorship, and support to budding entrepreneurs and start-ups, fostering a culture of innovation within the university community. The centre offers state-of-the-art facilities, including co-working spaces, laboratories, and access to industry experts. The incubation centre also organises workshops, seminars, and networking events to help incubate ideas and transform them into viable businesses. Students and faculty members receive guidance on various aspects of entrepreneurship, from developing business plans to securing funding and navigating regulatory challenges. Through this initiative, Silver Oak University aims to support sustainable business development and contribute to the broader entrepreneurial ecosystem. The Start-Up Incubation Centre not only benefits students and faculty members but also has a positive impact on the local economy by fostering new businesses and creating job opportunities. By nurturing a culture of innovation and entrepreneurship, SOU is helping to drive economic growth and development in the region.

File Description	Document
Links for teaching- learning and skills acquisition facilities in the Institution	<a href="#">View Document</a>
Links for Geotagged photographs of the facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.1.2

**The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities**

##### **Response:**

Silver Oak University is committed to encouraging a universal educational environment that supports not only the intellectual growth of students but also their physical and mental well-being. Recognising the importance of a balanced lifestyle, the university provides a range of facilities dedicated to health and fitness, including yoga sessions, indoor and outdoor games, and a well-equipped gymnasium. These amenities are designed to enhance the overall wellness of both staff and students, ensuring that they are fit, healthy, and ready to tackle academic and professional challenges.

##### **Yoga**

At Silver Oak University, yoga is an integral part of the wellness programme. Yoga sessions are conducted regularly for both staff and students, offering a serene environment to practice this ancient discipline. Yoga helps in reducing stress, improving concentration, and enhancing overall mental health. It promotes physical flexibility, strength, and balance, making it an excellent complement to the academic rigours that students face.

##### **Indoor Games**

To cater to the diverse interests of students and staff, SOU offers a variety of indoor games. Facilities for sports such as table tennis, badminton, chess, and carom are available, providing opportunities for recreation and friendly competition. Indoor games are not only a source of entertainment but also help in developing strategic thinking, coordination, and team spirit. These activities offer a break from academic pressures, allowing participants to relax and recharge. Regular tournaments and competitions are organised to encourage participation and foster a sense of camaraderie among the university community.

##### **Outdoor Games**

SOU boasts extensive outdoor sports facilities to promote physical fitness and active lifestyles. Outdoor games play a crucial role in developing physical endurance, strength, and teamwork skills. Participating in these sports helps students and staff stay fit, improve their cardiovascular health, and build resilience. The university regularly organises sports events, inter-college tournaments, and fitness challenges to

motivate the community to stay active and engaged in physical activities.

### **Cultural Event Facility**

SOU frequently organises cultural events that showcase the diverse talents and traditions of its students. These events include dance performances, music concerts, drama, and art exhibitions. They provide a platform for students to express their creativity, celebrate various cultures, and promote a sense of community within the university. These gatherings often feature a mix of traditional and contemporary acts, encouraging cultural exchange and nurturing a vibrant campus life. SOU often hosts visits from film cast members, adding a touch of glamour and excitement to its cultural events. These visits typically include interactions with students, panel discussions, and promotional activities for upcoming films.

<b>File Description</b>	<b>Document</b>
Links for Available sports and cultural facilities : geotagging	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### **4.1.3**

#### **Availability and adequacy of general campus facilities and overall ambience**

##### **Response:**

Silver Oak University is dedicated to providing an enriching educational experience that extends beyond academics. The university's commitment to student and staff well-being is evident through its comprehensive facilities. These include alternate energy sources, on-campus hostels for girls and boys, banking and ATM services, Mess and canteen facilities, water purification systems, and medical facilities. These amenities ensure that everyone on campus can access essential services, nurturing a comfortable and convenient living and learning environment.

##### **Alternate Sources of Energy (Solar Panel, Biogas plant and E-vehicle Charging Station):**

SOU is a devoted supporter of sustainability and environmental responsibility. To reduce its carbon footprint and promote renewable energy, the university has invested in alternate sources of energy, such as solar panels and biogas plants. These installations help power various campus facilities, contributing to energy efficiency and sustainability. By embracing green energy, SOU not only lowers operational costs but also instill a sense of environmentalism in its students and staff. SOU is promoting the concept of e-vehicle among students and faculty members and has an e-vehicle charging point on the campus.

**Hostels:** An accommodation is an integral part of the student experience. The university provides well-maintained hostels for students, ensuring a safe and comfortable living environment. The hostels are equipped with modern amenities such as Wi-Fi, study rooms, recreational areas, and 24/7 security. The hostels promote a sense of community, helping students build lasting friendships and engage in collaborative learning.

**Bank and ATM:** ATMs of the various banks are near the SOU campus. These facilities cater to the banking needs of students and staff members by providing easy access to banking services such as withdrawals, deposits, and other transactions. The availability of these services near the campus saves time and ensures that financial needs are met without the need to travel off-campus.

**Canteen and Mess Facility:** The canteen and Mess facility at SOU offers a variety of nutritious and delicious food options to cater to the diverse tastes of its community. With a focus on hygiene and quality, the canteen serves meals and snacks throughout the day, ensuring that students and staff members have access to healthy and affordable food.

**Water Purification:** Access to clean drinking water is a priority at SOU. The campus is equipped with advanced water purification systems that ensure a continuous supply of safe and potable water.

**Sewage Disposal:** SOU is committed to environmental sustainability. The maintenance team monitors the sewage of all toilets (gutters) and disposes of it as per the municipal corporation regulations. The municipal corporation efficiently treats wastewater generated on campus,

**Medical Facility:** At SOU, the health and welfare of the faculty, staff, and students come first. The on-campus medical facility provides comprehensive healthcare services, including routine check-ups, emergency care, and medical consultations.

File Description	Document
Link for Photographs/ Geo-tagging of Campus facilities	<a href="#">View Document</a>

#### 4.1.4

**Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years**

**Response:** 30

4.1.4.1 *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
698.32	452.65	326.02	NA	NA

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of budget allocation excluding salary during the last five years	<a href="#">View Document</a>
Audited report / utilization statements (highlight relevant items) (Refer annexure number -01)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 4.2 Clinical, Equipment and Laboratory Learning Resources

### 4.2.1

#### Teaching Hospital/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies

##### Response:

Silver Oak University stands out as a beacon of excellence in healthcare education, offering specialised programmes in Physiotherapy, Nursing, and Pharmacy. With its advanced facilities, experienced faculty members, and a focus on practical learning, the university prepares its students to excel in their respective fields and contribute profoundly to the healthcare industry.

**School of Physiotherapy:** School of Physiotherapy is dedicated to empowering future physiotherapy professionals through a comprehensive four-and-a-half-year programme designed to equip students with essential skills for patient care and treatment implementation. The college boasts advanced facilities like:

**Lecture Halls:** The lecture halls are designed to accommodate many students comfortably, providing an atmosphere that encourages learning and interaction.

##### Hands-On Learning Labs:

**Anatomy Lab:** This lab is equipped for hands-on study of the human body structure through dissections and models. This lab provides students with a detailed understanding of human anatomy, essential for accurate diagnosis and treatment in physiotherapy.

**Physiology Lab:** Here, students explore the human body's functions through practical experiments and simulations. Understanding physiology is crucial for physiotherapists as it helps them comprehend how the body functions normally and in pathological states.

**Electrotherapy and Electrodiagnosis Lab:** This lab provides practical experience with therapeutic electrical devices crucial for rehabilitation. Students learn to use various electrical modalities to treat pain, muscle dysfunction, and other physical impairments.

**Therapeutic Gymnasium and Kinesiotherapy Lab:** Focused on movement-based therapies and rehabilitation exercises, this lab is equipped with modern exercise equipment and tools to help students design effective patient rehabilitation programmes.

**Community Rehabilitation Lab:** Simulating real-world environments to train students in community health settings, this lab prepares students to provide care in diverse community settings, focusing on public health and preventive care.

**Cardio-Respiratory Lab:** Equipped for studying cardiovascular and respiratory systems through diagnostic testing, this lab helps students understand the complexities of these systems and how to manage related disorders through physiotherapy interventions.

**Neuro-Physiotherapy Lab:** This is a specialised lab for studying and treating neurological disorders. Students gain hands-on experience in treating conditions such as stroke, spinal cord injuries, and other neurological impairments.

**Physiotherapy OPD:** Offering practical experience in delivering rehabilitation services to real patients, this outpatient department allows students to apply their theoretical knowledge in a clinical setting under the supervision of experienced faculty members.

**School of Nursing:** Renowned for producing skilled and compassionate healthcare professionals, the School of Nursing of Silver Oak University provides a nurturing environment that emphasises holistic development and ethical practices.

**Lecture Halls:** These halls are equipped with modern teaching aids to facilitate effective learning and are designed to provide a comfortable and conducive learning environment for nursing students.

**Nursing Foundation Lab:** This lab is furnished with advanced equipment and manikins for practical nursing skill development. It also helps students practice and refine their nursing skills in a controlled and safe environment.

**Community Health Nursing Lab:** Focused on disease prevention and health promotion in community settings, this lab trains students to provide primary healthcare and promote wellness in various community settings.

**Maternity Nursing Lab:** Preparing students for maternal and child healthcare scenarios, this lab is equipped with modern obstetric equipment and tools to help students learn about prenatal, antenatal, and postnatal care.

**Nutrition Lab:** Providing facilities for learning dietetics and nutritional assessments, this lab helps students understand the importance of nutrition in health & disease and how to plan and implement dietary interventions.

**School of Pharmacy:** Known for its excellence in pharmaceutical education and research, the School of Pharmacy, at SOU, prepares its students for diverse roles in the pharmaceutical industry.

**Pharmacognosy Lab:** Researching herbal drugs and phytochemical analysis, this lab allows students to explore the therapeutic potential of natural products and their role in modern medicine.

**Anatomy and Physiology Lab:** Providing practical experience in cellular anatomy and physiological functions, this lab helps students understand the structure and function of the human body at a cellular level.

**Analytical Chemistry Lab:** Equipped for precise chemical analysis and quality control in pharmaceuticals, this lab trains students in the techniques and tools used for analysing the chemical composition of drugs.

**Pharmaceutical Chemistry Lab:** Facilitating synthesis, purification, and analysis of chemical compounds, this lab helps students learn about the chemical processes involved in drug development.

**Pharmaceutics Labs:** Focused on formulation research and development, these labs provide students with hands-on experience in designing and developing various drug delivery systems.

Each lab is designed to meet rigorous educational standards and enhance students' practical skills. By combining theoretical knowledge with hands-on experience, SOU nurtures its students to become competent professionals who are ready to contribute globally to the advancement of healthcare.

**Commitment to Excellence:** Silver Oak University's commitment to excellence in healthcare education is exemplified through its modern facilities, comprehensive curriculum, and practical learning environments. Graduates emerge equipped with the skills, knowledge, and ethical foundation necessary to succeed in their careers and make a positive impact on the healthcare landscape.

The university's holistic approach ensures that graduates are not only knowledgeable but also capable of applying their knowledge in real-world settings, thereby making meaningful contributions to the healthcare industry.

### **Faculty and Research**

The faculty members at SOU comprise experienced professionals and academicians who bring a wealth of knowledge and expertise to the classroom. Their dedication to teaching and mentoring ensures that students receive high-quality education and guidance throughout their academic journey. In addition to teaching, the university places a strong emphasis on research and innovation. Faculty members and students are encouraged to engage in research projects that contribute to advancing healthcare knowledge and practices.

**Community Engagement:** SOU recognises the importance of community engagement and social responsibility. The university actively participates in community outreach programmes and initiatives aimed at improving public health and well-being. Students are encouraged to take part in these programmes, gaining valuable experiences and understanding of the healthcare needs of diverse populations. Through its community engagement efforts, the university not only contributes to the well-being of the community but also **instills** a sense of social responsibility in its students.

File Description	Document
Links for The facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	<a href="#">View Document</a>
Links for list of facilities available for patient care, teaching- learning and research with geotagged evidences	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.2

**Describe the adequacy of both outpatients and inpatients in the teaching hospital during the last five years vis-à-vis the number of students trained and programmes offered (based on HIMS / EMR) within 500 words.**

**Response:**

#### **Silver Oak University Outpatient Department (OPD)**

Silver Oak University stands as a beacon of excellence in education, offering specialized programs in Physiotherapy, Nursing, and Pharmacy. Among its many distinguished facilities, the Outpatient Department (OPD) is a standout feature, providing invaluable services to the community while simultaneously enriching the learning experiences of its students. The OPD at SOU embodies the institution's commitment to healthcare, education, and community service.

**Comprehensive Healthcare Services:** One of the primary services offered at the OPD is general medical consultations. Patients can visit for routine check-ups, preventive care, and treatment of common ailments. This accessibility is crucial for early detection and management of health issues, which can prevent complications and promote overall well-being.

**Specialized Medical Services:** In addition to general consultations, the OPD provides specialized medical services. The Physiotherapy unit is a critical component, offering rehabilitation and treatment for patients with musculoskeletal problems, sports injuries, and chronic pain conditions. With a focus on physical rehabilitation, the physiotherapy services help patients regain mobility, strength, and functionality, enhancing their quality of life.

The Nursing unit at the OPD is another cornerstone, providing essential care and support to patients. Their role is pivotal in ensuring that patients receive continuous and personalized care, particularly those with long-term health conditions.

The Pharmacy unit within the OPD ensures that patients have access to necessary medications. This service is vital for preventing medication errors and promoting effective treatment outcomes.

**Education and Training:** SOU OPD serves as a practical training ground for students enrolled in the university's healthcare programs. The students gain hands-on experience by working alongside

experienced professionals in a real-world clinical setting. This practical exposure is invaluable, bridging the gap between theoretical knowledge and practical application.

Students in the Physiotherapy program learn to assess and treat patients under the supervision of licensed physiotherapists. They gain proficiency in various therapeutic techniques, patient handling, and the use of specialized equipment. This hands-on experience prepares them for successful careers in physiotherapy, equipping them with the skills needed to provide high-quality care.

**Community Engagement:** The SOU OPD is not only a healthcare facility but also a hub for community engagement. The department regularly organizes health camps, awareness programs, and preventive health check-ups for the local community. These initiatives aim to educate the public about various health issues, promote healthy lifestyles, and provide early detection of diseases. Awareness programs conducted by the OPD focus on educating the community about prevalent health issues such as diabetes, hypertension, and infectious diseases.

File Description	Document
Links for year-wise outpatient and inpatient statistics for the last 5 years	<a href="#">View Document</a>
Links for description of adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV)	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.2.3

#### Availability of infrastructure for community based learning

1. Attached Satellite Primary Health Centers
2. Attached Rural Health Centers available for training of students
3. Attached Urban Health Centre for training of students
4. Residential facility for students / trainees at the above peripheral health centers / hospitals

**Response:** Any 3 of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Government Order on allotment/assignment of PHC to the institution	<a href="#">View Document</a>
Geo-tagged photographs of Health Centers	<a href="#">View Document</a>
Documents of resident facility	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

**4.2.4**

**Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency?**

**A. NABH accreditation**

**B. NABL accreditation**

**C. International accreditation like JCI.,**

**D. ISO certification of departments /institution**

**E. GLP/GCLP accreditation.**

**Response:** D. Any two of the above

<b>File Description</b>	<b>Document</b>
Copies of Accreditation Certificate(s) duly certified	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.3 Library as a Learning Resource****4.3.1**

**Library is automated using Integrated Library Management System (ILMS)**

**Response:**

**Integrated Library Management System (ILMS) at Silver Oak University's Library**

Silver Oak University Library, a central hub of knowledge and academic excellence, employs an advanced Integrated Library Management System (ILMS) to manage its extensive collection of resources and provide seamless access to students, faculties, and researchers. The ILMS at SOU is a healthy and user-friendly platform designed to enhance the efficiency and effectiveness of library operations.

**Key Features of the ILMS:** The system maintains a comprehensive catalogue of materials, including books, e-books, theses, dissertations, periodicals, and multimedia resources, ensuring organised and easy access. Advanced metadata management ensures that accurate information such as author details, keywords, and subject classifications is readily available, improving information retrieval.

The ILMS supports the management of user profiles for students, faculty, and staff, offering personalized services based on borrowing history and preferences. It also incorporates access control features, ensuring that different user categories have appropriate borrowing privileges and resource access. Circulation management is automated, streamlining check-in and check-out processes, while users can renew borrowed items or place reservations online.

The system includes an Online Public Access Catalogue (OPAC), which allows users to search the library's collection by author, title, subject, or keyword. The OPAC provides real-time updates on material availability, access to bibliographic details, and information on recent acquisitions.

In addition, the ILMS simplifies acquisition and inventory management by streamlining procurement, cataloguing, and regular inventory audits. This ensures accurate records of library holdings and smooth resource management. The ILMS also integrates digital resources, such as e-books and online journals, into a unified platform, offering a seamless digital experience for users.

With built-in reporting and analytics tools, the system provides valuable insights into library operations, including acquisition trends, circulation statistics, and usage patterns. It also facilitates interlibrary loans and resource sharing, allowing users access to a wider range of materials through collaborative networks.

To further support users, the ILMS offers a helpdesk for addressing technical issues and inquiries. Regular training sessions and user orientation programs are provided to ensure users can fully benefit from the system's features. Through these functionalities, the ILMS promotes an efficient, organised, and user-centric approach to library management, supporting both academic and research needs.

The Integrated Library Management System (ILMS) offers significant benefits by enhancing user experience and increasing accessibility. Its seamless, intuitive interface allows users to easily search, borrow, and manage library resources, streamlining their interactions and improving overall satisfaction. Additionally, the ILMS integrates digital resources and provides remote access, enabling users to access the library's collection from anywhere, at any time. This increased accessibility ensures that resources are available beyond the physical library, offering greater flexibility and convenience for all users.

File Description	Document
Link to Geotagged photos	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3.2

**Total number of books and reference volumes as well as collection of ancient books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional systems of medicines**

**Response:**

#### **Silver Oak University Library: A Hub of Knowledge and Innovation**

The Silver Oak University Library serves as a vibrant and innovative knowledge hub supporting the teaching, learning, and research endeavours. The library offers a stimulating environment that fosters academic growth and discovery. With modern facilities, spacious reading areas, and a serene ambience, the library inspires intellectual exploration and research excellence, making it a thriving centre of academic activity.

**Library Resources and Collection:** Silver Oak University Library boasts an extensive and diverse collection, housing over 68,000 books and more than 2,00,000 e-books through DELNET. The library subscribes to 49 periodicals and holds 1,714 theses and dissertations. The reference collection includes almanacs, atlases, dictionaries, directories, encyclopaedias, handbooks and yearbooks, providing quick access to authoritative and reliable information across various disciplines. We have subscriptions to J-Gate Pharmacy, J-Gate Nursing, J-Gate Science and Technology and J-Gate Social Science and Humanities.

**Periodicals Collection:** The library subscribes to a vast array of periodicals, including journals, magazines, newspapers and scholarly articles. Both international and national journals are available in print and online formats, covering a wide range of subjects and fields. This collection ensures that students and faculties have access to up-to-date information supporting research, study and professional development.

**e-Knowledge Resource Centre:** The e-Knowledge Resource Centre provides access to a vast array of digital resources, including databases, e-books and online journals. Online tutorials and video lectures are also available, allowing users to explore a wealth of online resources and collections.

**Accessibility and Services:** The library's collection development strategy aligns with the university's mission and strategic objectives, ensuring a core collection that meets the highest standards. This approach is closely tied to the university's academic programmes and is designed to fulfil the specific information requirements of its user community.

The library offers a range of services designed to enhance accessibility and improve user experience. Regular orientation programs empower users to navigate information sources and services more effectively. The Online Public Access Catalogue (OPAC) allows students to efficiently search for materials by author, title, or keywords, ensuring they have access to up-to-date information on the latest journals and book availability. As a member of Air Online, DELNET, Inflibnet, J-Gate Pharmacy, J-Gate Nursing, J-Gate Science and Technology, J-Gate Social Science and Humanities and Manupatra Academy, the library benefits from a wealth of resources. Through an MOU with DELNET, users can access extensive databases, including a Union Catalogue of Books and a Database of Indian Specialists,

while Manupatra Academy enhances law education with its comprehensive legal resources. The digital library, featuring the e-Knowledge Resource Centre and the Virtual Learning Centre, provides an online repository of digital collections, scalable to meet the needs of many users. Benefits include advanced search capabilities, digitisation of unique collections, network facilities, multimedia content support, and a user-friendly interface, all aimed at optimizing the library experience.

File Description	Document
Links for library acquisition data	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3.3

**Does the institution have an e-Library with membership/subscription for the following:**

- 1.e – journals / e-books consortia
- 2.e-ShodhSindhu
- 3.Shodhganga
- 4.SWAYAM
- 5.Discipline-specific Databases

**Response:** All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	<a href="#">View Document</a>
Details of subscriptions for e-journals, e-ShodhSindhu, Shodhganga membership etc. for the last five years	<a href="#">View Document</a>
Details of e-resources with full-text access	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3.4

**Average annual expenditure for purchase of books and journals (including e-resources) during the last five years**

**Response:** 107.67

4.3.4.1 Annual expenditure for purchase of books and journals year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
126	104	93	NA	NA

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Finance Officer	<a href="#">View Document</a>
Proceedings of Library Committee meetings for allocation of fund and utilization of fund	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audited Statement highlighting the expenditure for purchase of books and journal library resources (Refer annexure number -01)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.5

**E-content resources used by teachers:**

**1. NMEICT / NPTEL**

**2. other MOOCs platforms**

**3.SWAYAM**

**4. Institutional LMS**

**5. e-PG-Pathshala**

**Response:** Any Four of the above

<b>File Description</b>	<b>Document</b>
Supporting documents from the hosting agency for the e-content developed by the teachers need to be given	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Links to documents of e-content resources used	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Give links e-content repository used by the teachers / Students	<a href="#">View Document</a>

#### 4.4 IT Infrastructure

##### 4.4.1

**Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year)**

**Response:** 100

4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities

Response: 271

4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution

Response: 271

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Consolidated list duly certified by the Head of the institution.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

##### 4.4.2

**Institution frequently updates its computer availability for students and IT facilities including Wi-**

**Fi****Response:****Silver Oak University: Enhancing Student Experience with State-of-the-Art IT Facilities**

Silver Oak University's top priority is to ensure that students have access to the latest technological resources. The university's maintenance committee frequently updates its computer availability and IT facilities for the students and staff members to create an encouraging learning environment and to support academic excellence. All the facilities are frequently updated as per the requirement.

**Advanced Computer Labs**

SOU prides itself on several advanced computer labs equipped with the latest hardware and software. These labs are regularly updated to ensure that students have access to cutting-edge technology, allowing them to stay up-to-date on current trends and developments in their respective fields. The university understands the importance of keeping pace with technological advancements, so it significantly upgrades its IT infrastructure. SOU has a Param Savak supercomputer and an Apple lab for computing complex programming problems.

**Wi-Fi/LAN Connectivity**

Recognising the need for seamless internet access, SOU offers strong Wi-Fi/LAN connectivity within the campus. This high-speed Wi-Fi/LAN network ensures that students can access online resources, conduct research, and collaborate on projects without any interruptions.

**Digital Learning Resources**

In addition to physical computer labs, SOU provides students with access to a range of digital learning resources. The e-Knowledge Resource Centre and the Virtual Learning Centre are integral to the university's digital library facilities. These centres offer a vast array of databases, e-books, multimedia content and online journals all accessible via the university's network.

**IT Support Services**

To ensure that students can effectively use the available IT facilities, SOU has a dedicated IT support team. This team assists with technical issues, software installations and other IT-related queries. Regular training sessions and workshops are conducted to help students enhance their digital literacy and make the most of the available resources.

**Smart Classrooms**

The university has also integrated technology into its classrooms with the installation of smart boards, projectors, and other multimedia tools. These smart classrooms facilitate interactive learning and enable faculties to deliver engaging lectures. The integration of technology in the classroom enhances the overall learning experience, making it more dynamic and interactive.

**Continuous Improvement**

SOU is committed to continuous improvement of its IT infrastructure. The university regularly seeks feedback from students and faculties to identify areas for enhancement. By staying responsive to the needs of its users, the university ensures that its IT facilities remain up-to-date and effective in supporting academic and research activities.

Through advanced technology, comprehensive digital resources and robust support services the university empowers its students to excel academically and prepares them for success in the digital age.

File Description	Document
Links for documents relating to updation of IT and Wi-Fi facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.4.3

##### Available bandwidth of internet connection in the Institution (Lease line)

**Response:** ?1 GBPS

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the institution	<a href="#">View Document</a>
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual subscription bill / receipt	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.4.4

##### Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System(LCS), etc.,

**Response:**

In today's era of digital transformation, integrating technology into education is crucial for delivering a comprehensive learning experience. Silver Oak University, renowned for its specialized programs in Physiotherapy, Nursing, Pharmacy, Engineering, Computer Application, Science, Management,

Commerce, Law, Social Sciences and Aviation can significantly enhance its educational offerings by adopting a robust **Lecture Capturing System (LCS)**. This system will elevate accessibility, flexibility, and the quality of education for students. A lecture-capturing system would not only serve on-campus students but also benefit remote learners by allowing them to review lectures at their convenience.

A key aspect of media education is the creation of a **Control Room and Green Screen Room**. These setups are instrumental in teaching students the essentials of video production, special effects, and post-production techniques, often used in media and short film production programs.

The key components of the setup include a production switcher, a capture device, an audio workstation, an editing computer, a large smart TV, and a desktop system for various tasks. Additionally, the setup features LED lights of varying intensities, profile lights, and light-controlling mixers, ensuring optimal lighting and control for a wide range of production needs.

Capturing high-quality visuals requires advanced video equipment to ensure Silver Oak University's productions meet professional standards. The setup includes cameras that provide high-definition video, essential for modern digital production, offering excellent video quality and flexibility across various shooting conditions.

We have a fully equipped, soundproof dubbing suite designed for professional-grade audio recording. The suite includes a range of microphones, headphones, and audio interfaces to ensure clear and high-quality sound for any project. For accurate audio monitoring, professional-grade headphones are used, while a variety of microphones offer excellent audio clarity for different applications such as voiceovers and interviews. Wired and lapel microphones are suitable for recording lectures and on-camera audio. A talk-back system allows smooth communication between the recording team and performers, while a monitor supports real-time monitoring of audio and video content. Industry-standard audio editing software, paired with advanced sound cards and studio speakers, ensures excellent sound quality and precise audio reproduction. The suite also includes a photography area, enhancing its overall versatility.

At the university premises, we have a dedicated photography suite, equipped with all the essential tools for professional photography. Whether for educational use or professional projects, the suite is designed to foster creativity and productivity. The space includes high-quality cameras suited for various projects, reliable lighting equipment to ensure consistent illumination during photo sessions, and tripods to enable steady shots and achieve professional-level results.

File Description	Document
Links for the e-content development facilities	<a href="#">View Document</a>
Links for Geo-tagged photographs	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 4.5 Maintenance of Campus Infrastructure

### 4.5.1

**Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years****Response:** 32.58

4.5.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
617.40	557.30	383.92	NA	NA

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details about approved budget in support of the above	<a href="#">View Document</a>
Audited statements of accounts for maintenance (Refer annexure number -01 as per SOP)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Provide link to ERP	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.5.2****There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)****Response:**

The Facilities Management Team at the university plays a vital role in ensuring the smooth operation and maintenance of various academic support facilities, including laboratories, libraries, sports facilities, computer labs, classrooms and general facilities. A key aspect of their responsibilities includes regular maintenance and calibration of laboratory equipment, which is scheduled based on predetermined intervals. This encompasses periodic calibration of scientific and technical tools to ensure accuracy. Safety protocols are paramount in laboratories, with staff and students undergoing regular training on safe equipment use and emergency procedures, backed by routine safety inspections to mitigate potential hazards.

In the library, collection management is essential for sustaining a relevant and accessible resource base. This process involves the systematic acquisition of new materials guided by academic needs and user feedback, as well as efficient cataloguing for easy retrieval. Preservation activities, such as binding and repair, help extend the lifespan of library resources. Technology integration further enhances the library's

offerings, providing extensive digital resources accessible remotely and employing an advanced Library Management System (LMS) for efficient operations. User training workshops ensure that students and faculty can fully utilize these resources.

The maintenance and upkeep of sports facilities are also prioritized, with regular inspections ensuring safety and cleanliness. A dedicated maintenance team addresses cleaning and repairs, while periodic upgrades keep the facilities aligned with modern standards. Program management involves organized scheduling of sports events and ongoing training for instructors and coaches to enhance their effectiveness in guiding students.

In computer labs, regular hardware checks and software updates ensure functionality and security. Continuous network monitoring supports seamless connectivity for users. A dedicated IT support team is available to assist with technical issues, while efficient resource allocation ensures computers are available during peak usage. Regular training workshops enhance users' IT skills, fostering greater proficiency.

Classrooms receive focused attention through routine inspections to address any structural or equipment-related concerns. Daily cleaning and periodic deep cleaning maintain a hygienic environment, complemented by the regular maintenance of furniture and fixtures to ensure comfort. Technological integration is a significant enhancement, with smart classroom technologies like interactive whiteboards and audio-visual systems improving the learning experience. Regular checks and training for faculty on AV equipment ensure optimal use in teaching.

Overall, the Facilities Management team employs integrated systems to streamline operations and track performance metrics across all facilities. User feedback is integral in identifying improvement areas and ensuring prompt resolution of issues. To promote sustainability, the university implements energy-efficient practices and effective waste management, including recycling programs. Furthermore, the maintenance of green spaces not only enhances the campus environment but also nurtures well-being among the university community, contributing to a holistic educational experience.

File Description	Document
Link for additional information	<a href="#">View Document</a>
Links for minutes of the meetings of the Maintenance Committee.	<a href="#">View Document</a>
Links for log book or other records regarding maintenance works.	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

**Average percentage of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years**

**Response:** 80.75

5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3506	2396	1201	NA	NA

File Description	Document
Self-attested letters with the list of students with Government-sanctioned scholarships and fee-waivers	<a href="#">View Document</a>
List of students benefited by scholarships / fee-waivers etc. provided by the institution and other non-government schemes	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of sanction letters from the University / non-government schemes	<a href="#">View Document</a>
Consolidated document in favor of free ships and number of beneficiaries duly signed by the Head of the institution	<a href="#">View Document</a>
Attested copies of the sanction letters from the sanctioning authorities	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 5.1.2

*Institution implements a variety of capability enhancement and other skill development schemes*

##### 1. Soft skills development

2. Language and communication skill development
3. Yoga and wellness
4. Analytical skill development
5. Human value development
6. Personality and professional development
7. Employability skill development

**Response:** All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of capability enhancement and skills development schemes	<a href="#">View Document</a>
Detailed report of the Capacity enhancement programs and other skill development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to institutional website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 5.1.3

**Average percentage of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the last five years.**

**Response:** 87.85

5.1.3.1 Number of students provided with training and guidance for competitive examinations and career advancement offered by the Institution year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3951	2839	1163	NA	NA

<b>File Description</b>	<b>Document</b>
Year-wise list of students attending each of these schemes signed by competent authority	<a href="#">View Document</a>
Program/scheme mentioned in the metric	<a href="#">View Document</a>
List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the institution during the last five years	<a href="#">View Document</a>
Institutional Data in Prescribed format	<a href="#">View Document</a>
Copy of circular/brochure of such programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 5.1.4

#### **The institution has an active international student cell**

#### **Response:**

THE INSTITUTION HAS AN ACTIVE INTERNATIONAL STUDENT CELL OF THE PRECEDING ACADEMIC YEAR:

The International Student Cell at Silver Oak University (SOU) assist students in finding study-abroad programmes, internships opportunities overseas, as well as helping international students with their visa and immigration requirements and adapting to university and local culture. The various functionalities of the International Student Cell concerning international students is as follows:

- Regularly review and appraise the needs of international students concerning the presence and functioning of the cell. It conducts regular meetings to address and resolve the concerns of international students by counselling and comprehensively understanding their requirements. SOU also assures to regularly distribute surveys to gather insights on students' experiences, challenges, and suggestions. This helps identify trends and specific areas needing attention.
- Familiarize students with dress codes, anti-ragging policies, local laws and culture, customs, language and civic amenities. Also ensuring modern amenities such as 24/7 Wi-Fi/Security including supporting staff availability making them accommodates and adjusts smoothly in SOU life cycle. University also emphasizes the importance of respecting local customs while allowing for personal expression, fostering an inclusive environment. University ensures the distribution of comprehensive guides detailing local amenities, such as public transportation, healthcare facilities, grocery stores, and recreational areas.
- Maintain comprehensive records of each international student, including personal information, academic details, visa status, and contact information. This data should be organized in a secure database for easy access and updates. Ensure all necessary documents are collected from students,

such as passports, visas, and admission letters. This involves preparing and submitting required documentation for registration, extension, or any changes in visa status. SOU collects and stores essential personal details, including the student’s full name, date of birth, nationality, and contact information (email, phone number, address,etc.)

- Helping students with various immigration-related issues, including the visa application and renewal process, is essential for ensuring their academic success and well-being. SOU Provides guidance and support which can help international students for fostering a more positive experience.
- SOU ensures participation of students in seminars and workshops for professional and personal growth is a valuable opportunity for students to enhance their skills, expand their knowledge, and build meaningful connections. Maintaining valid immigration status is critical for students to remain enrolled and eligible for their academic programs. It also affects their ability to participate in internships, work opportunities, and other essential experiences.
- The university offers support to international students and provides an inclusive environment. The team that specializes in supporting international students, providing guidance on various issues, including academic, personal, and cultural challenges. It also fosters an inclusive campus culture and encourages interactions among students from different backgrounds, promoting understanding and generosity.

File Description	Document
Links for international students’ cell	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.1.5**

**The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging**

- 1. Adoption of guidelines of Regulatory bodies**
- 2. Presence of the committee and mechanism of receiving student grievances (online/ offline)**
- 3. Periodic meetings of the committee with minutes**
- 4. Record of action taken**

**Response:** All of the above

File Description	Document
Minutes of the meetings of student Grievance redressal committee and Anti-Ragging committee	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Circular/web-link/ committee report justifying the objective of the metric	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Average percentage of students qualifying in state/ national/ international level examinations during the last five years**

(eg: NET/SLET/GATE/GMAT/GPAT/CAT/GRE/TOEFL/PLAB/USMLE /AYUSH/AICTE/ Civil Services/Defense /UPSC/State government examinations/PG-NEET/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc., )

**Response:** 100

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ *PG-NEET*/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
14	2	1	NA	NA

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ PLAB/ USMLE/Civil Services/State government examinations *PG-NEET*/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
14	2	1	NA	NA

File Description	Document
Pass Certificates of the examination	<a href="#">View Document</a>
List of students qualifying for state/national/international-level examinations during the last five years with their roll numbers and registration numbers	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 5.2.2

#### Average percentage of placement /self employed professional services of graduating students during the last five years

**Response:** 55.9

##### 5.2.2.1 Number of outgoing students who got placed / self-employed year- wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
216	198	1	NA	NA

File Description	Document
Self-attested list of students placed/self-employed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of Placement Cell	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 5.2.3

#### Percentage of the graduates in the preceding academic year, who have had progression to higher education.

**Response:** 42.59

##### 5.2.3.1 Number of batch of graduated students of the year before preceding year, who have progressed

to higher education

Response: 348

File Description	Document
Supporting data for student/alumni in prescribed format.	<a href="#">View Document</a>
List of students who have progressed to Higher education preceding academic year	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1

**Number of awards/medals for outstanding performance in sports/cultural activities at state/regional/national/international events (award for a team event should be counted as one) during the last five years**

**Response: 24**

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at state/regional /national/international events (award for a team event should be counted as one) year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	7	5	NA	NA

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Certified e-copies of award letters and certificates.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 5.3.2

**Presence of Student Council and its activities for institutional development and student welfare****Response:**

The Students representation in different committees and cells of Silver Oak University is a vital component towards representing the collective voice and interests of the student in the governance. By doing this University's development and student welfare fostering a positive and inclusive learning environment, organizing events and initiatives and promoting overall student well-being can be effectively achieved. The following's students' representation in various committees and cells are vital.

Students involvement in Cultural Activities - enhances students' engagement in cultural events like Navratri, Diwali, Ganesh Vandana celebration & many others blending arts with social celebrations.

Social Services Related Activities – such as community outreach like visits to old age homes, as well as environmental initiatives as tree plantation drives to serve the ethical responsibility and service.

Sports Activities -The Sports activities and competitions reinforces the objective of integrating physical education with academic life. Various competitions like- Indoor and Outdoor Sports Clubs that offer a range of sports from chess, carom, table tennis, basketball, volleyball etc are arranged. It organizes the annual sports event to engage students in physical activities and to build life skills such as communication, cooperation, teamwork, and resilience for holistic development and life skills.

The University values the opinions of the students. To ensure the students' comprehensive engagement with university life, and fostering responsibility the University has active participation of students in the following committees such as ICC, Anti - Ragging committee,SGRC, etc.

The Silver Oak University's Student involvement in various activities promote different learning areas, integrating vocational and academic streams, and preparing students for meaningful and satisfying roles in society.

Students involved in various committees of the institution.

- 1.Ms.Vallari Doshi - 2201070900001 - Anti Ragging Monitoring Cell
- 2.Ms.Mahi Mishra - 2214030300016 -Women Development Cell
- 3.Ms.Vrinda Ritu Guru - 2203030000001 - Student Grievance Redressal Cell
- 4.Mr.Chauhan Yug G- 2201031000012 - OBC Cell
- 5.Mr.Gaud Raj Harilal - 2201031000071 -SC/ST Cell
- 6.Mr.Wankhede Mihir Rajubhai - 2001031000108 - Cultural Cell
- 7.Ms.Shah Drashti Hitesh - 2201030430024 - Cultural Cell
- 8.Mr.Pandey Shivang Yogesh - 2102030300012 - Cultural Cell
- 9.Mr.Parmar Chirag Manjibhai - 2205070200123 - Cultural Cell
- 10.Mr.Patel Dhruvil Lalajibhai - 2102031000056 - Sports Cell
- 11.Mr.Badaliya Akash Gopichand - 2102030300010 - Sports Cell

File Description	Document
Link for additional information	<a href="#">View Document</a>
Links for Student Council activities	<a href="#">View Document</a>

### 5.3.3

#### Average number of sports and cultural activities / competitions organised at the institution level per year

**Response:** 35

#### 5.3.3.1 Number of sports and cultural activities / competitions organised by the Institution year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
41	42	22	NA	NA

File Description	Document
Report of the events/along with photographs appropriately dated and captioned year-wise	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Event photograph if available (random selection with titles and date(s) of the events marked)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**The Alumni Association/Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years**

**Response:**

The **Silver Oak University Alumni Association (SOUAA)** is a dynamic and thriving platform dedicated to fostering a meaningful and lasting connection between Silver Oak University and its Alumni. Established with a mission to nurture and maintain a lifelong relationship with its graduates, the association serves as a vital link, ensuring that alumni remain actively engaged with the university community, even after completing their studies.

Alumni Association is functional since the 1st batch of Silver Oak College of Engineering and Technology was rolled out and is actively engaging the passed out students in various activities when the college/s were under GTU. When the college/s became Silver Oak University, the Alumni Association was merged into **Silver Oak University Alumni Association (SOUAA)**, making its role in connecting alumni even stronger. To help alumni stay connected, the association created the **Silver Oak Alums App**, which has a good database. Silver Oak Alums App is the one point connection platform for the alumni, where alumni can interact, share news, post jobs, and find helpful resources, keeping the sense of community alive even after they leave campus. Through these efforts, the association helps create a strong network that supports alumni and improves the experience for current and future students.

SOUAA plays a pivotal role in the continued growth and development of the university by facilitating opportunities for alumni to contribute their knowledge, expertise, and resources. Whether through mentorship programs, industry collaborations, or guest lectures, alumni are encouraged to take part in shaping the university's future and supporting current students. SOUAA uses all the latest technology and tools for meaningful interaction and engagement with the alumni in every possible manner.

**Alumni Talks** is one of the most impactful and celebrated initiatives spearheaded by the Silver Oak University Alumni Association (SOUAA). These events create a unique platform where alumni have the opportunity to return to their alma mater and share their invaluable experiences, professional insights, and personal career journeys with the current student body. The Alumni Talks serve as a bridge between academia and the professional world, offering students a practical glimpse into life after university.

The **Alumni Meet** is another cornerstone event that the association organizes annually. These gatherings serve as a reunion where alumni reconnect with their peers, faculty, and current students. Alumni Meets not only strengthen the bond among former students but also create opportunities for networking, collaboration, and mentoring.

In addition to events and networking, Alumni who have established themselves in specific professional or academic fields often donate specialized books, contributing to the enhancement of the university's library and academic infrastructure. Their contributions not only benefit the University but also assist current students in gaining access to up-to-date information and resources across various disciplines.

In summary, the Silver Oak University Alumni Association is a vibrant and inclusive community that provides meaningful opportunities for alumni to stay connected with their alma mater.

<b>File Description</b>	<b>Document</b>
Audited statement of accounts of the Alumni Association (Refer annexure number -01 as per SOP)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Links for quantum of financial contribution	<a href="#">View Document</a>
Links for frequency of meetings of Alumni Association with minutes	<a href="#">View Document</a>
Link for details of Alumni Association activities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.4.2**

**Provide the areas of contribution by the Alumni Association / chapters during the last five years**

- 1. Financial / kind**
- 2. Donation of books /Journals/ volumes**
- 3. Students placement**
- 4. Student exchanges**
- 5. Institutional endowments**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
List of Alumni contributions made during the last 5 years	<a href="#">View Document</a>
Certified statement of the contributions by the head of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual audited statements of accounts/ Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

**The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.**

**Response:**

#### **VISION**

To be a leading institution of higher learning widely acclaimed for its quality education and innovative research contributing towards societal development and nation building.

SOU's vision is to be a leading institution recognized for cutting-edge research, holistic development, and academic excellence. It aims to provide a transformative educational experience that equips students with the values, knowledge, and skills to face the challenges of a rapidly changing world. SOU strives to be a catalyst for sustainable development, global competitiveness, and lifelong learning, contributing to societal progress and nation-building through creativity, critical thinking, and ethical leadership in a diverse and inclusive environment.

#### **MISSION**

To provide value-based quality education with relevant skill-set to become responsible, productive citizens.

To undertake innovative research and development activities to address challenges faced by mankind.

To serve the society, local community, industry, and government to enhance the scientific and cultural environment of the region to enrich quality of life.

SOU's mission is to provide exceptional education and foster a research-driven culture that addresses current challenges and benefits society. We aim to equip students with practical skills, critical thinking, and ethical values for personal and professional success. Our goal is to produce graduates committed to making a positive societal impact and contributing to national and global development through collaboration and community engagement.

Governance of SOU is distinguished by its dedication to transparency, diversity, and strategic leadership. In order to guarantee the institution's expansion, sustainability, and alignment with its objective of quality and innovation, it blends academic, administrative, and financial control.

The Provost has the power to exercise and supervise all officers of the Institution including both teaching and non-teaching employees. In conformity with the vision and mission, the statutory bodies like Governing Body, Academic Council, Finance Committee etc. are in place. These bodies are responsible for formulating plans and policies, as well as reviewing the progress of their implementation. In the process of policy development, key aspects like evolving knowledge and skill requirements for

employability at local, regional, national, and global levels necessitate continuous updates to academic programs. This includes aligning syllabi with model curricula prescribed by statutory regulatory bodies/industry needs to ensure relevance and competitiveness. Furthermore, the integration of the latest educational technologies is essential to enhance the learning experience and equip students with the skills required to thrive in a rapidly changing workforce.

#### **Activities Leading to Institutional Excellence:**

SOU actively engages in various rankings and ratings. Aditya Silver Oak Institute of Technology (ASOIT), College of Technology is highly ranked in the Gujarat State Institutional Ranking Framework. ASOIT was NBA accredited in the year 2021 and got re-accredited in the year 2024. SOU Environment Laboratory is accredited by NABL. ASOIT received the Best Academic Institution award at the Gujarat Education Leadership Awards 2023. ASOIT is ranked 7th among India's top 10 engineering colleges by The Times of India, 12th in the west zone by The Week Magazine and was recognized as the "Most Innovative Engineering College" by My FM, India. SOU fosters innovation and entrepreneurship through its Incubation Center.

<b>File Description</b>	<b>Document</b>
Link for vision and mission documents approved by the Statutory Bodies	<a href="#">View Document</a>
Link for report of achievements which led to Institutional excellence	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### **6.1.2**

**Effective leadership is reflected in various institutional practices such as decentralization and participative management etc.**

#### **Response:**

At Silver Oak University(SOU), effective leadership is a demonstration of a dedication to participative management and decentralization, which fosters both institutional expansion and academic achievement. This strategy is ingrained in a number of procedures that support an atmosphere that values autonomy, cooperation, and collaborative decision-making.

A vital aspect of SOU's philosophy of leadership is decentralization. SOU gives its departments and faculties the freedom to make decisions that best suit their distinct requirements and objectives by assigning authority to these entities. This structure fosters responsiveness and innovation in addition to improving operational efficiency. Each department has a great deal of autonomy, customized plans, that address unique possibilities and difficulties within their areas which can be implemented. Administrative departments can introduce procedures that improve service delivery and streamline operations, while academic departments are free to create curricula that reflect current industry trends and student interests.

This decentralized approach makes sure that decision-making is dispersed among the institution's levels rather than being limited to a single administrative body. The direct involvement of departmental heads in the consequences of their actions improves accountability and responsiveness.

This decentralization is enhanced by participatory management, which involves a wide range of stakeholders in the decision-making process. Participatory management is a real-world practice at SOU, not merely a theoretical idea. Teachers, staff, students, and alumni are actively involved in creating institutional policies and initiatives at the university. This strategy relies heavily on advisory panels, feedback sessions, and regular consultations to make sure that all points of view are taken into account.

A significant part in strategic planning and policy creation is played by the university Board of Governance and Academic Council, which is made up of representatives from several university sectors. This council convenes meetings on a regular basis to deliberate and discuss important problems and to provide a forum for group decision-making. Furthermore, stakeholders can express their ideas and support on-going progress through feedback channels like suggestion boxes and surveys.

The academic governance process is likewise covered by the participative management approach. Faculty members have a shared duty for upholding academic standards and relevance by participating in the development of curricula and making choices about academic policies. They are involved in campus life decisions to make sure that the student experience is rich and tailored to their requirements.

Through the integration of participative management and decentralization, SOU fosters a vibrant and diverse academic community while simultaneously improving operational effectiveness. By encouraging a sense of ownership and participation from all parties involved, this leadership model drives teamwork to accomplish the objectives of the university.

SOU's dedication to participative management and decentralization is a testament to its strong leadership. These procedures encourage creativity, provide departments more authority, and include a range of stakeholders in the decision-making process. Consequently, SOU flourishes as a dynamic and adaptable establishment, well-positioned to satisfy the constantly changing requirements of the higher education sector.

File Description	Document
Link for information / documents in support of the case study	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

**The institutional Strategic plan is effectively deployed.**

**Response:**

Silver Oak University's strategic planning approach follows a thorough and participatory framework to guarantee alignment with institutional principles, stakeholder needs, and educational goals. There are multiple essential phases to this process:

1. **Stakeholder Engagement:** In the first stage, a wide range of stakeholders are involved, such as academic staff, students, administrative assistants, alumni, and business partners. Diverse viewpoints on the prospects, problems, strengths, and weaknesses of the university are gathered through surveys, workshops, and focus group discussions.
2. **SWOC Analysis:** After combining stakeholder input, a collaborative SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis is carried out. Critical strategic priorities that take into account both internal resources and external market conditions are identified with the use of this study.
3. **Vision and Mission:** The university's vision and mission statements are reviewed and improved in light of the information acquired to make sure they still align with the goals of the community and the condition of education. This clarity is necessary to direct further projects.
4. **Goal Setting:** To address the major issues highlighted in the SWOT analysis, precise, quantifiable goals are set. In order to give a clear framework for action and responsibility, these goals are formulated using the SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound).
5. **Strategic Initiatives Development:** Workable strategic initiatives are created for every objective. Innovative approaches to community engagement, research, and teaching are highlighted.
6. **Iteration and feedback:** A strategic plan draft is sent to stakeholders for input. Throughout the university community, this iterative method fosters a sense of ownership and commitment by allowing for modifications based on group ideas.
7. **Mechanisms of Deployment**

Several crucial mechanisms are necessary for the strategic plan to be deployed effectively:

1. **Communication Strategy:** To ensure that the strategic plan is widely shared throughout the university, a strong communication plan is put into place. To make sure that all stakeholders are aware of the goals and applicability of the plan, this includes holding informational workshops, sending out newsletters, and using digital channels.
2. **Leadership Alignment:** Promoting the strategic plan is a major responsibility of the university administration. To make sure that departments are in sync with one another and to promote teamwork in the pursuit of shared objectives, regular updates and meetings are conducted.
3. **Resource Allocation:** Sufficient human, financial, and technological resources are set aside to support the strategic initiatives. This guarantees that groups have the necessary tools to successfully carry out their individual action plans.
4. **Action Plans:** Detailed plans outlining tasks are created for every strategic initiative defining duties, accountable parties, and deadlines. They function as well-defined implementation roadmaps.

File Description	Document
Link for Strategic Plan document	<a href="#">View Document</a>
Link for minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.2.2

#### **Effectiveness and efficiency of functioning of the institutional bodies as evidenced by policies, administrative setup, appointment and service rules, procedures etc.**

##### **Response:**

Silver Oak University's well-organized policies, administrative structure, appointment procedures, service guidelines, and procedural frameworks all demonstrate the university's dedication to ensuring the effective and efficient operation of its institutional bodies. At all institutional levels, this defined approach fosters accountability, openness, and strategic alignment.

Various institutional bodies inside the university are governed by a comprehensive set of policies. These regulations address a number of topics, including student affairs, faculty obligations, academic integrity, and governance. Every policy is intended to be easily understood, available, and subject to frequent reviews to guarantee compliance with legal requirements and industry best practices. These principles guarantee consistency in operations and direct the decision-making processes by offering a strong foundation.

SOU is proud of its clearly defined administrative structure, which makes it easier for different departments to collaborate and communicate effectively. All university bodies, such as student affairs, administrative committees, and academic councils have assigned tasks and duties. This clarity guarantees that all staff members are aware of their roles in contributing to the general goals of the university and improves coordination. Frequent departmental meetings promote cooperation, which helps the university to react quickly to new opportunities and difficulties.

At SOU appointments to academic and administrative positions are made through an open, merit-based procedure. Job descriptions are precise in defining the necessary skills and requirements.

To set clear expectations for teachers and staff, service norms and regulations are carefully crafted. These regulations address a number of topics, such as conduct, performance standards, grievance procedures, and work ethics. SOU creates a pleasant work environment that boosts morale and productivity by giving all employees a clear framework within which to understand their rights and obligations.

The institution has streamlined its administrative processes, including budget distribution, resource management, and program approvals for academic programs. SOU improves the effectiveness of these procedures by employing digital tools and platforms, which lessen administrative workloads and free up staff members to concentrate on their primary duties as instructors and administrators. This technological

integration improves overall institutional performance and makes decision-making more timely.

To maintain high performance standards, SOU places a high priority on employees' continual professional growth. To enhance skills and knowledge, regular workshops, seminars, and training sessions are planned, ensuring that staff members and instructors remain current with advancements in the area and in teaching approaches. Both the overall effectiveness of the university and individual student accomplishment are increased by this commitment to professional development.

The effectiveness of institutional bodies is regularly monitored through regular reviews and feedback mechanisms. Performance evaluations, stakeholder surveys, and review sessions provide valuable insights into the workings of various companies. This data-driven approach enables the university to identify areas for improvement and make informed adjustments to policies and processes.

File Description	Document
Link for organogram of the University	<a href="#">View Document</a>
Link for minutes of meetings of various Bodies and Committees	<a href="#">View Document</a>
Link for Annual Report of the preceding academic year	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.2.3

**The University has implemented e-governance in the following areas of operation**

- 1.Planning and Development**
- 2.Administration (including Hospital Administration & Medical Records)**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination**

**Response:** All of the above

File Description	Document
Screen shots of user interfaces, if any	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional budget statements allocated for the heads of E-governance implementation ERP Document	<a href="#">View Document</a>
E-Governance architecture document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.3 Faculty and Staff Empowerment Strategies

### 6.3.1

**The institution has effective welfare measures for teaching and non-teaching staff, and other beneficiaries.**

#### **Response:**

Silver Oak University (SOU) provides a supportive, healthy, and nurturing work environment for its teaching and non-teaching staff. The university understands that employee welfare plays a crucial role in enhancing productivity. In alignment with these goals, the SOU Staff Welfare Policy offers a comprehensive range of benefits designed to support employees in various aspects of their personal and professional lives.

#### **Health Care Benefits**

SOU prioritizes the health of its employees by offering extensive health care services. These include regular physiotherapy services, partnerships with **Total Health Solutions** along with **OCCURA** membership for added healthcare coverage. Additionally, the University had organised vaccination programs and free health check-ups, ensuring that staff have access to essential medical support.

#### **Subsidized Canteen Facility**

To make dining more affordable and convenient, the University provides a subsidized canteen on campus. This facility ensures that employees can access healthy meals at reduced rates.

#### **Commendation and Awards**

Employees who excel in research publications, projects, patents, awards, or consultancy work are acknowledged with commendation certificates and cash awards. This initiative encourages academic and professional achievement, motivating staff to continue contributing to the University's research goals.

### **Financial Support for Professional Development**

SOU supports the ongoing professional growth of its staff by providing financial assistance for conferences, workshops, and membership fees for professional bodies. Employees can receive up to ₹10,000/- annually to cover these costs, helping them stay connected with advancements in their respective fields.

### **Maternity Leave**

The university is committed to supporting its female staff members by offering maternity leave benefits. This ensures that eligible women staff can take time off to care for their newborns without financial or professional insecurity.

### **Annual Get-Together: Sneh-Milan**

To cultivate a sense of community and camaraderie among its employees, SOU hosts an annual get-together known as Sneh-Milan. This event provides an opportunity for staff to connect and socialize, building stronger relationships within the university community.

### **Employee Gifts**

As a token of appreciation, SOU celebrates significant occasions in the lives of its employees. Staff members receive birthday gifts and Diwali gifts, fostering a sense of belonging and recognition within the university.

### **Employee Loan Program**

SOU recognizes that financial support can be crucial in times of need. The university offers an employee loan program, allowing staff to apply for loans at 0% interest rate. This initiative provides financial flexibility to employees, ensuring they can manage personal financial requirements.

### **Scholarships for Employees and their Families**

SOU is committed to the education and development of its staff and their families. Employees' children and spouses are eligible for scholarships to cover college fees at Silver Oak University.

### **Creche Facility**

Understanding the challenges of balancing work and family, SOU provides a crèche facility for the children of its employees. This service ensures that staff have reliable and safe childcare options while they fulfil their professional responsibilities.

File Description	Document
Link for policy document on welfare measures	<a href="#">View Document</a>
Link for list of beneficiaries of welfare measures	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3.2

#### Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

**Response:** 64.3

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
169	141	28	NA	NA

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
List of teachers provided with membership fee for professional bodies	<a href="#">View Document</a>
List of teachers provided with financial support to attend conferences, workshops etc. during the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.3.3****Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years****Response:** 40.67

6.3.3.1 Total number of professional development / administrative training programmes organized by the Institution for teaching and non-teaching staff year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
64	38	20	NA	NA

File Description	Document
Reports of Academic Staff College or similar centres Verification of schedules of training programs	<a href="#">View Document</a>
List of professional development / administrative training programmes organized by the University year-wise for the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	<a href="#">View Document</a>
Copy of circular/ brochure/report of training program self conducted program may also be considered	<a href="#">View Document</a>
Certified list of the participants who attended the professional development/administrative training programmes during the last five years	<a href="#">View Document</a>
Certified list of organisations / agencies that sponsored/supported/supervised the programmes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.3.4**

**Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..**

**Response:** 77.92

6.3.4.1 Total Number of teachers attending such programmes year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
176	131	61	NA	NA

File Description	Document
List of teachers who attended Faculty Development Programmes including online programmes during the last five years	<a href="#">View Document</a>
List of sponsoring/supporting/supervising agencies	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copy of the certificate of the program attended by teacher	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of the IQAC and the University for the last five years.	<a href="#">View Document</a>
Annual reports of the AQAR submitted to NAAC	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3.5

**Institution has Performance Appraisal System for teaching and non-teaching staff**

**Response:**

#### **Performance Appraisal System at Silver Oak University**

Silver Oak University (SOU) is committed to cultivating an environment of continuous improvement and growth by implementing a robust Performance Appraisal Policy. This policy is designed for teaching and non-teaching staff to evaluate the achievements of its employees, encourage positive behaviours, and identify areas for professional development. Policy ensures a transparent, fair and structured evaluation process. SOU takes pride in offering one of the most comprehensive and competitive appraisal systems among universities, ensuring that employees are fairly rewarded for their contributions and development

ensuring better retention. Ultimately, the goal is to support the holistic development of SOU's employees, contributing to the University's mission of academic excellence and societal contribution.

## **Objectives**

The Performance Appraisal Policy is aligned with the long-term vision and mission of Silver Oak University. The primary objectives are:

1. To create a structured system for evaluating employee performance that aligns with the University's strategic goals.
2. To provide employees with a clear understanding of future career opportunities within the institution, helping them explore growth potential.
3. To promote an environment that encourages employees to discuss their career aspirations, fostering ongoing personal and professional development.
4. To cultivate innovation and excellence across key areas such as teaching, research, internal and external engagements, and administrative responsibilities.

## **Eligibility**

This performance appraisal process is applicable to all full-time employees of Silver Oak University. This ensures that the appraisal process is conducted for employees who have had sufficient time to make meaningful contributions to their roles.

## **Performance Appraisal System**

At SOU, the Performance Appraisal System for teaching and non-teaching staff is guided by specific criteria designed to evaluate contributions across multiple dimensions.

The appraisal of teaching staff emphasizes excellence in academic performance, research, and administrative roles. Key performance areas include:

- Classroom effectiveness, including lectures, tutorials, and laboratory sessions conducted.
- Development of additional resources for students via online platforms.
- Adoption of innovative teaching-learning methodologies.
- Additional responsibilities at the university and departmental levels.
- Examination duties and other academic-related tasks.
- Participation in co-curricular and extension activities.
- Professional development through workshops, faculty development programs, and conferences.
- Research contributions, including publications, consultancy projects, and the development of e-content.
- Completion of Massive Open Online Courses (MOOCs) through recognized platforms such as the SWAYAM portal.

The appraisal for non-teaching staff focuses on skills such as teamwork, planning and organising, accuracy, punctuality, interpersonal skills, and professional techniques.

## Policy Implementation

The responsibility for implementing and reviewing the Performance Appraisal Policy rests with the University's authorities. All employees are expected to comply with the policy and contribute to its effective implementation. The Human Resources (HR) Department is tasked with communicating the policy to all current employees and ensuring that new hires are informed during the onboarding process.

By offering constructive feedback and rewarding excellence, SOU aims to create a dynamic work environment that encourages innovation, professional development, and collaboration among all staff members.

File Description	Document
Link for performance appraisal policy of the institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institutional strategies for mobilisation of funds and the optimal utilisation of resources**

##### **Response:**

#### **Institutional strategies for mobilization of funds and the optimal utilisation of resources**

Silver Oak University renders use of a strategic framework to raise funds and make sure that resources are used as efficiently as possible. This encompassing strategy places a strong emphasis on increasing operational effectiveness, diversifying sources of income, and matching resource allocation to the institution's mission and strategic goals.

#### **A Wide Range of FundRaising Approaches**

##### **Fees and Tuition:**

The institution periodically assesses its fee and tuition schedules to make sure they are both equitable and competitive. By providing a variety of programs, such as professional certifications and specialized courses, SOU draws in a varied student body and raises tuition income.

##### **Grants and Scholarships:**

SOU actively seeks out both governmental and private funding for innovative teaching, community involvement, and research. The creation of scholarships promotes diversity and draws in top-notch students, both of which can result in higher enrolment.

**Corporate Partnerships/Consultancy work:**

Funding and resources are increased when research initiatives, internships and placements are carried out in conjunction with industry partners. By matching industrial demands with academic programs, the institution raises financing opportunities and improves its credibility.

**Alumni Engagement:** To encourage donations and participation in various activities, the institution cultivates strong links with its alumni network. Alumni connections are maintained and graduates are inspired to contribute forward to the university through frequent events and interaction.

**Endowment Funds:** In order to provide a solid financial basis for future expansion and development, SOU seeks to start and grow its endowment funds. The funds are prudently invested in order to yield profits that can be used to further fund educational facilities and programs.

**Optimal Resource Utilization**

**Budget Planning and Management:** To ensure that financial resources are in line with strategic aims, the university uses a thorough budgeting procedure. SOU makes sure that funds are distributed properly and the modifications are made in response to changing needs by regularly reviewing the budget.

**Efficient Audits:** To find areas where resources can be optimized, periodic efficiency audits are carried out. By evaluating operating procedures, resource distribution, and spending trends, these audits help to improve resource management decisions.

**Technology Integration:** To improve operational effectiveness, the institution makes use of technology. SOU lowers costs and enhances service delivery by deploying digital solutions for administrative work, data administration, and communication. This makes it possible to allocate human resources more effectively.

**Monitoring and Evaluation:** To gauge how well funds are being used, a strong monitoring and evaluation system has been established in operation.

By utilizing a variety of fund-raising techniques together for efficient resource management, SOU is in a strong position to meet its objectives. The university promotes an atmosphere that is favorable to academic quality and innovation in addition to ensuring financial stability through the maintenance of a focus on sustainability, efficiency, and stakeholder involvement. By taking a comprehensive strategy, SOU is able to maximize its influence on students and the community while skillfully navigating the hurdles of financing higher education.

File Description	Document
Link for resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	<a href="#">View Document</a>
Link for procedures for optimal resource utilization	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.4.2****Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)****Response:** 159

6.4.2.1 Total funds / Grants received from government /non- government bodies year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
89	55	15	NA	NA

File Description	Document
Provide the budget extract of audited statement towards Grants received from non-government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer	<a href="#">View Document</a>
List of government / non-Governmental bodies / philanthropists that provided the funds / grants	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of letter indicating the grants/funds received by respective agency as stated in metric	<a href="#">View Document</a>
Audited statements of accounts for the last five years (Refer annexure number -01 as per SOP)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.4.3**

**Institution conducts internal and external financial audits regularly**

**Response:**

**Institution conducts internal and external financial audits regularly**

Silver Oak University implements a comprehensive mechanism for both internal and external financial audits to ensure financial integrity, accountability, and compliance with relevant regulations. This dual approach helps the institution maintain high standards of financial management and fosters trust among stakeholders.

An internal auditor, who is a qualified accountant, concurrently audits every bill and voucher that the university's accounts department receives. The Audit is carried out in accordance with guidelines established by the University under the Framework of "Delegation of Powers."

All bills, cash memos, and vouchers are approved by the relevant authorities, and they are audited by the designated employees of the Accounts Section.

The reputable auditing firm chosen by the university's governing body conducts the external audit. The Statutory Auditor Report and Annual Accounts are annually submitted to the Governing Body.

The University supports the effective use of internal financial management controls and checks. The University has a strong system in place to abide by the auditor's recommendations. Before the audit report for any given year is finalized, there is a deadline for responding to the audit findings. The audit findings are evaluated using a mechanism that the auditor provides.

The process flow of the mechanism is as under;

1. Receiving the auditor's findings
2. Presentation for assessment in front of management.
3. Analysis of the results
4. Creation of corrective actions based on results
5. Developing policies and guidelines to improve internal control
6. Providing a schedule for the guidelines' and policies' implementation
7. Assigning employees to the responsibility of properly implementing policies
8. Notifying the auditor of the management's actions and choices based on the auditor's findings

In order to ensure accuracy and compliance with other legal requirements as well as "Generally Accepted Accounting Principles" (GAAP), external audits offer an unbiased evaluation of the university's financial statements. They raise the credibility of the university's financial reports to funders and governmental agencies, among other stakeholders.

Internal and external auditors work together to maximize efficiency and effectiveness by reducing redundancy and guaranteeing thorough coverage of financial operations. Frequent communication between the two teams makes it easier for insights to be shared and encourages teamwork while solving financial management problems.

Silver Oak University's auditing procedures, which include both internal and external audits, are essential for fostering accountability and financial integrity. The institution not only satisfies legal standards but also increases stakeholder's confidence in its financial processes by conducting thorough assessments and providing comprehensive information. Silver Oak University's objective to provide high-quality education and promote an integrity and transparency-filled culture is supported by this dedication towards excellence in financial management.

File Description	Document
Link for policy on internal and external audit mechanisms	<a href="#">View Document</a>
Link for financial audit reports for the last five years (Refer annexure number -01 as per SOP)	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

#### **Institution has a streamlined Internal Quality Assurance Mechanism**

#### **Response:**

#### **Institution has a streamlined Internal Quality Assurance Mechanism**

The Internal Quality Assurance Cell (IQAC) serves as a vital role in maintaining both quantitative and qualitative data, enabling university administrators to make informed decisions and promote continuous improvement in education. The IQAC utilizes various mechanisms and procedures to collect and analyse information across multiple facets of the curriculum. These processes include systematic data collection, its analysis and evaluation techniques to ensure the availability of accurate and relevant information. Insights from this rigorous analysis are used for ongoing monitoring, thorough review, and strategic decision-making, helping the university enhance its educational offerings and maintain high academic standards. Additionally, the IQAC oversees the design or modification of university programs, ensuring that public information about the university is relevant and up-to-date.

With a steadfast commitment to this vision, Silver Oak University endeavours to cultivate accredited education that is value-based, fostering a culture of quality and continuous improvement in educational standards. With this profound sense of gratitude, the Internal Quality Assurance Cell (IQAC) of Silver Oak University (SOU) was established on June 17, 2022. Since its inception, the Silver Oak IQAC has been instrumental in taking forward various initiatives aimed at enhancing both academic and

administrative quality, as well as fostering leadership within the institution. This commitment is upheld through the diligent implementation of Silver Oak IQAC, ensuring the university's educational goals are met with integrity and excellence.

At SOU, the Internal Quality Assurance Committee is meticulously organized according to the stringent guidelines set forth by NAAC and IQAC of UGC. The Provost of the Silver Oak University is the pivotal role of Chairperson within this framework. Additionally, a selected group of senior faculty members, a senior administrative officer, student representatives and three distinguished external experts from both industry and academia are carefully chosen by the Provost in consultation with our esteemed Academic Council. This structured Silver Oak IQAC has the potential to establish a quality assurance policy approved by the Management committee. This policy reflects the relationship between research, teaching and learning. The IQAC should meet at least once in a quarter. The quorum for the meeting shall be two-third of the total number of members.

The Silver Oak IQAC plays a pivotal role in enhancing and maintaining the institution's standards of quality assurance. It serves as a platform for rigorous analysis, discussion, and debate on the development and oversight of quality implementation in the educational university. Each member of the IQAC actively participates by contributing insights and casting votes, ensuring comprehensive oversight and continuous improvement. The IQAC rigorously analyses information, ideas, opinions, and studies from the internal quality service, proposing improvements for consideration and approval by the Higher authorities as needed. These proposals are then effectively communicated, understood, and implemented across the institution, ensuring accessibility to all stakeholders—including teaching, non-teaching staff, students, parents, alumni and other associated entities via the university's website and other suitable mediums.

Under the esteemed guidance and supervision of the IQAC, several specialized cells and committees are efficiently working to address specific areas of development and concern. The SWOC analysis by Silver Oak IQAC involves collecting feedback from stakeholders, assessing institutional performance, and identifying key areas for improvement to address in the strategic planning. By focusing on various areas, the Silver Oak IQAC and its associated cells (WDC, SC-ST Cell, Student Grievance Cell, Research Development Cell, Anti-Ragging Cell etc.) work collectively to enhance the overall campus life at SOU ensuring a supportive, inclusive and high-quality educational environment. Effective practices for startups and placements have been enriched and are operating successfully under the Startup & Incubation committee and Placement Cell.

In addition, numerous workshops and seminars on accreditation procedures, such as NBA, NAAC, etc. have been conducted. Steps have also been taken towards the development of e-content and the implementation of e-governance in administrative and library facilities to ensure easy access for students and faculty. The Silver Oak IQAC has introduced an Academic Review policy aimed to elevate teaching standards. Outreach initiatives and research projects have been undertaken to benefit society and enhance the faculty's research projects through funding. Intellectual Property (IP) Awareness sessions were held for faculty members, encouraging them to secure more patents and increase their research impact. The Student Chapter for IQAC actively participates in quality enhancement.

To underscore its commitment to quality, compliance, efficiency, accountability, continuous improvement, and overall institutional development, regular Academic and Administrative Audits (AAA) are conducted. Despite being a relatively young university, one of Silver Oak IQAC's pioneering achievements was the NAAC registration. A significant milestone was the NBA 2.0 accreditation of the

Computer Engineering and Mechanical Engineering programs at Aditya Silver Oak Institute of Technology(ASOIT). Periodic training sessions are conducted for stakeholders to ensure ongoing professional development. Various collaborative initiatives with other institutions on quality are conducted for quality enhancement.

The Silver Oak IQAC is dedicated to maintaining and optimizing the support structure and maximizing the integration of modern teaching, learning, and assessment methodologies. It plays a crucial role in advising and supporting the collection of data to assess both successful aspects and areas needing improvement within the organization. It also oversees the continuous monitoring and periodic evaluation of Silver Oak University's official qualifications. The Silver Oak IQAC holds primary responsibility for ensuring and enhancing the quality of every program offered, overseeing all external quality assurance processes including verification, adjustments, monitoring, accreditation and its renewal.

File Description	Document
Link for the structure and mechanism for Internal Quality Assurance	<a href="#">View Document</a>
Link for the report on the initiatives for the appointment of a fulltime Director/Officer for the IQAC	<a href="#">View Document</a>
Link for the minutes of the IQAC meetings	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.5.2

### **Quality assurance initiatives of the Institution include:**

- 1. Academic and Administrative Audit (AAA) and initiation of follow-up action**
- 2. Conferences, Seminars, Workshops on quality**
- 3. Collaborative quality initiatives with other Institution(s)**
- 4. Orientation programmes on quality issues for teachers and students**
- 5. Participation in NIRF process**
- 6. Any other quality audit by recognized State, National or International agencies ( ISO, NABH, NABL Certification,**

NBA, any other)

**Response:** A. All of the above

File Description	Document
Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of the University	<a href="#">View Document</a>
Link for AQARs prepared by IQAC.	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.5.3

#### Impact analysis of the various initiatives carried out and used for quality improvement

**Response:**

#### Impact Analysis of the various initiatives carried out and used for quality improvement

SOU is in a constant state of evolution, focusing on enhancing academic disciplines, administrative processes, and infrastructure. SOU IQAC has implemented a robust mechanism that actively engages various stakeholders to elevate overall quality and promote progressive growth within the university. The major incremental improvements have taken place are as follow:

**1. Curriculum:** Our Academic Council is dedicated to curriculum innovation by identifying key local, regional, and global issues for integration across various programs. This initiative includes the introduction of value-added courses and a choice-based credit system/elective credit systems.

**2. Feedback:** Feedback are actively solicited from all stakeholders like students, alumni, industry partners, and parents, regarding each course of study, course completion, and individual teachers. The HoDs evaluate these feedback and faculty members are provided guidance based on identified areas of concern.

**3. Research Initiatives:** SOU provides financial support for conference participation and registrations, workshops, and membership fees for professional bodies, facilitating knowledge exchange, networking opportunities. Encouraging faculties to submit the minor and major projects. Faculties are awarded for research papers and patent publications. SOU publishes a Peer Reviewed Research Journal-SARJAN.

**4. Performance:** By aligning its curriculum with both global standards and local industry requirements,

SOU has achieved remarkable improvements in student engagement and learning outcomes. The availability of e-content, digital learning platforms like SWAYAM and NPTEL have provided students with enhanced academic flexibility and access to a wide array of resources.

**5.Improvement in the Academic Infrastructure:** SOU has enhanced its academic infrastructure significantly with state-of-the-art classrooms, laboratories, Centres of Excellence, high end standardised equipment, research facilities, supercomputing facility to name a few.

**6.Quality Benchmarking:** SOU actively engages in various rankings and ratings.

- Computer Engineering and Mechanical Engineering departments of ASOIT, a constituent institute of School of Technology, Design and Computer Applications, SOU have received accreditation from the NBA (National Board of Accreditation).
- ASOIT is significantly ranked in the Gujarat State Institutional Ranking Framework.
- SOU Environment Laboratory is accredited by NABL (National Accreditation Board for Testing and Calibration Laboratories).
- ASOIT received a distinguished award from the World Education Congress Awards in the category of Best Academic Institution at The Gujarat Education Leadership Awards 2023.
- ISO
- Green Campus Initiatives

**7.Incubation Center and Center of Excellence:** SOU promises to bring innovation and an entrepreneurial spirit into the life of its community with help of Incubation Center where students and staff will have the opportunity to explore new research areas, utilize their insights for intellectual pursuits and translate ideas into real-life solutions. SOU has Mushroom Cultivation center, Hydroponics Vertical Lab, Central Research Laboratory, Museums, Business Labs, E-Resource Studio, Clinical Trial Center, etc.

**Other Centres are:**

- Fronius Innovation & Skill Center
- Drone Center of Excellence
- Additive Manufacturing lab
- SuperComputing Facility-Param Shavak
- Advanced Networking and Cyber Security
- Hero Two Wheeler Skill Development Centre
- Royal Enfield - Center of Excellence
- Frameboxx Animation and Visual Effects
- SAP in Data Processing

**8.E-governance:** In order to facilitate full fledged automation for each stakeholder improvisation in the necessary software for e-governance is regularly conducted.

<b>File Description</b>	<b>Document</b>
Link for relevant documents/information on the process and results of impact analysis on the above aspects	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Measures initiated by the institution for the promotion of gender equity during the last five years.**

#### **Response:**

Silver Oak University has implemented an effective system to promote gender equality on campus. Students and faculty are provided with knowledge from a gender perspective, enabling them to analyze topics such as gender equality, gender sensitisation, etc. Equal opportunities are given to men and women in leadership, management and teaching positions.

#### **Women Development Cell at Silver Oak University**

The Silver Oak University Women's Development Cell (SOU-WDC) is operational and offers support to the well-being of females. Several activities covering various topics are planned and conducted by the SOU-WDC across the year for students and staff.

#### **Workshops, Training & Awareness programmes conducted by SOU-WDC**

#### **Safety and Security at Silver Oak University**

The campus is under comprehensive surveillance with the installation of CCTV cameras in and across the campus and hostels. The recorded data is securely backed up to ensure it can be retrieved whenever necessary. The security team is led by ex-servicemen, supported by security guards who are dedicated to ensuring the safety and security of female students 24/7 who stay in the hostel.

#### **Health and Hygiene**

Silver Oak University has dedicated medical OPD and Physiotherapy OPD with professional staff in case of requirement and has also installed sanitary pad vending machines in women's washrooms to promote hygiene, ensure easy access to essential products, and support gender equality by addressing the specific needs of women on campus.

#### **Silver Oak University - Counseling Centre**

Silver Oak University is dedicated to nurturing the emotional well-being and personal growth of students and staff. It has appointed a dedicated full-time psychologist who creates a safe and confidential space where students and staff can manage stress, tackle challenges, and

improve their overall emotional and mental health.

#### **Day Care Centre (creche) for employees' children**

Silver Oak University provides a supportive environment tailored to the needs of working parents within our university. Our centre offers a secure and engaging space where children of our employees can learn, play, and thrive under the guidance of skilled early childhood educators. At our Day Care Centre, we prioritize the well-being and happiness of every child, promoting a sense of belongingness and encouraging their natural curiosity in a nurturing, home-like atmosphere. The facility includes a kitchen utility and an exclusive toilet facility for the children.

### **Common Room Facility**

Common Room Facility at Silver Oak University for boys and girls, serves as a vibrant hub where students gather to unwind, collaborate, and engage in activities that contribute to both personal growth and academic achievement. Our common rooms provide a welcoming environment for all.

Silver Oak University has demonstrated a strong commitment to promote gender equality and ensure the welfare of women on campus. The university's initiatives include a comprehensive gender equity policy, a dedicated women's development cell (WDC), and numerous gender- focused events. Through these measures, Silver Oak University creates a safe, inclusive, and supportive environment that fosters personal and academic growth for all the members.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for annual gender sensitization action plan	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for specific facilities provided for women in terms of- a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>

### **7.1.2**

**The Institution has facilities for alternate sources of energy and energy conservation measures**

- 1.Solar energy**
- 2.Biogas plant**
- 3.Wheeling to the Grid**
- 4.Sensor-based energy conservation**
- 5.Use of LED bulbs/ power efficient equipment**

**Response:** Any Four of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to additional information	<a href="#">View Document</a>

### 7.1.3

**Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

#### **Response:**

**Solid waste management:** Silver Oak University is dedicated to minimizing waste generation on campus as per the Waste Management Policy. Solid waste is collected and handed over to the Ahmedabad Municipal Corporation as per the solid waste collection policy of Ahmedabad Municipal Corporation. Every corner of the University has dustbins for the disposal of waste. The use of plastic carry bags, cups, laminated paper plates, etc. is strictly prohibited on campus, with students and staff encouraged to use biodegradable alternatives as per the waste management policy of Silver Oak University.

**Liquid waste management:** Silver Oak University's liquid waste management includes the handling, treatment, and disposal of various types of liquid waste generated on campus. To ensure effective management, a cutter pump is in place to treat liquid waste generated on campus before it is discharged into the main drainage line, ensuring compliance with environmental regulations. Water pipelines are regularly maintained and monitored to ensure consistent water quality standards by a certified environment laboratory. The drinking water treatment plant is also properly maintained to ensure its effective operation.

**Biomedical waste management:** Silver Oak University has given the contract of biomedical waste management to CARE B.M.W. Incinerator, a Gujarat Pollution Control Board authorized agency.

Biomedical waste generated in various laboratories is collected in color-coded bins and disposed of by this agency.

**E-waste management:** Silver Oak University ensures optimal utilization of electronic gadgets. Any equipment that cannot be reused or recycled is collected and responsibly disposed of through the authorized vendor R Planet Integrated Solution Private Limited under the signed contract.

**Waste recycling system:** Silver Oak University has implemented a comprehensive waste recycling system to promote sustainability on campus. Designated recycling bins are strategically placed to encourage the segregation of recyclable materials. The Municipal Corporation handles the recycling of solid waste in accordance with its solid waste collection policy. Rejection water from RO plants is collected in designated water tanks, where it is processed and reused for landscaping, significantly reducing water wastage.

**Hazardous chemicals and radioactive waste management:** Silver Oak University has an environment laboratory which is a Gujarat Pollution Control Board (GPCB) approved schedule-I environment audit laboratory and is National Accreditation Board for Testing & Calibration Laboratories (NABL) accredited. This environment laboratory has prepared standard operating procedures for hazardous chemical waste management as per the guidelines of Government of Gujarat. All stakeholders are required to adhere to these established procedures for the management of hazardous waste. Silver Oak University campus is free from any kind of radioactive waste.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Link for Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Link for additional informaton	<a href="#">View Document</a>

#### 7.1.4

##### **Water conservation facilities available in the Institution:**

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

**Response:** All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional informational	<a href="#">View Document</a>
Geo-tagged photographs / videos of the facilities	<a href="#">View Document</a>

### 7.1.5

**Green campus initiatives include:**

- 1. Restricted entry of automobiles**
- 2. Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of Plastics**
- 5. Landscaping with trees and plants**

**Response:** All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to additional information	<a href="#">View Document</a>
Geo-tagged photos / videos of the facilities	<a href="#">View Document</a>

### 7.1.6

**Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:**

- Green audit**
- Energy audit**
- Environment audit**
- Clean and green campus recognitions / awards**
- Beyond the campus environmental promotion activities**

**Response:** Any Four of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Audit reports of the institution related to the metric	<a href="#">View Document</a>

### 7.1.7

#### The Institution has disabled-friendly, barrier free environment

- Built environment with ramps/lifts for easy access to classrooms.
- Divyangjan friendly washrooms
- Signage including tactile path, lights, display boards and signposts
- Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
- Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

**Response:** All of the above

File Description	Document
Relevant documents / reports	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Additional information	<a href="#">View Document</a>
Link for relevant geo-tagged photographs / videos	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.8

**Describe the institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words)**

**Response:**

Silver Oak University is committed to promoting an inclusive environment that promotes tolerance and harmony among students from diverse cultural, regional, linguistic, socioeconomic, and communal backgrounds. These initiatives are integral to the university's mission of serving the society and local community, enhancing the cultural environment of the region, and enriching the quality of life for all. By

embracing these values, Silver Oak University sets an example for future generations, encouraging empathy, mutual respect, and collaboration.

**Celebrating Cultural Diversity:** Silver Oak University celebrates its rich cultural diversity through a variety of festivals and events that highlight different traditions. Celebrations include kite flying, Navratri, Diwali, Ganesh Chaturthi, Janmashtami, Christmas, and other regional festivals, allowing students to share their cultural heritage with their peers. The university also organizes an annual cultural festival that showcases dance, music, and student talent, encouraging mutual respect and understanding among students from diverse backgrounds.

**Diverse Faculty and Student Body:** Our faculty members reflect a broad spectrum of backgrounds across India, representing diverse religious and socio-economic contexts. The student body comprises individuals from all states of India and various countries, enriching the campus experience with an array of perspectives and cultural contributions.

**Promoting Communal Harmony:** Silver Oak University is dedicated to maintaining a campus free from communal biases. Through interfaith dialogues and meaningful discussions on communal harmony, the university breaks down barriers, promoting unity and respect among students from different communities. These initiatives inspire students to build connections and work together in harmony.

**Community Outreach and Support:** The university actively collaborates with NGOs, hospitals, and local organizations to run community outreach programs. These efforts aim to support underprivileged students and provide equal opportunities for all, reaffirming our commitment to social responsibility.

**Promoting Gender Inclusivity:** Silver Oak University promotes gender inclusivity by creating a safe and supportive environment for all genders. The active women development cell organizes workshops and seminars on gender issues, equality, the impact of men's behavior on society, and women's empowerment. With robust policies ensuring gender equity on campus, Silver Oak University ensures a secure and respectful space for everyone.

**Holistic Student Development:** At Silver Oak University, we prioritize the holistic development of students through extracurricular activities, sports, and wellness programs. Our dedicated counseling cell provides mental health support, helping students navigate personal and academic challenges. This nurturing environment ensures that students from all backgrounds can thrive.

Silver Oak University is passionately dedicated to creating a campus that values cultural diversity and inclusivity. By embracing diverse identities and promoting harmony, the university builds a vibrant and thriving community where every student can grow and succeed. Together, we continue to promote an environment of unity and respect!

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.9

#### **Sensitization of students and employees of the institution to the constitutional obligations: values, rights, duties and responsibilities of citizens**

##### **Response:**

Silver Oak University places a strong emphasis on sensitizing students and employees to their constitutional obligations, encompassing values, rights, duties, and responsibilities as citizens. This is achieved through a well-rounded approach that integrates curricular, co-curricular, and extracurricular activities designed to foster a deep understanding and appreciation of constitutional principles.

##### **Programs and Activities**

**Academic Integration:** Constitutional values are embedded in the university's academic framework. Programs incorporate courses like Indian Constitution and Universal Human Values which include discussions on fundamental duties, rights, and civic responsibilities. This ensures that students understand their role in upholding democracy and contributing to society.

**Celebration of National Days:** Key national events such as Republic Day and Independence Day are celebrated with great enthusiasm. These celebrations serve as a platform to reinforce the importance of national pride and unity. Students and faculty participate in parades, cultural programs, and speeches that highlight the significance of these days and the constitutional values they represent.

**Electoral Literacy and Participation:** The university has established an Electoral Literacy Club dedicated to educating students and staff about the democratic process. Activities include seminars, debate, street play, and voter registration drives, in collaboration with district election officers. The Electoral Literacy club aims to maximize voter registration and instill the importance of voting among young citizens.

**Community Engagement and Service:** Silver Oak University actively engages in community service activities, encouraging students to participate in initiatives like the National Service Scheme (NSS), National Cadet Corps (NCC) and Bharat Scouts and Guides (BSG). These programs foster a spirit of service and responsibility. Activities include participating in storm and flood relief efforts, and contributing to COVID-19 relief services.

**Ethical and Professional Development:** The university highlights the importance of ethical behavior and academic integrity. Policies and guidelines are in place to promote honesty, respect, and

professionalism among students and staff. Regular workshops and seminars on professional ethics help in cultivating a culture of integrity.

**Environmental Conservation:** Environmental sustainability is a key component of the university's ethos. Programs to promote waste management, water conservation, and the protection of natural habitats are regularly organized. The institution encourages participation in initiatives like Swachh Bharat Abhiyan, aiming to keep the campus and surrounding areas clean and green.

**Institutional Ethics:** The university's code of conduct for employees reflects a commitment to national integration and respect for diversity. Employees are expected to act without discrimination and to instill high moral values and social consciousness in students.

**Consumer Cell:** University's Consumer Cell is dedicated to empowering students and employees with knowledge about their rights and responsibilities. Through workshops, seminars, and awareness campaigns, the cell educates the university community on key consumer rights such as safety, information, choice, and grievance redressal, etc. It also promotes ethical and responsible consumption in line with the university's commitment to sustainability and integrity.

Silver Oak University sensitizes its community to constitutional obligations, ensuring awareness of rights and duties. Through education, community service, and national events, it encourages responsible citizenship and commitment to constitutional values.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to details of activities that inculcate values, necessary to render students in to responsible citizens	<a href="#">View Document</a>
Link additional information	<a href="#">View Document</a>

#### 7.1.10

**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The Code of conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the code of conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on code of conduct are organized**

**Response:** All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional code of conduct and code of ethics	<a href="#">View Document</a>
Details of the monitoring committee of the code of conduct	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Web link of the code of conduct	<a href="#">View Document</a>
Link for additional	<a href="#">View Document</a>

### 7.1.11

#### **Institution celebrates / organizes national and international commemorative days, events and festivals**

##### **Response:**

Silver Oak University prides itself on being a culturally rich and inclusive institution, where national and international commemorative days, events, and festivals are celebrated with great enthusiasm. These celebrations are an integral part of the university's efforts to foster a sense of unity, respect for diversity, and global awareness among students and faculty.

**National Commemorative Days:** Silver Oak University celebrates a variety of national commemorative days to honor the contributions of significant leaders and to instill a sense of patriotism and responsibility among students. **1. Independence Day and Republic Day:** These days are marked by flag-hoisting and unfurling ceremonies, cultural programs, and speeches that highlight the sacrifices of freedom fighters and the importance of upholding democratic values. **2. Birth and Death Anniversaries of Eminent Personalities:** The university commemorates leaders like Dr. Sarvepalli Radhakrishnan on Teachers' Day, Sir M. Visvesvaraya on Engineers' Day, Sir C.V. Raman on National Science Day, and Srinivasa Ramanujan on National Mathematics Day, highlighting their contributions to their respective fields and inspiring students to follow in their footsteps.

**International Commemorative Days:** To align with global values and expose students to international cultures, Silver Oak University celebrates several international commemorative days: **1. International Yoga Day:** The university organizes yoga sessions and awareness programs to promote the physical and mental health benefits of yoga. **2. International Women's Day:** Celebrated with various competitions and events, this day focuses on women's achievements and addresses issues faced by women globally, often featuring speeches by eminent personalities for honoring women who have excelled in different fields.

**Cultural and Religious Festivals:** Silver Oak University celebrates a plethora of cultural and religious festivals, reflecting the diverse backgrounds of its students: **1. Cultural Festival:** University celebrates an annual cultural festival 'Junoon' for students and staff where they participate enthusiastically. This cultural festival consists of dance, music and drama where students and staff showcase their talents. **2.**

**Religious Festivals:** Festivals like Diwali, Holi, Uttarayana, Ganesh Chaturthi, Christmas, Bihu, Lohri, Pongal and Navratri, along with other cultural celebrations, are observed with great enthusiasm and joy. These festivals provide a platform for students from different regions to share their traditions through clothing, food, art, and music, fostering a spirit of communal harmony and promote inclusivity also allowing students from various cultural backgrounds to participate and celebrate together.

**Academic Events:** The university also celebrates days that highlight the importance of academic excellence.

**Academic Day Celebrations:** Various disciplines are honored with specific festivities encouraging students to engage deeply with their fields of study. Events like these inspire students to pursue excellence in their careers.

Silver Oak University's commitment to celebrating a wide range of national and international days, events, and festivals significantly enriches the campus experience. These celebrations not only provide a platform for cultural exchange and unity but also instill important values and a sense of citizenship in students. By participating in these diverse events, students develop a broader understanding of the world, respect for different cultures, and a commitment to contributing positively to society.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for Geo-tagged photographs of some of the events	<a href="#">View Document</a>
Link for annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.**

**Response:**

#### **Best Practice - 1**

**1. Title of the Practice:** Innovating Education for Career Readiness and Employability

**2. Objectives of the Practice:** The main objective of this practice is to enhance the educational experience by integrating modern teaching methods, technology, and personalized learning. Silver Oak University weighs on programmes where students can earn while studying through On-Job-Training,

learn by doing clinical posting for health-care students, visiting industries and solving real-life problems in Problem Based Learning. The University aims to promote critical thinking, creativity, and problem-solving skills while preparing students for industry demands. The university focuses on inclusive education, ensuring students from diverse needs and backgrounds have equitable access to learning.

**3. Context:** Silver Oak University recognized the need to reform its educational practices to address the evolving demands of students and industries. Another major challenge was achieving a balance between theoretical knowledge and practical skills. As industries continue to evolve with advancements in automation and digitization, the demand for graduates with hands-on, real-world experience is increasing. Silver Oak University needed to strengthen its industry collaborations and develop curricula that effectively bridge the gap between academic learning and professional expertise, while also complying with the statutory and regulatory requirements governing the programs offered. The implementation of innovative educational methods became necessary in the context of India's shifting educational landscape, especially with the adoption of the National Education Policy 2020. The challenges faced included catering to diverse learning styles, ensuring equitable access to technology, and balancing theoretical knowledge with real-world skills. Additionally, the faculty required continuous development to adapt to new teaching methodologies.

**4. The Practice:** In the rapidly changing landscape of higher education, Silver Oak University has positioned itself as an innovator by addressing the unique challenges of the Indian education system. While India's higher education traditionally leans towards rote learning and theoretical instruction, the university aims to redefine this approach with a focus on student-centric, experiential, and technology-driven learning.

**1. A Student-Centered Approach:** At the core of Silver Oak University's educational philosophy is a student-centered approach. This method prioritizes personalized learning experiences over the conventional one-size-fits-all model that dominates Indian higher education. The university offers individualized learning pathways that cater to students' unique interests, learning styles, and career aspirations. Through adaptive learning technologies, Silver Oak tailors the curriculum and assessments to meet the needs of diverse learners, offering flexibility in both pace and content. This represents a significant shift from the memorization-heavy methods that are still prevalent in many Indian institutions. The university has appointed academic directors who regularly monitor lectures and laboratory sessions, report their observations, provide guidance to faculty, and track their progress over time.

**2. Integration of Technology in Learning:** Another key aspect of Silver Oak University's innovative approach is the integration of technology into the learning environment. In a country where access to digital resources remains uneven, especially in rural and underserved regions, Silver Oak has made significant investments in providing state-of-the-art educational technology to its students. Smart classrooms, online learning platforms, and simulation-based education are integral components of its blended learning model.

**3. Industry Collaboration and Experiential Learning:** One of the critical gaps in Indian higher education is the disconnect between academic curricula and industry needs. University bridges this gap by encouraging strong partnerships with industries and businesses, ensuring students gain hands-on, practical experience alongside their theoretical instruction. The university's curriculum is designed with input from industry experts to guarantee its relevance and applicability in today's fast-changing market.

Internships, live projects, industry visits, and on-the-job training (OJT) are essential components of the

academic programs. These opportunities ensure that students are actively applying their knowledge in real-world scenarios rather than passively absorbing information. By promoting an entrepreneurial mindset, the university encourages students to explore unconventional career paths and innovation opportunities through initiatives like the incubation centre.

Additionally, India's deep-rooted emphasis on rote learning and exam-oriented culture poses a cultural barrier to the implementation of innovative teaching practices. Both students and parents often place greater value on traditional forms of assessment, making it difficult to shift towards more progressive education models. Changing this mindset will require a gradual transformation in how academic success and achievement are perceived.

**5. Evidence of Success:** Silver Oak University's innovative practices have greatly enhanced student employability, skill development, and the overall educational experience. Noteworthy achievements include a high employability rate and strong partnerships with industry leaders, offering students enriched learning opportunities, internships, and job placements. SOU has received multiple International and National awards from industry leaders and collaborations such as IEEE R10 SAC outstanding student branch award at IEEE Sparklers Summit.

One standout initiative, the Krishi Viman Drone Project, has had a significant societal impact, benefiting over 6,000 farmers. Through this project, students gain hands-on experience and financial support while solving real-world agricultural challenges. Additionally, student-led activities in numerous clubs and multidisciplinary Kalpvruksh promotes innovation and has earned multiple recognitions. The university's incubation center has successfully launched startups, showcasing its dedication to entrepreneurship.

These initiatives establish Silver Oak University as a leader in bridging the academia-industry gap in India. By integrating industry collaboration, experiential learning, and innovation, the university prepares students for successful careers. Its focus on societal impact and entrepreneurship develops industry-ready graduates who contribute to India's economic growth. Silver Oak University's model of academia-industry collaboration sets a benchmark for other institutions seeking to enhance employability, encourage innovation, and drive positive societal impact.

**6. Problems Encountered and Resources Required:** Silver Oak University aimed to enhance its educational practices through innovative approaches but faced several challenges and resource constraints during implementation.

Initially, both faculty and students at Silver Oak University were resistant to adopting new teaching methods, as they were accustomed to traditional approaches. The transition to tech-based learning was further hindered by limited knowledge and access to modern technology, affecting both instructors and students. Faculty members lacked the skills to effectively utilize innovative teaching tools, a challenge that was mitigated through targeted training programs. In the early stages, challenges arose due to the limited bandwidth available from regional providers and the need for more suitable learning spaces. These were successfully addressed by enhancing bandwidth capacity and improving infrastructure through careful planning and efficient time management. To support this transition, Silver Oak University established dedicated teams to assist with technology integration, curriculum redesign, and addressing the diverse needs of students.

Despite these challenges, the university successfully implemented its innovations, driving improvements

in educational quality.

## Best Practice - 2

**1. Title of the Practice:** Holistic Development through Integrated Learning & Community Engagement

**2. Objectives of the Practice:** The objective of this practice is to promote holistic student development by integrating academic learning with community engagement, encouraging socially responsible and empathetic individuals. Through the Silver Oak Cares initiative, students participate in community-based projects such as organizing physiotherapy and medical checkup camps. These projects provide essential healthcare services to underserved communities while enhancing students' understanding of societal challenges. By gaining hands-on experience, students apply their knowledge in real-world scenarios, promoting sustainable development and inclusive growth. This practice equips students with teamwork and leadership skills, preparing them to contribute positively to society.

**3. The Context:** Indian higher education often prioritizes academic excellence, neglecting hands-on learning and soft skill development. This creates a disconnect between theoretical knowledge and real-world application, leaving students unprepared for societal challenges like poverty, gender inequality, and environmental degradation.

Silver Oak University aims to solve this problem by extending education beyond the classroom. The university provides free medical OPD and physiotherapy services to the community, along with an environmental audit lab and subsidized EV charging station within campus. The curriculum includes subjects such as Universal Human Values, Integrated Personality Development, Ethical Hacking, and Aptitude Building.

Extracurricular initiatives like a cultural cell, sports events, and music academy promote creativity and teamwork. Additionally, programs for career exploration after the 10th and 12th grades, along with activities like electoral literacy clubs and consumer rights advocacy, enrich the student experience. By overcoming logistical constraints and forming community partnerships, the university promotes a collaborative, community-centered learning approach.

**4. The Practice:** Silver Oak University's integrated learning and community engagement practice is a cornerstone of its educational philosophy, embedding service-learning projects, internships, and fieldwork into the curriculum. This innovative approach allows students to collaborate on interdisciplinary initiatives that tackle significant societal issues, including improving rural education, promoting sustainable practices, and enhancing public health awareness.

Students from various disciplines apply their theoretical knowledge to real-world challenges, developing a deeper understanding of how different fields intersect and work together. This cross-disciplinary collaboration enables students to view problems from multiple perspectives and creates a more holistic approach to learning. Key programs, such as the National Cadet Corps, National Service Scheme, and Bharat Scouts and Guides, are designed to instill civic discipline, leadership, and teamwork skills among participants.

In addition to these community-oriented programs, Silver Oak University is deeply committed to sustainability and environmental responsibility. Initiatives like the Environmental Audit Lab and EV charging station for students and faculty at subsidized rates reinforce this commitment. These facilities

promote awareness of sustainable practices and encourage the university community to adopt eco-friendly habits.

The curriculum also emphasizes value-based education through subjects such as the Indian Constitution. Free courses on the Bhagavad Gita allow the students to grow spiritually. These subjects enhance students' intellectual and emotional development, promoting a well-rounded educational experience that goes beyond academics.

Moreover, students participate in medical OPD and physiotherapy services, gaining hands-on experience while making a meaningful impact on the lives of local residents. To further support student development, the university offers courses in Integrated Personality Development, Ethical Hacking Fundamentals, and Aptitude Building & Professional Skills. These courses equip students with essential skills needed in today's job market and enhance their employability.

Extracurricular activities also play a vital role in the holistic development of students. The university boasts a super-active cultural cell that fosters cultural awareness and appreciation through various events and programs. Additionally, the sports academy and music academy provide platforms for students to explore their talents and interests, nurturing creativity and teamwork.

To guide students in making informed career choices after the 10th and 12th grades, the university conducts career exploration programs that connect them with various professional pathways. Activities such as electoral literacy clubs, a consumer rights cell, commemorative day celebrations, and an active SOU alumni association further enrich the student experience.

**5. Evidence of Success:** The integrated learning approach at Silver Oak University has resulted in a significant increase in student engagement with real-world issues, leading to better academic performance and enhanced teamwork skills. This holistic development is reflected in students' willingness to participate in community projects and initiatives.

Community feedback has also been overwhelmingly positive, showcasing tangible improvements in sanitation, education, and healthcare in the local areas where student-led projects were implemented. For example, initiatives like the "Vocal for Local" exhibition have not only promoted local craftsmanship but also fostered a sense of community pride and support for local businesses. Additionally, physiotherapy camps and wellness workshops, conducted in collaboration with NGOs have provided essential healthcare services to underserved populations while offering students valuable hands-on experience in addressing pressing societal issues. Active participation in the events of Sun to Human Foundation has led to awareness about food and exercise. These initiatives exemplify the university's commitment to making a meaningful impact in the community while equipping students with practical skills and real-world experience. Overall, this integrated approach to learning reinforces the university's mission to develop socially responsible graduates who are prepared to meet the challenges of the modern world.

**6. Problems Encountered and Resources Required:** Silver Oak University faced various challenges in implementing its integrated learning and community engagement initiatives. A significant consideration was securing the necessary resources to support outreach efforts and manage the logistics involved in engaging with communities in remote areas. Balancing academic responsibilities with community work proved to be difficult for both students and faculty.

Furthermore, there was a pressing need for faculty development programs to effectively guide students in

interdisciplinary projects, ensuring that educators were well-equipped to facilitate collaborative learning experiences. To address these challenges, the university recognized the importance of establishing stronger collaborations with NGOs and local government.

Increased funding for fieldwork, along with significant investments in faculty development, was critical for overcoming the hurdles faced during the implementation of these initiatives. By securing additional resources and encouraging partnerships, the university aimed to enhance the effectiveness of its programs and ensure meaningful engagement in community service while maintaining academic integrity.

File Description	Document
Link of the best practices in the Institutional web site	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

#### **Pioneering Sustainable Development Through Innovation & Collaboration**

Silver Oak University (SOU) stands out as a beacon of 360-degree student development through a comprehensive integration of education, community engagement, and sustainable practices, all meticulously designed to coexist within a single campus. This distinctive approach empowers students to explore their interests and develop a diverse skill set that prepares them for a variety of future challenges in a rapidly changing world.

At the forefront of this innovative commitment is the **Drone Center**, part of the acclaimed Krishi Viman Spray Project. This center exemplifies SOU's dedication to revolutionizing agriculture by employing cutting-edge drone technology for precision farming. By using drones to spray pesticides accurately, the university enhances agricultural efficiency while significantly reducing environmental impact. This initiative has already benefited numerous farmers and enriched the educational experience for trainee pilots, who gain hands-on expertise in advanced agricultural technologies.

The **Royal Enfield Training Center** provides a unique platform that bridges the gap between academic theory and industry practice. Here, participants receive comprehensive training in motorcycle mechanics, enhancing their technical skills and increasing their employability in the competitive automotive sector. This collaboration ensures that graduates are not only knowledgeable but also highly skilled, making them desirable candidates for leading automotive companies.

The **Fronius Innovation and Skill Center** enhances academic excellence by providing advanced welding training in collaboration with Fronius International GmbH. This center offers courses that range from basic to advanced welding techniques, equipping professionals with recognized certifications that significantly improve their employability in various industries. The training programs here not only contribute to individual career development but also support regional economic growth and meet the demands of local industries.

The University boasts the **PARAM Shavak Supercomputing Facility**, a state-of-the-art high-performance computing resource dedicated to supporting students, researchers, and faculties in various domains of science, engineering, and technology. Equipped with advanced hardware and software resources, it enables users to tackle complex computational challenges, conduct innovative research, and collaborate across disciplines, positioning SOU at the forefront of cutting-edge research.

SOU's **advanced nursing training lab** plays a crucial role in enhancing healthcare education. By simulating real-world hospital settings, this lab equips nursing students with essential clinical skills in a safe and controlled environment. This hands-on training prepares students of the university and other universities to enter the healthcare workforce with confidence and competence, ultimately contributing to improved healthcare outcomes in the community, especially in underserved areas.

Silver Oak University (SOU) is proud to host a **NavIC Receiver** facility, provided by the Indian Space Research Organisation (ISRO). This state-of-the-art facility allows students and researchers to explore and utilize India's indigenous satellite navigation system, NavIC (Navigation with Indian Constellation). The NavIC receivers enable precise positioning and navigation capabilities, enhancing practical learning in fields such as geospatial technology, remote sensing, and robotics.

Additionally, the **Center for Continuing Education (CCE)** at Silver Oak University emphasizes the importance of lifelong learning and professional development. CCE offers flexible training programs, workshops, and seminars on contemporary topics such as cybersecurity, environmental sustainability, and personal development. This ensures that participants remain competitive in the ever-evolving job market while contributing to a socially responsible community dedicated to innovation and progress.

The **mushroom cultivation training lab** demonstrates SOU's commitment to sustainable agriculture by advancing innovative mushroom cultivation techniques. By providing training and research opportunities focused on mycology, the center boosts farmers' incomes while promoting eco-friendly farming practices. As a result, participating farmers have seen an increase in yields and improvement in quality, significantly enhancing their livelihoods and providing food security in the region.

SOU also boasts a **Hydroponics training Lab**, where various leafy vegetables are grown using soil-less farming techniques. This lab not only allows students and faculty to gain practical experience but also raises awareness of the challenges associated with traditional farming methods, particularly issues related to land use in residential and commercial areas.

SOU also features a **posture lab**, equipped with the advanced GaitON posture analysis system, which provides comprehensive evaluations of postural deviations. This state-of-the-art facility enables students in the College of Physiotherapy to analyze postures from anterior, posterior, and lateral views. By accurately assessing body alignment using a plumb line, students gain valuable insights into managing postural abnormalities, enhancing both academic learning and clinical practice and helping the community.

Moreover, SOU's **Silver Oak Incubation Center** serves as a hub for nurturing innovation and entrepreneurship. It offers mentorship, workshops, and resources tailored for students aiming to transform their ideas into successful business ventures. The center has successfully incubated various startups, contributing significantly to job creation and economic growth in the regional community.

The **Garment & Fashion Design Studio** offers design students a unique opportunity to conceptualize, create, and showcase their own garments at prestigious events like the Times Fashion Show. This platform allows students to express their creativity, experiment with innovative designs, and gain firsthand experience in the competitive fashion industry.

Silver Oak University features a **LearJet-24** dedicated to aviation courses, providing students with hands-on training in aircraft operations and aviation management. This unique facility enables aspiring engineers and aviation professionals to gain practical experience and technical skills essential for their careers in the aviation industry.

Silver Oak University's distinctiveness lies in its comprehensive approach to sustainable development, innovation, and collaboration. By integrating advanced technology, promoting entrepreneurship, encouraging green transportation, and offering comprehensive skills training, SOU is at the forefront of shaping a future where education, industry, and community development go hand in hand. The university's numerous initiatives not only contribute to global sustainable development goals (SDGs) such as quality education, decent work, and economic growth but also position SOU as a leader in driving positive societal change through sustainable development. By providing such a rich and diverse array of opportunities within one campus, Silver Oak University fosters a vibrant community where students can flourish academically, socially, and personally, ensuring that they are well-rounded individuals ready to make significant contributions to society.

File Description	Document
Link of appropriate Web link in the Institutional website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

#### VALUES THAT DRIVE OUR GOALS:

- Excellence of the programmed quality and outcomes offered.
- Access with Support to Succeed gives all who desire the opportunity to take full advantage of the wealth of resources at Silver Oak University and to be included in the silver Oak community.
- Integrity that holds us accountable to our students, the community, and all who serve Silver Oak's mission, to manage our resources wisely and keep our promises.
- Diversity that enlivens and strengthens our university, our community, and our society.
- Respectful Relationships that build trust, inspire collaboration, and ensure the teamwork that is essential to Silver Oak's success.
- Freedom of speech, inquiry, pursuit of ideas, and creative activity.
- Environmental Consciousness and Sustainability so that as we meet the needs of the present, we are not compromising the wellbeing of future generations.
- Active Citizenry that promotes exemplary citizens.
- Service to society and contribution towards national development.
- Promotion of Indian culture & heritage.

### **Concluding Remarks :**

#### Silver Oak University: A Beacon of Holistic Education and Sustainable Development

The University, a prestigious institution committed to holistic development, offers a comprehensive educational experience that extends beyond academics. By nurturing responsible citizenship, which contributes significantly to societal and national advancement.

As a beacon of educational excellence, Silver Oak University fosters a culture of inquiry, integrity, and environmental consciousness. This equips students to lead with integrity, adaptability, and a deep commitment to education and societal welfare. Through its innovative research, the university drives sustainable development, addressing the challenges of today and shaping a brighter future for generations to come.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification										
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years</p> <p>1.1.2.1. How many programs were revised out of total number of programs offered during the last five years            Answer before DVV Verification : 40            Answer after DVV Verification: 26</p> <p>Remark : DVV has made the changes as per shared input.</p>										
1.2.1	<p>Percentage of Programmes in which Choice-Based Credit System (CBCS)/Elective Course System has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year).</p> <p>1.2.1.1. Number of programmes in which CBCS/ Elective course system implemented.            Answer before DVV Verification : 36            Answer after DVV Verification: 61</p> <p>1.2.1.2. Total number of Programmes where there is regulatory provision for CBCS / elective course system            Answer before DVV Verification : 36            Answer after DVV Verification: 61</p> <p>Remark : DVV has made the changes as per IIQA.</p>										
1.2.3	<p>Percentage of interdisciplinary courses under the programmes offered by the University during the last five years</p> <p>1.2.3.1. Number of interdisciplinary courses offered by institution during the last five years            Answer before DVV Verification : 670            Answer after DVV Verification: 495</p> <p>1.2.3.2. Number of courses offered by the institution across all programs during the last five years            Answer before DVV Verification : 1478            Answer after DVV Verification: 1478</p> <p>Remark : DVV has made the changes as per response received.</p>										
2.1.2	<p>Student Demand Ratio applicable to programmes where state / central common entrance tests are not conducted</p> <p>2.1.2.1. Number of eligible applications received year-wise during the last five years for programmes where State / Central Common Entrance Tests are not conducted            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>164503</td> <td>116819</td> <td>78983</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	164503	116819	78983	0	0
2022-23	2021-22	2020-21	2019-20	2018-19							
164503	116819	78983	0	0							

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9847	9235	8093		

2.1.2.2. Number of seats available year-wise/eligible applications received during the last five years where *State / Central Common Entrance Tests are not conducted*

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1947	1833	1493	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1947	1833	1493		

Remark : DVV has made the changes as per response received.

2.4.2 Average percentage of fulltime teachers with Ph.D./D.Sc./D.Lit./ DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / Universities during the last five years

2.4.2.1. Number of fulltime teachers with Ph.D./D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
131	89	38	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
59	89	38		

Remark : DVV has made the changes as per shared clarification.

2.4.4 Average percentage of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years.

2.4.4.1. Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

241	165	75	0	0
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
241	165	70		

Remark : HEI has not shared proper reports.

2.4.5 Average percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academics during the last five years

2.4.5.1. Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / *academies* during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
61	50	27	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	08	12		

Remark : DVV has made the changes as per response received.

3.1.2 The institution provides seed money to its teachers for research (average per year)

3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
112.98	78.77	21.12	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22.98	18.77	16.12		

Remark : DVV has made the changes as per response received.

3.1.3	<p>Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in Indian and Overseas Institutions during the last five years</p> <p>3.1.3.1. Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 472 1046 604"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>55</td> <td>35</td> <td>15</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 683 1046 815"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>06</td> <td>04</td> <td></td> <td></td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per response received.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	55	35	15	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	14	06	04		
2022-23	2021-22	2020-21	2019-20	2018-19																	
55	35	15	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
14	06	04																			
3.1.4	<p>Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years</p> <p>3.1.4.1. The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1176 1046 1308"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>71</td> <td>17</td> <td>12</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1386 1046 1518"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>24</td> <td>06</td> <td></td> <td></td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per response received.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	71	17	12	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	26	24	06		
2022-23	2021-22	2020-21	2019-20	2018-19																	
71	17	12	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
26	24	06																			
3.1.6	<p><b>Percentage of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies, (excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)</b></p> <p>3.1.6.1. The Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 2000 1046 2089"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

9	9	5	0	0
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	2		

3.1.6.2. Number of departments offering academic programmes year - wise during last five years.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	21	18	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	21	18		

Remark : DVV has made the changes as per shared input.

3.2.1 Total Grants for research projects / clinical trials sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the last five years

3.2.1.1. Grants for research projects sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs in the institution year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
262	180	87	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
62	40	17		

Remark : DVV has made the changes as per response received.

3.3.3 Total number of awards / recognitions received for innovation / discoveries by the institution/teachers/research scholars/students during the last five years

3.3.3.1. Number of awards/recognitions received by the Institution/teachers/research scholars/students year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

47	21	12	0	0
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	2		

Remark : DVV has made the changes as per response received.

### 3.3.4 Number of start-ups incubated on campus during the last five years

3.3.4.1. Total number of start-ups incubated on campus year-wise during the last five years (a startup to be counted only once)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	7	4	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	2		

Remark : DVV has made the changes as per response received.

### 3.4.3 Total number of Patents/ Copyrights published/awarded/technology-transferred during the last five years..

3.4.3.1. Number of Patents/ Copyrights published/awarded/ technology-transferred year-wise during the last five years..

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	50	1	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	23	1		

Remark : DVV has made the changes as per SOP.

### 3.5.2 Revenue generated from advisory / R&D /consultancy projects (exclude patients consultancy) including Clinical trials during the last five years

3.5.2.1. Amount generated from consultancy year-wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
122	64	40	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
62	32	14		

Remark : DVV has made the changes as per response received.

3.6.1 Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, community, Government and non- Government Organizations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., during the last five years

3.6.1.1. Number of extension and outreach activities conducted in collaboration with industry, community Government and Non-Government Organisations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
238	218	56	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
230	218	56		

Remark : DVV has made the changes as per shared response.

4.1.4 Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years

4.1.4.1. *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years (INR in lakhs)*

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
938.04	758.87	429.07	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
698.32	452.65	326.02		

Remark : DVV has made the changes as per shared report.

4.2.3	<p>Availability of infrastructure for community based learning</p> <ol style="list-style-type: none"> <li>1. Attached Satellite Primary Health Centers</li> <li>2. Attached Rural Health Centers available for training of students</li> <li>3. Attached Urban Health Centre for training of students</li> <li>4. Residential facility for students / trainees at the above peripheral health centers / hospitals</li> </ol> <p>Answer before DVV Verification : All of the above          Answer After DVV Verification: Any 3 of the above          Remark : DVV has made the changes as per response received.</p>
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4.3.4	<p>Average annual expenditure for purchase of books and journals (including e-resources) during the last five years</p> <p>4.3.4.1. Annual expenditure for purchase of books and journals year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 945 1046 1081"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>126</td> <td>104</td> <td>93</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1160 1046 1296"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>126</td> <td>104</td> <td>93</td> <td></td> <td></td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per response received.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	126	104	93	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	126	104	93		
2022-23	2021-22	2020-21	2019-20	2018-19																	
126	104	93	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
126	104	93																			

5.2.2	<p>Average percentage of placement /self employed professional services of graduating students during the last five years</p> <p>5.2.2.1. Number of outgoing students who got placed / self-employed year- wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1650 1046 1787"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>450</td> <td>420</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1865 1046 2002"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>216</td> <td>198</td> <td>1</td> <td></td> <td></td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared input.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	450	420	1	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	216	198	1		
2022-23	2021-22	2020-21	2019-20	2018-19																	
450	420	1	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
216	198	1																			

5.3.1	<p>Number of awards/medals for outstanding performance in sports/cultural activities at state/regional/national/international events (award for a team event should be counted as one) during the last five years</p> <p>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at state/regional /national/international events (award for a team event should be counted as one) year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>52</td> <td>31</td> <td>5</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>7</td> <td>5</td> <td></td> <td></td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per response received.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	52	31	5	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	12	7	5		
2022-23	2021-22	2020-21	2019-20	2018-19																	
52	31	5	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
12	7	5																			

## 2.Extended Profile Deviations

<b>Extended Profile Deviations</b>
No Deviations