



UNIVERSITY GRANTS
COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI-110 002

A. Legal Status:

1. 1	Name and Address of the University	ATRIA UNIVERSITY ASKB Campus, 1 st Main, AGs Colony, Anandnagar, Hebbal, Bengaluru 560024, Karnataka
1. 2	Headquarters of the University	ATRIA UNIVERSITY ASKB Campus, 1 st Main, AGs Colony, Anandnagar, Hebbal, Bengaluru 560024, Karnataka
1. 3	Information about University a.Website..... b.Email..... c.Phone Nos..... d.Fax Nos..... Information about Authorities of the University A.Ph. (including mobile), Fax Nos. and email of Chancellor B.Ph. (including mobile), Fax Nos. and e-mail of Vice-Chancellor C. Ph. (including mobile), Fax Nos. and email of Registrar	a. Website: www.atriauniversity.edu.in b. Email: registrar@atriauniversity.edu.in c. Phone No: 080-23330907,080-23330510 d. Fax No: 080-23330930 Information about Authorities of the University a.Chancellor: Sri. C. S. Sunder Raju Mobile No. : +91 9845066434 Fax No. 080-23330930 Email: sunder.raju@atriapower.com b.Vice-Chancellor: Dr. Madhavan Nair Rajeevan Mobile No. : +91 8505902700 Fax No.: 080- 2333093 Email: vc@atriauniversity.edu.in c.Registrar: Dr. K. V. Narayanaswamy Mobile No. : +91 9980852708 Fax No.: 080-23330930 Email: registrar@atriauniversity.edu.in d.Finance Officer: Sri.D V R Murthy

	D. Ph. (including mobile), Fax Nos. and e-mail of Finance Officer	Mobile No: +91 8826000304 Fax No.: 080-23330930 Email: financeofficer@atriauniversity.edu.in																											
1.4	Date of Establishment	16.04.2021																											
1.5	Name of the Society/Trust promoting the University (Information may be provided in the following format)	A.S. Kupparaju & Brothers Charitable Foundation Trust.																											
1.6	Composition of the Society/Trust	<table border="1"> <thead> <tr> <th data-bbox="305 1073 418 1171">Name</th> <th data-bbox="418 1073 537 1171">Address</th> <th data-bbox="537 1073 704 1171">Occupation</th> <th data-bbox="704 1073 829 1171">Designation in the society/trust</th> <th data-bbox="829 1052 922 1171">Name</th> <th data-bbox="922 1052 1040 1171">Address</th> <th data-bbox="1040 1052 1182 1171">Occupation</th> <th data-bbox="1182 1052 1325 1171">Designation in the society/trust</th> </tr> </thead> <tbody> <tr> <td data-bbox="305 1171 418 1234"></td> <td data-bbox="418 1171 537 1234"></td> <td data-bbox="537 1171 704 1234"></td> <td data-bbox="704 1171 829 1234"></td> <td data-bbox="829 1213 922 1528">Sri. C.S. Sunder Raju</td> <td data-bbox="922 1213 1040 1528">No. 294, Upper Palace Orchards, Bangalore - 560080</td> <td data-bbox="1040 1213 1182 1528">Businessman</td> <td data-bbox="1182 1213 1325 1528">Trustee</td> </tr> <tr> <td data-bbox="305 1528 418 1890"></td> <td data-bbox="418 1528 537 1890"></td> <td data-bbox="537 1528 704 1890"></td> <td data-bbox="704 1528 829 1890"></td> <td data-bbox="829 1539 922 1890">Sri. K Naga Raju</td> <td data-bbox="922 1539 1040 1890">No. 160, R.V. Layout, Kumara park West, Bangalore - 560020</td> <td data-bbox="1040 1539 1182 1890">Businessman</td> <td data-bbox="1182 1539 1325 1890">Trustee</td> </tr> </tbody> </table>				Name	Address	Occupation	Designation in the society/trust	Name	Address	Occupation	Designation in the society/trust					Sri. C.S. Sunder Raju	No. 294, Upper Palace Orchards, Bangalore - 560080	Businessman	Trustee					Sri. K Naga Raju	No. 160, R.V. Layout, Kumara park West, Bangalore - 560020	Businessman	Trustee
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1.7	<p>Whether the members of the Society/Trust are members in other Societies/Trusts or the Board of Governors in companies? If yes, please provide details in the following format:-</p> <table border="1" data-bbox="311 420 950 609"> <thead> <tr> <th data-bbox="311 420 435 546">Name of the member</th> <th data-bbox="435 420 560 546">Address</th> <th data-bbox="560 420 730 546">Name of the society/trust</th> <th data-bbox="730 420 950 546">Designation in the society/trust</th> </tr> </thead> <tbody> <tr> <td data-bbox="311 546 435 609"></td> <td data-bbox="435 546 560 609"></td> <td data-bbox="560 546 730 609"></td> <td data-bbox="730 546 950 609"></td> </tr> </tbody> </table>	Name of the member	Address	Name of the society/trust	Designation in the society/trust					Annexure-1.7
Name of the member	Address	Name of the society/trust	Designation in the society/trust							

1.8	<p>Whether the promoting Society/Trust is involved in promoting/ running any other University/ Educational Institution? If yes, please give details in the following format:-</p> <table border="1" data-bbox="373 919 977 1075"> <thead> <tr> <th data-bbox="373 919 776 1012">Name of the University / Educational Institution</th> <th data-bbox="776 919 977 1012">Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="373 1012 776 1075"></td> <td data-bbox="776 1012 977 1075"></td> </tr> </tbody> </table>	Name of the University / Educational Institution	Activities			
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		<p>Science & Engineering (Data Science)</p> <p>5. Electronics & Communication Engineering</p> <p>6. Information Science & Engineering</p> <p>7. Mechanical Engineering</p> <p>8. BSc (Hons)</p> <p><u>POSTGRADUATE</u></p> <p>1. MBA</p> <p>2. MCA</p> <p>3. M Tech (Artificial Intelligence & Machine Learning)</p> <p>4. M.Tech (Computer Science & Engineering)</p> <p>5. M.Tech (Data Science)</p>				
	<p>A S Kupparaju & Bros Vidyaniketan, 1st Main Rd, Chola Nagar, Anandnagar, Hebbal, Bengaluru, Karnataka 560024</p>	<p>Recognized by the Government of Karnataka and offers primary, middle, and high school education.</p>				
<p>1.9</p>	<p>Whether the promoting society/trust is involved in promoting/running activities other than educational? If yes, please give details in the following format:-</p> <table border="1" data-bbox="358 1444 977 1602"> <thead> <tr> <th data-bbox="358 1444 760 1539">Name of the University / Educational Institution</th> <th data-bbox="760 1444 977 1539">Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="358 1539 760 1602"></td> <td data-bbox="760 1539 977 1602"></td> </tr> </tbody> </table>	Name of the University / Educational Institution	Activities			<p>NO</p>
Name of the University / Educational Institution	Activities					
<p>1.10</p>	<p>Act and Notification under which established (copy of the Act & Notification to be enclosed)</p> <p>Enclosed</p>	<ul style="list-style-type: none"> • The Atria University Act, 2020 received the permission of the Governor on the Fifteenth Day of April 2021 • Karnataka Act No. 22 of 2021, First Published in the Karnataka Gazette 				

Extraordinary on the Sixteenth day of April 2021

- The Government Notification Order details EO. No. ED/123/URC/2021, Dated 07.01.2022



ಕರ್ನಾಟಕ ಸರ್ಕಾರ

ಇ-ಕಛೇರಿ ಸಂಖ್ಯೆ: ಇಡಿ/123/ಯುಆರ್‌ಸಿ/2021

ಕರ್ನಾಟಕ ಸರ್ಕಾರದ ಸಚಿವಾಲಯ

ಬಹುಮಹಡಿ ಕಟ್ಟಡ

ಬೆಂಗಳೂರು, ದಿನಾಂಕ: 7ನೇ ಜನವರಿ 2022

ಅಧಿಸೂಚನೆ

ಏಷ್ಯಾ ವಿಶ್ವವಿದ್ಯಾಲಯ ಅಧಿನಿಯಮ, 2020 (2021ರ ಕರ್ನಾಟಕ ಅಧಿನಿಯಮ ಸಂಖ್ಯೆ: 22)ರ 1ನೇ ಪ್ರಕರಣದ (3)ನೇ ಉಪ ಪ್ರಕರಣದಡಿ ಪ್ರದತ್ತವಾದ ಅಧಿಕಾರವನ್ನು ಚಲಾಯಿಸಿ ಕರ್ನಾಟಕ ಸರ್ಕಾರವು ಈ ಮೂಲಕ ಸದರಿ ಅಧಿನಿಯಮವು ದಿನಾಂಕ: 7ನೇ ಜನವರಿ 2022 ರಿಂದ ಜಾರಿಗೆ ಬರತಕ್ಕದ್ದೆಂದು ಗೊತ್ತುಪಡಿಸುತ್ತದೆ.

ಕರ್ನಾಟಕ ರಾಜ್ಯಪಾಲರ ಆಜ್ಞಾನುಸಾರ

ಮತ್ತು ಆನರ ಹೆಸರಿನಲ್ಲಿ

Malu

(ಮಹೇಶ್ ಆರ್)

ಸರ್ಕಾರದ ಉಪ ಕಾರ್ಯದರ್ಶಿ,

ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ(ವಿಶ್ವವಿದ್ಯಾಲಯಗಳು-2)

07/01/2022

ಇವರಿಗೆ :-

ಸಂಕಲನಕಾರರು, ಕರ್ನಾಟಕ ರಾಜ್ಯ ಪತ್ರಗಾರ, ಬೆಂಗಳೂರು- ಈ ಅಧಿಸೂಚನೆಯನ್ನು ಇಂದೇ ವಿಶೇಷ ರಾಜ್ಯ ಪತ್ರದಲ್ಲಿ ಪ್ರಕಟಿಸಿ 200 ಪ್ರತಿಗಳನ್ನು ಕೊಠಡಿ ಸಂಖ್ಯೆ: 725, 7ನೇ ಮಹಡಿ, ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ (ವಿಶ್ವವಿದ್ಯಾಲಯ-2) ಬಹುಮಹಡಿಗಳ ಕಟ್ಟಡ, ಬೆಂಗಳೂರು ಇಲ್ಲಿಗೆ ಕಳುಹಿಸಲು ಕೋರಿದೆ.

ಪ್ರತಿಗಳು:-

- 1) ಕಾರ್ಯದರ್ಶಿಗಳು, ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಮಾನವ ಸಂಪನ್ಮೂಲ ಮತ್ತು ಅಭಿವೃದ್ಧಿ ಮಂತ್ರಾಲಯ, ಶಾಸ್ತ್ರಿ ಭವನ, ಭಾರತ ಸರ್ಕಾರ, ನವದೆಹಲಿ-11.
- 2) ಅಧ್ಯಕ್ಷರು, ವಿಶ್ವವಿದ್ಯಾಲಯ ಧನಸಹಾಯ ಆಯೋಗ, ನವದೆಹಲಿ.
- 3) ಅಧ್ಯಕ್ಷರು, ಅಖಿಲ ಭಾರತ ತಾಂತ್ರಿಕ ಶಿಕ್ಷಣ ಪರಿಷತ್ತು, ನವದೆಹಲಿ.
- 4) ಅಧ್ಯಕ್ಷರು, ಎನ್.ಸಿ.ಐ.ಇ. ನವದೆಹಲಿ.
- 5) ಅಧ್ಯಕ್ಷರು, ಕೌನ್ಸಿಲ್ ಆಫ್ ಆರ್ಟ್‌ವೆಡ್ಸ್, ನವದೆಹಲಿ.

- 6) ಕಾರ್ಯದರ್ಶಿ, ಭಾರತೀಯ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳ ಸಂಘ, ಎ.ಐ.ಯು. ಹೌಸ್, ನಂ.16, ಗೊಮ್ಮೆಡ್ ಇಂದ್ರಜಿತ್ ಮಾರ್ಗ (ಕೋಲ್ಕತ್ತಾ ಮಾರ್ಗ), ನವದೆಹಲಿ-110002.
- 7) ಮಾನ್ಯ ರಾಜ್ಯಪಾಲರ ವಿಶೇಷ ಕಾರ್ಯದರ್ಶಿಯವರು, ರಾಜಧಾನಿ, ಬೆಂಗಳೂರು.
- 8) ಮಾನ್ಯ ಮುಖ್ಯಮಂತ್ರಿಯವರ ಅಸರ ಮುಖ್ಯ ಕಾರ್ಯದರ್ಶಿಯವರು, ವಿಧಾನ ಸೌಧ, ಬೆಂಗಳೂರು.
- 9) ರಾಜ್ಯದ ಎಲ್ಲ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳ ಕುಲಪತಿಗಳು / ಕುಲಸಚಿವರು.
- 10) ಸರ್ಕಾರದ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಗಳು, ತೋಟಗಾರಿಕೆ ಇಲಾಖೆ, ಬೆಂಗಳೂರು.
- 11) ಸರ್ಕಾರದ ಕಾರ್ಯದರ್ಶಿ ಸಂಸದೀಯ ವ್ಯವಹಾರಗಳು ಮತ್ತು ಶಾಸನ ರಚನಾ ಇಲಾಖೆ, ವಿಧಾನ ಸೌಧ, ಬೆಂಗಳೂರು.
- 12) ಆಯುಕ್ತರು, ಕಾಲೇಜು ಮತ್ತು ತಾಂತ್ರಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಬೆಂಗಳೂರು.
- 13) ನಿರ್ದೇಶಕರು, ತಾಂತ್ರಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಬೆಂಗಳೂರು.
- 14) ಕಾರ್ಯನಿರ್ವಾಹಕ ನಿರ್ದೇಶಕರು, ಕರ್ನಾಟಕ ರಾಜ್ಯ ಉನ್ನತ ಶಿಕ್ಷಣ ಪರಿಷತ್, ಬೆಂಗಳೂರು.
- 15) ಮಾನ್ಯ ಉನ್ನತ ಶಿಕ್ಷಣ ಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿ, ವಿಕಾಸ ಸೌಧ, ಬೆಂಗಳೂರು.
- 16) ಸರ್ಕಾರದ ಜಂಟಿ ಕಾರ್ಯದರ್ಶಿ, ಸಚಿವ ಸಂಪುಟ ಶಾಖೆ, ವಿಧಾನ ಸೌಧ, ಬೆಂಗಳೂರು.
- 17) ಕಾರ್ಯದರ್ಶಿ, ಕರ್ನಾಟಕ ವಿಧಾನ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು
- 18) ಕಾರ್ಯದರ್ಶಿ, ಕರ್ನಾಟಕ ವಿಧಾನ ಸಭೆ, ಬೆಂಗಳೂರು.
- 19) ಅಧ್ಯಕ್ಷರು/ಕಾರ್ಯದರ್ಶಿ, ಎ.ಎಸ್. ಕುಸ್ಪುರಾಜು ಮತ್ತು ಸಹೋದರರು
ಚಾಲಿಟಬಲ್ ಫೌಂಡೇಷನ್ ಟ್ರಸ್ಟಿ, ಬೆಂಗಳೂರು.
- 20) ಸರ್ಕಾರದ ಅಸರ ಮುಖ್ಯ ಕಾರ್ಯದರ್ಶಿಯವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿ, ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ,
ಬೆಂಗಳೂರು.
- 21) ಸರ್ಕಾರದ ಉಪ ಕಾರ್ಯದರ್ಶಿಯವರ ಆಪ್ತ ಸಹಾಯಕರು, ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ,
ಬೆಂಗಳೂರು.
- 22) ಶಾಖಾ ರಕ್ಷಕರು / ಹೆಚ್ಚುವರಿ ಪ್ರತಿ.



GOVERNMENT OF KARNATKA

EO.No. ED/123/URC/2021

Karnataka Government Secretariat,
M.S. Building,
Bengaluru, dated: 7th January 2022

NOTIFICATION

In exercise of Powers conferred under sub section (3) of Section 1 of THE ATRIA UNIVERSITY ACT, 2020 (Karnataka Act No. 22 of 2021), it is hereby notified by Government of Karnataka that **THE ATRIA UNIVERSITY ACT, 2020** shall come into effect from 7th January 2022.

By Order and in the name of
Governor of Karnataka

Mahesh R

(MAHESH R)

Under Secretary to Government
Higher Education Department (Universities-2)

To

The Compiler, Karnataka Gazette, Bengaluru – This will be published today in a Special Karnataka Gazette and 200 copies shall be supplied to the Department at the earliest.

Copies to:-

1. The Secretary to Government of India, Department of Higher Education, Ministry of Human Resources, Development, Shastry Bhavan, New Delhi-11.
2. The Chairman, University Grants Commission, New Delhi.
3. The Chairman, All India Council for Technical Education, New Delhi.
4. The Chairman, NCTE, New Delhi.
5. The President, Council of Architecture, New Delhi.
6. The Secretary General, Association of Indian Universities, AIU House, No. 16, Gomrade Indrajit Gupta Marg (Kotla Marg), New Delhi 110 002.
7. The Special Secretary to Hon'ble Governor and Chancellor, Raj Bhavan, Bengaluru.
8. The Additional Chief Secretary to Chief Minister, Vidhana Soudha, Bengaluru.
9. All the Vice Chancellors/Registrars of All the Universities in Karnataka.
10. The Principal Secretary to Government, Dept of Horticulture and Sericulture, Bengaluru.
11. The Secretary to Government, Department of Parliamentary Affairs and Legislation, Vidhana Soudha, Bengaluru.
12. The Commissioner, Collegiate and Technical Education, Bengaluru.
13. The Director, Department of Technical Education, Bengaluru.
14. The Executive Director, Karnataka State Higher Education Council, Bengaluru.
15. The PS to Hon'ble Minister for Higher Education, Vikasa Soudha, Bengaluru.
16. The Joint Secretary, Cabinet Section, Vidhana Soudha, Bengaluru.
17. The Secretary, Karnataka Legislative Assembly, Bengaluru.

- 18. The Secretary, Karnataka legislative Council, Bengaluru.
- 19. The President/Secretary, A.S. Kupparaju and Brothers Charitable Foundation Trust, Bengaluru.
- 20. PS to Additional Chief Secretary to Government, Higher Education Department.
- 21. PA to Deputy Secretary to Government, Higher Education Department (Universities), M.S. Building, Bengaluru.
- 22. SGF/Spare Copies.



ಕರ್ನಾಟಕ ರಾಜ್ಯಪತ್ರ

ಅಧಿಕೃತವಾಗಿ ಪ್ರಕಟಿಸಲಾದುದು
ವಿಶೇಷ ರಾಜ್ಯ ಪತ್ರಿಕೆ

ಭಾಗ - ೪ಎ Part - IV A	ಬೆಂಗಳೂರು, ಶುಕ್ರವಾರ, ೧೬, ಏಪ್ರಿಲ್, ೨೦೨೧ (ಚೈತ್ರ, ೨೬, ಶಕವರ್ಷ, ೧೯೪೩) BENGALURU, FRIDAY, 16, APRIL, 2021 (CHAITHRA, 26, SHAKAVARSHA, 1943)	ನಂ. ೪೩೭ No. 437
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ಸಂಸದೀಯ ವ್ಯವಹಾರಗಳು ಮತ್ತು ಶಾಸನ ರಚನೆ ಇಲಾಖೆ ಸಚಿವಾಲಯ
ಅಧಿಸೂಚನೆ

ಸಂಖ್ಯೆ: ಸಂವ್ಯಶಾಇ 73 ಶಾಸನ 2020, ದಿನಾಂಕ: 16.04.2021

ಏಟಿಯಾ ವಿಶ್ವವಿದ್ಯಾಲಯ ವಿಧೇಯಕ, 2020 ಇದಕ್ಕೆ 2021ರ ಏಪ್ರಿಲ್ ತಿಂಗಳ 15ನೇ ದಿನಾಂಕದಂದು ರಾಜ್ಯಪಾಲರ ಒಪ್ಪಿಗೆ ದೊರೆತಿದ್ದು, ಸಾಮಾನ್ಯ ತಿಳುವಳಿಕೆಗಾಗಿ ಇದನ್ನು 2021 ರ ಕರ್ನಾಟಕ ಅಧಿನಿಯಮ ಸಂಖ್ಯೆ: 22 ಎಂಬುದಾಗಿ ಕರ್ನಾಟಕ ರಾಜ್ಯ ಪತ್ರದ ವಿಶೇಷ ಸಂಚಿಕೆಯಲ್ಲಿ (ಭಾಗ IV) ಪ್ರಕಟಿಸಬೇಕೆಂದು ಆದೇಶಿಸಲಾಗಿದೆ,-

2021ರ ಕರ್ನಾಟಕ ಅಧಿನಿಯಮ ಸಂಖ್ಯೆ: 22

(2021 ರ ಏಪ್ರಿಲ್ ತಿಂಗಳ 16ನೇ ದಿನಾಂಕದಂದು ಕರ್ನಾಟಕ ರಾಜ್ಯ ಪತ್ರದ ವಿಶೇಷ ಸಂಚಿಕೆಯಲ್ಲಿ ಮೊದಲು ಪ್ರಕಟವಾಗಿದೆ)

ಏಟಿಯಾ ವಿಶ್ವವಿದ್ಯಾಲಯ ಅಧಿನಿಯಮ, 2020

(2021ರ ಏಪ್ರಿಲ್ ತಿಂಗಳ 15ನೇ ದಿನಾಂಕದಂದು ರಾಜ್ಯಪಾಲರಿಂದ ಅನುಮೋದನೆಯನ್ನು ಪಡೆಯಲಾಗಿದೆ)

ವಿಜ್ಞಾನಗಳು, ಇಂಜಿನಿಯರಿಂಗ್‌ನ ಎಲ್ಲಾ ಶಾಖೆಗಳು, ಕಲೆ, ವ್ಯವಸ್ಥಾಪನೆ, ವಾಣಿಜ್ಯ ಮತ್ತು ಇವುಗಳಲ್ಲಿ ಅನ್ವಯಿಕ ವಿಶ್ವವಿದ್ಯಾಲಯ ಶಿಕ್ಷಣದ ಪ್ರಗತಿಯನ್ನು ಪ್ರೋತ್ಸಾಹಿಸಲು ಮತ್ತು ಕೈಗೊಳ್ಳಲು ಹಾಗೂ ಅದಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಅಥವಾ ಅದಕ್ಕೆ ಅನುಷ್ಠಾನಿಕವಾದ ವಿಷಯಗಳಿಗಾಗಿ ಎ.ಎಸ್.ಕುಪ್ಪರಾಜು ಅಂಡ್ ಬ್ರದರ್ಸ್ ಚಾರಿಟಬಲ್ ಫೌಂಡೇಷನ್ ಟ್ರಸ್ಟ್‌ನ ಮೂಲಕ ಖಾಸಗಿ ವಲಯದಲ್ಲಿ ಏಕಾತ್ಮಕ ಸ್ವರೂಪದ ವಿಶ್ವವಿದ್ಯಾಲಯವನ್ನು ಕರ್ನಾಟಕ ರಾಜ್ಯದಲ್ಲಿ ಸ್ಥಾಪಿಸಿ ನಿಗಮಿತಗೊಳಿಸಲು ಒಂದು ಅಧಿನಿಯಮ.

ಇಲ್ಲಿ ಇನ್ನುಮುಂದೆ ಕಂಡುಬರುವ ಉದ್ದೇಶಗಳಿಗಾಗಿ ವಿಜ್ಞಾನಗಳು, ಇಂಜಿನಿಯರಿಂಗ್‌ನ ಎಲ್ಲಾ ಶಾಖೆಗಳು, ಕಲೆ, ವ್ಯವಸ್ಥಾಪನೆ, ವಾಣಿಜ್ಯ ಇವುಗಳಲ್ಲಿ ಅನ್ವಯಿಕ ವಿಶ್ವವಿದ್ಯಾಲಯ ಶಿಕ್ಷಣದ ಪ್ರಗತಿಯನ್ನು ಪ್ರೋತ್ಸಾಹಿಸಲು ಮತ್ತು ಕೈಗೊಳ್ಳಲು ಹಾಗೂ ಅದಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಅಥವಾ ಅದಕ್ಕೆ ಅನುಷ್ಠಾನಿಕವಾದ ವಿಷಯಗಳಿಗಾಗಿ ಎ.ಎಸ್.ಕುಪ್ಪರಾಜು ಅಂಡ್ ಬ್ರದರ್ಸ್ ಚಾರಿಟಬಲ್ ಫೌಂಡೇಷನ್ ಟ್ರಸ್ಟ್‌ನ ಮೂಲಕ ಖಾಸಗಿ ವಲಯದಲ್ಲಿ ಏಕಾತ್ಮಕ ಸ್ವರೂಪದ ವಿಶ್ವವಿದ್ಯಾಲಯವನ್ನು ಕರ್ನಾಟಕ ರಾಜ್ಯದಲ್ಲಿ ಸ್ಥಾಪಿಸಿ ನಿಗಮಿತಗೊಳಿಸುವುದು ಯುಕ್ತವಾಗಿರುವುದರಿಂದ;

ಇದು ಭಾರತ ಗಣರಾಜ್ಯದ ಎಷ್ಟೊಂದನೇ ವರ್ಷದಲ್ಲಿ ಕರ್ನಾಟಕ ರಾಜ್ಯ ವಿಧಾನಮಂಡಲದಿಂದ ಈ ಮುಂದಿನಂತೆ ಅಧಿನಿಯಮಿತವಾಗಲಿ:-

(೧)

ಪರಂತು, ಈ ಅಧಿನಿಯಮವು ಪ್ರಾರಂಭವಾದ ದಿನಾಂಕದಿಂದ ಐದು ವರ್ಷಗಳು ಮುಕ್ತಾಯವಾದ ತರುವಾಯ ಈ ಪ್ರಕರಣದ ಅಡಿಯಲ್ಲಿ ಅಂಥ ಯಾವುದೇ ಅಧಿಸೂಚನೆ ಅಥವಾ ಆದೇಶವನ್ನು ಹೊರಡಿಸತಕ್ಕದ್ದಲ್ಲ.

(2) (1)ನೇ ಉಪಪ್ರಕರಣದ ಅಡಿಯಲ್ಲಿ ಮಾಡಿದ ಪ್ರತಿಯೊಂದು ಆದೇಶವನ್ನು ಅದನ್ನು ರಚಿಸಿದ ತರುವಾಯ, ಆದಷ್ಟು ಬೇಗನೆ ರಾಜ್ಯ ವಿಧಾನ ಮಂಡಲದ ಮುಂದೆ ಮಂಡಿಸತಕ್ಕದ್ದು.

62. ರಾಜ್ಯ ಸರ್ಕಾರದ ನಿಯಮಗಳ ರಚನಾಧಿಕಾರ.- (1) ರಾಜ್ಯ ಸರ್ಕಾರವು, ಈ ಅಧಿನಿಯಮದ ಉದ್ದೇಶಗಳನ್ನು ಈಡೇರಿಸುವುದಕ್ಕಾಗಿ ಅಧಿಸೂಚನೆಯ ಮೂಲಕ ನಿಯಮಗಳನ್ನು ರಚಿಸಬಹುದು.

(2) ಈ ಅಧಿನಿಯಮದ ಅಡಿಯಲ್ಲಿ ರಚಿಸಿದ ಪ್ರತಿಯೊಂದು ನಿಯಮವನ್ನು, ಅದನ್ನು ರಚಿಸಿದ ತರುವಾಯ, ಆದಷ್ಟು ಬೇಗನೆ, ರಾಜ್ಯ ವಿಧಾನಮಂಡಲದ ಪ್ರತಿಯೊಂದು ಸದನದ ಮುಂದೆ, ಒಂದು ಅಧಿವೇಶನದಲ್ಲಿ ಅಥವಾ ಎರಡು ಅಥವಾ ಹೆಚ್ಚು ನಿರಂತರ ಅಧಿವೇಶನಗಳಲ್ಲಿ ಅಡಕವಾಗಿರಬಹುದಾದ ಒಟ್ಟು ಮೂವತ್ತು ದಿನಗಳ ಅವಧಿಯವರೆಗೆ ಅದು ಅಧಿವೇಶನದಲ್ಲಿರುವಾಗ ಮಂಡಿಸತಕ್ಕದ್ದು ಮತ್ತು ಮೇಲೆ ಹೇಳಿದ ಅಧಿವೇಶನ ಅಥವಾ ನಿರಂತರ ಅಧಿವೇಶನಗಳ ನಿಕಟ ತರುವಾಯದ ಅಧಿವೇಶನವು ಮುಕ್ತಾಯವಾಗುವುದಕ್ಕೆ ಮೊದಲು ಉಭಯ ಸದನಗಳು ನಿಯಮದಲ್ಲಿ ಯಾವುದೇ ಮಾರ್ಪಾಡು ಮಾಡಲು ಒಪ್ಪಿದರೆ ಅಥವಾ ಆ ನಿಯಮವನ್ನು ರಚಿಸತಕ್ಕದ್ದಲ್ಲವೆಂದು ಉಭಯ ಸದನಗಳು ಒಪ್ಪಿದರೆ ತದನಂತರ ಅಂಥ ನಿಯಮವು ಹಾಗೆ ಮಾರ್ಪಾಟಾದ ರೀತಿಯಲ್ಲಿ ಪರಿಣಾಮಕಾರಿಯಾಗತಕ್ಕದ್ದು ಅಥವಾ ಸಂದರ್ಭಾನುಸಾರವಾಗಿ ಪರಿಣಾಮಕಾರಿಯಾಗತಕ್ಕದ್ದಲ್ಲ. ಆದಾಗ್ಯೂ, ಯಾವುದೇ ಅಂಥ ಮಾರ್ಪಾಡು ಅಥವಾ ರದ್ದತಿಯು ಆ ನಿಯಮದ ಅಡಿಯಲ್ಲಿ ಈ ಮೊದಲು ಮಾಡಲಾದ ಯಾವುದೇ ಕಾರ್ಯದ ಮಾನ್ಯತೆಗೆ ಬಾಧಕವನ್ನು ಉಂಟುಮಾಡತಕ್ಕದ್ದಲ್ಲ.

ಕರ್ನಾಟಕ ರಾಜ್ಯಪಾಲರ ಆದೇಶಾನುಸಾರ
ಮತ್ತು ಅವರ ಹೆಸರಿನಲ್ಲಿ,

(ಕೆ.ದ್ವಾರಕನಾಥ್ ಬಾಬು)

ಸರ್ಕಾರದ ಕಾರ್ಯದರ್ಶಿ
ಸಂಸದೀಯ ವ್ಯವಹಾರಗಳು ಮತ್ತು
ಶಾಸನ ರಚನೆ ಇಲಾಖೆ

DEPARTMENT OF PARLIAMENTARY AFFAIRS AND LEGISLATION SECRETARIAT

NOTIFICATION

NO. DPAL 73 SHASANA 2020, BENGALURU, DATED: 16.04.2021

ಭಾರತ ಸಂವಿಧಾನದ ಅನುಚ್ಛೇದ 348ರ ಖಂಡ (3)ರ ಅಡಿಯಲ್ಲಿ ರಾಜ್ಯಪಾಲರಿಂದ ಅಧಿಕೃತಗೊಳಿಸಿದ ಏಟಿಯಾ ವಿಶ್ವವಿದ್ಯಾಲಯ ಅಧಿನಿಯಮ, 2020 (2021ರ ಕರ್ನಾಟಕ ಅಧಿನಿಯಮ ಸಂಖ್ಯೆ: 22)ರ ಭಾಷಾಂತರವನ್ನು ಅಧಿಕೃತ ಆಂಗ್ಲ ಪಠ್ಯವೆಂದು ಕರ್ನಾಟಕ ರಾಜ್ಯಪತ್ರದ ವಿಶೇಷ ಸಂಚಿಕೆಯಲ್ಲಿ (ಭಾಗ-IV) ಪ್ರಕಟಿಸಬೇಕೆಂದು ಆದೇಶಿಸಲಾಗಿದೆ,-

KARNATAKA ACT NO. 22 OF 2021

(First Published in the Karnataka Gazette Extra-ordinary on the Sixteenth day of April 2021)

THE ATRIA UNIVERSITY ACT, 2020

(Received the assent of the Governor on the Fifteenth day of April 2021)

An Act to establish and incorporate in the State of Karnataka a University of unitary in nature in private sector by the A.S Kupparaju and Brothers Charitable Foundation Trust to promote and undertake the advancement of applied University education in Sciences, all branches of Engineering, Arts, Management, Commerce, and for the matters connected therewith or incidental thereto.

Whereas it is expedient to establish and incorporate in the State of Karnataka a University of unitary in nature in private sector by the A.S Kupparaju and Brothers Charitable Foundation Trust to promote and undertake the advancement of applied University Education in Sciences, all branches of Engineering, Arts, Management, Commerce and for the matters connected therewith or incidental thereto for the purposes hereinafter appearing.

Be it enacted by the Karnataka State Legislature in the seventy first year of the Republic of India as follows:-

**CHAPTER-I
PRELIMINARY**

1. Short title, extent and commencement.- (1) This Act may be called the Atria University Act, 2020.

(2) It extends to the whole of the State of Karnataka.

(3) It shall come into force on such date as the State Government may, by notification, in the official Gazette, appoint.

2. Definitions.- In this Act, unless the context otherwise requires,-

(a) "Academic Council" means the Academic Council of the University as specified in section 26;

(b) "Agenda Matters" means all the matters and business to be designated in the Statutes each of which can be either included in the Agenda or be taken up for discussion and decision at a meeting of the Board of Governors or the Board of Management or academic council or other authority of the University or any Committees, as the case may be, only subject to the prior written approval of the Chancellor, consenting to the passing of such matters and business at such a meeting;

(c) "Board of Governors" means the Board of Governors of the University as specified in section 24;

(d) "Board of Management" means the Board of Management of the University as specified in section 25;

(e) "Chancellor", "Vice-Chancellor", "Pro Vice-Chancellor" means respectively the Chancellor, Vice Chancellor and Pro Vice Chancellor of the University.

(f) "Campus" means a campus established, maintained by the University, situated within the State;

(2) Every Order made under sub- section (1), shall, as soon as may be after it is made, be laid before the State Legislature.

62. Power to make rules by the State Government.- (1) The State Government may make rules by notification, to carry out the purposes of this Act.

(2) Every rule made under this Act shall be laid as soon, as may be after it is made before each House of the State Legislature while it is in session for a total period of thirty days, which may be comprised in one session or in two or more successive sessions, and if, before the expiry of the session immediately following the session or the successive sessions aforesaid, both Houses agree in making any modification in the rule or both Houses agree that the rule should not be made, the rule shall thereafter have effect only in such modified form or be of no effect, as the case may be, so however, that any such modification or annulment shall be without prejudice to the validity of anything previously done under that rule.

The above translation of ಏಟ್ರಿಯಾ ವಿಶ್ವವಿದ್ಯಾಲಯ ಅಧಿನಿಯಮ, 2020 (2021ರ ಕರ್ನಾಟಕ ಅಧಿನಿಯಮ ಸಂಖ್ಯೆ: 22) be published in the official Gazette under clause (3) of Article 348 of the Constitution of India.

VAJUBHAI VALA
GOVERNOR OF KARNATAKA

By Order and in the name of
the Governor of Karnataka,

(K.DWARAKANATH BABU)
Secretary to Government
Department of Parliamentary Affairs
and Legislation

1.11	Whether the University has been established by a separate State Act?	YES,
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B. Organisation Description

2.1	Whether Unitary in nature (as per the UGC Regulation)	YES
2.2	Territorial Jurisdiction of the University as per the Act	KARNATAKA

2.3	Details of the constituent units of the University, if any, as mentioned in the Act	NOT APPLICABLE
2.4	<p>Whether any off-campus centre(s) established? If yes, please give details of the approval granted by the State Government and UGC in the following format:-</p> <p>a. Place of the off-campus b. Letter No. & date of the approval of State Government c. Letter No. & date of the approval of UGC</p> <p>(Please attach attested copy)</p>	NO
2.5	<p>Whether any off-shore campus established? If yes, please give details of the approval granted by the Government of India and the host country in the following format:-</p> <p>a. Place of the off-shore campus b. Letter No. & date of the approval of Host Country c. Letter No. & date of the approval of Government of India</p> <p>(Please attach attested copy)</p>	NO
2.6	Does the University offer a distance education program? If yes, whether the courses run under distance mode are approved by the competent authority? (Please enclose an attested copy of the course-wise approval of competent authority)	NO

2.7	<p>Whether the University has established a study center(s)? If yes, please provide details and whether these study centers are approved by the competent authority of the University and UGC.</p> <p>(Please enclose an attested copy of the approval from the competent authority)</p>	NO
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C. Academic Activities Description

3. Academic Programmes

3.1	Details of the programs permitted to be offered by Gazette Notification of the State Government and its reference	<table border="1"> <thead> <tr> <th data-bbox="698 304 925 388">Programme</th> <th data-bbox="925 304 1096 388">Sanctioned Intake</th> <th data-bbox="1096 304 1266 388">Actual Enrolment</th> </tr> </thead> <tbody> <tr> <td data-bbox="698 409 925 462">UG -2021</td> <td data-bbox="925 409 1096 462">200</td> <td data-bbox="1096 409 1266 462">44</td> </tr> <tr> <td data-bbox="698 472 925 525">UG -2022</td> <td data-bbox="925 472 1096 525">200</td> <td data-bbox="1096 472 1266 525">28</td> </tr> <tr> <td data-bbox="698 535 925 588">UG - 2023</td> <td data-bbox="925 535 1096 588">200</td> <td data-bbox="1096 535 1266 588">16</td> </tr> <tr> <td data-bbox="698 598 925 724">UG - 2024</td> <td data-bbox="925 598 1096 724">300</td> <td data-bbox="1096 598 1266 724">Admissions are underway</td> </tr> <tr> <td data-bbox="698 735 925 861">PG</td> <td data-bbox="925 735 1096 861">90</td> <td data-bbox="1096 735 1266 861">Admissions are underway</td> </tr> <tr> <td data-bbox="698 871 925 924">Diploma</td> <td data-bbox="925 871 1096 924"></td> <td data-bbox="1096 871 1266 924"></td> </tr> <tr> <td data-bbox="698 934 925 987">PG Diploma</td> <td data-bbox="925 934 1096 987"></td> <td data-bbox="1096 934 1266 987"></td> </tr> <tr> <td data-bbox="698 997 925 1092">Certificate Course</td> <td data-bbox="925 997 1096 1092"></td> <td data-bbox="1096 997 1266 1092"></td> </tr> <tr> <td data-bbox="698 1102 925 1155">M Phil</td> <td data-bbox="925 1102 1096 1155"></td> <td data-bbox="1096 1102 1266 1155"></td> </tr> <tr> <td data-bbox="698 1165 925 1291">Ph. D.</td> <td data-bbox="925 1165 1096 1291">20</td> <td data-bbox="1096 1165 1266 1291">Admissions are underway</td> </tr> <tr> <td data-bbox="698 1302 925 1386">Any other (pl specify)</td> <td data-bbox="925 1302 1096 1386"></td> <td data-bbox="1096 1302 1266 1386"></td> </tr> </tbody> </table>			Programme	Sanctioned Intake	Actual Enrolment	UG -2021	200	44	UG -2022	200	28	UG - 2023	200	16	UG - 2024	300	Admissions are underway	PG	90	Admissions are underway	Diploma			PG Diploma			Certificate Course			M Phil			Ph. D.	20	Admissions are underway	Any other (pl specify)		
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Any other (pl specify)																																								
3.2	Current number of academic programs/ courses offered by the University	<table border="1"> <thead> <tr> <th data-bbox="698 1480 925 1564">Programme</th> <th data-bbox="925 1480 1096 1564">Sanctioned Intake</th> <th data-bbox="1096 1480 1266 1564">Actual Enrolment</th> </tr> </thead> <tbody> <tr> <td data-bbox="698 1585 925 1638">UG -2021</td> <td data-bbox="925 1585 1096 1638">200</td> <td data-bbox="1096 1585 1266 1638">44</td> </tr> <tr> <td data-bbox="698 1648 925 1701">UG -2022</td> <td data-bbox="925 1648 1096 1701">200</td> <td data-bbox="1096 1648 1266 1701">28</td> </tr> <tr> <td data-bbox="698 1711 925 1764">UG - 2023</td> <td data-bbox="925 1711 1096 1764">200</td> <td data-bbox="1096 1711 1266 1764">16</td> </tr> <tr> <td data-bbox="698 1774 925 1869">UG - 2024</td> <td data-bbox="925 1774 1096 1869">300</td> <td data-bbox="1096 1774 1266 1869">Expected 200</td> </tr> <tr> <td data-bbox="698 1879 925 1921">PG</td> <td data-bbox="925 1879 1096 1921">90</td> <td data-bbox="1096 1879 1266 1921">Admissions</td> </tr> </tbody> </table>			Programme	Sanctioned Intake	Actual Enrolment	UG -2021	200	44	UG -2022	200	28	UG - 2023	200	16	UG - 2024	300	Expected 200	PG	90	Admissions																		
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				are underway							
		Diploma									
		PG Diploma									
		Certificate Course									
		M Phil									
		Ph. D.	20	Admissions are underway							
		Any other (pl specify)									
3.3	<p>Whether approvals of the relevant statutory council(s) such as AICTE, BCI, DEC, DCI, INC, MCI, NCTE, PCI, etc. have been taken to:</p> <p>a.Start new courses b.To increase intake</p> <p>If yes please enclose a copy of the approval and give course-wise details in the following format:-</p> <table border="1" data-bbox="285 1213 683 1415"> <thead> <tr> <th>Name of the course</th> <th>Statutory Council</th> <th>Whether Approval taken</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Name of the course	Statutory Council	Whether Approval taken				NA			
Name of the course	Statutory Council	Whether Approval taken									

3.4	<p>If the University is running courses under distance mode, please provide details about the students enrolled in the following format:-</p> <table border="1" data-bbox="272 405 688 642"> <thead> <tr> <th data-bbox="272 405 391 575">Name of the Study Centre</th> <th data-bbox="391 405 539 575">Courses offered</th> <th data-bbox="539 405 688 575">No of students enrolled</th> </tr> </thead> <tbody> <tr> <td data-bbox="272 575 391 642"></td> <td data-bbox="391 575 539 642"></td> <td data-bbox="539 575 688 642"></td> </tr> </tbody> </table>	Name of the Study Centre	Courses offered	No of students enrolled				<p style="text-align: center;">No</p>
Name of the Study Centre	Courses offered	No of students enrolled						
3.5	<p>Temporal plan of academic work in the University Semester system/ Annual system</p>	<p>Temporal Plan</p> <p>The university follows the quarterly system. Keeping in view of the 21st century learning practices, Atria University follows the quarterly system. Our academic year is split into four quarters of 9-11 weeks duration. In each quarter, students are enrolled in four or more courses that are delivered in a sprint format.</p> <p>Sprint courses: A sprint course is delivered over a period of 5, 10 or 15 consecutive days, excluding weekends. Students are engaged for a period of 6 hours a day for the duration of the course, or 30 hours per week.</p> <p>All courses have a combination of lectures, projects, field visits, presentations, report writing, group discussions, and other activities meant to encourage curiosity, develop hands-on experience and create an appreciation for the subject matter.</p> <p>The rationale behind using the quarter system and sprint courses</p> <p>The quarter system is used by several established and high-ranking universities, including the University of California, University of Chicago, University of Washington, California Institute of Technology, and Stanford University. These universities have found several benefits to using the quarter system.</p> <p>Some advantages to using the quarter system and sprint courses are:</p>						

	<p>a) The sprint structure allows for a deep immersion in a specific knowledge area due to continuous exposure to activity-based learning.</p> <p>b) The short duration of a quarter allows students to take multi-disciplinary courses focused on specific topics. Semester-long courses would necessarily have to cover many topics due to the longer duration, which may not be relevant to all students, allowing students to choose courses as per their choice.</p> <p>c) Multi-disciplinary courses means students will get to learn many contemporary disciplines including skill enhancement courses.</p> <p>d) A focused sprint approach provides opportunities for bringing in external experts from the industry and academia.</p> <p>Temporal Plan for the 4-year Undergraduate Programme.</p> <p>The first year is the foundational year in which the sprints cover Mathematics, Biology, Physics, Chemistry, along with an introduction to Business, Python Programming, and Design. Apart from introductory courses to all the 5 majors are also offered. This helps the students to arrive at an informed decision when they have to select a major at the beginning of Year 2 of the programme.</p> <p>The courses will differ based on the selected from Year 2 onwards. For one quarter in Years 2, and 3, and two quarters in Year 4 students are engaged in internships with organisations related to the Major of their choice.</p>
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3.6	Whether the University is running any course which is not specified under Section 22 of the UGC Act, 1956? If yes, please give details in the following format:- a.Name of the course(s) b.Since when started c.Whether the University has applied for permission from UGC?	No
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4. Student Enrolment and Student Support

4.1	Number of students enrolled in the University for the current academic year according to regions and countries (Please give separate information for the main campus and off-campus/ offshore campus)
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Particulars		No. of students from the same State where the University is located	No. of students from other States	No. of NRI students	No. of overseas students excluding NRIs		Grand Total
					Foreign Students	Person of Indian Origin students	
UG 2021	M	4	31	0	0	0	35
	F	2	9	0	0	0	11
	T	6	40	0	0	0	46
UG 2022	M	1	24	0	0	0	25
	F	1	5	0	0	0	6
	T	2	29	0	0	0	31
UG 2023	M	2	12	0	0	0	14
	F	0	3	0	0	0	3
	T	2	15	0	0	0	17
PG	M						
	F						
	T						
M.Phil	M						
	F						
	T						
Ph.D.	M						
	F						
	T						
Diploma	M						
	F						
	T						
PG Diploma	M						
	F						
	T						
	M						

Certificate	F						
	T						
Any Other (Pl. Specify)	M						
	F						
	T						

M-Male, F-Female, T-Total

4.2 Category wise number of students	Category	Female	Male	Total
	SC	4	7	11
	ST	0	0	0
	OBC	5	27	32
	PH	0	0	0
	General	13	38	51
	Total	22	72	94

4.3 Details of the two batches of students admitted

Particulars	Batch 1			Batch 2			Batch 3		
	Year of Entry – 2021			Year of Entry - 2022			Year of Entry - 2023		
	UG	PG	Total	UG	PG	Total	UG	PG	Total
No. admitted to the programme	46	0	46	31	0	31	17	0	17
No. of Drop-outs	2	0	2	3	0	3	1	0	0
a. Within four months of Joining	a. 0	a. 0	a. 0	a. 2	a. 0	a. 2	a. 1	a. 0	a. 0
b. Afterward,	b. 2	b. 0	b. 2	b. 1	b. 0	b. 1	b. 0	b. 0	b. 0
No. appeared for the final year examination	44	0	44	28	0	28	0	0	0

No. passed in the final exam	44	0	44	28	0	28	0	0	0
No. passed in first class	44	0	44	To be declared	0	To be declared	0	0	0

4.4	Does the University provide bridge/remedial courses to educationally disadvantaged students? If yes, please give details	<p>YES,</p> <p>Bridge courses for educationally disadvantaged students</p> <p>For the students who come from an educationally disadvantaged background Atria University offers bridge courses to help them move to the competency level required to be able to manage the first year of the undergraduate programme. Some of the bridge courses are Mathematics(to transition from 12th Standard to 1st Year Engineering), Physics(transition from basic Physics to advanced physics), English(from conversational English to professional English)</p> <p>Process:</p> <ul style="list-style-type: none"> ● After students have accepted their offer of admission from the university, they will be assigned a number of bridge courses by the Academic team, based on their prior academic background. ● These bridge courses may be offered in an offline, online, or remote-learning format. ● Students are expected to enroll for a course during an orientation period and complete the course before the respective deadline provided by the university. ● These courses need to be completed satisfactorily by the students prior to commencement of the formal academic program.
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4.5	Does the University provide any financial help to the students from socially disadvantaged groups? If yes, please give details	<p>Yes, we offer need based financial aid to students based on their family income.</p> <p>All applicants who have been offered admission to Atria University can apply through the Financial Aid (FA) form available to them. The students who are at a disadvantage due to economic reasons are considered as strong candidates for financial aid.</p> <p>Based on the applicant's enquiry, the applicants are guided through the need based financial aid process. They fill the financial aid form on the portal and submit it along with the required documents.</p> <p>The Financial Aid committee will scrutinise the applications and recommend suitable financial assistance.</p> <p>On approval from the committee the applicants are sent an email with the FA decision with an acceptance timeline of 10 working days.</p>
4.6	In case the University is running an M.Phil/Ph.D. programme, whether it is full time or part time and whether these programmes are run as per UGC Regulations, 2009 on M.Phil/Ph.D.	Admissions are underway for the Ph.D programme from 2024 onwards.

4.7	Whether the University has a website? If yes please give website address and whether the website is regularly updated?	<p>YES</p> <p>www.atriauniversity.edu.in</p> <p>The website is regularly updated.</p>
4.8	How are the prospective students informed about the criteria for admission, rules & regulations, facilities available, etc?	<ul style="list-style-type: none"> • Website of the University • Posters Handouts • Prospectus • Print Material • AU Info Session at different venues • University Admissions Office

4.9	Whether any grievance redressal mechanism is available in the University? If yes, please provide details about the complaints received against malpractices, etc in the University in the following format:-			Guidelines on grievances redressal mechanism for the students is in practice.	
	Name of the Complainant	Complaint against	Date of Complaint		Action taken by the University

Name of the Complainant	Complaint	Complaint Against	Date of Complaint	Action taken by the University
Preeti, Aryan, Kunal Trivedi	Bus got delayed for an hour due to putting stickers, etc	Logistics	23/8/22	The students were not of the stickering that was being done for the buses for an event next day; care was taken to plan according to the bus schedule.
Amarjeet, Monkia, Marwa	Bus delays for events but not getting the bus when we demanded for any of our needs like for cricket match, e-sports etc.	Student Life	1/9/22	It was explained to the students that the availability of university buses on public holidays is not possible. They were advised to plan the events on working days.
Aryan S, Preeti, Abhiney, Devika, Roshan, Hisham	WiFi not working in classrooms	IT Department	2/11/22	Some classrooms were reported to have bad WiFi connection; IT Team relocated the few routers to solve the issues.
Kunal Trivedi (with 12 others agreeing to the same)	Not proper communication between the bus driver and warden at what time the bus will leave.	Logistics	18/11/22	Whatsapp group was created between the bus drivers and the operations team for better coordination.

Preeti	Wifi not being resolved	IT Department	15/12/22	It was observed the student were closing the firewall login page hence unable to connect to the Wifi. They were all informed to not close/exit the firewall login page
Preeti	No town hall	Student Life	9/1/23	The town hall was scheduled the next month
Preeti	Updates/modifications in the calendar and the courses to be informed in prior	Academic operations	27/1/23	The academic plan for the upcoming quarters were shared with the students.
Prajwal , Saif, Laxman, arnav, Marwa	Evening bus got delayed, no information to students, no POC for students to coordinate with for the bus timings	Logistics	7/3/23	Students were asked to reach out to the Srinivas / operations team for bus issues.
Prajwal	Change in bus timings within prior information to the students	Logistics	17/3/23	Information was shared with the students on the student whatsapp groups which was not seen by the student
Aryan B + 14 others	Quantity of breakfast served in hostel to be increased	Catering	29/5/23	Caterer was informed about the feedback of the students regarding the quality of food and was advised to improve the food quality.
Kunal Trivedi (with 12 others agreeing to the same)	Request sent to change the food menu	Catering	13/6/23	Food reps along with student life committee members decided on the food menu which was communicated to the caterer
Kunal Trivedi (with 12 others agreeing to the same)	Request for the sports equipment.	Student Life	10/7/23	Budget was made for the required sports equipment and approval from the same was taken and equipment was

				ordered.
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5. Curriculum, Teaching Learning Process/Method, Examination/Evaluation System

5.1	Which University body finalised the curriculum? The composition of the body may be given. (Board of Studies, Academic Council, Board of Management)	Board of Studies Academic Council Board of Management
5.2	What are the Rules/regulations/procedures for revision of the curriculum and when was the curriculum last updated?	<p>The curriculum of every course is reviewed at least once in two years, based on multiple stakeholder feedback obtained on the program. The Board of Studies shall make an action-to-be-taken report based on the multiple stakeholders' feedback.</p> <p>1. The Dean (Academic Affairs) on the reference of the Board of Studies, shall constitute a Program Review Committee (PRC) which shall consist of 5-6 members consisting of faculty members of the given subject of the Program Director as the chairperson.</p> <p>2. The PRC shall review the action-to-be-taken report based on stakeholder feedback and shall take the following action:</p> <p>i. Revise the syllabi of various courses as per the action-to-be-taken report.</p> <p>ii. If, as a result of such revision, there are changes in the syllabus to the extent of less than 20%, the course title and code shall be retained. However, if such changes exceed 20%, it will be deemed as a new course with a new course title and course code.</p> <p>iii. In case the credit structure of the course in terms of L-T-P is changed, it will also constitute a</p>

		<p>change of course and will require a new course title and code.</p> <p>iv. In case, more than 20% of courses are changed in a specific program of study, as per the criteria in clauses (ii) and (iii) above, then the program shall deem to be revised and shall carry a new version number.</p> <p>3. The PRC shall report the revised course syllabus and/or revised program structure to the Board of Studies and after reviewing the PRC's recommendation shall ensure the feedback from stakeholders is taken, analyzed, and incorporated in the program syllabus at the time of revision.</p> <p>4. After approval of the Board of Studies, the revised program shall go through the ratification process from the Academic Council.</p> <p>Since this is a new university, the curriculum for various courses was created less than two years ago.</p>
5.3	<p>Whether approval of statutory bodies such as the Board of Studies, Academic Council and Board of Management of the University has been taken to start various courses? If yes, please enclose extracts of the minutes.</p>	<p>Yes, The details extracted from the minutes of the meeting of BoM held on 6th May 2022 contains the following:</p> <p>ITEM No. 3: APPROVAL OF THE ESTABLISHMENT OF VARIOUS FACULTIES AS THE CONSTITUENT UNITS OF THE UNIVERSITY BY THE BOARD OF MANAGEMENT UNDER CLAUSE 24(1) OF THE FIRST STATUTES</p> <p>The Vice Chancellor informed the Board that the following Faculty will be established to take up in the initial phase of the operationalization of the University.</p> <p>(a) Faculty of Digital Transformation. (b) Faculty of Interactive Technologies. (c) Faculty of Life Sciences. (d) Faculty of eMobility. (e) Faculty of Energy Sciences.</p> <p>It was further informed that under the aegis of these Faculties, the following programs will be offered in the first year of operation</p>

		<p>(i) BBA – Bachelor in Business Administration. (ii) B.Sc. – Bachelor in Science. (iii) B.Tech. – Bachelor in Technology. (iv) B.Des. – Bachelor in Design.</p> <p>Members were appraised that an action has been initiated to set up the following as per various Sections in the Act and Statutes</p> <p>(a) Section 27: The Research and Innovation Council. (b) Section 29 of the Act and Clause 22 of the First Statutes: Board of Examination. (c) Clause 7 of the Statutes: Constitution of Board of Studies for Each Faculty.</p> <p>The Board accorded its approval to the same.</p>
5.4	<p>Furnish details of the following aspects of curriculum design: Innovation such as modular curricula Inter/multidisciplinary approach</p>	<p>1) Sprint learning: Most courses are taught in the form of sprints. A sprint is an immersive, intensive, short-term learning module. Each sprint runs for about 1 to 3 weeks, with sessions for 5 days of the week and 6 hours per day. Students are enrolled in only one course for the duration of the sprint. Sprint learning is advantageous because students are focused on one subject. They experience a learning immersion for the duration of the sprint.</p> <p>2) Activity-based learning While students spend 6 hours a day learning one subject, only 1.5 hours are spent in lectures or other similar one-way information transfer. Students are given assignments to do on their own and learn. These assignments can take the form of group projects and presentations, individual research and report writing, or activities meant to help students learn through practical application of knowledge. Activity-based learning is advantageous for students because</p> <p>a) A student’s attention span is longer when they do practical, self-directed learning. b) Students can learn about the complexities of applying theory to practice.</p> <p>3) Practical project work (Experiential learning)</p>

		<p>In addition to the activity-based learning that students do as part of their regular coursework, many courses include short projects that students can execute over the course of a week to 10 days. Students learn about practical applications, as well as how to source information and work with appropriate tools.</p> <p>In the first year, students must complete 5 exploratory project courses, one from each of the five majors (Digital Transformation, Energy Sciences, Interactive Technologies, Life Sciences, and Mobility). There is a practical project component to most courses in the second year and beyond.</p> <p>Practical project work is helpful because</p> <ul style="list-style-type: none"> a) Students learn about the fundamental concepts and topics in each of the majors. b) Students get a sense of the typical work done in these sectors and the knowledge necessary to carry out said work. <p>4) Workshops & field visits</p> <p>Students are taken on field visits routinely for their courses and exploratory projects.</p> <p>Workshops and field visits aid students' learning by</p> <ul style="list-style-type: none"> a) Giving students a practical understanding of the concepts they learn in the classroom. b) Demonstrating the additional contingencies that need to be accounted for in real-world applications of theory.
5.5	Has the University conducted an academic audit? If yes, please give details regarding frequency and its usage.	<p>Yes,</p> <p>The university has a practice of conducting Academic and Administrative Audit every year.</p> <p>The feedback given by the committee is incorporated into practice.</p>
5.6	Apart from classroom instruction, what are the other avenues of learning provided for the students? (Example: Projects, Internships, Field training, Seminars, etc.)	
	<p>Project-Based Learning (PBL)</p> <p>Experiential Learning (EL)</p> <p>Purpose & Scope of this document, This document describes the importance of experiential learning and project-based learning, the various forms that EL and PBL can take, why Atria University prioritizes EL and PBL,</p>	

and how EL and PBL will be incorporated into the learning experience at AU.

For the purposes of this document, EL and PBL are defined as follows:

Experiential Learning (EL) is any learning experience that is delivered by students doing activities, documenting their observations, drawing conclusions, and thus advancing their knowledge base. This is in contrast to lecture-based learning, where students receive information unidirectionally from a course instructor.

Project-based learning (PBL) is a learning experience structured around presenting students with a well-defined problem and requiring them to produce a specific output, such as a project report or working model. Students learn through the process of doing the necessary research and practical work to complete the project.

EL and PBL in Higher education

EL and PBL have been successfully implemented in a variety of programs at several universities around the world. There are several variations to the PBL approach that are used in specific situations to meet specific learning outcomes. Some of these are listed below.

Problem-Solving: This is the standard assignment-style problem-solving that most students encounter in their education. Specific problems with bounded solution spaces are given to students, along with the teaching of a new concept. Students are then expected to apply the concept to solve problems and thus learn where and how the concept is to be applied.

Scenario-based learning: In this type, students are taught a new concept and then given a “real-world” scenario in which the concept is to be applied. However, some other confounding factors are included in the scenario so a straightforward application of the a new concept may not be possible.

Case studies fall under this category, where students need to incorporate multiple concepts into analyzing a given scenario, and then formulate a solution. Crucially, scenario-based learning does not usually translate to the application of the formulated solution since the problem scenario is often not 100% faithful to reality and may ignore/omit more advanced/complex confounding factors.

Inquiry / Enquiry-based learning: Inquiry / Enquiry-based learning are terms used sometimes interchangeably when talking about scenarios that require additional inputs to be researched by students before a solution can be formulated. Problems in IBL/EBL are not always clearly defined and require some research and fieldwork on the part of students to define both the specific problem they wish to solve as well as the scope of their solution. IBL/EBL tends to be more common in the humanities, especially when dealing with complex issues.

Work-based learning: Work-based learning may involve problems without a strict definition, like IBL/EBL, but always feature the additional constraints of a workplace and its idiosyncrasies. Internships are the classic example of WBL since a well-designed internship will not only provide students with the experience of working in an office/factory/job site but also help them understand the kinds of problems that are faced in that field as well as the constraints that the workplace places on the set of possible solutions.

Our current vision for AU incorporates all of the above types of PBL at various levels, starting from daily assignments which include problem-solving; group work which will use SBL and IBL/EBL; and internships which will use WBL.

Project-Based Learning in Courses

Every course at Atria University is designed to include EL and PBL extensively in the curriculum.

1) In every course, students spend a specified number of hours on self-learning. A large portion of this is in the form of EL or PBL, typically problem-solving or scenario-based learning.

2) Courses typically have one major project that students are expected to complete by the end of the course. To complete the project, students must first fully understand the topics being covered by the course, conduct research and collect information based on these concepts, and put the concepts into practice to produce the output expected for the course.

Some examples of project outputs include:

a. feasibility study reports for installing a solar PV system in a commercial building.

b. computer programs to ease back-end work in the hospitality sector.

c. design studies.

d. microscopy and observations of biological samples to understand the diversity of microbes on the University campus.

and other outputs that make use of both important theoretical concepts as well as original thinking by students.

3) Some courses include fieldwork. Students are expected to use the concepts they have learned through lectures and activities in the classroom to interview people, carry out observations of the environment, or put their learnings into action in a limited way. Students are then expected to faithfully report their observations.

4) In addition to EL and PBL within a course, students are expected to complete a 10-week internship in the 2nd and 3rd years. This will involve immersion in an organization working in a field aligned with the student's degree and specialization. Students are expected to work on real-world problems in a real-world setting and produce useful, tangible outputs at the end of their internship.

5) The last 20 weeks of a student's time at Atria University are expected to be spent on a real-world project, preferably conducting novel work. Students will be expected to first justify the need for the project before they begin their work, and then produce a report describing the problem, their proposed solution, and the challenges they faced in implementing their solution.

Evaluation of EL and PBL

While learning from conventional courses is routinely evaluated through proctored exams, EL and PBL require a more nuanced and individualized evaluation process.

EL and PBL activities and assignments will produce a tangible output as described in the previous section. Evaluation can take the form of a viva voce, a presentation, a project report, or a demonstration/exhibition of the output. These outputs will be evaluated for originality, accuracy, comprehensiveness, and the mastery that the student shows over the subject matter.

Internships are an integral part of professional education and present budding professionals

with much-needed exposure to the real-world practice of concepts that they study within the portals of the University.

Learning outcomes of the internship experience:

- Exposure to industry and industrial practices in the sector of interest
- Understanding real-world applications of concepts learned in the classroom
- Making industry contacts and networking
- Understanding organizational structure and how the various departments of a companies work together.

At AU, the total duration of internships is 10 months.

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Beyond Clubs & Studios at AU

At Atria University, we are trying to create a holistic learning experience. We are encouraging students to go beyond the classroom, beyond the curriculum, and explore their interests in a rigorous manner that becomes a part of their learning journey.

Clubs and studios will give students the structure to identify, explore, and develop skills and a deeper understanding of specific interests. They also provide a forum for students to work collaboratively on achieving their stated goals, in a sandboxed version of a real-world organization.

Studios will not be just another line item to be added to a resume. Students who do substantial rigorous work, and can demonstrate that their knowledge/skills have been enhanced by their work in Studios will also be able to earn academic credit for their work.

Beyond Clubs

Who can start a club?

A club can be started by any students who are of good academic standing and do not fall foul of the student's code of conduct. There must be a minimum of 5 students interested in the purpose of the club, in order to start it.

How is a club created?

Once a quorum of 5 students has been established, the students can apply to the AU Directorate of Student Affairs to have their club registered with the university. They must provide a charter of the club, fulfilling the requirements listed below. The application should also include a short description of the purpose of the club, and how it is distinct from other clubs that already exist on campus. The club will be accepted as a "New" club.

The charter must:

- Lay out the mission and goals of the organisation, as well as how they are unique from

	<p>other organizations.</p> <ul style="list-style-type: none"> ● Outline the structure and office-bearers of the club, if any. ● Include a description of how the charter can be changed by the club members. ● Specify what the group will do, what activities they plan to do, and what outputs/outcomes are expected from the activities. ● Describe how the club/studio will promote rigorous and robust self-development / skill development among students ● If discussed & finalized with the mentor, the charter can also include guidelines for how work that is carried out as part of the club can count towards academic credit. <p>We are keeping the subject matter of clubs as wide open as possible to encourage students to explore their interests in depth. Therefore, if a group of students is able to describe how their interest in literature, filmmaking, or stand-up comedy will enrich their learning journey, the university should give them the space to put their ideas into practice.</p> <p>Beyond Studios What is a studio? While clubs have been conceived as being an entry point for students to take ownership of their learning journey, we recognize that they are not sufficient for all learning cases. Students may require additional support from the university to further their learning, whether it is in terms of access to people & organizations, funding, or the legitimacy that comes with official university support. In the entrepreneurial world of today, Beyond Studios is also a space for students to seriously try and set up viable commercial enterprises from their endeavors. Studios are the next stage in a club's evolution. Studios can receive additional support in the form of grants from the university, but will also be held to a higher standard of accountability than clubs.</p> <p>Credits: All students are required to be a part of one studio. Studios earn 1 credit each quarter accounting for a total of 16 credits over four years. The studios that are active at present, at the end of the 2022-23 academic year, are listed below:</p> <ol style="list-style-type: none"> 1. Super Veloce- Rocketry, Soapbox derby racing, tandem cycles, and drones are a few examples under this studio 2. Growing food- Gardening, growing vegetables, fruits, and broader environmental sustainability comes under this studio 3. Creative expressions- Students interested to take part in photography, cinematography, fine arts, music, theatre, and anything related to art can take part in this studio <p>Students meet on assigned days every week and work on the projects aiming for a common goal.</p> <p>Learning outcomes from Beyond Clubs & Studios</p> <ol style="list-style-type: none"> 1) Experiential learning in a field of specific interest to the student. 2) Entrepreneurial experience in a “sandboxed” environment. 3) Opportunities for peer learning 4) Scope for extracurricular meets and interactions with students from other universities. 5) Understanding product life cycle and incubation of novel products.
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5.7	Please provide details of the examination system (Whether examination-based or practical-based)	Atria University employs multiple assessment mechanisms to ensure that the course objectives are met in an effective manner. A majority of a
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		<p>student's grade from a course is based on their performance in the continuous internal assessment that takes place during the course. Based on the specific subject matter and the instructor's preferences, continuous evaluation can take the form of short practical projects, presentations, reports, essays, or any other form of activity that can be assessed in a fair manner and within a reasonable time frame. Similarly, a summative assessment is conducted at the end of every course. These assessments also take various forms depending on the subject matter and the instructor's preferences. Project reports, open-book exams, and viva voce, are some forms that these assessments can take.</p> <p>Evaluation of students is entirely left to each course instructor.:</p> <ol style="list-style-type: none">1) The method of instruction is unique to each instructor and therefore a standardized external evaluation would not accurately capture what students have learned. 2) A majority of the grade is based on the student's performance in the continuous internal evaluation. Hence the course instructor would have a much better understanding of how much a student has learned. A standardized examination would not capture this. 3) Our university greatly values learning through activities and the practical application of concepts. This requires careful monitoring of students' activities and learning throughout the duration of the course. A single end-of-course examination would not accurately capture this or account for how a student has learned concepts in his or her own unique way. While we have chosen to keep all evaluations led by the individual course instructor, accountability in the process is very important as well. All course instructors are given guidelines on how to design student evaluations. In addition, when courses are being designed and placed on our LMS(Learning Management System), content experts work closely with the course instructor to ensure that evaluations are designed properly and accurately evaluate
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		students on their understanding of the specified topics. Lastly, the board of examinations vets and signs off on the evaluation scheme for each course.
5.8	What methods of evaluation of answer scripts does the University follow? Whether external experts are invited for evaluation?	<p>Evaluation of student performance is an integral part of the learning process. It helps the student identify any gaps in their understanding and provides the course instructor with information about how well each student, and the entire class, has understood the course. The purpose of assessment is not to terrify students with the prospect of failure. Instead, students see their potential for growth and develop their ability to learn. Well-structured assessments provide a clear, graduated path to achieving proficiency in the various learning objectives of each course. Student-centric assessment policies used at Atria University communicate that we value learning how to learn more than knowing facts and that we value student engagement with peers and instructors. And most importantly, we trained students to learn how to take constructive feedback and change from it. Assessment for each course is divided into two parts:</p> <p>a) Continuous assessment - 60% of the final grade</p> <p>b) End-of-course assessment - 40% of the final grade</p> <p>Continuous assessment Continuous assessment consists of two components: instructor-led evaluation and peer evaluation.</p> <p>Instructor-led evaluation Atria University's unique pedagogy means that a "one-size-fits-all" approach is not possible for course evaluation. Each course instructor is required to develop an evaluation scheme that best suits the content and methodologies of their course. Course instructors may choose to evaluate students through</p> <p>a) Written Submissions (eg. quizzes, reports, essays)</p> <p>b) Discussions and Presentations (eg. debates, project presentations)</p>

		<p>c) Problem-Solving exercises (eg. Lab, Design challenges)</p> <p>d) Experiential activities (eg. maker challenges, field visits)</p> <p>Peer evaluation: Peer evaluation is a crucial part of both the learning process and course evaluation scheme. Students are encouraged to examine their peers' submissions critically, grade them based on a rubric provided by the course instructor, and provide justification for the scores provided. In turn, the course instructor grades the evaluating student for the accuracy of the justification provided. This process teaches students to be discerning readers of academic content, as well as to provide honest evaluations of each others' work. Peer evaluation is conducted in class under the supervision of the course instructor, to reduce the opportunity and time available for academic malpractice.</p> <p>End-of-course assessment: While continuous assessment evaluates a student's learning from each part of the course, end-of-course assessment evaluates the student's ability to integrate all their learnings into a cohesive whole and perhaps synthesize new knowledge that is greater than the sum of its parts. End-of-course assessment can take the form of an open book exam, a project report or presentation, creation of working models or code, viva voce, or any other form that the course instructor sees fit. During the assessment, the instructor looks for the following:</p> <ul style="list-style-type: none">a) Whether course learning outcomes are met by the student.b) How well the student is able to present their learnings, with emphasis on clarity of thought, conciseness of writing, and appropriate use of jargon.c) Whether the student demonstrates an ability
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		<p>to learn beyond what was covered in the class.</p> <p>d) Whether the student is able to apply concepts from the course in appropriate ways, or even in novel applications.</p> <p>e) Whether the student is able to reflect on what he/she has learned, and is able to demonstrate some amount of personal development through the course (bonus credit).</p>
5.9	Mention the number of malpractice cases reported during the last 3 years and how they are dealt with.	<p>Atria University considers plagiarism to be a serious breach of academic integrity and ethics. Any instance of plagiarism that is discovered in a course is dealt with severely. Students are encouraged to submit original and unique content at every instance possible. During the course development phase, every activity is designed to encourage students to create unique content. This is to incentivize students to be original in their work. All documents submitted by students as part of a course are run through plagiarism detection software. Students are made aware of this and this is to disincentivize the urge to plagiarise content.</p> <p>The process to check for plagiarism:</p> <ol style="list-style-type: none"> 1) Students are required to submit nearly all their assignments as machine-readable soft copies on the Learning management system. This means images of handwritten work are usually not accepted as valid submissions. 2) Submitted assignments are run through a recognized Plagiarism checker (Copyleaks.com or Grammarly.com). 3) If plagiarised content is found and is improperly cited, students will be notified but not necessarily penalized. 4) If the amount of plagiarised content exceeds 20%, the student will automatically be awarded zero marks for that particular submission. 5) If a student receives zero marks due to plagiarism, that student may be allowed to re-work and re-submit a new response to the assignment based on the discretion of the particular course instructor. Any new submission

		<p>will be tested for plagiarism in the same way. Some examples of plagiarism that were found in students' assignments. Example: Appendix 1</p>
<p>5.10</p>	<p>Does the University have a continuous internal evaluation system?</p>	<p>YES, 1) Atria University gives considerable leeway to course instructors in terms of course content and evaluation. A majority of a student's grade from a course is based on their performance in the continuous internal assessment that takes place during the course. Based on the specific subject matter and the instructor's preferences, continuous evaluation can take the form of short practical projects, presentations, reports, essays, or any other form of activity that can be assessed in a fair manner and within a reasonable time frame. 2) Similarly, a summative assessment is conducted at the end of every course. These assessments also take various forms depending on the subject matter and the instructor's preferences. Project reports, open-book exams, and viva voce, are some forms that these assessments can take. Evaluation of students is entirely left to each course instructor.: i) The method of instruction is unique to each instructor and therefore a standardized external evaluation would not accurately capture what students have learned. ii) A majority of the grade is based on the student's performance in the continuous internal evaluation. Hence the course instructor would have a much better understanding of how much a student has learned. A standardized examination would not capture this. iii) Our university greatly values learning through activities and the practical application of concepts. This requires careful monitoring of students' activities and learning</p>

		<p>throughout the duration of the course. A single end-of-course examination would not accurately capture this or account for how a student has learned concepts in his or her own unique way. While we have chosen to keep all evaluations led by the individual course instructor, accountability in the process is very important as well. All course instructors are given guidelines on how to design student evaluations. In addition, when courses are being designed and placed on our LMS(Learning Management System), content experts work closely with the course instructor to ensure that evaluations are designed properly and accurately evaluate students on their understanding of the specified topics. Lastly, the board of examinations vets and signs off on the evaluation scheme for each course.</p>
5.12	<p>How are the question papers set to ensure the achievement of the course objectives?</p>	<p>Student-centric assessment policies used at Atria University communicate that we value learning how to learn more than knowing facts, and that we value student engagement with peers and instructors. And most importantly, we minted for students to learn how to take constructive feedback and change from it.</p> <p>Assessment for each course is divided into two parts:</p> <ul style="list-style-type: none"> a) Continuous assessment - 60% of the final grade b) End-of-course assessment - 40% of the final grade <p>Instructor-led evaluation</p> <p>Atria University’s unique pedagogy means that a “one-size-fits-all” approach is not possible for course evaluation. Each course instructor is required to develop an evaluation scheme that best suits the content and methodologies of their course. Course instructors may choose to evaluate students through</p> <ul style="list-style-type: none"> a) Written Submissions (eg. quizzes, reports, essays)

b) Discussions and Presentations (eg. debates, project presentations)

c) Problem-Solving exercises (eg. Lab, Design challenges)

d) Experiential activities (eg. maker challenges, field visits)

We only have activities and projects as a continuous and final evaluation. Each activity/project is mapped to a course outcome.

Here is an example of how we meet course outcome through evaluation:

Course name: Number in action (Math)

Course Outcome 1: Describe the theoretical concepts of geometrical shapes and their algebraic symbolization

Course Outcome 2: Demonstrate the application of trigonometry for indirect measurements, polar representation, and usage in complex numbers.

Course Outcome 3: Illustrate simultaneous linear equations for practical problems.

Course Outcome 4: Analyze units, accuracy, and tolerances through hands-on and practical sessions.

Describe the theoretical concepts of geometrical shapes and their algebraic symbolization

Sample:

Activities mapping to Course outcomes:

- Two Pins and a Thread: Course Outcome 1,4
- Elliptical Mirror: Course Outcome 1
- Burning Things: Course Outcome 1
- Parabolic Concentrator: Course Outcome 1
- Travelling the Earth: Course Outcome 1,2
- Too lazy to Climb: Course Outcome 2

		<ul style="list-style-type: none"> ● Parking Lot: Course Outcome 2 <p>Mapping Projects to Course outcomes:</p> <p>Project: Design and construct a scaled model of a human-centered sundial.</p> <ul style="list-style-type: none"> ● Project Task 1: Course Outcome 1, Course Outcome 2, Course Outcome 3, Course Outcome 4 ● Project Task 2: Course Outcome 1, Course Outcome 2, Course Outcome 3, Course Outcome 4 ● Project Task 3: Course Outcome 1, Course Outcome 2, Course Outcome 3, Course Outcome 4 ● Final Day submission: Course Outcome 1, Course Outcome 2, Course Outcome 3, Course Outcome 4 <p>Example: Appendix 2</p>
5.13	State the policy of the University for the constitution of the board of question paper setters, board of examiners and invigilators.	<p>Policy of the University for the constitution of board of question paper setters, board of examiners, and invigilators.</p> <p>Atria University follows a policy of instructor-led evaluation for all courses. Hence we do not have a board of question paper setters. Please refer to Question 5.7 for the relevant document on instructor-led evaluations.</p> <p>The composition and functions of the Board of Examinations are as follows:</p> <p>Composition</p> <p>The Board of Examination shall consist of the following members, namely: -</p> <ul style="list-style-type: none"> i. The Vice-Chancellor – Chairperson. ii. One (1) Professor from each constituent College.

		<p>iii. One (1) external evaluation expert, co-opted by the Board of Examination.</p> <p>iv. The Controller of Examination – Member-Secretary.</p> <p>Powers and Functions of the Board of Examinations</p> <p>The powers and functions of the Board of Examinations shall be as specified below:</p> <p>i. To lay down the evaluation policies of the University.</p> <p>ii. To provide oversight to conduct of all examination processes of the University, including evaluation, moderation, tabulation, and declaration of results.</p> <p>iii. To approve the methodology of faculty-led formative and summative evaluation activities leading to proper standardization of the process.</p> <p>iv. To review, from time to time, the results of University examinations and submission of reports thereon to the Vice Chancellor.</p> <p>v. To make recommendations to the Academic Council for the improvement of the examination system.</p> <p>vi. To make recommendations to the Academic Council for the list of graduates of a particular academic year who, upon approval by the Academic Council, would be awarded degrees.</p> <p>vii. To plan and organize convocations in consultation with the Registrar and Vice Chancellor.</p>
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5.14	<p>How regular and time-bound are the conduct of examinations and announcement of results? Substantiate with details of dates of examinations and announcement of results for the last 3 years. Details to be provided in the following format:-</p> <table border="1" data-bbox="289 405 745 604"> <thead> <tr> <th data-bbox="289 405 375 541">Year</th> <th data-bbox="380 405 516 541">Date of Exams</th> <th data-bbox="521 405 745 541">Date of announcement of results</th> </tr> </thead> <tbody> <tr> <td data-bbox="289 541 375 604"></td> <td data-bbox="380 541 516 604"></td> <td data-bbox="521 541 745 604"></td> </tr> </tbody> </table>	Year	Date of Exams	Date of announcement of results				<p>Yes Annexure- 5.14</p>
Year	Date of Exams	Date of announcement of results						

6.1	<p>How are students selected for admission to various courses? Please provide faculty-wise information</p> <p>a. Through special entrance tests b. Through interviews c. Through their academic records d. Through a combination of the above</p> <p>Please also provide details about the weightage given to the above</p>	<p>(d) Through a combination of a,b, and c. The admissions process at Atria University is a 3 stage process: Online application form, Assessment test, and Panel Interview.</p>
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Admissions Process Undergraduate Program 2024

Process Flow:

Admissions process flow is divided into 10 steps.

1. Lead Generation + Registration
2. Application Submission
3. Online Evaluation
4. Beyonder Assessment
5. Panel Interaction
6. Score Compilation
7. Offer of Admissions Review
8. Offer of Admissions Communication
9. Offer Acceptance + Retention
10. Enrollment

Lead Generation + Registration: The applicant registers online on Atria website with his/her email and phone number (mobile) and proceeds to fill the admissions application form.

Application Submission: The application form is divided into six main sections – Personal Information, Passion Statement, Academic details, Achievements & Interests, Ability to learn and Specialization Preferences.

The application form is considered 'submitted' at the form completion percentage of 100%.

The screenshot shows the Atria University website homepage. At the top, there is a purple navigation bar with the university logo on the left and a menu of links: HOME, ABOUT US, ADMISSIONS, MAJORS, ACADEMICS, and PLACEMENTS. A green 'APPLY NOW' button and a hamburger menu icon are also present in the navigation bar. Below the navigation bar, the Atria University logo is displayed on the left. The main content area features a large, light blue background with a grid of diamond-shaped images showing students in various settings. The text 'Shape Your Future With Us' is written in blue. Below this, 'ADMISSIONS OPEN FOR 2024' is written in large green letters. At the bottom left, there is a blue 'Apply Now' button. At the bottom right, there is a white button with a green WhatsApp icon and the text 'Talk to our counsellor'.

	Name of the National/state level entrance exam	No. of students admitted	% of students from the total admitted	Remarks	
	B.TECH				No
	AIEEE				
	RPET				
	JU				
	DIRECT				
	TOTAL				
	M.TECH				
	GATE				
	DIRECT				
	TOTAL				
	MBA				
	MAT/CAT				
	CAT				
	JU				
	DIRECT				
	TOTAL				
6.3	Whether admission procedure is available on the University website and in the prospectus,				

		<p>before the start of the specific academic year's admissions, however, if any updated is required mid-process, it is done as advised by the committee</p> <ul style="list-style-type: none"> ● Admission timeline - the timeline determined for a specific academic year is made available on the website annually at the start ● Testimonials of Students & Parents are added annually to make public their experience of the admission process at Atria University <p>The website review timeline is set as a weekly activity, however, this may vary depending on an update required before or in between the set dates.</p> <p>Admission events detail is available on the website before and posts the event with a link to the recordings.</p>
6.4	Please provide details of the eligibility criteria for admission in all the courses	<p>Atria University currently offers undergraduate programmes moving forward to include postgraduate and doctoral programmes in the near future.</p> <p>1. Eligibility for admission to Undergraduate programmes</p> <p>a. National/Domestic students:</p> <p>Students who have completed the Pre-University/Higher Secondary/10+2 or equivalent Examination of any recognized and/or reputed Board of Secondary Education and secured not less than the 40% marks, in aggregate, indicated as the minimum marks are eligible for admissions to a specific academic UG year cohort.</p> <p>b. International/Non Resident Indians (NRI) students: <i>(Only those non-resident Indian students who have studied and passed the qualifying</i></p>

examinations from schools or colleges in foreign countries will be included as international students. This will include the students studying in schools or colleges situated in foreign countries even if they are affiliated with Boards of Secondary Education or universities located in India. This will not include students studying in schools or colleges (situated in India) and affiliated with International Boards of Secondary Education or universities of foreign countries.

Only those students who have qualified from foreign universities or Boards of Higher Education recognized as equivalent by the 'Association of Indian Universities (AIU) are eligible for admission.

When required, a reference will be made to AIU to check the equivalence. In case the University /Board is not included in the list, the candidate has to obtain and submit a certificate to this effect from AIU by paying the requisite fee. Submission of an Equivalence Certificate from AIU is mandatory for foreign nationals.

AIU contact details:

AIU HOUSE 16, Comrade Indrajit Gupta Marg,
New Delhi 110002, India.

Phones: (91) -11- 23230059, (91)-11-23232429

Fax: (91)-11-23232131

E mail: aiu@del2.vsnl.net.in

Website: <http://www.aiuweb.org>

1. Eligibility for admission to Postgraduate programmes:

a. National/Domestic students: Currently unavailable at AU

b. International/NRI students: Currently unavailable at AU

		<p>2. Eligibility for admission to Doctoral programmes:</p> <p>a. National/Domestic students: Currently unavailable at AU</p> <p>b. International/NRI students: Currently unavailable at AU</p>								
6.5	<p>Whether the University is providing any reservation/relaxation in admission? If yes, please provide details in the following format:-</p> <table border="1"> <thead> <tr> <th>Category</th> <th>No. of students admitted</th> <th>% of quota provided for reservation and preparation in respect of actual enrolment</th> <th>Remarks</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Category	No. of students admitted	% of quota provided for reservation and preparation in respect of actual enrolment	Remarks					<p>As of now Atria University is following the reservation policy mentioned in the Atria University ACT.</p>
Category	No. of students admitted	% of quota provided for reservation and preparation in respect of actual enrolment	Remarks							
6.6	<p>Whether any management quota is available for admission to the University? If yes, please provide details in the following format:-</p> <table border="1"> <thead> <tr> <th>Total No. of Seats (Course-wise)</th> <th>No. of total students admitted</th> <th>No. of students admitted under Management quota</th> <th>% of students admitted under management quota</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Total No. of Seats (Course-wise)	No. of total students admitted	No. of students admitted under Management quota	% of students admitted under management quota					<p>Atria University doesn't follow any quota or reservation criteria system. The applicants are offered admission based on their performance during the admission process</p> <p>AU does not have any policy for admitting the students under management quota. All the students offered admission based on their performance in the entrance test.</p>
Total No. of Seats (Course-wise)	No. of total students admitted	No. of students admitted under Management quota	% of students admitted under management quota							
6.7	<p>What is the admission policy of the University with regard to NRI and overseas students?</p>	<p>As per guidelines, 'International Students' will include the following:</p> <p>i) Foreign Students: Students holding passports issued by foreign countries and people of Indian origin who have acquired the nationality of foreign countries are included as foreign students.</p> <p>ii) Non Residents Indians (NRI): Only those non resident Indian Students who have studied and passed the qualifying examinations from schools</p>								

or colleges in foreign countries including affiliated to Boards of Secondary Education or Universities located in India will be considered international students. However, this will not include students studying in schools or colleges situated in India and affiliated to the Boards of Secondary Education or Universities of the foreign countries.

Eligibility: Qualifications

Only those students who have qualified from foreign universities or Boards of Higher Education recognized as equivalent by the 'Association of Indian Universities' (AIU) are eligible for admission.

When required, a reference will be made to AIU to check the equivalence. In case, the university /board is not included in the list, the candidate has to obtain and submit a certificate to this effect from AIU by paying the requisite fee. Submission of an Equivalence Certificate from AIU is mandatory for foreign nationals.

AIU contact details:

AIU HOUSE 16, Comrade Indrajit Gupta Marg,
New Delhi 110002, India.

Phones: (91) -11- 23230059, (91)-11-23232429

Fax: (91)-11-23232131

E mail: aiu@del2.vsnl.net.in

Website: <http://www.aiuweb.org>

1. Admission Process

a. Students of international origin, people of Indian origin issued nationalities by foreign countries, and/or NRI can apply online in the prescribed format available on the Atria University website.

		<p>b. If the person enquiring is found to be eligible and if he/she wishes to proceed with the admission process, he/she will have to fill out the relevant Application Form along with photocopies of the eligibility-evidencing documents. After completing the application form, he/she will have to pay the relevant application fees before submission. The payment of the Application Fee and/or filling of the relevant Application Form can be executed by filling out the Application Form online through the University's Website and submitting the same post payment of the Application Fee, through any approved Payment Gateway.</p> <p>c. University admissions office will review the student's application and the supporting documents.</p> <p>d. In addition to the minimum norms of eligibility, as envisaged above, for the undergraduate cohort, as stated hereinabove, the University may lay down, separately, from time to time, such other modes for assessing or evaluating the competency of the Applicants, including but not limited to any or all of the following: -</p> <ul style="list-style-type: none">a. Online Application Evaluationb. Cohort specific University-driven Competency Assessment (SEID)c. Finally admitted students will be required to register themselves with the foreigner's registration office/local police authorities as per regulation of the Ministry of External Affairs, Government of India. <p>2. Visas</p>
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a. International students who wish to study in India must obtain a student Visa before traveling to India.

b. Please make enquiries at the Indian Consulate/Embassy /High Commission in your country /country of application to ascertain the correct procedure and time necessary to obtain a visa valid for the term of study of your program at the University.

3. Registration

a. All international students are required by law to register with the Foreigners Regional Registration Office (FRRO) / local police authorities as per regulation of the Ministry of External Affairs, Government of India. At present, this must be within 14 days of arrival in India but please check this information with the Consulate/Embassy/High Commission in your country before departure as these rules are subject to change.

b. Students must comply with visa rules and registration requirements and keep abreast of any changes. Accordingly, students are responsible for ensuring that their visas are valid throughout the period of study at University and for maintaining their registration with the FRRO/local police.

c. Students can request assistance from University for preliminary registration formalities.

d. The University will determine the fee structure for international students for various programs offered by it during every academic year. The fee would be determined by a duly laid down process in the statutes and ratified by the Finance Committee and Board of Management.

		<p>For each admission cycle, there would be a fee annexure created for that year.</p> <p>Students are required to undergo the medical fitness examination and get the medical fitness certificate.</p> <p>Examination and award of Degrees & Diplomas: The procedure for examination, payment of examination fees, issue of mark list, issue of passing certificates and award of degrees will be the same as for the Indian students doing the same courses.</p>
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A. Fee Structure

7.1	Present Course-wise fee structure of the University (Please provide head-wise details of total fee charged)	Tuition fees- 7,00,000 PA
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Programmes offered and fees structure											
First Year Course fees											
Course	Scho ols	Branches /Faculty	Dur atio n(in yrs)	Course Fee in INR	Caution Deposit (Refund able) in INR	Total in INR	Second Year Course Fee in INR	Third Year Course Fee in INR	Fourth Year Course Fee in INR	Fifth Year Cours e Fee in INR	Total Course Fee(Inclusive of Caution Deposit)
Bachelor Of Design (Bdes.)			4	7,00,0 00	50,000	7,50, 000	7,00,000	7,00,000	7,00,00 0	N/A	28,50,00 0
Bachelor Of Science (BSc.)			4	7,00,0 00	50,000	7,50, 000	7,00,000	7,00,000	7,00,00 0	N/A	28,50,00 0
Bachelor Of Business Administ ration (BBA)			4	7,00,0 00	50,000	7,50, 000	7,00,000	7,00,000	7,00,00 0	N/A	28,50,00 0
Bachelor of Technolo gy (BTech.)			4	7,00,0 00	50,000	7,50, 000	7,00,000	7,00,000	7,00,00 0	N/A	28,50,00 0

7.2	Any other fee charged by the University other than the fee displayed in the UGC website (e.g. Building Fee, Development Fee, Fee by any name, etc.)	NO
7.3	Whether fee structure is available on the University website and in the prospectus?	YES

7.4	Whether the fee is charged by the University as per fee structure displayed in the University website and in the prospectus or some hidden charges are there?	The actual fee charged is in accordance with the fee structure published in the university website.
7.5	Mode of Fee collection	By online bank transfers only
7.8	Whether the University is providing any concession in fee to students? If yes, please provide details.	<p>Atria University is committed to recognizing deserving individuals who exhibit exceptional skills and qualities which are needed to address real world problems and are highly sought after by providing ample and equal opportunity to aspiring students who wish to join the programs offered at both undergraduate and postgraduate levels.</p> <p>In order to achieve this, AU offered financial aid in the form of a Merit scholarship and need-based financial aid.</p> <p>Merit Based Scholarship-</p> <p>To acknowledge applicants aspiring to be global change visionaries and encourage their participation in the admission process, AU awards Merit Scholarship to those who outdo themselves during the selection process. The basis of the merit based scholarship is derived based on the internal cut-off as determined by the admissions committee, having no bearing whatsoever on their social or economical background.</p> <p>Need Based Financial Aid-</p> <p>To ensure that a deserving candidate doesn't lose out on the opportunity to complete higher studies at Atria due to their family financial situation, AU extends Need-Base financial aid to candidates who have successfully completed the selection process and have been offered admission, purely on the basis of their family financial situation.</p> <p>The Financial Aid committee ascertains the need and takes decisions on a case to case basis after reviewing the filled financial aid form and the supporting documents.</p>
7.9	Details of the Hostel Fee including mess charges	Rs. 1, 80,000/- per annum inclusive of accommodation, food and other utilities.
7.10	Any other fee	1. Admission processing fee of Rs. 25,000/- (one-time payment, non-refundable)

		2. Refundable security deposit of Rs. 50,000/- (refundable at the time of graduating or withdrawal from the University)																				
7.11	Basis of Fee Structure	The fee structure is based on the recommendations of the finance committee. The details are attached in <u>Annexure 7.11</u>																				
7.12	Whether the University has received any complaint with regard to fee charged or fee structure? If yes please give details about the action taken.	NO																				
7.13	Whether the University is providing any scholarship to students? If yes, please provide details.	<p>Merit based scholarship is awarded to students depending on their performance during our admission process</p> <p>List of 2021 Merit based scholarship students:</p> <table border="1"> <thead> <tr> <th>Enrollment No</th> <th>First Name</th> </tr> </thead> <tbody> <tr> <td>AU21UG-025</td> <td>Ojasvi Bhagwat</td> </tr> <tr> <td>AU21UG-023</td> <td>Mukunda Komaragiri</td> </tr> <tr> <td>AU21UG-026</td> <td>Owais Sajjad Shafi</td> </tr> <tr> <td>AU21UG-046</td> <td>Zubin Techchandani</td> </tr> <tr> <td>AU21UG-013</td> <td>Diya Hafiz</td> </tr> <tr> <td>AU21UG-007</td> <td>Aryan Bakle</td> </tr> <tr> <td>AU21UG-043</td> <td>Vishwa Shah</td> </tr> <tr> <td>AU21UG-035</td> <td>Satyam Abhishek</td> </tr> <tr> <td>AU21UG-001</td> <td>Abhinay Kumar</td> </tr> </tbody> </table>	Enrollment No	First Name	AU21UG-025	Ojasvi Bhagwat	AU21UG-023	Mukunda Komaragiri	AU21UG-026	Owais Sajjad Shafi	AU21UG-046	Zubin Techchandani	AU21UG-013	Diya Hafiz	AU21UG-007	Aryan Bakle	AU21UG-043	Vishwa Shah	AU21UG-035	Satyam Abhishek	AU21UG-001	Abhinay Kumar
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AU21UG-043	Vishwa Shah																					
AU21UG-035	Satyam Abhishek																					
AU21UG-001	Abhinay Kumar																					

AU21UG-008	Atharv Vadehra
AU21UG-021	Lakshay Kumar
AU21UG-006	Aryan Saxena

List of 2022 Merit based scholarship students:

ATR-2022-00032	Dande Kethan
ATR-2022-00162	Marwa Nazeem
ATR-2022-00190	Jaimin Solanki
ATR-2022-00451	Het Desai
ATR-2022-00630	Kailash Jain
ATR-2022-00027	Arnav Patil
ATR-2022-00836	Abhinay Kumar
ATR-2022-00670	Deepak Grover
ATR-2022-00539	Pranjal Bansode
ATR-2022-00697	Suraj Rathi
ATR-2022-00796	Anmol Chaudhary
ATR-2022-00823	Prajjwal Yadav
ATR-2022-01114	Pruthvi Naresh
ATR-2022-00088	Gaurav Shahare

List of 2023 Merit based scholarship students:

Enrollment No	First Name
AU23UG-006	Jimil Doshi
AU23UG-015	Mohammed Rayan Pasha

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F. Faculty

8.1	Total no. of sanctioned and filled up posts (institution-wise and department-wise)						
Teaching Staff sanctioned and filled posts							
Teaching Staff							
SN o	As per Degree/Course	Professor		Associate Professor		Assistant Professor	
		Sanctioned	Filled	Sanctioned	Filled	Sanctioned	Filled
1	B.Sc.	1	4	2	3	6	8
2	BBA	1	0	2	1	6	1
3	B.Tech	1	5	2	2	6	8
4	B.Des	1	0	2	0	6	2
8.2	Details of Teaching Staff in the following format (Please provide details - institution-wise and department-wise)						

Name of the teacher	Designation	Age	Educational Qualifications(whether qualified as per UGC regulations)	Teaching experience (years)	Date of appointment	Full time/Part time	Regular or Ad Hoc	Scale of Pay	No of publications
Annexure 8.2 is attached									

8.3	Category wise , no. of teaching staff				
		Category	Male	Female	Total
		SC	1	2	3
		ST	2	0	2
		OBC	4	3	7
		PH	0	0	0
		General	16	6	22
		Total	23	11	34

8.4 Details of the permanent and temporary faculty members in the following format			
Particulars	Female	Male	Total

Total no. of permanent teachers	11	23	34
No. of teachers with Ph.D. as the highest qualification	5	15	20
No. of teachers with M.Phil as the highest qualification	0	0	0
No. of teachers with PG as the highest qualification	6	8	14
Total no. of temporary teachers			
No. of teachers with Ph.D. as the highest qualification			
No. of teachers with M.Phil as the highest qualification			
No. of teachers with PG as the highest qualification			
Total No. of visiting/Adjunct teachers	13		13
No. of teachers with Ph.D. as the highest qualification			
No. of teachers with M.Phil as the highest qualification			
No. of teachers with PG as the highest qualification			

8.5	Ratio of full-time teachers to part-time/contract teachers	1:0.38
8.6	<p>Process of recruitment of faculty</p> <p>Whether advertised? (pl. attach copy of the ad)</p> <p>Whether the selection committee was constituted as per the UGC Regulation?</p>	<p>Atria University (AU) is an equal opportunity employer and appointment to all positions in the University service is based on merit, qualification and abilities. AU does not discriminate in employment opportunities and practices based on race, color, gender, state, origin, age or any other characteristic protected by law. This policy governs all aspects of employment including, selection, job assignment, compensation, code of conduct, termination and access to benefits and training.</p> <p>The Recruitment Process is defined in the Atria University Act and Statutes and constituent documents in accordance with the University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and other Measures for the Maintenance of Standards in Higher Education) Regulations, 2018.</p>

A. The Recruitment Process

1. Identification of Vacancies

Posts shall be deemed to be vacant as a result of the following:

1. End of contract of an employee with AU
2. Retirement/ Superannuation of an employee
3. Resignation by an employee
4. Dismissal of an employee by the University
5. Death of an employee
6. Restructuring/establishment of University/Faculty/ Department
7. Rejection of offer from Atria University by a candidate.
8. Any other causes, and/or reasons.

2. Advertisement for the Role

As a first step, an advertisement that describes the role, designation, required experience and qualification, along with other notable points is placed in online job board's like LinkedIn. The submitted applications are downloaded.

3. First Round of Interview

The Human Resources Team conducts the first round of interview with all the candidates who have applied to obtain details related to qualifications, experience, current location, compensation structure, and time required to join. The collected data is entered into a Master sheet.

4. Formation of the Selection Committee

All the appointments at Atria University are done through the "Staff Recruitment and Selection Committee" constituted by the Vice Chancellor from time to time. For a Teaching role, the Committee consists of the Program Director for the Major, one Associate Professor, and one Assistant Professor. For a Non-Teaching Role,

the committee consists of the Registrar, and 2 senior officials from AU administration.

5. Second Round - Technical Interview by the Selection Committee

The Selection Committee thus formed deliberates on the Master sheet shared by HR and shortlists candidates for the Technical Interview. Based on the performance in the Technical Interview a second shortlist of candidates is made by the Selection Committee.

6. The Active Learning Demonstration

The second shortlist of candidates are invited for an Active Learning Demonstration (ALD) wherein candidates use Project Based Learning Pedagogy to deliver a session for about 1 hour. Based on the feedback from the audience - the Selection Committee, invited faculty and students, the candidature is forwarded to HR for a discussion round on compensation and time to join.

7. Making an Offer

The HR person reaches out to the selected candidate with a Formal Offer that outlines the role, designation, and other details as required after a discussion round on compensation and time to join.

8. The Candidate accepts the offer.

Note:

Interviews mentioned in points 3 and 4, and the ALD could be online or in-person.

The decision of the Selection Committee relating to recruitment and selection shall be deemed final.

B. Eligibility Criteria for teaching positions

		<ol style="list-style-type: none">1. The National Eligibility Test (NET), or an accredited test (State Level Eligibility Test SET/SLET) shall remain the minimum eligibility for appointment of Assistant Professor and equivalent positions wherever provided in these regulations. Further, SLET/SET shall be valid as the minimum eligibility for direct recruitment to Universities /Colleges /Institutions under the control of the respective state only.2. Provided further, that candidates, who have been awarded Ph. D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degree) Regulation, 2009 or University Grants Commission (Minimum Standards and Procedure for Award of M.Phil/Ph.D. Degree) Regulation, 2016 and their subsequent amendments from time to time as the case may be, shall be exempted from the requirement of the minimum eligibility condition of NET/SLET/SET for recruitment and appointment of Assistant Professor or equivalent positions in Universities / Colleges / Institutions.3. Provided further that, the award of degree to candidates registered for the M.Phil / Ph.D. programme prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances / Bye-laws / Regulations of the Institutions awarding the degree. All such Ph.D. candidates shall be exempted from the requirement of NET/SLET/SET for recruitment and appointment of Assistant Professor or equivalent positions in Universities/Colleges / Institutions subject to the fulfillment of the following conditions:<ol style="list-style-type: none">a. Ph.D. degree of the candidate is regular mode;b. Evaluation of the Ph.D. thesis by at least two external examiners;c. An open Ph.D. viva voce of the candidate had been conducted;d. Candidate has published two research papers from his/her Ph.D. work out of which at least one must be in a refereed journal;e. Candidate has made at least two presentations in conference/seminars, based on his/her Ph.D. work.
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(a) to (e) as above are to be certified by the Registrar of Atria University

4. NET/SLET/SET shall not be required for such disciplines for which NET/SLET/SET is not conducted.
5. A minimum of 55% marks (or an equivalent grade in a point scale wherever grading system is followed) shall be required at the master's level for direct recruitment of teachers at any level.
 - a. A relaxation of 5% shall be provided at the graduate and master's level for the candidates belonging to Scheduled Caste/Scheduled Tribe/Differently-abled ((a) Blindness and low vision; (b) Deaf and Hard Hearing; (c) locomotor disability including cerebral palsy, leprosy cured, dwarfism, acid attack victims and muscular dystrophy; (d) Autism, intellectual disability, specific learning disability and mental illness; (e) Multiple disabilities from amongst persons under (a) to (d) including deaf-blindness)/Other Backward Classes (OBC)(Non-creamy Layer) for the purpose of eligibility and assessing good academic record for direct recruitment. The eligibility marks of 55% marks (or an equivalent grade in a point scale wherever grading system is followed) and the relaxation of 5% to the categories mentioned above are permissible, based on only the qualifying marks without including any grace mark procedures.
 - b. A relaxation of 5% shall be provided, from 55% to 50% of the marks to the Ph.D. Degree holders, who have obtained their master's Degree prior to 19 September, 1991.
1. Relevant grade which is regarded as equivalent of 55% wherever the grading system is followed by a recognized university shall also be considered valid at the master 's level.

2. The Ph.D. Degree shall be a mandatory qualification for promotion to the post of Assistant Professor (Selection Grade/Academic Level 12) at Atria University.
3. The period of time taken by candidates to acquire M.Phil. and/or Ph.D. Degree shall not be considered as teaching/ research experience to be claimed for appointment to the teaching positions.
4. Further the period of active service spent on pursuing Research Degree simultaneously with teaching assignment without taking any kind of leave shall be counted as teaching experience for the purpose of direct recruitment/ promotion.
5. The period of leave taken for pursuing Research Degree i.e. for acquiring Ph.D. degree shall not be counted as teaching experience for the purpose of direct recruitment/ promotion.

C. Direct Recruitment

For the disciplines of Arts, Commerce, Humanities, Education, Law, Social Sciences, Sciences, Languages, Library Science, Journalism and Mass Communication.

1. Assistant Professor- Eligibility

Option 1	Option 2
Master 's degree with 55% marks (or an equivalent grade in a point scale wherever grading system is followed) in a relevant/allied subject from an Indian University, or an equivalent degree from an accredited foreign university.	PhD degree from a university/institution with a ranking in top 500 in the World University ranking (at any time) by Quacquarelli Symonds (QS), the Times Higher Education (THE) and Academic Ranking of World Universities (ARWU) of

		<p>Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC, CSIR or similar test accredited by the UGC like SLET/SET or who are or have been awarded a Ph. D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time as the case may be.</p>	<p>the Shanghai Jiao Tong University (Shanghai).</p>
		<p>NET/SLET/SET shall not be required for such master 's programmes in disciplines for which NET/SLET/SET is not conducted by the UGC, CSIR or similar test accredited by the UGC like SLET/SET.</p>	
		<p>2. Associate Professor- Eligibility</p> <ol style="list-style-type: none"> 1. Good academic record with a Ph.D. Degree in the concerned/allied/relevant disciplines. 2. A master's degree with at least 55% marks (or an equivalent grade in a point scale wherever grading system is followed). 3. A minimum of eight years of experience of teaching and/or research in an academic/research position equivalent to that of Assistant Professor in a University, College or Accredited Research 	

		<p>Institution/industry with a minimum of seven publications in the peer reviewed/UGC listed journals and a total research score of Seventy-Five (75) as per the criteria given in Appendix III, Table 2 of the UGC Regulations, 2018.</p> <p>4. Contribution to educational innovation, design of new curricula and courses, and technology – mediated teaching learning process.</p> <p>3. Professor- Eligibility</p>	
		Option 1	Option 2
		<p>An eminent scholar with Ph.D. qualification(s) in the concerned/allied/relevant discipline and published work of high quality, actively engaged in research with evidence of published work with a minimum of 10 research publications in the peer reviewed/ UGC listed journals and a total research score of 120 as per the criteria given in Appendix III, Table 2.</p>	<p>An outstanding professional with Ph.D. in relevant/allied/applied disciplines from academics/research institutions/industries, who has made significant contributions to the knowledge in the concerned/allied/relevant discipline to be substantiated with documentary evidence.</p>
		<p>A minimum of ten years of teaching experience in university/college as Assistant Professor/Associate Professor/Professor, and/or research experience at equivalent level at the University/National level institutions/industries with evidence of having successfully guided doctoral candidates.</p>	
		<p>Contribution to educational innovation, design of new curricula and courses, and</p>	

technology – mediated
teaching learning process.

D. Types of Employment

1. Full-time Employees

Full-time Employees are confirmed in service with Atria University and may not accept any other gainful employment while in its service. Full-time employees may normally work up to the age of superannuation which is 60 years subject to other provisions contained in these Regulations.

2. Contractual Terms

Staff appointed on contractual basis shall be governed by the terms of the contract signed between them and Atria University. Such staff may be given the option to change status from permanent terms to contractual terms, and vice-versa through application and consideration for approval by a University Officer with whom lies the sole authority.

3. Part-time/ Adjunct Terms

University staff may be appointed on Part-time Terms where the employee is engaged for teaching one or a few of the courses that form part of the curriculum

4. Casual Terms

Employees who are engaged to perform defined tasks on an on-call basis and whose remuneration is determined for each task performed shall be considered as Casual Employees.

E. Categories of Employees

1. Academic (Teaching)

		<p>Academic teaching staff are engaged in teaching, research and outreach activities to the community in line with the mission of the University. They include the following:</p> <ol style="list-style-type: none"> 1. Professor of Practice 2. Professor 3. Associate Professor 4. Assistant Professor 5. Research Associate 6. Research Assistant <p>2. Academic (Non-Teaching) Staff</p> <p>These staff are usually staff engaged in support roles for academic teaching and research operations.</p> <p>3. Administrative and Technical Staff</p> <p>These staff are usually engaged in administrative, training, consultancy and other functions of the University.</p>
8.7	<p>Does the University follow a self-appraisal method to evaluate teachers on teaching, research and work satisfaction? If yes, how is the self-appraisal of teachers analysed and used? Whether:-</p> <p>Self Appraisal Evaluation Peer Review Students evaluation Others (specify)</p>	<p>Yes</p>

Performance Appraisal for Teaching Staff

Employee ID:

Name:

Designation:

Major/Department:

Academic Performance Indicators

1. Sprints taught for the year _____

Name of the Sprint	Time taken for Content Creation in hours	Sprint delivered in hours	Date of Delivery	Delivered alone

2. Other responsibilities

Type	Number of hours in the year	Outcome/Description
Studio		
Academic		

Mentoring		
Outreach		
Recruitment		

3. Research

Type	Number of hours in the year	Name of the article/project	Outcome
Writing research articles			
Externally funded research			
Consulting for Atria University			
Internal Project			
External			

Project			
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4. Upskilling and knowledge enhancement for the role

Type	Number of hours in the year	Name of the course/program	Outcome
Certification Online/Offline			
Training program			
Degree			
FDP			
Any other			

5. Co-Curricular and Extra-curricular activities

Type	Number of hours in the year	Name and date of the activity	Outcome

Cultural			
Creative			
Community connects			
Organizing Field Trip			
Bringing in Guest Speakers			
Organizing Internship			
Any other			

6. Self-Appraisal on Pedagogy and Teaching-Learning

Please use the following rubric to give a score (1 to 5) to yourself on the aspects described below.

Most of the time	5
Very often	4
Not very often	3
Very Rarely	2
Not at all	1

Aspect	Name of the Sprint	Score
Demonstrate understanding of active learning strategies while delivering a sprint		
Connect concepts across disciplines easily		
Confidence in handling the subject of the sprint		
Competence in the subject of the sprint		
Effective Time Management		
Alignment to		

	Learning Objectives for the sprint			
	Student engagement during the sprint			
	Use of activities			
	Use of online tools and technology			
	<p>7. Please enumerate your strengths and areas for improvement based on your role requirements at Atria University.</p> <p>8. Were there any specific challenges faced by you?</p> <p>8. Is there something that Atria University could do to help you address these challenges?</p>			
8.8	Institution-wise and Department-wise teacher student ratio (only full time faculty)	1:17/ 1:17		

Institution wise Student to Teacher ratio

Sl No	Institution	No of Faculty	No of Students	Student Teacher Ratio
1	Atria University	34	600	1:17

PhD Students

Department wise student teacher ratio

Sl No	Department	No of Faculty	No of Students	Student Teacher Ratio
1				
2				

PhD Students

Department wise student teacher ratio

Sl No	Departments	No of Faculty	No of Students	Student Teacher Ratio
1				
2				

8.9	Whether the University is providing UGC Pay Scales to the Permanent Faculty? If yes, please provide the following details:-	The university will provide a scale of pay on par with the scales mentioned by UGC
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	Scale of Pay with all the allowances Professor – Associate Prof.- Assistant Prof. – Mode of Payment – (Cash/Cheque)	Academic level 14, entry pay of Rs. 1,44,200 Academic level 13 A, entry pay of Rs. 1,31,400 Academic level 10, entry pay of Rs. 57,700 Through bank transfer.
8.10	Pay/Remuneration provided to:- Part-Time Faculty – Temporary Faculty- Guest Faculty –	Yes Part-Time Faculty/Temporary Faculty/Guest Faculty– Remunerated 800 - 3000 per Hour
8.11	Facilities for teaching staff (Please provide details about Residence, Rooms, Cubicles, Computers/Any other)	Annexure-8.11

Item	Items Description	Department (Major)	Value (Rs.)
Minus 80 degree freezer (300-320 litres)	Minus 80 degree freezer (300-320 litres) is used for long-term storage of biological samples, including DNA, RNA, proteins, and cell lines, preserving their integrity for future experiments and research.	LS	673,000.00
eFL EPI LED Fluorescence Trinocular Microscope with Camera, Student Model	An eFL EPI LED Fluorescence Trinocular Microscope with Camera, Student Model is used for visualizing and capturing fluorescently labeled molecules and structures, aiding in various molecular biology applications, including gene expression analysis and protein localization studies.	LS	671,420.00
Student Trinocular microscope with camera & laptop- upright	In a Molecular Biology lab, a student trinocular microscope with a camera and laptop (upright) is used to enable students to observe and document molecular samples and structures, facilitating learning and research activities.	LS	187,270.00
Dry Heating Blocks with 2 ml, 15 ml and 50 ml adaptors	dry heating blocks with 2 ml, 15 ml, and 50 ml adaptors are used for precise and controlled heating of small sample tubes (2 ml) and larger vessels (15 ml and 50 ml) during processes like DNA denaturation, PCR setup, and enzyme reactions.	LS	54,764.00
Gel Documentation System	a Gel Documentation System is used to capture images of DNA, RNA, and protein gels, enabling the analysis and storage of molecular samples, and facilitating research and documentation.	LS	400,000.00
Fume hood (6 ft)	A 6-foot fume hood is used to safely conduct experiments and handle chemicals that may produce fumes or hazardous vapours, protecting researchers and maintaining a controlled environment.	LS	299,720.00

Real-Time PCR Machine	A Real-Time PCR Machine is used for the quantitative analysis of DNA or RNA, enabling the monitoring of DNA amplification in real-time and various applications such as gene expression and genotyping.	LS	1,412,460.00
Multipurpose plate reader with Fluorescence, Luminescence, UV/VIS etc.	A multipurpose plate reader with Fluorescence, Luminescence, UV/VIS capabilities is used to analyze various biological assays, enabling researchers to measure and study DNA, RNA, proteins, and other molecules efficiently.	LS	1,700,000.00
ICE Maker	An ice maker is used for the convenient and on-demand production of ice to maintain samples and reagents at low temperatures during experiments and storage.	LS	206,500.00
Centrifuge table top with refrigeration	A tabletop centrifuge with refrigeration is used to separate cellular components, DNA, proteins, or other molecules by spinning samples at high speeds while maintaining a low temperature, preserving sample integrity.	LS	288,346.00
Accupipet(variable volume pipette) PVDF/SS T 2 (0.5-2ul)	Accupipet(variable volume pipette) PVDF/SS T 2 (0.5-2ul). The Accupipet, likely a pipetting device, is a precision tool used for dispensing liquid volumes accurately and consistently in laboratory environments.	LS	12,176.42
Laminar Air Flow Cabinet	A laminar airflow cabinet (LAF) is a specialised piece of laboratory equipment designed to create a sterile and particle-free working environment for various sensitive processes, especially in microbiology, cell culture, and other applications requiring aseptic conditions.	LS	118,944.00
Water bath ring	By keeping the temperature steady, a water bath makes it easier to perform reactions or incubate samples that need particular thermal conditions. It is essential for many types of studies with materials that are sensitive to temperature.	LS	24,532.20

Centrifuge machine	The centrifuge is a machine that separates biological sample components according to size or density. It makes it easier to isolate particles such as cells, proteins, DNA, or other elements needed for examinations and tests.	LS	263,376.00
Orbital shaking incubator	An orbital shaking incubator is a piece of laboratory equipment designed to provide controlled temperature conditions while simultaneously agitating or shaking samples.	LS	304,218.00
LG 360 L2 Frost-free Refrigerator	A frost-free refrigerator is a type of refrigerator designed to prevent the buildup of frost and ice within its compartments, reducing the need for manual defrosting.	LS	35,490.00
Autoclave	By applying high-pressure steam to media, glassware, and equipment, an autoclave sterilises them.	LS	39,135.00
Digital photoelectric colorimeter	A digital photoelectric colorimeter is a laboratory instrument used to measure the absorbance or transmittance of light by a solution at specific wavelengths, often used in biochemical, chemical, and environmental analyses.	LS	15,930.00
Micro centrifuge	A microcentrifuge is a laboratory centrifuge designed for the rapid spinning of small volumes of samples at very high speeds.	LS	56,286.00
Spinix vortex shaker	The Spinix Vortex Shaker is a laboratory instrument used for vigorous mixing or shaking of samples in tubes or containers.	LS	13,411.00

Digital pH meter with glass and combined electrode	A digital pH meter with a glass and combined electrode is a precision instrument used to measure the acidity or alkalinity of a liquid solution.	LS	12,850.00
Electronic balance machine	An electronic balance is a precision measuring instrument used in laboratories and various industries for accurately determining the weight or mass of objects.	LS	16,992.00
Rocky max speed	It is a rocking shaker used for staining and destaining gels, hybridization procedures, haematology and blotting techniques.	LS	47,284.00
Labomed microscope	Labomed manufactures a range of microscopes known for their optical quality, versatility, and user-friendly designs.	LS	600,000.00
Mini dual vertical electrophoresis unit	A mini dual vertical electrophoresis unit is a laboratory instrument used for the separation of biomolecules, such as DNA, RNA, or proteins, based on their size and charge.	LS	44,150.00
Power supply for electrophoresis unit	A power supply for an electrophoresis unit is a critical component that provides the necessary electrical current and voltage to drive the separation of molecules during electrophoresis.	LS	53,919.00
Midi submarine electrophoresis unit	A midi submarine electrophoresis unit is a piece of laboratory equipment used for separating biomolecules, such as DNA or proteins, based on their size through an electrophoresis process.	LS	78,701.00

Midi submarine electrode set (pkt of 2 nos.)	The term "Midi submarine electrode set" typically refers to the electrodes used within a midi submarine electrophoresis unit. These electrodes are essential components for generating the electric field necessary for biomolecule separation during gel electrophoresis.	LS	24,216.00
Power supply for electrophoresis unit	A power supply for an electrophoresis unit is a crucial piece of laboratory equipment used to provide the necessary electrical current and voltage for conducting gel electrophoresis.	LS	53,919.00
Midi submarine casting tray	The "Midi Submarine Casting Tray" is a component used in the preparation of gels for electrophoresis in a midi submarine electrophoresis unit.	LS	15,743.00
Gel caster for submarine electrophoresis unit	The gel caster for a submarine electrophoresis unit is a specific accessory or component used in the preparation and casting of gels for electrophoresis experiments in a submarine electrophoresis system.	LS	11,811.00
Voltage stabilizer servo controlled	A voltage stabilizer equipped with a servo mechanism to regulate and stabilize the voltage supplied to electronic equipment, ensuring a consistent and safe power supply.	LS	15,930.00
Voltage stabilizer servo controlled	A voltage stabilizer equipped with a servo mechanism to regulate and stabilize the voltage supplied to electronic equipment, ensuring a consistent and safe power supply.	LS	13,806.00
Electronic balance model: BL 220H Shimadzu make	A precision electronic balance with a model name BL 220H, manufactured by Shimadzu. It is designed for accurate measurement of mass in laboratory settings.	LS	45,401.00

Centrifuge machine spare angle head with polypropylene tubes 24x1.5ml	Spare angle head attachment for a centrifuge machine, designed to accommodate polypropylene tubes with a capacity of 24 tubes of 1.5ml each.	LS	19,116.00
Dry bath model LBH010	Another variant of the rotary shaker with brushless spare clamps, this one designed for larger containers with capacities of 1000 ml and 500ml.	LS	21,664.80
Aluminium blocks 4x4 well, 1.5/2.0ml tube 16 wells of F11.0mm, depth 30mm	Another variant of the rotary shaker with brushless spare clamps, this one designed for larger containers with capacities of 1000 ml and 500ml.	LS	11,033.00
Aluminium blocks 4x3 well, 15ml tube, 12 wells F17.3mm, depth 50mm	aluminium blocks, but designed for 15ml tubes with 12 wells, each having a diameter of F17.3mm and a depth of 50mm.	LS	11,033.00
Aluminium blocks 2x2 well, 50ml tube, 4 wells F29.2mm, depth 50mm	aluminium blocks, but designed for 15ml tubes with 12 wells, each having a diameter of F17.3mm and a depth of 50mm.	LS	11,033.00
Fluorescence Microscope with 4 filters (B, G, U and UV)	A microscope equipped with fluorescence capabilities and four filters (B, G, U, and UV), enabling the observation of fluorescently labelled specimens.	LS	671,420.00
Microscope Frame for transmitted microscopy with Kohler LED (N5731700)	A trinocular microscope manufactured by Olympus with the model name CX43, suitable for various biological and laboratory applications.	LS	10,000.00
Olympus Trinocular microscope model CX43	A trinocular microscope manufactured by Olympus with the model name CX43, suitable for various biological and laboratory applications.	LS	218,092.00

CFX Opus Real-time PCR, Laptop lenovo ideapad core i3	A Real-time Polymerase Chain Reaction (PCR) machine with the model name CFX Opus. It comes with a Lenovo Ideapad laptop with a Core i3 processor for control and data analysis.	LS	1,700,794.00
-80 refrigerator	A Real-time Polymerase Chain Reaction (PCR) machine with the model name CFX Opus. It comes with a Lenovo Ideapad laptop with a Core i3 processor for control and data analysis.	LS	672,954.00
Iceflaker	An ice flaker is a machine that produces flaked or crushed ice. It's commonly used in laboratories, medical facilities, and food service for applications such as cooling and preservation.	LS	206,500.00

Manometer	A manometer is a device used to measure pressure, often in fluid systems. It can be a U-tube filled with liquid, and the pressure is determined by the difference in liquid levels in the two arms.	ES	19,904.00
Combustion Analyzer Kit	This kit is used to analyze and measure various parameters in combustion processes, including the concentration of gases like oxygen and carbon dioxide, temperature, and draft.	ES	147,378.00
Pyranometer	A pyranometer is a device used to measure solar radiation flux. It is commonly employed in meteorology, climatology, and solar energy studies.	ES	52,950.00
Ultrasonic flow meter	This type of flow meter uses ultrasonic waves to measure the velocity of a fluid, allowing for the determination of flow rate. It is commonly used in non-invasive flow measurements.	ES	81,361.00
Luxmeter	A lux meter is a device used to measure the intensity of light in lumens per square meter. It is often used to assess lighting conditions in various environments.	ES	12,099.00
Power Quality Analyzer for 3 Phase network	This analyzer is used to monitor and analyze the quality of electrical power in a three-phase system, assessing parameters like voltage, current, harmonics, and power factor.	ES	295,000.00

Thermal Imager	A thermal imager captures infrared radiation to create images of objects based on their temperature. It's useful in various fields, including electrical inspections and building diagnostics.	ES	58,499.00
Data logger Humidity, Pressure (Air), Temperature	A data logger records and stores data over time. This specific one monitors and logs humidity, air pressure, and temperature.	ES	28,428.00

Regulated Dual DC Power Supply	A power supply unit that provides a stable and adjustable DC voltage output. "Dual" typically means it has two independent channels, allowing you to set and control two different voltage levels simultaneously.	E-M	97,350.00
Regulated Power Supply	Similar to the dual DC power supply, but this is likely a single-channel power supply that provides a regulated and stable DC voltage output.	E-M	40,120.00
Function Generator	A device that generates different waveforms (sine, square, triangle, etc.) at various frequencies. It is commonly used in electronics laboratories for testing and troubleshooting.	E-M	85,550.00
Digital Multimeter	A versatile electronic instrument used to measure voltage, current, resistance, and sometimes other electrical parameters. "Digital" indicates that it displays readings on a digital screen.	E-M	14,750.00
Oscilloscope	An oscilloscope is a device used to visualise and analyse the electronic signal voltages over time. It provides a graphical representation of the signal's waveform.	E-M	156,350.00
Soldering Station-with hot air blower	A tool used for soldering electronic components onto circuit boards. The hot air blower is often used for surface mount device (SMD) soldering.	E-M	56,050.00
Speed Control of Universal Motor KIT	A kit designed to control the speed of a universal motor. Universal motors are commonly used in appliances like blenders and power tools.	E-M	25,370.00
12V DC Motors 120 W	Similar to the 6V DC motor but operates on a 12-volt power supply and has a power rating of 120 watts. It can be used for applications requiring higher power.	E-M	16,284.00

Single-Phase Half-wave Controller-Diode KIT	A kit designed for controlling the power in a single-phase AC circuit using a half-wave rectifier circuit, often involving diodes.	E-M	14,750.00
E20 Car-Mahindra	Car for course- dismantling	E-M	225,000.00

48v 20ah li-ion soft pack with waterproof bms	A 48-volt, 20 ampere-hour lithium-ion battery in a soft pack configuration, equipped with a waterproof Battery Management System (BMS) for protection and efficient management of the battery.	E-M	174,522.00
48v 30ah lithium ion battery (26650 MODEL)	A 48-volt, 30 ampere-hour lithium-ion battery using 26650 model cells. This battery is designed to provide a higher capacity than the 20Ah version, suitable for applications requiring more energy.	E-M	52,321.20
48v 30ah lithium ion battery (18650 MODEL)	Similar to the previous battery, but utilising 18650 model cells. The choice of cell model can affect factors such as energy density and overall battery size.	E-M	49,324.00
48V 30AH LIFEPO4 BATTERY	A 48-volt, 30 ampere-hour Lithium Iron Phosphate (LiFePO4) battery. LiFePO4 batteries are known for their stability, long cycle life, and enhanced safety features compared to traditional lithium-ion batteries.	E-M	22,892.00
12V 102AH INVERTER BATTERY LFP	A 12-volt, 102 ampere-hour inverter battery using Lithium Iron Phosphate (LFP) chemistry. LFP batteries are commonly used for backup power in inverters due to their stable performance.	E-M	105,020.00
48v 1000w hub motor kit with display	A kit consisting of a 48-volt, 1000-watt hub motor for electric bicycles or similar applications. It includes a display for monitoring and controlling the motor.	E-M	76,110.00
48v 1500w motor kit with 50a controller with display	Similar to the previous kit but with a more powerful 1500-watt motor and a 50-ampere controller. The display provides information and control options for the motor system.	E-M	99,120.00
48v 3kw I5 model for three wheeler	A 48-volt, 3000-watt (3kW) motor designed for use in three-wheelers. The "L5 model" may refer to a specific design or variant of the motor.	E-M	267,860.00

48v 2000w motor and controller	A kit containing a 48-volt, 2000-watt motor paired with a compatible controller. This setup is suitable for electric vehicles or other applications requiring a high-powered motor.	E-M	25,724.00
48v 10a charger	A charger designed to recharge 48-volt batteries with a current rating of 10 amperes. It is likely used for charging the mentioned lithium-ion and LiFePO4 batteries.	E-M	22,312.50

Vernier Caliper	A digital vernier caliper is a precision measuring instrument with an electronic digital display used to accurately measure distances, depths, and thickness in various applications.	CoE- Battery	
Hg/HgO reference Electrode	A half-cell electrode, specifically the Hg/HgO electrode, is a common reference electrode used in electrochemical measurements. It consists of mercury (Hg) in contact with mercury(II) oxide (HgO) and an electrolyte solution. The electrode helps establish a stable and reproducible reference potential, making it valuable for various electrochemical experiments, such as pH measurements and corrosion studies.	CoE- Battery	
Pt wire	A reference electrode with a platinum (Pt) electrode is a type of electrochemical reference electrode used in various applications. It consists of a Pt electrode immersed in an electrolyte solution and is employed as a stable and well-defined reference point for measuring the electrochemical potential in electrochemical cells and experiments.	CoE- Battery	
Doctor Blade	An adjustable micrometre doctor blade electrode film coating system is a precise apparatus used in research and manufacturing to apply thin, uniform coatings of materials onto substrates, often for applications in materials science	CoE- Battery	76,115.00
Pipette	A micropipette is used for accurately measuring and transferring very small volumes of liquid with high precision.	CoE- Battery	12,177.00

Multimeter	Digital multimeters are versatile electronic measurements tools used to measure voltage, current, and resistance with high frequency and a digital display	CoE- Battery	
Micrometer	A digital micrometer is a measuring tool with an electronic readout used to measure small distances or thickness with exceptional accuracy.	CoE- Battery	
Hand Tools	A hand tool kit is a collection of essential manual tools designed for various maintenance, repair, and DIY tasks, providing versatility and convenience in one package.	CoE- Battery	22,777.00
Weighing Balance	An electronic analytical balance is a highly precise laboratory instrument used to measure the mass of substances with extreme accuracy, often to the microgram level.	CoE- Battery	235,976.00
Storage Almira	Chemical storage almirahs are specialized cabinets designed to save and organize hazardous chemicals and substances in the laboratory.	CoE- Battery	
Fire Extinguisher	Fire extinguishers for labs are critical safety devices that use various agents (e.g., dry chemicals, CO ₂ , foam) to suppress fires and protect laboratory personnel and equipment from fire-related hazards.	CoE- Battery	47,615.00
Mini Centrifuge	A mini centrifuge is a compact and portable laboratory instrument designed for smaller sample volumes and space-saving convenience. Mini centrifuge is used for their convenience, ease of use, and suitability for small-scale experiments and mobile research settings.	CoE- Battery	9,823.00
Centrifuge	A centrifuge used for separating components of liquid samples based on their density or sedimentation rate. When the centrifuge is activated, the rotation creates a strong gravitational force, pushing denser particles or substances towards the bottom of the sample container.	CoE- Battery	192,198.00

Magnetic Stirrer with hot plate	A magnetic stirring with a hot coil and Teflon coating is a specialized laboratory instrument designed for precise heating and stirring of solutions while offering enhanced chemical resistance and durability through the use of Teflon coatings.	CoE- Battery	
Autoclave	An autoclave is a high-pressure, high-temperature device used for synthesizing the materials. Teflon coating is used to prevent corroding or reactive with aggressive chemicals or materials during the synthesis process.	CoE- Battery	82,896.00
Glove Box	A glove box for batteries is a specialized containment system designed for handling and assembling batteries in a controlled environment. It provides a sealed and controlled atmosphere, typically filled with inert gases like argon, or nitrogen.	CoE- Battery	2,336,400.00
Ultrasonic Probe Sonicator	A probe sonicator, also known as an ultrasonic probe or ultrasonic homogenizer, is a laboratory instrument used to apply high-frequency ultrasonic energy directly into liquid samples for various purposes, including mixing, dispersing, homogenising, and disrupting cells or particles.	CoE- Battery	
Muffle Furnace	A Muffle furnace is a laboratory heating device designed for high-temperature applications, including heat treatment, ashing, and sample preparation.	CoE- Battery	266,798.00
Vacuum Oven	A vacuum oven is a specialized heating device used in various research applications. It is designed to heat materials, samples, or substances under controlled conditions within a vacuum or low-pressure environment.	CoE- Battery	94,164.00
Disc Puncher	The disc-punching machine is a mechanical device designed for the precise cutting or punching of circular discs or holes in various materials, typically, anode, cathode, and separator	CoE- Battery	
ECWS	An electrochemical workstation is a sophisticated laboratory instrument used for studying electrochemical processes and characterising materials in various fields such as chemistry, materials science, and electrochemistry research.	CoE- Battery	696,200.00

Magnetic Stirrer with hot plate REMI	Magnetic stirrer combines two essential functions: magnetic stirring and precise heating. It is commonly used for tasks like sample preparation, chemical reactions, and solubility testing	CoE- Battery	9,204.00	
Sonicator	A sonicator is a versatile laboratory device that generates ultrasonic waves in a liquid sample. It utilizes high-frequency sound waves to disrupt, disperse, or mix substances in a liquid medium.	CoE- Battery		
Fume Hood	A fume hood is a safety enclosure used in laboratories to protect researchers from exposure to hazardous or noxious fumes, gases, or chemical vapours that may be produced during experiments.	CoE- Battery		
Hot Air Gun	A hot air gun is a portable device designed to produce a controlled and high-temperature stream of hot air when plugged in and powered on.	CoE- Battery		
Heating Mantle	A heating mantle is a laboratory instrument designed to provide controlled and uniform heating to glassware and other vessels used in various chemical and scientific experiments. It provides a safer and more controlled alternative to open flames or hotplates for heating reactions, making them essential equipment for researchers and scientists working with temperature-sensitive substances.	CoE- Battery		
Hot Plate 8 inch round	An automatic electric hot plate laboratory equipment is a specialised device used in scientific and research laboratories for controlled heating of substances in various experiments and processes.	CoE- Battery		
pH meter	A digital pH meter is used to measure the acidity or alkalinity (pH level) of a liquid sample. It provides accurate and easy-to-read pH readings, making it a crucial tool in various scientific, industrial, and environmental applications.	CoE- Battery		142,044.00

Inverter	A UPS (Uninterruptible Power Supply) with battery backup for a lab is a critical power protection device that provides a reliable source of electricity during power outages, ensuring uninterrupted operation of laboratory equipment and preventing data loss or damage to sensitive experiments.	CoE- Battery	28,910.00
Ar Gas Cylinder	Ar and H2 gas cylinders with regulators for a battery assembly glove box refer to a setup used in manufacturing or research environments. It consists of compressed gas cylinders containing Ar and H2, along with pressure regulators. These components are integrated with a glove box system designed for assembling batteries in a controlled atmosphere.	CoE- Battery	108,560.00
Dell Desktop	Desktop or laptop computers for labs provide essential computing power and data processing capabilities in laboratory environments, facilitating research, data analysis, and experimental control.	CoE- Battery	
HP Printer	A printer/scanner for a lab is a versatile office equipment that allows researchers and lab personnel to print documents and digitize materials, facilitating documentation, data analysis, and research-related tasks.	CoE- Battery	140,060.00
DI water purifier	A DI-water setup for a lab is a system that produces high-purity deionized water for various laboratory applications, ensuring the absence of ions and contaminants.	CoE- Battery	
Coin cell crimper	Battery case sealing or crimping equipment to be used for effectively sealing the battery casings, ensuring the safe and secure containment of battery components within the lab environment, such as for research, and development.	CoE- Battery	
Battery Tester	Battery cell testing in labs involves evaluating the performance, capacity, and safety characteristics of batteries, critical for research, development, and quality control in various applications.	CoE- Battery	656,537.00

AC 1.5 Ton	An inverter-type 1.5-ton air conditioner for a lab is an energy-efficient cooling system that offers precise temperature control and comfort in laboratory environments, optimizing conditions for experiments and research.	CoE- Battery	73,575.00
Refrigerator	A lab refrigerator is a specialized cooling appliance designed to provide consistent and controlled temperature storage for scientific samples, reagents, and materials used in laboratory experiments and research.	CoE- Battery	36,990.00
Shared Monitor	A shared monitor for a lab is a display screen used by multiple users or as part of a shared workstation in a laboratory setting, allowing collaborative data analysis and research activities.	CoE- Battery	18,880.00

Variable DC power supply	For applications and projects based on DC, servo and stepper motors	DT/IT	19,400.00
Soldering Stations with heat gun	For soldering final phase of projects in embedded systems and IOT	DT/IT	14,202.00
Basic i3 CPUs with Windows 10 and Lan(i3 CPU, 4GB RAM, WINDOWS 10 and LINUX, 500GB Hard Drive) from Zebronic	For Arduino and Raspberry pi Projects	DT/IT	151,100.00
21.5" Monitors LCD from Zebronic	For connecting to Raspberry Pi computers and for testing and for Desktops	DT/IT	105,900.00
Mouse and keyboard kits	For desktops	DT/IT	17,440.00
Lockable cupboards 6ft tall	For storing all the equipment	DT/IT	25,000.00
Oscilloscope	For signal processing and analysis	DT/IT	16,588.00
IoTIF IoT KIT Consists of all basic sensors, stepper motor, raspberry pi, arduino nano)	Full Kit Box Suitcase model	DT/IT	427,000.00

Acoustic Drum Kit (Tama)-SG52KH5,	Tama SG52KH5 Acoustic Drum Kit includes a 5-piece shell pack with high-quality components suitable for	Musical lab	36,800.00
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	drummers of all skill levels.		
SM48LC Microphone (Shure)	Shure SM48LC Microphone is a dynamic cardioid microphone designed for vocal applications, providing a clear and robust sound.	Musical lab	20,700.00
FSX80C-Acoustic Guitar with bag+picks (Yamaha)	Yamaha FSX80C Acoustic Guitar is a high-quality instrument with a cutaway design, including a bag and picks for added convenience.	Musical lab	12,000.00
MG10XU-Mixer (Yamaha)	Yamaha MG10XU Mixer is a 10-channel mixer with built-in effects, suitable for various audio mixing applications.	Musical lab	21,350.00
PSR-E373 Keyboard with	Yamaha PSR-E373 Keyboard with a range of features, suitable for musicians and beginners exploring keyboard playing.	Musical lab	13,999.00

9.5	Sports Facilities																			
	<table border="1"> <tr> <td>a)</td> <td>Open Play Ground(s) for outdoor sports (Athletics, Football, Hockey, Cricket, etc.)</td> <td>Outdoor sports facilities available: 1. Volleyball 2. Cricket 3. Football 4. Basketball court 5. Throwball court 6. Kabaddi court</td> </tr> <tr> <td>b)</td> <td>Track for Athletics</td> <td>Not available</td> </tr> <tr> <td>c)</td> <td>Basketball courts</td> <td>Available</td> </tr> <tr> <td>d)</td> <td>Squash / Tennis Courts</td> <td>Not available</td> </tr> <tr> <td>e)</td> <td>Swimming Pool (Size)</td> <td>Not available</td> </tr> <tr> <td>f)</td> <td>Indoor Sports Facilities including Gymnasium</td> <td>Indoor sports facilities are 1. Table tennis 2. Chess 3. Carrom 4. Multi station gym in sports complex</td> </tr> </table>	a)	Open Play Ground(s) for outdoor sports (Athletics, Football, Hockey, Cricket, etc.)	Outdoor sports facilities available: 1. Volleyball 2. Cricket 3. Football 4. Basketball court 5. Throwball court 6. Kabaddi court	b)	Track for Athletics	Not available	c)	Basketball courts	Available	d)	Squash / Tennis Courts	Not available	e)	Swimming Pool (Size)	Not available	f)	Indoor Sports Facilities including Gymnasium	Indoor sports facilities are 1. Table tennis 2. Chess 3. Carrom 4. Multi station gym in sports complex	
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f)	Indoor Sports Facilities including Gymnasium	Indoor sports facilities are 1. Table tennis 2. Chess 3. Carrom 4. Multi station gym in sports complex
g)	Any other	
9.6	Does the University have provision for Residential Accommodation including hostels (boys & girls separately)	Yes, One boys hostel One girls hostel Annexure-9.6

H. Financial Viability

10.1	Details of the Corpus Fund created by the University Amount – FDR No. Date – Period- (Documentary evidence to be given)	16,54,55,198/- FDR NO: 921040076059041 Dt.22.10.2023 1 Year Enclosed Reference												
10.2	Financial position of the University (please provide audited income and expenditure statement for the last 3 years)	<table border="1"> <thead> <tr> <th>S.No.</th> <th>Year</th> <th>Income</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2021-22</td> <td>1,46,49,065/-</td> <td>8,82,48,972/-</td> </tr> <tr> <td>2</td> <td>2022-23</td> <td>1,76,79,868/-</td> <td>15,52,06,692/-</td> </tr> </tbody> </table>	S.No.	Year	Income	Expenditure	1	2021-22	1,46,49,065/-	8,82,48,972/-	2	2022-23	1,76,79,868/-	15,52,06,692/-
S.No.	Year	Income	Expenditure											
1	2021-22	1,46,49,065/-	8,82,48,972/-											
2	2022-23	1,76,79,868/-	15,52,06,692/-											
10.3	Source of finance and quantum of funds available for running the University (for last audited year) Fees – Donations- Loan – Interest- Any other (pl. Specify)-	1,46,49,065/- - 24,00,00,000/- 27,95,300/- 1,85,264/-												

10.4	<p>What is the University's 'unit cost' of education? (Unit cost = total annual expenditure (budget accruals) divided by the number of students enrolled) Unit cost calculated excluding the salary component may also be given</p>	<p>Total Expenditure for the year 2021-22 is Rs. 8,82,48,932/- Total student strength in 201-22 is 44. Hence, 8,82,48,932/- / 44 = 20,05,658/-</p>
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I. Governance System

11. Organization, Governance and Management

11.1	<p>Composition of the statutory bodies of the University (please give names, profession & full postal address of the members and date of constitution):-</p> <p>Governing Board Executive Council Board of Management Academic Council Finance Committee Board of Studies Others</p>	<p>Governing Board</p> <p>Date of constitution: Monday 17 May 2021</p> <p>1) Sri. C. S. Sunder Raju, Chancellor, No. 294, Upper Palace Orchards, Bangalore 560 080.</p> <p>2) Dr. Nagesh Vangala, Member, #863, 9th B Main Road, Vikram Nagar, ISRO Layout, Bangalore South, Bangalore 560078.</p> <p>3) Sri K. Nagaraju, Member, #.158, 2nd Main, RMV Phase II, Ashwathnagar, Bengaluru 560 084.</p> <p>4) Mr Kaushik Raju, Member, No. 294, Upper Palace Orchards, Bangalore 560 080.</p> <p>5) Dr. Mannam Venkata Rayudu, Member, Chirra Engineers Pvt Ltd, 40, JC Industrial Estate, Kanakapura Road, Bangalore 560 062</p>
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6) Ms Shilpa P.,
Member,
Flat # 1204, Purva Atria Platina,
56/3, 1st Block, Ashwathnagar,
RMV 2nd Stage, Bengaluru – 560 094.

7)Dr. K. V. Narayanaswamy,
Member Secretary,
#234, 1st main, 2nd Cross, KEB Layout,
Sanjaynagar, Bangalore - 560094

Board of Management

Date of constitution: Friday 7 May 2021

1) Dr. Nagesh Vangala,
Chairperson,
#863, 9th B Main Road, Vikram Nagar, ISRO
Layout, Bangalore South, Bangalore 560
078.

2) Mr Kaushik Raju,
Member,
No. 294, Upper Palace Orchards,
Bangalore 560 080.

3) Ms Shilpa P.,
Member,
Flat # 1204, Purva Atria Platina,
56/3, 1st Block, Ashwathnagar,
RMV 2nd Stage, Bengaluru – 560 094.

4) Dr Santanu Charaborty,
Member,
House A02, Good Earth Malhar – Mosaic
Kambipura, Kengeri
Behind Raja Rajeshwari Medical College,
Bengaluru, Karnataka 560 074.

5) Dr Mannam Venkata Rayudu,
Member,
Chirra Engineers Pvt Ltd,
40, JC Industrial Estate,
Kanakapura Road, Bangalore 560 062.

6) Dr. K. V. Narayanaswamy,
Member,
#234, 1st main, 2nd Cross, KEB Layout,

Sanjaynagar, Bangalore - 560094

Finance Committee

Date of constitution: Monday 3 May 2021

1) Sri. C. S. SUNDER RAJU, Chairperson,
No. 294, Upper Palace Orchards,
Bangalore 560 080.

2) Sri K. Nagaraju,
Member,
#.158, 2nd Main, RMV Phase II,
Ashwathnagar, Bengaluru 560 084.

3) Dr.Rajeevan Madhavan Nair,
Member,
Flat No. A1301, Hoysala Infantry Tower,
Next to Vaibhav Theatre, Sanjay Nagar,
Bangalore-94.

4) Dr. K. V. Narayanaswamy,
Member,
#234, 1st main, 2nd Cross, KEB Layout,
Sanjaynagar, Bangalore - 560094.

5) Mr Kaushik Raju,
Member,
No. 294, Upper Palace Orchards,
Bangalore 560 080.

6) Mr. Santosh Kanekar
Finance Officer,

Academic Council

Date of constitution 11 July 2022

1) Sri. C. S. SUNDER RAJU, Chairperson,
No. 294, Upper Palace Orchards,
Bangalore 560 080.

2) Sri K. Nagaraju,

Member,
#.158, 2nd Main, RMV Phase II,
Ashwathnagar, Bengaluru 560 084.

3) Dr. Nagesh Vangala,
Member,
#863, 9th B Main Road, Vikram Nagar, ISRO
Layout, Bangalore South, Bangalore 560
078.

4) Mr Kaushik Raju,
Person nominated by sponsoring body,
No. 294, Upper Palace Orchards,
Bangalore 560 080.

5) Ms Shilpa P.,
Member,
Flat # 1204, Purva Atria Platina,
56/3, 1st Block, Ashwathnagar,
RMV 2nd Stage, Bengaluru – 560 094.

6) Dr R K Raman
External Academic Expert
Indian Institute of Technology Madras
IIT P.O., Chennai 600 036

7) Mr B Balaji
Industry Expert
mobile 9551259696
email Balaji258@gmail.com
Chennai - 600125

8) Dr Mannam Venkata Rayudu,
Member,
Chirra Engineers Pvt Ltd,
40, JC Industrial Estate,
Kanakapura Road, Bangalore 560 062.

9) Dr. K. V. Narayanaswamy,
Member,
#234, 1st main, 2nd Cross, KEB Layout,
Sanjaynagar, Bangalore - 560094

Board of Studies (for the University)

		<p>Date of constitution: 06th June 2022</p> <p>1) Dr Santanu Charaborty, Chairperson, House A02, Good Earth Malhar – Mosaic Kambipura, Kengeri Behind Raja Rajeshwari Medical College, Bengaluru, Karnataka 560 074.</p> <p>2) Ms Shilpa P., Special Invitee, Flat # 1204, Purva Atria Platina, 56/3, 1st Block, Ashwathnagar, RMV 2nd Stage, Bengaluru – 560 094.</p> <p>3) Mr Ravi Nawal, Member, Flat 7A, Building 6, The Hibiscus Sector 50, Gurgaon, Haryana -122 018, India.</p> <p>4) Mr Karthick Athmanathan, Member, Address:KarthickAthma@outlook.com, Mobile 91-99419-6744 Chennai, Tamil Nadu</p> <p>Research and Innovation council</p> <p>Date of constitution: Tuesday 23 November 2021</p> <p>1) Sri Sunder Raju, Permanent Invitee, No. 294, Upper Palace Orchards, Bangalore 560 080.</p> <p>2) Sri K Nagaraju, Permanent Invitee, #.158, 2nd Main, RMV Phase II, Ashwathnagar, Bengaluru 560 084.</p> <p>3) Dr Nagesh Vangala, Chairperson, #863, 9th B Main Road, Vikram Nagar, ISRO Layout, Bangalore South, Bangalore 560078.</p> <p>4) Mr Ravi Kumar, Member,</p>
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		<p>#4/4, Shushruth, 2nd Main road, Hanumiah layout, Sanjaynagar, Blore--560 094.</p> <p>5) Dr Santanu Chakraborty, Member, House A02, Good Earth Malhar – Mosaic Kambipura, Kengeri Behind Raja Rajeshwari Medical College, Bengaluru, Karnataka 560 074.</p>
11.2	Dates of the meetings of the above bodies held during the last 2 years	<p>BOARD OF GOVERNORS: 1) Tuesday 17 May 2022. 2) Friday 16 December 2022. 3) Monday 03 April 2023. 4) Saturday 18 November 2023.</p> <p>Board of Management 1) Friday 6 May 2022. 2) Friday 15 July 2022. 3) Thursday 15 December 2022. 4) Friday 17 March 2023. 5) Thursday 26 September 2023.</p> <p>Finance Committee 1) Wednesday 7 April 2022. 2) Wednesday 1 June 2022. 4) Friday 10 March 2023. 7) Friday 15 December 2023.</p> <p>Academic council 1) Monday 11 July 2022 2) Saturday 20 May 2022 3) Saturday 28 October 2023</p> <p>Board of Studies 1) Monday 04 July 2022.</p> <p>Research and Innovation council 1) Wednesday 23 November 2022. 2) Friday 07 July 2023.</p>
11.3	What percentage of the members of the Boards of Studies, or such other academic committees, are external? Enclose the guidelines for BoS or such other Committees.	<p>40% As per AU Statutes.</p>

		mati on													
4	BT ech	Inter activ e Tech nolo gies	3:8	3	3	1	0	0	0	0	0	0	0	0	0
5	BT ech	eMo bility	2:4	3	3	1	0	2021, 2	0	0	0	0	0	0	0
6	B De sig n	Desi gn	2:5	3	3	1	0	0	0	0	0	0	0	0	0

K. Misc.

13 Details of Non-Teaching Staff-

13.1	Details of Non-Teaching Staff
Annexure 13.1	

13.2	Summary of the Staff				
		Particulars	Male	Female	Total
		Administrative Staff			
	Group A	3	0	3	
	Group B	2	3	5	

		Group C	1	6	7
		Group D	2	0	2
		Sub Total	8	9	17
		Technical Staff			
		Group A	0	0	0
		Group B	0	0	0
		Group C	4	3	7
		Group D	3	0	3
		Sub Total	7	3	10
		Grand Total	27		

13.3	No. of Non-teaching staff category wise				
		Category	Male	Female	Total
		SC	1	2	3
		ST	2	1	3
		OBC	1	2	3
		PH	1	0	1
		General	7	10	17
		Total	12	15	27
		EMPLOYEES OUTSOURCED			
		Housekeeping	0	33	33
		Security	1	6	7
Services	0	0	0		
Grand Total	1	39	40		
13.4	Ratio of Non-teaching staff to students	1 : 2.88			
13.5	Ratio of Non-teaching staff to faculty	1 : 1.25			

14. Academic Results

14.1	Faculty-wise and course-wise academic results of the past 3 years	Annexure 14.1
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15. Accreditation

15.1	Whether Accredited by NAAC? If yes please provide the following details: Date of Accreditation Period Grade CGPA Grading System Followed	Not Applicable, as the University has started in 2021.								
15.2	Whether courses are accredited by NBA? If yes please provide course-wise details as under:- <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Sl No</th> <th>Course</th> <th>Whether Accredited</th> <th>Period Accreditation</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Sl No	Course	Whether Accredited	Period Accreditation					Not Applicable, as the University has started in 2021.
Sl No	Course	Whether Accredited	Period Accreditation							
15.3	Other Accreditations, if any	NA								

15.4	Any other information (including special achievements by the University which may be relevant for the University) <table border="1" style="margin-left: 40px;"> <thead> <tr> <th colspan="4" style="text-align: center;">ATRIA UNIVERSITY</th> </tr> <tr> <th colspan="4" style="text-align: center;">MEMORANDUM OF UNDERSTANDING (MoU)</th> </tr> <tr> <th>Sl No.</th> <th>Name of the Organization</th> <th>Date of Sign</th> <th>Validity</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>DIAT</td> <td>30-09-2019</td> <td>5 years</td> </tr> <tr> <td>2</td> <td>EYESTEM</td> <td>02-01-2020</td> <td>5 years</td> </tr> <tr> <td>3</td> <td>Impres Health</td> <td>02-01-2020</td> <td>5 years</td> </tr> <tr> <td>4</td> <td>AIYON</td> <td>02-01-2020</td> <td>5 years</td> </tr> <tr> <td>5</td> <td>Bugworks Research</td> <td>28.01.2020</td> <td>5 years</td> </tr> <tr> <td>6</td> <td>Sepio Health</td> <td>28.01.2020</td> <td>5 years</td> </tr> <tr> <td>7</td> <td>University of Porto</td> <td>19-05-2021</td> <td>5 years</td> </tr> <tr> <td>8</td> <td>IIT-Madras</td> <td>19-01-2023</td> <td>3 years</td> </tr> <tr> <td>9</td> <td>SAEINDIA</td> <td>19-01-2023</td> <td>2 years</td> </tr> </tbody> </table>	ATRIA UNIVERSITY				MEMORANDUM OF UNDERSTANDING (MoU)				Sl No.	Name of the Organization	Date of Sign	Validity	1	DIAT	30-09-2019	5 years	2	EYESTEM	02-01-2020	5 years	3	Impres Health	02-01-2020	5 years	4	AIYON	02-01-2020	5 years	5	Bugworks Research	28.01.2020	5 years	6	Sepio Health	28.01.2020	5 years	7	University of Porto	19-05-2021	5 years	8	IIT-Madras	19-01-2023	3 years	9	SAEINDIA	19-01-2023	2 years
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16. Strength and Weaknesses of the University

16.1	Strengths of the University	1. Curriculum & Pedagogy i. Unique pedagogy ii. Sprint courses iii. Unique interdisciplinary curriculum
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		<ul style="list-style-type: none"> iv. Industry focused curriculum 2. Infrastructure <ul style="list-style-type: none"> i. Vibrant campus ii. Proximity to major transport hubs iii. State of the art lab equipment like CoE labs 3. People <ul style="list-style-type: none"> i. Diverse student body ii. International visiting faculty iii. Core faculty with international & industrial experience, in addition to strong research backgrounds iv. Centres of excellence with strong industry ties and practical learning opportunities for students. v. Co-curricular activities vi. Beyond Studios & Self-directed practical work vii. Student clubs
16.2	Weaknesses of the University	<ul style="list-style-type: none"> 1. Need to build on campus accommodation for students and faculty. 2. Sports infrastructure needs to be strengthened . 3. A smaller percentage of available candidates for recruitment are aligned to the alternative Pedagogy adopted by AU 4. Time and resource intensive student admission process

Annexure- 1.7

Name of the Member	Address	Name of the Society/ Trust	Designation in the Society/Trust
Sri. C.S. Sunder Raju	No. 294, Upper Palace Orchards, Bangalore - 560080	Sri Krishnadevaraya Educational Trust, #16, Ballari Road, Sadashivanagara, Bengaluru – 560080	Trustee
		Betul Wind Farms Limited	Director
		Atria Brindavan Power Private Limited	
		WPA Clean Energy Private Limited	
		Blyth Wind Park Private Limited	
		Atria Solar Power Private Limited	
		Kukru Wind Power Private Limited	
		Atria Power Corporation Private Limited	

		CTV Content Management Private Limited
		OBRM Service Management Private Limited
		Atria Hydel Power Private Limited
		A.S.K.Brothers.Limited
		Clover Program Management Private Ltd
		Atria Wind Private Limited
		Chelur Atria Energy Private Limited
		Bangalore Regenerative Advanced Institute Of Neuro Science Private Limited
		Atria Power Nirmal Private Limited
		Atria Power Holdings Private Limited
		Atria Wind Power (K1)Private Limited

		Atria Wind Power (KR 2)Private Limited	
		Atria Wind Power (GJ) Private Limited	
		Atria Wind Power (AN) Private Limited	
		Atria Renewable Private Limited	
Sri. K. Naga Raju	No. 160, R.V. Layout, Kumara Park West, Bangalore - 560020	Atria Holdings Private Limited	
		Betul Wind Farms Limited	
		Atria Brindavan Power Private Limited	
		Atria Solar Power Private Limited	
		A.S.K.Brothers.Limited	
		Atria Wind Power Private Limited	
		Atria Power Corporation Private Limited	

	Atria Hydel Power Private Limited	Director
	South India Hotels And Restaurants Association	
	The Federation Of Hotel And Restaurant Associations Of India	
	Atria Wind Power (Bijapur 1) Private Limited	
	Atria Energy Services Private Limited	
	Atria Solar Power (Anantapur) Private Limited	
	Atria Solar Power (Chamarajanagar) Private Limited	
	Atria Solar Power (Itagi) Private Limited	
	Atria Solar Power (Koppal) Private Limited	
	Atria Solar Power (Raichur) Private Limited	

		Atria Solar Power (Ryapte) Private Limited	
		Atria Power Nirmal Private Limited	
		Atria Wind Power (Basavana Bagewadi) Private Limited	
		Atria Renewable Private Limited	

Annexure- 4.9



A.S. Kuppa Raju & Bros. Charitable Foundation Trust
Atria University

ASKB Campus, 1st Main Rd, AGS Colony
Anandnagar, Hebbal,
Bengaluru- 560024

Date: 16.03.2024

Sub: Re-Constitution of Grievance Redressal Mechanism at Atria University

The Grievance Redressal Mechanism has been formed in accordance with Section 9.1 (vi) of Regulation No. III of the First Set of Regulations of AU. The following committee has been Re-constituted to address any grievances that arise. This policy is applicable to all employees of the University, including those appointed on contract/ deputation/ third party payroll or visiting basis. Conduct frequent meetings to oversee any issues and document the same accordingly.

SLNo.	Name	Position/Designation	Contact number/email id	Correspondence Address
1	Dr. Madhavan Nair Rajeevan	Vice- Chancellor / Chairman	8505902700 vc@atriauniversity.edu.in	Atria University Campus, 1st Main Road, AGS Colony, Anandnagar, Hebbal, Bengaluru - 560024
2	Dr. KV Narayanaswamy	Appellate Authority	9980852708/ registrar@atriauniversity.edu.in	# 234, 1 st Main, 2 nd Cross, KEB Layout, SanjayNagar, Bangalore-560094
3	Mrs. Divya Bharathi	Member (HR)	900844404 / hr@atria.edu	1st Floor . SV Aradhya Apartment, opp. TATA nagar , kodigenahalli, Bengaluru 560 024
4	Dr. Anupama Sanjeev	Member(Academic Affairs)	9164931234 / anupama.s@atriauniversity.edu.in	No 407, HIG, 12th A Main, A Sector, Yelahanka New Town, Bangalore 560064
5	Mrs. Surbhi Jain	Member(Student Life)	9810011384 / surbhi.jain@atriauniversity.edu.in	#103/B , ITC Mudfort Apprtments Cox Town, Bengaluru-560 005
6	Mr. Ravi Kumar Raju	Member (Advocate)	9844020880	RRG Associates, No 106, 8th Main, 11th Cross, Malleshwaram, Bangalore - 560003

Dr. K V Narayanaswamy
Appellate Authority , GRM-AU

Registrar
ATRIA UNIVERSITY
A.S.K.B Campus, Hebbal
Bangalore - 560 024

Annexure- 5.14

Year	Date of Exams	Date of announcement of results
2021-2022		
Exploratory project - Energy Sciences	17-12-2021	22-12-2021
Introduction to Inquiry and Critical Thinking	24-12-2021	29-12-2021
Unity and Diversity of Life	05-01-2022	10-02-2022
Functional Kannada	29-12-2021	03-01-2022
Design Atrium	25-01-2022	28-01-2022
2022		
Exploratory project - Interactive Technologies	16-02-2022	21-02-2022
Physics of motion	08-03-2022	11-03-2022

Using computers to solve problems : Intro to Python	29-03-2022	01-04-2022
Exploratory project - Life Sciences	16-04-2022	20-04-2022
English and Communication	14-04-2022	19-04-2022
Basics of Chemistry	23-04-2022	27-04-2022
2022		
Exploratory project - Digital Transformation	27-05-2022	01-06-2022
Numbers in Action	24-06-2022	29-06-2022
Humans in Nature	23-06-2022	27-06-2022
2022		
Appreciation of Differences	15-07-2022	20-06-2022
Exploratory project - Mobility	05-08-2022	10-08-2022
Foundations of Business	26-08-2022	31-08-2022
2022		

Data Science	30-09-2022	02-10-2022
Intermediate Programming	04-11-2022	06-11-2022
Applied Calculus	25-11-2022	27-11-2022
Transformation in Science, Society and Technology	24-11-2022	26-11-2022
2022		
Data Science	30-09-2022	02-10-2022
Colours of Industrial Chemistry	04-11-2022	06-11-2022
Applied Calculus	25-11-2022	27-11-2022
Advanced Physics	24-11-2022	26-11-2022
2022		
Freehand Representation	30-09-2022	02-10-2022
Design Thinking	04-11-2022	06-11-2022
UX Research	25-11-2022	27-11-2022

Photography and Documentation of Design	24-11-2022	26-11-2022
2022-2023		
Algorithms	16-12-2022	18-12-2022
Linear Algebra	13-01-2023	15-01-2023
Computer Organization	04-02-2023	06-02-2023
Sensors and Actuators	04-02-2023	06-02-2023
Software Systems and Application Development	03-02-2023	05-02-2023
2022-2023		
Foundations of Science and Technology	16-12-2022	18-12-2022
Introduction to Molecular Biology	13-01-2023	15-01-2023
Computer Organization	04-02-2023	06-02-2023
Sensors and Actuators	04-02-2023	06-02-2023
2022-2023		

Engineering Drawing and its specifications	23-12-2022	25-12-2022
Gateway to Energy Sciences	20-01-2023	22-01-2023
Renewable Energy Science and Technologies	11-02-2023	13-02-2023
Understanding eMobility	11-02-2023	13-02-2023
Manufacturing Processes	10-02-2023	12-02-2023
2022-2023		
Semantics, Color, and Typography	16-12-2022	18-12-2022
3D Modeling and Animation	13-01-2023	15-01-2023
Product Design Fundamentals	04-02-2023	06-02-2023
2023		
Data Wrangling and Data Visualization	25-02-2023	27-02-2023
Machine Learning	18-03-2023	20-03-2023
Databases	08-04-2023	10-04-2023

History of Design and Technology	08-04-2023	10-04-2023
Game Development	08-04-2023	10-04-2023
2023		
Data Wrangling and Data Visualization	25-02-2023	27-02-2023
Bioinformatics	18-03-2023	20-03-2023
Biochemistry-Proteins	08-04-2023	10-04-2023
Molecular Biology and Microbial Genomics	08-04-2023	10-04-2023
2023		
Data Wrangling and Data Visualization	25-02-2023	27-02-2023
Basics of Interaction Design	18-03-2023	20-03-2023
Materials and Manufacturing- A Design Perspective	08-04-2023	10-04-2023
History of Design and Technology	08-04-2023	10-04-2023
2022		

Introduction to Biology	21-10-2022	24-10-2022
Introduction to Python Programming	17-11-2022	10-11-2022
Exploratory Project , Interactive Technologies	08-12-2022	10-12-2022
English	23-12-2022	26-12-2022
2022-2023		
Design Atrium	23-12-2022	26-01-2022
Physics in the world of of Motion	20-01-2023	23-01-2023
Exploratory Project , Digital Transformation	11-02-2023	14-02-2023
Functional Kannada	09-02-2023	11-02-2023
2023		
Fundamentals of Business-I	31-03-2023	03-04-2023
Exploratory Project Life Sciences	03-03-2023	06-03-2023
Numbers in Action-I	18-03-2023	21-03-2023

Introduction to Chemistry	01-04-2023	04-04-2023
Fundamentals of Business-II	08-04-2023	11-04-2023
Numbers in Action-II	22-04-2023	25-04-2023
2024		
Advanced Machine Learning	20-01-2024	27-01-2024
Advanced Molecular Biology	20-01-2024	27-01-2024
Packaging Design	20-01-2024	27-01-2024
Fundamentals of Batteries	02-02-2024	08-02-2024
Introduction to Recombinant DNA Technology	08-02-2024	14-02-2024
Form Studies	08-02-2024	14-02-2024
Introduction to Cloud Security	27-01-2024	08-02-2024
User-Interface Development	14-02-2024	20-02-2024
Deep Learning	14-02-2024	20-02-2024

Advanced Batteries	21-02-2024	27-02-2024
Introduction to Genetics	22-02-2024	28-02-2024
Design Through Culture and Community	22-02-2024	28-02-2024
Fundamentals of Cloud Computing	06-03-2024	12-03-2024
Electrochemistry	05-03-2024	11-03-2024
Biotech Product Development	15-03-2024	21-03-2024
2024		
Applied Calculus	20-01-2024	23-01-2024
Semantics, Symbols and Typography	20-01-2024	23-01-2024
Financial Management	20-01-2024	23-01-2024
Fundamentals of Batteries	02-02-2024	05-02-2024
Biochemistry Proteins	08-02-2024	12-02-2024
Form Studies	08-02-2024	12-02-2024

Introduction to accounting	08-02-2024	12-02-2024
Software System Design and Application development	14-02-2024	17-02-2024
Data Structures	16-02-2024	20-02-2024
Advanced Batteries	21-02-2024	24-02-2024
Financial Planning	22-02-2024	26-02-2024
Introduction to Biomolecules	22-02-2024	26-02-2024
Design Through Culture and Community	22-02-2024	26-02-2024
Electrochemistry	05-03-2024	08-03-2024
Intro to Molecular Biology	15-03-2024	18-03-2024
Algorithms	06-03-2024	15-03-2024
Supply Chain Management and Systems	15-03-2024	22-03-2024
Materials Properties and Manufacturing - Designer's Perspective	15-03-2024	19-03-2024

Applied Calculus	29-03-2024	03-04-2024
Data Analytics and Visualization	29-03-2024	05-04-2024
Molecular Biology and Microbial genetics	04-04-2024	11-04-2024
Operation management	04-04-2024	09-04-2024
Fundamentals of Product Design	04-04-2024	10-04-2024
Solar Photovoltaic Systems - Design	20-04-2024	25-04-2024
Understanding eMobility	20-04-2024	25-04-2024
Unsupervised Learning	20-04-2024	24-04-2024
Business Organisation and Systems	27-04-2024	01-05-2024
Basics of Interaction design	27-04-2024	30-04-2024
Bioinformatics	29-04-2024	03-04-2024
Fundamentals of EV Engineering	11-05-2024	16-05-2024
Power Trains, fuels and engines	31-05-2024	05-06-2024

Supervised Learning	10-05-2024	14-05-2024
Portfolio Design and development	11-05-2024	15-05-2024
Business Financial Planning and Funding	10-05-2024	13-05-2024
Exploring renewable energy	11-05-2024	14-05-2024
Manufacturing process	31-05-2024	05-06-2024
2024		
Basics of Physics	19-01-2024	24-01-2024
Design Atrium	08-02-2024	14-02-2024
Gen AI	22-02-2024	28-02-2024
EP IT - Robotics and Gaming	15-03-2024	21-03-2024
Exploratory Project- Life Sciences	05-04-2024	11-04-2024
Fundamentals of Business and Financial literacy	27-04-2024	03-05-2024
Functional Kannada	19-05-2024	22-05-2024

Basics of Chemistry	19-05-2024	22-05-2024
Exploratory Project eMobility	31-05-2024	06-05-2024
Computational Thinking with Python	22-06-2024	28-06-2024
Exploratory project- Digital Transformation	12-07-2024	19-07-2024
Environmental Studies	24-07-2024	30-07-2024

Annexure- 5.7



A.S. Kuppa Raju & Bros. Charitable Foundation Trust
Atria University
 www.atriauniversity.edu.in
 Phone: 080-23330122, 23330510
 Fax: 080- 23330930

Exam Policy - Atria University

Evaluation: Score break-up

Evaluations are both continuous (during the course) and Final (at the end of the course). The type of evaluation could be projects, quizzes, lab work, experimental activities, or an open book exam, as decided by the instructor and approved by the Board of Examinations. A break up of the marks for the assessments under Continuous and Final Evaluation is given below

Continuous Evaluation	Marks	Continuous Evaluation	Marks	Final Evaluation	Marks
Quiz	5				
Quiz	5	GD Peer Evaluation	15		
Quiz	5				
Quiz	5	Individual Assignment	20		
Quiz	5	Mock Interviews	10	Individual Assignment	5
Quiz	5				
Quiz	5	Non-MCQ Question paper	30		
Quiz	5				
Quiz	5			Project	20
Quiz	5	Mock Interviews	10	Project	10
Quiz	5	Peer Evaluation	15		
Quiz	5				
Quiz	5				
Quiz	5			Final Project Demo & Presentation	45
	70		100		80
Tools used				200	



Pass/Fail

The student is deemed to have passed in the Sprint evaluation if she/he has scored 50% or above of the total score in both the Continuous and Final Evaluation.

Scoring less than 50% in either the Continuous or Final Evaluation means that the students will not receive a Pass Grade in the Sprint and will have to redo the Evaluation in which she/he has not scored more than 50%

A Redo Evaluation

Redo evaluations are scheduled in the summer break following the Academic Year.

A student can redo a maximum of 3 sprint evaluations during the summer break.

A student must pass all sprints in the undergraduate programme within 8 years of her/his date of enrolment for the undergraduate programme.

The fee for Redo evaluations are decided at the beginning of every academic year.



Annexure- 7.11



FINANCE COMMITTEE - Minutes of the Meeting

MEETING NO:	FC/001/APRIL/2022	VENUE:	BOARD ROOM, Atria University.
DATE:	7 APRIL 2022		A.S. Kuppa Raju & Bros.
TIME:	2.30 P.M.		Charitable Foundation Trust ASKB Campus, 1st Main Rd, AGs Colony, Anandnagar Hebbal, Bengaluru 560 024

RECORD OF ATTENDANCE

SL.NO.	NAME	DESIGNATION
1.	SRI C. S. SUNDER RAJU Chancellor, Atria University	CHAIRPERSON
2.	SRI K NAGARAJU Pro Chancellor, Atria University	MEMBER
3.	DR. NAGESH VANGALA Vice Chancellor, Atria University	MEMBER
4.	MR KAUSHIK RAJU Trustee, Atria University	MEMBER
5.	DR. K. V. NARAYANASWAMY Registrar, AU	MEMBER
6.	MR. PUNEET KINRA Specialist, Finance	MEMBER
7.	MR. KRISHNA PRASAD (ATRIA GROUP) Specialist, Finance	MEMBER

Item No. 1: Welcome of and brief introduction to the newly appointed members of the FINANCE COMMITTEE

The Vice Chancellor Dr. Nagesh Vangala welcomed all the members and presented a brief background of the members.

Brief profiles of each member of the board are provided in Annexure 1

Item No. 2: Appointment of the Finance Officer

The Vice Chancellor informed the Board that under the Transitional Provisions of the Act (Section 47), the First Finance Officer of the University has been appointed. Accordingly, Sri. DVR Murthy has been appointed as the First Finance Officer for a three-year term A brief profile of Mr. D. V. R. Murthy is provided in Annexure 2.



Item No. 3: Fix the Fee structure for the courses offered at Atria University

The Vice Chancellor opened the discussion on fixing the fee structure of the University. Given the distinctive pedagogy and the focus on emerging domains, the courses are designed to make the students lifelong learners who are industry ready. Hence the Fee structure must be decided accordingly.

The experts from Finance and the Members of the **Finance Committee** agreed that the Fee structure could be presented in the second **BOARD OF MANAGEMENT** meeting after deliberation during this session.

Item No. 4: Commence exercise of CAPEX and OPEX for the Financial Budget, of Atria University for 2022-23

The Finance Officer Mr. D K Murthy agreed to start work on the Financial Budget, of Atria University for 2022-23.

Item No. 5: Any Other Items with the Permission of the Chair

There being no other item, the meeting ended with the **Vote of Thanks** to the Chair.


Registrar
Member Secretary
Atria University

Date: 7th April 2022

Enclosures:
Annexure 1- Profiles of the Members
Annexure 2- Profile of the Finance Officer Mr D V R Murthy



BOARD OF MANAGEMENT - Minutes of the Meeting

MEETING NO:	BoM/002/JULY/2022	VENUE:	BOARD ROOM, Atria University.
DATE:	FRIDAY, 15 JULY 2022		A.S. Kuppa Raju & Bros.
TIME:	2.30 P.M.		Charitable Foundation Trust ASKB Campus, 1st Main Rd, AGs Colony, Anandnagar Hebbal, Bengaluru 560 024

Item No. 1: Comments on the shared MoM of the Board of Management meeting held on 6 May 2022

The Minutes of the Board of Management meeting held on 6 May 2022 has been shared earlier. There were no comments on the same.

Item No. 2: Approve the (i) Organization Structure of the University and (ii) Manpower Planning for Academic Year 2022-23

The Human Resources Team presented the (i) Organization Structure of the University and (ii) Manpower Planning for Academic Year 2022-23.

Copies of the same are provided in Annexure 2.

THE BOARD took note of the hiring status and asked for an update in the next meeting.

Item No. 3: Approval of the presented Fee structure and Courses to be offered during the Academic Year 2022-23

The Fee structure for the courses at Atria University forwarded by the Finance Committee was tabled for approval.

The proposed fee structure was approved by THE BOARD.

Item No. 4: Approval for the Financial Budget of the University for the year 1 April 2022 to 31 March 2023.

The Financial Budget for the courses at Atria University forwarded by the Finance Committee was tabled for approval. A copy is available in Annexure

3. The proposed budget was approved by THE BOARD.



Item No. 4: Approval for the Green Future Summit, and the Budget for executing the event

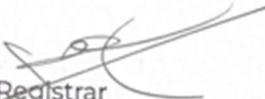
THE CHAIR shared that the proposed Green Future Summit was a very large event in scope which required detailed and careful planning. The event involves the presence of Central and State Ministers along with several key industry leaders. The event will serve as an effective medium to propagate the reputation of Atria University across the national and international space.

A separate budget for the event was also proposed for consideration by the Finance Committee.

The concept, execution, and budget for the Green Future Summit was approved by THE BOARD.

Item No 5: Any Other Items with the Permission of the Chair

There being no other item, the meeting ended with the **Vote of Thanks** to the Chair.


Registrar
Member Secretary
Atria University

Date: 15th July 2022

Enclosures:

Annexure 1 - Minutes of the Board of Management meeting held on 6 May 2022

Annexure 2 - i) Organization Structure of the University and (ii) Manpower Planning for Academic Year 2022-23.

Annexure 3- Financial Budget of the University for the year 1 April 2022 to 31 March 2023

Annexure-8.2

S. No	Name of the teacher	Designation	Educational Qualifications (whether qualified as per UGC regulations)	Teaching experience (years)	Date of appointment	Full time /Part time	Regular or Adhoc	Scale of Pay	No of publications
1	Dr. Rajeevan Nair Madhavan	Professor & VC	M. Sc, Ph. D	35	15.10.2023	Full Time	Regular	As per UGC	172
2	Dr. Nagesh Vangala	Professor	M.Sc. (IISC.) Ph. D	33	04.10.2021	Full Time	Regular	Honorarium	40
3	Dr. K V Narayanaswamy	Professor & Registrar	M. Tech, Ph. D	30	11.01.2022	Full Time	Regular	As per UGC	17
4	Dr. Y. Narasimhulu	Professor & Dean	M. Sc, M.S, Ph. D	32	01.01.2024	Full Time	Regular	As per UGC	52
5	Mr. Vijai Simha	Professor of Practice & Dean	B.E	27	20.04.2024	Full Time	Regular	As per UGC	0

6	Dr. Pushpendra Singh	Professor	M. Tech, Ph. D (MNIT Jaipur)	20	20.03.2024	Full Time	Regular	As per UGC	32
7	Dr. Prashantha H S	Professor	M. Tech., Ph.D	28	22.03.2024	Full Time	Regular	As per UGC	32
8	Dr. Manam Venkata Rayudu	Professor	M. Sc. (Engg.) Ph.D (IISC)	33		Full Time	Regular	As per UGC	25
9	Dr. Praphul Chandra	Professor	M.S, Ph. D	20	01.04.2024	Full Time	Regular	As per UGC	0
10	Dr. Rajesh Arora	Associate Professor	M. Com, Ph. D	36	01.06.2023	Full Time	Regular	As per UGC	35
11	Dr. Abhishek Sinha	Associate Professor	M. Sc (Microbiology), Ph. D (Microbiology)	9	06.03.2023	Full Time	Regular	As per UGC	16
12	Dr. Anupama Sanjeev	Associate Professor	M. Sc, Ph. D	12	07.02.2022	Full Time	Regular	As per UGC	5
13	Dr. Gowsiya Shaik	Associate Professor	M. Sc (Botany), Ph. D(Botany)	9	05.01.2023	Full Time	Regular	As per UGC	8
14	Dr. Appanna V Koppad	Associate Professor	M. Sc (Botany), Ph. D(Botany)	15	05.12.2022	Full Time	Regular	As per UGC	11

15	Dr. Sayantan Acharya	Assistant Professor	M. Sc (Chemistry), Ph.D (Chemistry)	7	01.05. 2022	Full Time	Regu lar	As per UGC	3
16	Mr. B S Nishchith	Assistant Professor	M. Sc (Physics)	4	14.11. 2022	Full Time	Regu lar	As per UGC	8
17	Dr. Upasana Mohapatra	Assistant Professor	M. Sc (Agri), Ph. D	1	15.02. 2023	Full Time	Regu lar	As per UGC	24
18	Dr. P. Karthika	Assistant Professor	M. Sc (Chemistry), Ph. D (Chemistry)	1	20.02. 2023	Full Time	Regu lar	As per UGC	10
19	Ms. Christina Sundari V	Assistant Professor	M. Tech	14	13.04. 2023	Full Time	Regu lar	As per UGC	2
20	Ms. Anjali Gonsalves	Assistant Professor	Master's in design Integrated	15	01.06. 2023	Full Time	Regu lar	As per UGC	0
21	Ms. Vibhavari.R	Assistant Professor	M. Sc (Applied Mathematics and Computing)	1	03.07. 2023	Full Time	Regu lar	As per UGC	0
22	Mr. Jithin C V	Assistant Professor	B. Tech (EEE), Industrial Drives and Control	7	03.07. 2023	Full Time	Regu lar	As per UGC	0

23	Dr. Sheikh Suhail Mohammad	Assistant Professor	M. Tech, Ph. D (Thesis Submitted)	7	04.07.2023	Full Time	Regular	As per UGC	7
24	Mr. Shubham Bajpai	Assistant Professor	B. Tech (Electronics and Communication), M. Sc (Automation and Robotics)	1	24.07.2023	Full Time	Regular	As per UGC	2
25	Dr. Parvez Alam Khan	Assistant Professor	MBA, Ph. D	11	05.08.2023	Full Time	Regular	As per UGC	6
26	Dr. Canute Sherwin	Assistant Professor	M. Tech, Ph. D	11	17.08.2023	Full Time	Regular	As per UGC	18
27	Ms. Ranjani Mn	Assistant Professor	M. Tech [VLSI & ES]	10	08.06.2022	Full Time	Regular	As per UGC	6
28	Ms. Surbhi	Assistant Professor	M.A. (Counseling Psychology) B.Ed. (Special Education)	11	19.09.2023	Full Time	Regular	As per UGC	0
29	Mr. Dinker Geroge Mattam	Assistant Professor	B. Tech, MBA	1	01.04.2024	Full Time	Regular	As per UGC	0
30	Mr. Adnan Ahad	Assistant Professor	MCA	1	29.05.2023	Full Time	Regular	As per UGC	0

31	Ms. Nithya	Assistant Professor	MCA	1	27.11.2022	Full Time	Regular	As per UGC	1
32	Mr. Brajesh	Assistant Professor	M. Tech (Integrated Dual Degree) In Material Science and Technology	1	30.06.2023	Full Time	Regular	As per UGC	
33	Mr. Ujan Mithra	Assistant Professor	B. Des	4	21.10.2022	Full Time	Regular	As per UGC	0
34	Dr. Usha K	Assistant Professor	M. Sc (Physics), Ph. D	6	02.05.2024	Full Time	Regular	As per UGC	4

Annexure-8.11

<u>Sl. no</u>	<u>Area</u>	<u>Sq.ft</u>
1	Residence Room (Professors)	845
	Every teaching staff will be provided with a well-furnished separate and individual Cubicles / Staff Room. Desktop/Laptop for all faculty members with Internet and UPS Intercom Facility. been provided to be discussed	
3	Vice-Chancellor + Office	537.5
4	Registrar Chamber +Office	537.5
5	HoD and Professor	107.5
6	Faculty	53.75

Annexure-9.6

<u>Sl. no</u>	<u>Area</u>	<u>Sq.ft</u>
1	The students of Atria University can avail of hostel accommodation which offers about 40 rooms on a twin sharing/single basis.	
2	Cot + Study table + Cupboards + Bathroom	225
3	Currently about 38 rooms are occupied of which most are on a twin sharing basis	

Annexure 10.1



(363)
DEPOSIT/RENEWAL ADVICE
(Not transferable / Not negotiable)

ATRIA UNIVERSITY
ASKB CAMPUS, 1ST MAIN, AGS COLONY
ANAND NAGAR
BENGALURU - 560024 , +008023631298, 919845099246

ACCOUNT NUMBER	DEPOSIT AMOUNT	INTEREST RATE (%P.A.)	START DATE	MATURITY DATE	MATURITY AMOUNT
921040076059041	INR 165455198.00	7.25	22-10-2023	22-10-2024	INR 177780786.00

Deposit Amount : Sixteen Crores Fifty-Four Lakhs Fifty-Five Thousand One Hundred Ninety-Eight only.

Maturity Amount : Seventeen Crores Seventy-Seven Lakhs Eighty Thousand Seven Hundred Eighty-Six only.

Scheme Code : HVTDR

BRANCH NAME :

R.T. Nagar
GROUND FLOOR NO.174 MLA LAYOUT
R.T.NAGAR MAIN ROADR.T.NAGAR
560032 08023542100

PERIOD OF DEPOSIT : 12 Month(s)

MODE OF OPERATION : ALL JOINTLY

Nominee Name :

Note * Premature Closure will attract penal rates as per Bank rules. * Maturity value is subject to TDS deduction, wherever applicable. * Facility of renewal with retrospective effect not available to deposit that have been overdue beyond fourteen days.

Terms & Conditions:

- As per section 194A of the income Tax Act, 1961, interest, other than interest on securities, shall be liable to TDS at the applicable rate for interest if the projected interest exceeds the prescribed limit during the financial year (Please refer the section 194A of the income Tax Act, 1961, for detailed provisions for tax deducted at source)
- Senior Citizen customers, 60 years and above can submit declaration in Form 15H duly signed in duplicate, subject to eligibility under section 197A(1C) of the Income Tax Act, for non- deduction of TDS from interest on term deposits (Senior Citizen rates are not applicable for NRI Customers)
- A fresh declaration in Form 15G/15H, both for non-cumulative and cumulative fixed deposits, is required to be submitted at the start of each financial year. (Not applicable for NRI Customers)
- Fixed Deposit Plus Deposits (Retail & Corporate) cannot be closed prior to date of maturity. Premature withdrawal is not permissible under this scheme except for exception cases which include bankruptcy/ winding up/ directions by court/ regulators/ receiver/ liquidator/deceased cases
- The special rates for senior citizens and staff will not be applicable for NRI Deposits.
- Interest earned by a Non-resident Indian (NRI) from the NRO deposits is taxable in India as per provisions of Sec 9 (1) (V) of the Income tax Act, 1961 and TDS will be effected as mentioned in the Finance act. The rate at present is 30% plus surcharge and education cess (Not applicable on NRE & FCNR deposits for NRIs)

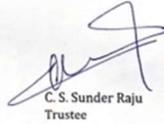
Annexure- 10.2

Balance sheet & Income Expenditure Sheet 2021-22

ATRIA UNIVERSITY (BELONGING TO A.S. KUPPARAJU AND BROTHERS CHARITABLE FOUNDATION TRUST) A.S.K.B. CAMPUS, I MAIN ROAD, AGS COLONY ANANDNAGAR, BANGALORE - 560024 INCOME & EXPENDITURE ACCOUNT FOR THE PERIOD 01.04.2021 TO 31.03.2022							
EXPENDITURE		Sch.	Amount (Rs)		INCOME	Sch.	Amount (Rs)
To	Direct Expenses	21		By	Direct Income	19	
"	- Employee benefits expenses		2,74,45,498	"	- Tuition fees		73,68,300
"				"	- Hostel fees		30,60,000
"				"	- Admission Acceptance Fees		12,40,201
To	Indirect Expenses	22		By	Indirect Income	20	
"	- Advertisement		1,89,20,754	"	- Rental Income		54,517
"	- Finance Cost		67,87,044	"	- Interest on SB A/C		22,723
"	- Repairs and Maintenance		31,01,901	"	- Interest on FD		27,72,577
"	- Professional & Consultancy		2,28,46,537	"	- Miscellaneous Income		1,30,747
"	- Subscription		29,268				
"	- Depreciation & Amortisation expenses		14,43,452				
"	- Other Expenses		76,74,518				
	Excess of income over expenditure		-7,35,99,907				
	Total		1,46,49,065		Total		1,46,49,065

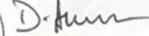
For AS Kuppuraju & Brothers Charitable Foundation Trust
Authorized Signatory


K. Nagaraju
Trustee


C. S. Sunder Raju
Trustee

For Manohar Chowdhry & Associates
Chartered Accountants





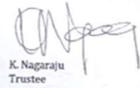
Ashok Kumar Doddi
Partner
M. N: 217909
FRN NO. 001997S

Date : 29-09-2022
Place : Bangalore

Balance sheet & Income Expenditure Sheet 2022-23

ATRIA UNIVERSITY (A.S. KUPPARAJU AND BROTHERS CHARITABLE FOUNDATION TRUST) A.S.K.B. CAMPUS, I MAIN ROAD, AGS COLONY ANANDNAGAR, BANGALORE - 560024 BALANCE SHEET AS ON 31.03.2023							
Liabilities	Sch.	Amount (Rs.)	Amount (Rs.)	Assets	Sch.	Amount (Rs.)	Amount (Rs.)
Parent Body				Fixed Assets			
A.S. Kupparaju & Brothers Charitable Foundation Trust	1	(21,11,26,731)	(21,11,26,731)	Furniture & Electronic Fittings	9	1,15,68,807	
Non current liabilities				Plant & Machinery	10	94,53,085	
Security deposits	2	31,94,900		Computer & Software	11	28,11,604	
Secured loans	3	24,00,00,000	24,31,94,900	Buildings	12	3,29,67,821	
Current Liabilities				Capital work-in-progress	13	17,36,37,675	23,04,38,993
Salaries and Wages payable	4	28,89,744		Non-Current Assets			
Provisions	5	9,25,000		Pre-operative expenses	14	8,41,96,777	
Sundry Creditors	6	31,23,947		Deposits	15	16,55,14,020	24,97,10,797
Other Current Liabilities	7	6,55,640		Current Assets			
Intergroup owings	8	44,82,15,254	45,58,09,585	Imprest & Staff advances	16	2,15,335	
				Cash and Cash Equivalents	17	27,80,402	
				Fees receivable	18	47,32,227	77,27,964
Total			48,78,77,754	Total			48,78,77,754

For AS Kupparaju & Brothers Charitable Foundation Trust
Authorized Signatory

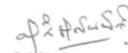

K. Nagaraju
Trustee




C.S. Sunder Raju
Trustee

For CNGSN & Associates LLP
Chartered Accountants




Padi Siva Kumar
Partner
M. No: 243590
FRN NO: 004915S/S200036
Date: 31-07-2023
Place: Bangalore

ATRIA UNIVERSITY (BELONGING TO A.S. KUPPARAJU AND BROTHERS CHARITABLE FOUNDATION TRUST) A.S.K.B. CAMPUS, I MAIN ROAD, AGS COLONY ANANDNAGAR, BANGALORE - 560024 INCOME & EXPENDITURE ACCOUNT FOR THE PERIOD 01.04.2022 TO 31.03.2023							
EXPENDITURE				INCOME			
To	Sch.	Amount (Rs.)	By	Sch.	Amount (Rs.)	By	Amount (Rs.)
Direct Expenses				Direct Income			
- Employee benefits expenses	21	4,24,31,795	*	- Tuition fees	19		99,84,702
- Hostel expenses		1,63,62,676	*	- Hostel fees			56,79,000
- Pre-operative expenses		2,10,49,194	*	- Admission Acceptance Fees			9,76,000
Indirect Expenses				Indirect Income			
- Advertisement	22	2,47,80,298	*	- Rental Income	20		1,54,774
- Repairs and Maintenance		47,98,736	*	- Interest on SB A/C			47,518
- Professional & Consultancy		2,29,71,231	*	- Interest on FD			2,81,238
- Subscription		2,56,290	*	- Miscellaneous Income			5,56,636
- Depreciation & Amortisation expenses		70,57,962		Excess of Income over expenditure			
- Other Expenses		1,54,98,510					(13,75,26,824)
Total		1,76,79,868		Total			1,76,79,868

For AS Kupparaju & Brothers Charitable Foundation Trust
Authorized Signatory


K. Nagaraju
Trustee




C.S. Sunder Raju
Trustee

For CNGSN & Associates LLP
Chartered Accountants




Padi Siva Kumar
Partner
M. No: 243590
FRN NO: 004915S/S200036
Date: 31-07-2023
Place: Bangalore

Annexure 13.1

S. No	Name	Designation	Age	Qualification	Scale of Pay	Date of Appointment	Trained Yes/No If yes, Details
1	Mr. Santosh Kanekar	CEO-ATRIA EDUCATION & HEAD OF MARKETING		MBA	As per state scale		No
2	Mr. Abhishek P	Assistant Manager - Human Resources	25	MBA	State scale	19.12.2022	No
3	Mr. Abhishek Padmanabhan	Director- COE	32	M.E	State scale	05.02.2024	No
4	Ms. Akshithaa Vijay	Video Editor	25	MA	State scale	13.03.2024	No
5	Ms. Anamika Mishra Sharma	Associate - Outreach Admissions	38	B.Com	State scale	06.01.2024	No
6	Ms. Anisha K	Associate Content Manager	25	BSc (PCM), MSc (Applied Mathematics and Computation)	State scale	15.05.2023	No
7	Ms. Catherine Sandhya	Junior Associate - Outreach & Admissions	30	B.Com	State scale	16.10.2020	No

8	Mr. Ebineser	Lab Instructor	24		State scale	03.07.2023	No
9	Mr. Faseen Ishaque Nalakath	Social Media Executive	28	B.Com, MBA	State scale	19.07.2023	No
10	Mr. Harshith D	Digital Marketing Executive	25	B.E. (Electronics and Communication)	State scale	20.09.2023	No
11	Mr. Jayachandra	System Admin	46	MBA	State scale	19.03.2024	No
12	Ms. Kavyashree Joshi	Lab Instructor	25		State scale	11.12.2023	No
13	Ms. Swati Mishra	National Head, Outreach & Admission	38	MBA	State scale	06.06.2022	No
14	Mr. Geet Goyat	Am-North Outreach & Admissions	29	MBA	State scale	01.08.2023	No
15	MS. Jyotirmyee Sabat	Head, Energy Digitalization	29	M.E	State scale	11.05.2024	No
16	Mr. Vvn Ravikumar	Director, COE	53	Diploma, MTech	State scale	18.04.2022	No
17	Mr. Mahesh	Head, System	38	B.E	State	01.04.2024	No

	Kempepatil	Engineering			scale		
18	Ms. Rekhashree N	Content Manager	31	BE(Information Science)	State scale	08.06.2022	No
19	Ms. Pallavi R	Outreach Counsellors	32	B.Com	State scale	01.06.2023	No
20	Ms. Gowthami	Admission Associate	23	MCA	State scale	02.05.2024	No
21	Ms. Tenzin Saldon	Lab Assistant	25	MSc	State scale	27.03.2023	No
22	Ms. Pooja K S	Associate - Outreach & Admissions	34	BA	State scale	30.08.2021	No
23	Ms. Rajani Kalyani KS	Learning Experience Associate	22	MCA	State scale	27.02.2023	No
24	Ms. Sakshi Gupta	Finance And Admission Associate	23	MBA	State scale	09.01.2023	No
25	Ms. Salestena Mary	Manager - Student Opportunities and Career Path	41	MBA	State scale	14.10.2023	No
26	Mr. Srinivas V	Facility Assistant	31	SSLC	State scale	13.07.2022	No
27	Mr. Darshan A E	Driver	24	PUC	State scale	02.05.2024	No

Annexure- 14.1

Batch 1: 2021 Year 1 (Foundational year)				
Course	SL NO	SUBJECTS	No of candidates appeared	Results
(Foundational year)	1	Exploratory Project - Energy Science	48	Passed with good grades.
	2	IntroductionToInquiry	46	Passed with good grades.
	3	Unity and diversity of life	46	Passed with good grades.
	4	Design Atrium	46	Passed with good grades.
	5	Exploratory Project - Interactive Technology	46	Passed with good grades.

6	Physics in the world of Motion	45	Passed with good grades.
7	Data Centric Introduction to Python	45	Passed with good grades.
8	Exploratory Project- Life Sciences	44	Passed with good grades.
9	Basics Of Chemistry	44	Passed with good grades.
10	Exploratory Project - Digital Transformation	44	Passed with good grades.
11	Humans in Nature	44	Passed with good grades.
12	English and Communication	46	Passed with good grades.
13	Functional Kannada	48	Passed with good grades.

	14	Numbers in Action	44	Passed with good grades.
	15	Appreciating Differences	44	Passed with good grades.
	16	Exploratory Project - Mobility	44	Passed with good grades.

Batch 1: 2022-23 Year 3 (Interactive Technologies)				
Course	SL NO	SUBJECTS	No of candidates appeared	RESULT
(Digital Transformation)	1	Data Science	13	Passed with good grades.
	2	Intermediate Programming	13	Passed with good grades.
	3	Calculus with Applications to Biology, Motion, and Computation	13	Passed with good grades.
	4	Transformation in Science, Society and Technology	13	Passed with good grades.
	5	Algorithms	13	Passed with good grades.
	6	Applied Linear Algebra	13	Passed with good grades.

	7	Computer Organisation and Architecture	12	Passed with good grades.
	8	Sensors and Actuators	13	Passed with good grades.
	9	Data Wrangling and Data Visualization	13	Passed with good grades.
	10	Machine Learning	12	Passed with good grades.
	11	Databases	13	Passed with good grades.
	12	History of Design and Technology	13	Passed with good grades.

Batch 1: 2022-23 Year 2 (Interactive Technologies)				
Course	SL NO	SUBJECTS	No of candidates appeared	Result
(Interactive Technologies)	1	Data Science	7	Passed with good grades.
	2	Intermediate Programming	7	Passed with good grades.
	3	Calculus with Applications to Biology, Motion, and Computation	7	Passed with good grades.
	4	Transformation in Science, Society and Technology	7	Passed with good grades.
	5	Algorithms	7	Passed with good grades.
	6	Applied Linear Algebra	7	Passed with good grades.
	7	Software Systems and Application Development	7	Passed with good grades.
	8	Sensors and Actuators	7	Passed with good grades.
	9	Data Wrangling and Data Visualization	7	Passed with good grades.

	10	Machine Learning	7	Passed with good grades.
	11	Game Development	7	Passed with good grades.
	12	History of Design and Technology	7	Passed with good grades.

Batch 1: 2022-23 Year 2 (Energy Sciences)				
Course	SL NO	SUBJECTS	No of candidates appeared	Result
(Energy Sciences)	1	Data Science	4	Passed with good grades.
	2	Colours of Industrial Chemistry	4	Passed with good grades.
	3	Calculus with Applications to Biology, Motion, and Computation	4	Passed with good grades.
	4	Advanced Physics	4	Passed with good grades.
	5	Engineering Drawing and Specification	4	Passed with good grades.
	6	Renewable Energy Science and Technologies	4	Passed with good grades.
	7	Gateway to Energy Science	4	Passed with good grades.
	8	Solar Power Tracking System	4	Passed with good grades.
	9	Solar Energy Systems	4	Passed with good grades.
	10	Financial analysis of solar energy system	4	Passed with good grades.

	11	Basic Electricals and Electronics	4	Passed with good grades.
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Batch 1: 2022-23 Year 2 (Life Sciences)				
Course	SL NO	SUBJECTS	No of candidates appeared	Result
(Life Sciences)	1	Data Science	9	Passed with good grades.
	2	Colors of Industrial Chemistry	9	Passed with good grades.
	3	Calculus with Applications to Biology, Motion, and Computation	9	Passed with good grades.
	4	Transformation in Science, Society and Technology	9	Passed with good grades.
	5	Foundations of Science and Technology	9	Passed with good grades.
	6	Introduction to Molecular Biology	9	Passed with good grades.
	7	Computer Organisation and Architecture	9	Passed with good grades.
	8	Sensors and Actuators	9	Passed with good grades.
	9	Data Wrangling and Data Visualization	9	Passed with good grades.
	10	Bioinformatics	8	Passed with good grades.

	11	Molecular Biology and Microbial Genomics	8	Passed with good grades.
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Batch 1: 2022-23 Year 2 (eMOBILITY)				
Course	SL NO	SUBJECTS	No of candidates appeared	Result
(eMOBILITY)	1	Data Science	7	Passed with good grades.
	2	Colours of Industrial Chemistry	7	Passed with good grades.
	3	Calculus with Applications to Biology, Motion, and Computation	7	Passed with good grades.
	4	Advanced Physics	7	Passed with good grades.
	5	Engineering Drawing and Specification	7	Passed with good grades.
	6	Understanding eMobility	7	Passed with good grades.
	7	Manufacturing Processes	7	Passed with good grades.
	8	Power Trains, Fuels, & Energy	7	Passed with good grades.
	9	Basics of Virtual Engineering	7	Passed with good grades.
	10	Fundamentals of Electric Vehicle Engineering	7	Passed with good grades.
	11	Basics of Future Vehicles	7	Passed with good grades.
Batch 1: 2022-23 Year 2 (BDesign)				

Course	SL NO	SUBJECTS	No of candidates appeared	Result
(BDesign)	1	Freehand Representation	5	Passed with good grades.
	2	Design Thinking	5	Passed with good grades.
	3	UX Research	5	Passed with good grades.
	4	Non Sprint Photography and Doc of Des	5	Passed with good grades.
	5	Sensors and Actuators	5	Passed with good grades.
	6	Semantics, Color, and Typography	5	Passed with good grades.
	7	3D Modeling and Animation	5	Passed with good grades.
	8	Fundamentals of Product Design	5	Passed with good grades.
	9	Data Wrangling and Data Visualization	5	Passed with good grades.
	10	History of Design and Technology	5	Passed with good grades.
	11	Basics of Interaction Design	5	Passed with good grades.
	12	Materials and Manufacturing- A Design Perspective	5	Passed with good grades.

Batch 1: 2023-24 Year 3 (Digital Transformation)

Course	SL NO	SUBJECTS	No of candidates appeared	Result
(Digital Transformation)	1	Introduction To Economy Micro, Macro, Industry Level	12	Passed with good grades.
	2	Data analytics	12	Passed with good grades.
	3	Intro To Company And Organisation And Startup EcoSystem	12	Passed with good grades.
	4	Environment Development and Climate Change	12	Passed with good grades.
	5	Cybersecurity	12	Passed with good grades.
	6	Advanced Machine Learning	12	Passed with good grades.
	7	Deep Learning	12	Passed with good grades.

Batch 1: 2023-24 Year 3 (Interactive Technologies)

Course	SL NO	SUBJECTS	No of candidates appeared	Result
(Interactive Technologies)	1	Robotics(RoS 1)	7	Passed with good grades.
	2	Data analytics	7	Passed with good grades.
	3	Computer Vision	7	Passed with good grades.
	4	Environment Development and Climate Change	7	Passed with good grades.

	5	Cognitive Learning	7	Passed with good grades.
	6	Advanced Machine Learning	7	Passed with good grades.

Batch 1: 2023-24 Year 3 (Energy Science)

Course	SL NO	SUBJECTS	No of candidates appeared	Result
(Energy Science)	1	Wind Energy Design + Aerodynamics	4	Passed with good grades.
	2	Wind Energy - Implementation	4	Passed with good grades.
	3	Wind Energy - Optimization	4	Passed with good grades.
	4	Environment Development and Climate Change	4	Passed with good grades.
	5	Introduction to Batteries	4	Passed with good grades.
	6	Fundamentals of Batteries	4	Passed with good grades.

Batch 1: 2023-24 Year 3 (Life Sciences)

Course	SL NO	SUBJECTS	No of candidates appeared	Result
(Life Sciences)	1	Introduction to Cell Biology	8	Passed with good grades.
	2	Introduction To PlantBiology	8	Passed with good grades.
	3	Intermediate Programming And DataStructures	8	Passed with good grades.

	4	Environment Development and Climate Change	8	Passed with good grades.
	5	Introduction To Microbiology	8	Passed with good grades.
	6	Advanced Molecular Biology	8	Passed with good grades.
	7	Introduction to Recombinant DNA Technology	8	Passed with good grades.

Batch 1:2023-24 Year 3 (eMOBILITY)

Course	SL NO	SUBJECTS	No of candidates appeared	Result
(eMOBILITY)	1	Vehicle Dynamics and Systems	7	Passed with good grades.
	2	Power semiconductor devices	7	Passed with good grades.
	3	Design of power converters	7	Passed with good grades.
	4	EV Control Systems	7	Passed with good grades.
	5	Introduction to Batteries	7	Passed with good grades.
	6	Fundamentals of Batteries	7	Passed with good grades.

Batch 1: 2023-24 Year 3 (BDesign)

Course	SL NO	SUBJECTS	No of candidates appeared	Result
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(BDesign)	1	Industrial Design Processes	4	Passed with good grades.
	2	Rapid prototyping	4	Passed with good grades.
	3	Sustainable Design Practices	4	Passed with good grades.
	4	Environment Development and Climate Change	4	Passed with good grades.
	5	Public space design	4	Passed with good grades.
	6	Packaging Design	4	Passed with good grades.
	7	Form Studies	4	Passed with good grades.

Batch 2: 2022 Year 1 (Foundational year)				
Course	SL NO	SUBJECTS	No of candidates appeared	Result
Foundational year	1	Introduction to Biology	31	Passed with good grades.
	2	Data Centric Introduction to Python	31	Passed with good grades.
	3	Interactive Technology	31	Passed with good grades.
	4	English and Communication	31	Passed with good grades.
	5	Design Atrium	31	Passed with good grades.
	6	Physics In The World of Motion	31	Passed with good grades.
	7	Exploratory Project - Digital Transformation	28	Passed with good grades.
	8	Functional Kannada	27	Passed with good grades.

	9	Fundamentals of Business and Financial Literacy	26	Passed with good grades.
	10	Exploratory project- Life Sciences	27	Passed with good grades.
	11	Number in Action V2	26	Passed with good grades.
	12	Basics of Chemistry	28	Passed with good grades.
	13	PreCalculus	28	Passed with good grades.
	14	Environmental Studies	26	Passed with good grades.
	15	Appreciating of Differences	28	Passed with good grades.
	16	Exploratory Project Energy Science V3	27	Passed with good grades.
	17	Exploratory Project Emobility	26	Passed with good grades.

Batch 2: 2023 - 24 Year 2 (Digital Transformation)

Course	SL NO	SUBJECTS	No of candidates appeared	Result
(Digital Transformation)	1	Applied Linear Algebra_V2	10	Passed with good grades.
	2	Data Science	10	Passed with good grades.
	3	Intermediate Programming And Data Structures	10	Passed with good grades.
	4	Sensors and Actuators - V2	10	Passed with good grades.
	5	Applied Calculus	10	Passed with good grades.

Batch 2: 2023 - 24 Year 2 (Interactive Technologies)

Course	SL NO	SUBJECTS	No of candidates appeared	Result
(Interactive Technologies)	1	Advanced Physics_V2	4	Passed with good grades.
	2	Data Science	4	Passed with good grades.
	3	Intermediate Programming And DataStructures	4	Passed with good grades.
	4	Sensors and Actuators - V2	4	Passed with good grades.
	5	Applied Calculus	4	Passed with good grades.
	6	Software System Design and Application Development	4	Passed with good grades.

Batch 2: 2023 - 24 Year 2 (Energy Sciences)

Course	SL NO	SUBJECTS	No of candidates appeared	Result
(Energy Sciences)	1	Advanced Physics_V2	3	Passed with good grades.
	2	Data Science	3	Passed with good grades.
	3	Engineering Drawing and Specification	3	Passed with good grades.
	4	Sensors and Actuators - V2	3	Passed with good grades.
	5	Basic Electrical and Electronics Engineering	3	Passed with good grades.
	6	Introduction to Batteries	3	Passed with good grades.
	7	Fundamentals of Batteries	3	Passed with good grades.

Batch 2: 2023 - 24 Year 2 (Life Sciences)

Course	SL NO	SUBJECTS	No of candidates appeared	Result
(Life Sciences)	1	Foundations Of Science_V2	2	Passed with good grades.
	2	Data Science	2	Passed with good grades.
	3	Intermediate Programming And DataStructures	2	Passed with good grades.
	4	Sensors and Actuators - V2	2	Passed with good grades.
	5	Introduction to Microbiology	2	Passed with good grades.
	6	Applied Calculus	2	Passed with good grades.

Batch 2: 2023 - 24 Year 2 (eMobility)

Course	SL NO	SUBJECTS	No of candidates appeared	Result
(eMobility)	1	Advanced Physics_V2	2	Passed with good grades.
	2	Data Science	2	Passed with good grades.
	3	Engineering Drawing and Specification	2	Passed with good grades.
	4	Sensors and Actuators - V2	2	Passed with good grades.
	5	Basic Electrical and Electronics Engineering	2	Passed with good grades.
	6	Introduction to Batteries	2	Passed with good grades.
	7	Fundamentals of Batteries	2	Passed with good grades.

Batch 2: 2023 - 24 Year 2 (BDesign)

Course	SL NO	SUBJECTS	No of candidates appeared	Result
(BDesign)	1	Freehand Representation Techniques_V2	2	Passed with good grades.
	2	Design thinking advance	2	Passed with good grades.
	3	UX research	2	Passed with good grades.
	4	Photography and Documentation-V2	2	Passed with good grades.
	5	Semantics, Symbols and Typography	2	Passed with good grades.
	6	Form Studies	2	Passed with good grades.

Appendix 1

1

by Parvez Khan

Submission date: 05-Mar-2024 04:09AM (UTC-0500)

Submission ID: 2311270305

File name: Suraj_Biochemistry_Pro.pdf (1.59M)

Word count: 4755

Character count: 28470

Department of Life Sciences, Atria University



Course Name: Biochemistry - Protein

Isolation and Visualization of Protein of Tree leaves and Seeds

Author: Suraj Rathi

Under the guidance of Dr. Upasana Mohapatra

30-01-2024

Table of Content:

Isolation and Visualization of Protein of plant.....	1
Author- Suraj Rathi.....	1
Table of Content:.....	2
Table of Figures:.....	3
Abstract:.....	4
Background Research:.....	5
Sample Collection:.....	6
PROTEIN ISOLATION:.....	9
METHODOLOGY:.....	10
Protein Estimation:.....	12
Standard Sample Preparation:.....	14
METHODOLOGY:.....	14
Gel preparation:.....	15
METHODOLOGY:.....	19
Results and Data Analysis:.....	21

Table of Figures:

Figure/Table No.	Description	Page Number

Abstract:

This research investigates variations in protein expression across diverse plant species. The study involves extracting proteins from plant leaves, conducting SDS-PAGE analysis, and employing colorimetric protein quantification to evaluate protein concentrations. The objective is to compare protein levels and ranges among plant species, offering insights into their distinct protein expression patterns. The results enhance our comprehension of plant diversity and bear significance for plant classification and physiological investigations.

Introduction:

The exploration of protein expression in plants is crucial for unraveling the complex mechanisms governing their diverse physiological processes. Proteins, serving as essential building blocks and functional entities within cells, play pivotal roles in numerous cellular functions, such as enzymatic catalysis, structural support, signal transduction, and defense responses. Gaining a comprehensive understanding of protein expression patterns across various plant species offers profound insights into the genetic, biochemical, and environmental factors shaping plant biology.

The study focuses on the extraction of proteins from plant leaves and their analysis using SDS-PAGE (Sodium Dodecyl Sulfate Polyacrylamide Gel Electrophoresis). SDS-PAGE is a widely employed technique that separates proteins based on their molecular weight, facilitating the visualization and comparison of protein profiles. Through the examination of protein expression in different plant species, our goal is to uncover variations in protein concentration and band patterns, providing a deeper understanding of plant diversity and potential applications in plant biology research.

The experimental methodology involves isolating proteins from plant leaves, followed by denaturation and separation on polyacrylamide gels under denaturing conditions. The visualization of protein bands on SDS-PAGE gels enables a comparative analysis of protein expression profiles among distinct plant species. Additionally, the quantification of protein bands offers insights into the relative abundance of specific proteins across diverse plant samples.

Sample Collection:

All the Samples are taken from the trees in the Atria Campus. All the samples are taken from the trees which are present at different locations on the campus with all the natural conditions. For the sample, I took some leaves and seeds of trees and after taking the samples I washed them with distilled water to clean the dust from the samples and then soaked the water with the help of tissue and after that followed the protocols for further process.

Samples Collected:

I have taken 10 samples where 8 are leaves and 2 are seeds. The names of the samples are as follows:

1. Philodendron Xanadu
2. Erminalia tree (seeds)
3. Areca Palm tree
4. Jackfruit
5. Sterculia Foetida (seeds)
6. Dracaena Trifasciata
7. Adhatoda Vasaka
8. Eco Ocean Ficus
9. Araucaria Subulata
10. Magnolia Tree



PROTEIN ISOLATION:

Material used:

- 1) Mortar and pestle
- 2) Weighing Machine
- 3) 2 ml Eppendorf tube
- 4) Centrifuge
- 5) Spatula
- 5) Micropipettes
- 8) Microtubes
- 9) Fridge



Chemicals Used:

Chemical Name	Quantity	Use of the Chemical
Phosphate Buffer		Buffering agent to maintain pH for enzyme stability; provides an optimal environment for protein extraction and stability
PMSF(phenylmethylsulfonyl fluoride)		Protease inhibitor to prevent protein degradation during extraction, preserving protein integrity
PVP(polyvinylpyrrolidone)		Protectant against proteases and oxidative enzymes, minimizing protein degradation during extraction

METHODOLOGY:

1. Sample Collection:

- 12 plant samples were collected from the hydroponic region in a glass building. This ensures that all samples come from the same environment, reducing variability.
- The samples were washed properly to remove any excess mud, soil, or other contaminants that could interfere with the extraction process.

2. Sample Measurement:

- 0.5 grams of each sample were measured using a weighing machine. This ensures that we have a standardized amount of samples for extraction, allowing for consistent results across all samples.

3. Sample Grinding:

- The 0.5-gram samples were ground using a mortar and pestle. Grinding the samples helps break down the plant tissue into smaller pieces, which increases the surface area available for extraction.

4. Suspension in Extraction Buffer:

- The ground samples were suspended in an extraction buffer. This buffer is a solution containing phosphate buffer (0.1 M, pH 7.8), 1 mM PMSF (a protease inhibitor), and 0.1% polyvinylpyrrolidone (PVP).
- Phosphate buffer helps maintain the pH of the solution, which is important for preserving the stability of proteins.
- PMSF is a protease inhibitor that prevents enzymes called proteases from degrading proteins during the extraction process.
- PVP helps to remove polyphenols and other contaminants that may interfere with protein extraction.

5. Centrifugation:

- The mixture of ground samples and extraction buffer is then centrifuged in labeled 2 ml Eppendorf tubes. Centrifugation is a process that uses high-speed spinning to separate components of a mixture based on their density.
- The centrifuge spins the tubes at 14,000 rpm (revolutions per minute) at a low temperature of 4°C for 20 minutes. This low temperature helps prevent protein degradation.
- During centrifugation, the denser components, such as cell debris and cell walls, form a pellet at the bottom of the tube, while the lighter components, including soluble proteins, remain in the liquid portion (supernatant) above the pellet.

6. Supernatant Collection:

- After centrifugation, the tubes are carefully removed from the centrifuge, and the pellet (solid material) is discarded.
- The liquid portion (supernatant) containing the soluble proteins is then transferred to labeled 2 ml Eppendorf tubes for storage and further analysis.

Protein Estimation:

Chemicals required and their preparation:

Solution A - Sodium Carbonate (2% in 0.1N NaOH)

Solution B - 1% CuSO₄ and 1% Sodium Potassium tartrate

Solution C - Soln A + Soln B (50:1)

Solution D - 1N FCR (Folin Ciocalteu Reagent)

Solution	Chemical Composition	Function	
Solution A	Sodium Carbonate (2% in 0.1N NaOH)	Alkaline reagent for protein precipitation and color development	Solution A provides an alkaline environment for protein denaturation and precipitation. It also serves as the base for color development in the Lowry protein assay, reacting with peptides and amino acids to form a colored complex.
Solution B	1% CuSO ₄ and 1% Sodium Potassium tartrate	Complexing agents that react with peptide bonds in proteins to form a colored complex with Folin-Ciocalteu Reagent	Solution B contains copper ions (Cu ²⁺) that catalyze the oxidation of peptide bonds in proteins. This oxidation reaction is essential for the subsequent color development step with the Folin-Ciocalteu reagent. Sodium potassium tartrate forms a complex with CuSO ₄ , preventing excess Cu ²⁺ ions from reacting with the Folin-Ciocalteu reagent prematurely and stabilizing the reaction.
Solution C	Solution A + Solution B (50:1)	Mixture of alkaline solution and complexing agents for protein assay	Solution C is a mixture of Solution A and Solution B in a specific ratio (50:1). This combination provides the necessary alkaline environment and catalytic copper ions for the Lowry protein assay.
Solution D	1N FCR (Folin Ciocalteu Reagent)	Reagent that reacts with amino acids	Folin-Ciocalteu reagent is used to develop a blue color by reacting

		and peptide bonds to produce a colored complex, allowing for protein quantification	with the oxidized products of proteins in the presence of CuSO ₄ and sodium potassium tartrate. This color change is measured spectrophotometrically for protein quantification.
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Standard Sample Preparation:

Test tube Name	Volume of Standard(ml)	BSA concentration(microgram)	Volume of Water(ml)	Volume of Solution C(ml)	Incubation time in room temperature	Volume of FCR	Incubation time in Darkroom
Blank	0	0	1	5	10 min	0.5 ml	30 min
Standard 1	0.2	40	0.8	5	10 min	0.5 ml	30 min
Standard 2	0.4	80	0.6	5	10 min	0.5 ml	30 min
Standard 3	0.6	120	0.4	5	10 min	0.5 ml	30 min
Standard 4	0.8	160	0.2	5	10 min	0.5 ml	30 min
Standard 5	1.0	200	0	5	10 min	0.5 ml	30 min

METHODOLOGY:

1. The extracted protein from the four samples was estimated to be approximately 1 ml each.
2. Each sample was transferred to different test tubes and labeled accurately with number and replication number

3. 5 ml of Solution C was added to each test tube in a 50:1 ratio with the protein sample. This solution likely contains reagents necessary for protein denaturation and precipitation.
4. The test tubes were incubated for 10 minutes at room temperature to allow for protein denaturation and precipitation.
5. After incubation, 0.5 ml of the diluted FCR solution was added to each test tube, and the tubes were again incubated for 30 minutes in the dark. FCR reacts with proteins to produce a colored complex, allowing for protein quantification.
6. The absorbance readings for all samples were measured at 600 nm using a colorimeter. Around 20 microliter samples were loaded into the Colorimeter tray. The first row included the loading of the Standard samples which were present. The next rows included the samples we obtained from plants in a specific order of replication of each of these samples.



7. The protein concentration of each sample was then calculated using a standard curve equation, likely based on the absorbance readings and known concentrations of BSA (Bovine Serum Albumin), a common protein standard used in protein assays.

Gel preparation:

RESOLVING GEL FOR 15ml:

CHEMICAL NAME	QUANTITY	FUNCTION
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Distilled Water(H ₂ O)	5.9ml	Solvent: Provides the medium in which the other components dissolve, ensuring proper gel formation and homogeneity.
1.5M Tris Solution(PH.8.8)	3.8ml	Buffer: Provides the appropriate pH (pH 8.8) for the gel system, ensuring optimal conditions for protein separation and stability during electrophoresis
30%Acrylamide	5.0ml	Monomer: Polymerizes with bis-acrylamide to form the polyacrylamide gel matrix, which provides the sieving effect necessary for protein separation.
10%APS	150 microliter	Initiator: Initiates the polymerization reaction by generating free radicals when combined with TEMED, leading to the crosslinking of acrylamide molecules.
10%SDS	150 microliter	Denaturant: Coats proteins with a negative charge and unfolds them into linear polypeptide chains, ensuring uniform charge-to-mass ratio for electrophoretic separation.
TEMED	10 microliter	Catalyst: Reacts with APS to initiate polymerization of acrylamide and bis-acrylamide, facilitating the formation of the polyacrylamide gel matrix.

STACKING GEL for 8ml:

CHEMICAL NAME	QUANTIT Y	FUNCTION
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Distilled Water(H ₂ O)	5.5ml	Solvent: Provides the medium in which the other components dissolve, ensuring proper gel formation and homogeneity.
1.5M Tris Solution(PH.6.8)	1.0ml	Buffer: Provides the appropriate pH (pH 6.8) for the stacking gel system, ensuring optimal conditions for sample stacking and stability during electrophoresis.
30%Acrylamide	1.3ml	Monomer: Polymerizes with bis-acrylamide to form the polyacrylamide gel matrix, which provides the sieving effect necessary for sample stacking.
10%APS	80 microliter	Initiator: Initiates the polymerization reaction by generating free radicals when combined with TEMED, leading to the crosslinking of acrylamide molecules.
10%SDS	80 microliter	Denaturant: Coats proteins with a negative charge and unfolds them into linear polypeptide chains, ensuring uniform charge-to-mass ratio for electrophoretic separation
TEMED	10 microliter	Catalyst: Reacts with APS to initiate polymerization of acrylamide and bis-acrylamide, facilitating the formation of the polyacrylamide gel matrix.

LOADING BUFFER 5X FOR 250ml:

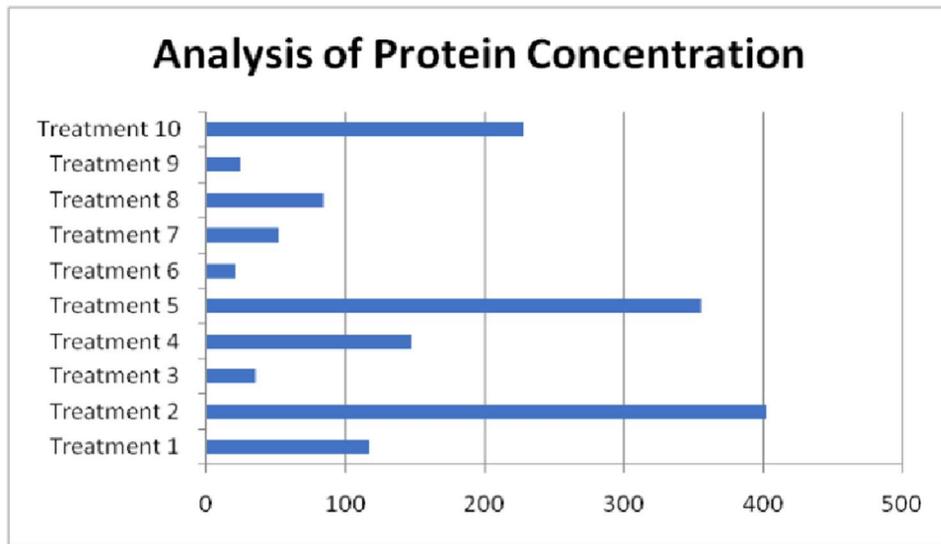
CHEMICAL NAME	QUANTITY FOR 25 ML	Function
TRIS Base(0.3125M)	0.945g	Buffer: Provides the buffering capacity to maintain the desired pH (approximately pH 6.8-7.4) of the loading buffer.
SDS(10%)	2.5g	Denaturant: Coats proteins with a negative charge and unfolds them, ensuring uniform charge-to-mass ratio during electrophoresis.

Glycerol	12.5ml	Viscosity agent: Increases the density of the loading buffer, allowing the samples to sink into the wells of the gel during loading.
B-MERCAPTETHANOL(25%)	6.25ml	Reducing agent: Breaks disulfide bonds in proteins, aiding in the denaturation process and preventing protein aggregation.
Bromophenol	125g	Tracking dye: Provides a visual indicator of the progress of electrophoresis and helps monitor the migration of protein samples through the gel.

RUNNING BUFFER:

CHEMICAL NAME	QUANTITY FOR (250 ML)	Function
TRIS Base(0.3125M)	3.75g	Buffer: Provides the buffering capacity to maintain the desired pH (approximately pH 8.3-8.6) of the running buffer.
GLYCINE	23.5g	Buffer: Enhances the conductivity of the buffer, facilitating efficient electrophoretic mobility of proteins.
SDS	12.5ml	Denaturant: Coats proteins with a negative charge and unfolds them, ensuring uniform charge-to-mass ratio during electrophoresis.
WATER	120ml	Solvent: Provides the medium in which the other components dissolve, ensuring proper buffer formation and homogeneity.

GEL LOADING IN EQUAL QUANTITY:



Each of the samples collected had different absorbance values. Additionally, the concentrations of each of the samples were completely different. To load the sample on the well, different concentrations of samples had to be uploaded to maintain equal concentration of the sample on the well. We calculated the amount of sample in the microliter to be loaded on the well.

METHODOLOGY:

- 1. Preparation of Casting Unit:** Placers were placed between the glass plates of the SDS-PAGE apparatus to create a space for pouring the gel. The notches were tightened to secure the glass plates and prevent leaks during gel pouring.
- 2. Pouring Resolving Gel:** The prepared resolving gel solution was poured into the casting unit until it reached the level of the comb. The comb creates wells in the gel where the protein samples will be loaded.
- 3. Solidification of Resolving Gel:** After pouring, the resolving gel was allowed to solidify, typically by allowing it to sit at room temperature for a specific period until it forms a gel matrix.

4. **Pouring Stacking Gel:** Once the resolving gel solidified, the stacking gel solution was poured on top of it in the casting unit. The comb was placed in the stacking gel to create wells for sample loading.
5. **Preparation of Protein Samples:** Protein samples were prepared by adding 6 μ l of loading buffer into 30 μ l of isolated protein for each sample. Loading buffers helps to denature the proteins and provide color for visualization during electrophoresis. The samples were then briefly heated in a boiling water bath for 1 minute to denature the proteins.
6. **Loading of Protein Samples:** The prepared protein samples were loaded into the wells of the gel using a micropipette.
7. **Electrophoresis Setup and Running:**
 - The casting unit, containing the stacked resolving and stacking gels, was moved to the SDS-PAGE unit.
 - The prepared Tris-gly running buffer was added to the apparatus to create an electrically conductive environment for electrophoresis.
 -
 - Electrophoresis was run at 90V and 40mA for 60 minutes at 4°C to allow the samples to migrate through the stacking gel.
 - After the stacking gel phase, electrophoresis was continued at 110V for 1.5-2 hours until the loading dye reached the bottom of the gel.
8. **Gel Destaining:** After electrophoresis, the gel slab was gently removed from the SDS-PAGE unit. The gel was destained by washing it in water twice for 30 minutes each and then in a destaining solution for 1.5 hours each on a gel rocker.
9. **Visualization of Protein Bands:** After destaining, the protein bands became visible on the gel. A transilluminator was used to observe the protein bands, which appear as distinct bands of varying sizes based on the molecular weight of the proteins.

Results and Data Analysis:

SDS PAGE(Sodium Dodecyl Sulfate Polyacrylamide Gel Electrophoresis):

The SDS page principle states that a charged molecule migrates to an electrode with the opposite sign when placed in an electric field. Smaller molecules migrate faster due to less resistance during electrophoresis.

The SDS (Sodium Dodecyl Sulfate) method is a technique used in biochemistry and molecular biology for the separation of proteins based on their molecular weights using polyacrylamide gel electrophoresis (PAGE). SDS is an anionic detergent that binds to proteins and denatures them by disrupting their secondary and tertiary structures, resulting in the linearization of proteins and masking of their native charges. This uniform coating of SDS molecules imparts a negative charge to the proteins, rendering them uniformly negatively charged relative to their molecular weights. This uniform charge-to-mass ratio allows proteins to migrate through the gel primarily based on their size, rather than their charge, during electrophoresis.

Importance in Protein Estimation:

SDS-PAGE is an essential technique in protein estimation as it allows for the separation of proteins based on their molecular weights.

By comparing the migration distances of unknown protein samples to those of known molecular weight protein standards run on the same gel, the molecular weight of the unknown proteins can be estimated.

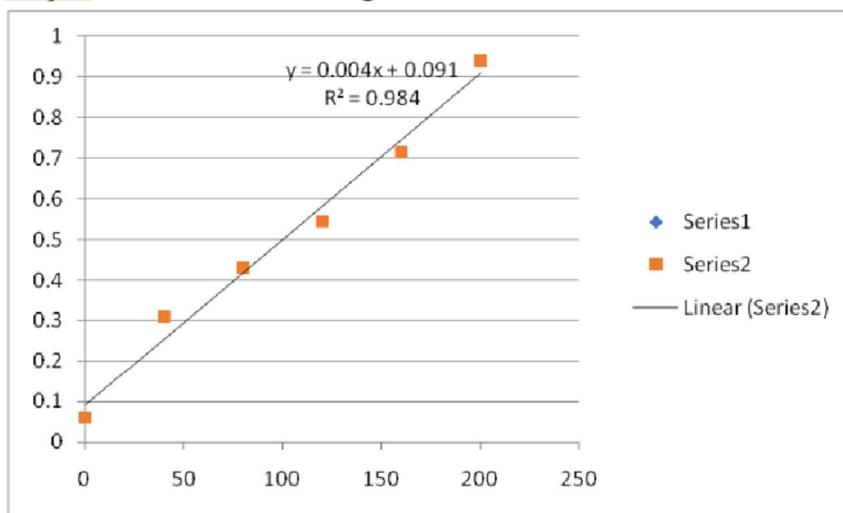
Steps involved in the SDS-PAGE method:

1. Preparation of Gel: The polyacrylamide gel is prepared by polymerizing acrylamide and bis-acrylamide monomers in the presence of a crosslinking agent, usually ammonium persulfate (APS) and tetramethylethylenediamine (TEMED).
2. Loading of Samples: Protein samples are mixed with SDS-containing sample buffer and reducing agents like β -mercaptoethanol or dithiothreitol (DTT) to denature and linearize the proteins. The samples are then loaded into wells of the gel.
3. Electrophoresis: An electric field is applied to the gel, causing the negatively charged SDS-protein complexes to migrate through the gel matrix towards the positive electrode. The proteins separate based on their molecular weights, with smaller proteins migrating faster and farther through the gel than larger proteins.

- 9
4. Visualization: After electrophoresis, the proteins in the gel are visualized using staining methods such as Coomassie Brilliant Blue or silver staining. Stained protein bands appear as distinct bands on the gel corresponding to their molecular weights

GRAPHS:

Standard Curve: The standard curve is a plot of known concentrations of a protein standard against their corresponding absorbance readings. It provides a reference line that allows for the interpolation of unknown sample concentrations based on their absorbance values. Without a standard curve, it would be challenging to accurately determine the concentration of proteins in samples from absorbance readings alone.



This scatter plot graph titled "Absorbance vs. Concentration" visually represents the correlation between the concentration of a substance and the measured absorbance. The x-axis is labeled 'Concentration,' while the y-axis represents 'Absorbance,' a dimensionless quantity gauging the amount of light absorbed by the sample at a specific wavelength. The blue dots on the graph signify individual absorbance measurements at different concentrations of the studied substance. The line passing through these points is the best-fit line, portraying the overall trend of the data. The equation for this line, "4.09E-03*x + 0.0912," breaks down as follows: "x" is the concentration, "4.09E-03" signifies the slope, and "0.0912" represents the y-intercept. The slope indicates the absorbance change per unit concentration change.

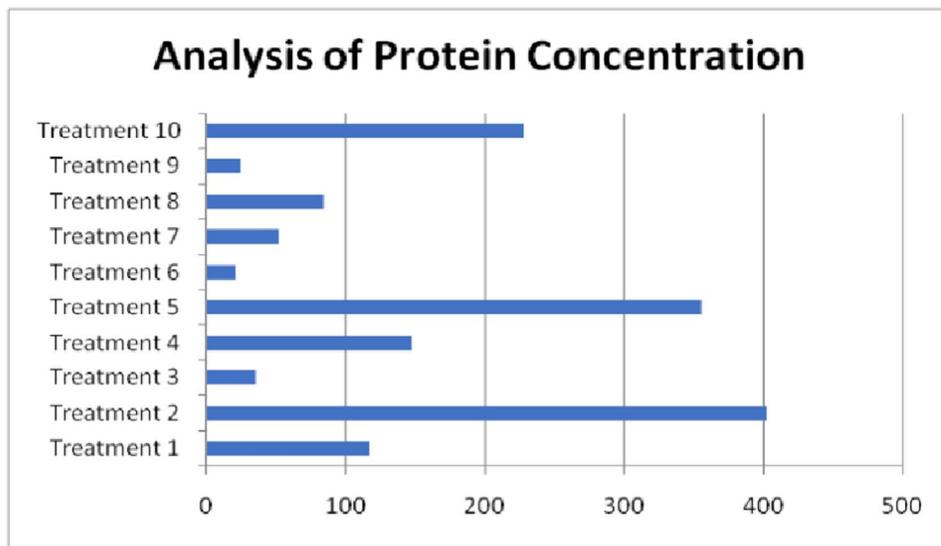
The coefficient of determination or "R²" value is provided as "0.984." This statistical metric gauges how well the regression line approximates the actual data points. An R² value of 1 would indicate a perfect fit, while an R² value of 0.984 suggests an excellent fit. This implies that the linear model explains a significant portion of the absorbance data variance. Overall, the graph indicates a positive linear relationship between concentration and absorbance, aligning with the expectations for solutions adhering to Beer's Law within specific concentration ranges. Beer's Law posits that absorbance is directly proportional to the concentration of the absorbing species in the solution, given adherence to the law's assumptions.

AVERAGE CONCENTRATION OF EACH SAMPLE:

TREATMENT	AVERAGE CONCENTRATION	CD
T 1	116.33	cd
T 2	402.17	a
T 3	35.167	d
T 4	147.17	cd
T 5	355.5	ab
T 6	20.833	d
T 7	51.17	d
T 8	84.167	d
T 9	24	d

The table depicts the average concentration, and the critical difference value of each of the samples loaded on the gel.

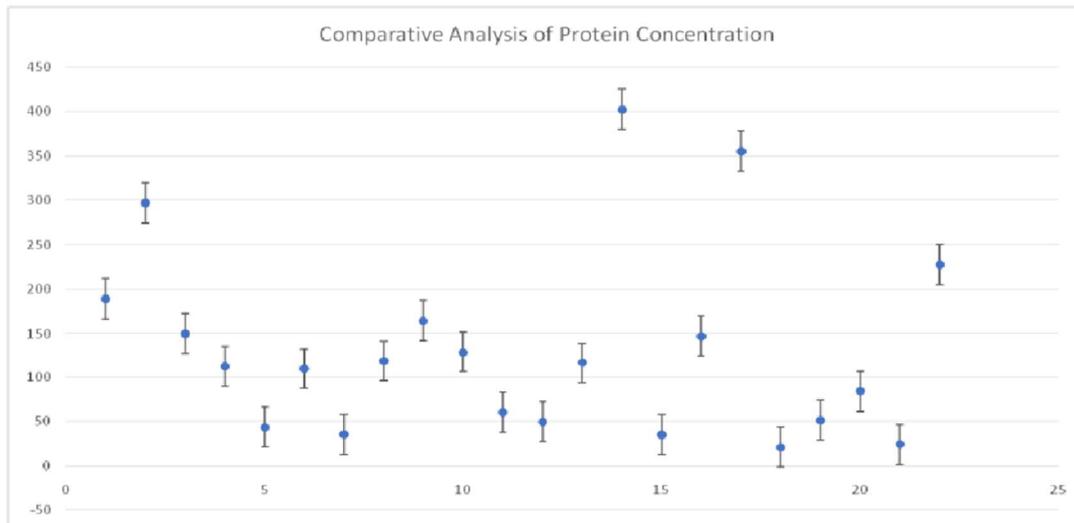
Graph of Mean of each Sample:



This Graph shows the protein concentration on the X-axis and the number of samples on the Y-axis. In this graph, we can easily see that the protein concentration in sample 2 is the highest and the protein concentration in sample 6 is the lowest this means the **Erminalia tree seeds** have the highest protein concentration appears to 400 mg and **Dracaena Trifasciata leaves** have the lowest concentration with below 100 mg. Samples 9, 8, 7 & 3 are below 100 mg means they are very similar to sample 6. The common thing between these samples is that these are leaves. If I talk about seeds they had a concentration of between 300 - 400 mg. If we compare the protein concentration in leaves and seeds then the seeds contain more protein concentration than the leaves.

Protein concentration:

Treatment 6 < Treatment 9 < Treatment 3 < Treatment 7 < Treatment 8 < Treatment 1 < Treatment 4 < Treatment 5 < Treatment 2



In this Graph, the X-axis shows the number of samples, and the Y-axis represents the Protein concentration.

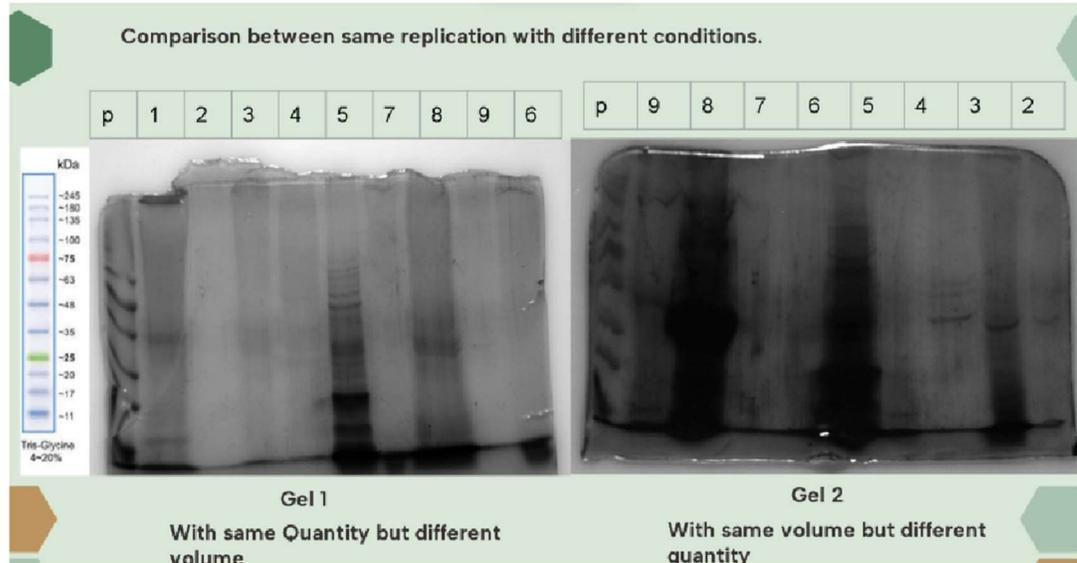
This graph shows the combined data of protein concentration in the 22 samples which consists of samples from plants and trees. 1-12 samples are of plants from hydroponics and the samples from 13 to 22 are samples from trees near the Atria campus. This Graph shows the comparison between the samples of plants and trees, If we look at the graph then we can see the protein concentration in tree samples is higher than the samples which are taken from the hydroponics.

Why do Tree samples have higher protein concentrations than the samples from hydroponics in the protein isolation?

- **Natural Variation in Protein Content:** Different plant species, and even different varieties within a species, naturally vary in their protein content. Trees may inherently have higher protein concentrations as part of their natural growth and development.
- **Nutrient Availability:** Hydroponically grown plants receive nutrients directly from a nutrient solution in water, and the composition of this solution might not fully mimic the complex nutrient profile that trees obtain from soil. Trees, being rooted in soil, can access a broader range of nutrients and minerals that may contribute to higher protein synthesis.
- **Growth Stage:** The protein content of plants can vary at different stages of growth. Trees might have been sampled at a stage where their protein synthesis is naturally higher compared to the hydroponically grown plants sampled at a different growth stage.
- **Environmental Factors:** Environmental conditions, such as light, temperature, and humidity, can influence protein expression in plants. Trees in their natural environment may experience conditions that favor higher protein production.

- **Metabolic Differences:** Trees, with their well-established root systems, might have more resources and energy available for protein synthesis compared to plants grown hydroponically. The metabolic activities associated with trees' complex structures and functions may contribute to higher protein concentrations.

GEL loading of same replication with two conditions: Gel 1: With same Quantity but different volume and GEL 2: with the same volume but different quantity. (Highest Concentration)

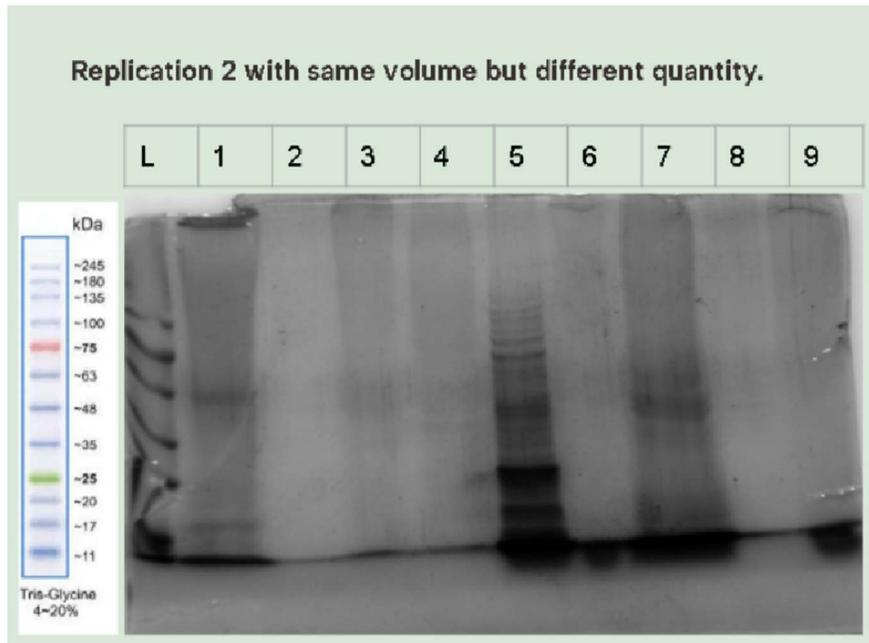


The Gel has multiple wells and the same protocol is followed for both the Gel. But the difference between these two gels is that GEL 1 has the same quantity of protein but in Gel 2 volume is fixed as 20 microlitres of each sample with a protein ladder at one end of the GEL.

If we visualize Gel 1 the Bands are very light and **well 6 or sample 5** has the highest number of bands. But in Gel 2 the bands are very dark and the bands are visible hardly this shows the highest concentration of protein. **Well 3 shows the higher number of protein bands**, and the 3 well is loaded with **sample 8** and the second highest is sample 6.

However, the data we got from the multi-plate reader was different from this data because according to that data, sample 6 has the highest concentration.

Gel Loading of Second Highest Replication Concentration with same quantity.



This Image shows the Gel that has the second-highest concentration of protein. The 6th well means the 5th sample has the highest number of protein bands and the second-highest band is in well 8th well means the 7th sample. But according to Gel 1 in the last picture shows the same result as the highest number of protein bands in sample 5 with different conditions in the highest concentration we have the same quantity but different volume and in Gel 2 we have the same volume but different quantity.

This could be because of some reasons:

- **Sensitivity Differences:** The multi-plate reader and gel electrophoresis have different sensitivities. The multiple readers may be more sensitive in detecting lower concentrations of proteins, while gel electrophoresis might be better at detecting specific proteins or protein patterns.
- **Quantitative vs. Qualitative Analysis:** The multi-plate reader provides quantitative data, measuring the actual concentration of proteins. On the other hand, gel electrophoresis offers qualitative data, showing the presence, size, and pattern of proteins but not their exact concentrations.
- **Protein Binding Properties:** The methods used in the multi-plate reader and gel electrophoresis may involve different protein-binding properties. Some proteins may bind more readily to the detection reagents used in the multi-plate reader, leading to variations in detected concentrations.

- **Sample Preparation Issues:** Differences in sample preparation for the multi-plate reader and gel electrophoresis can contribute to variations. It's essential to ensure consistency in sample handling, protein extraction, and loading for both methods.
- **Post-translational modifications:** Gel electrophoresis might reveal differences in post-translational modifications or protein isoforms that the multiple reader does not capture. This could lead to discrepancies in the observed results.
- **Protein Stability:** The stability of proteins during the processes involved in both methods can affect the results. Proteins might denature or degrade differently, leading to variations in detected concentrations.
- **Experimental Conditions:** Differences in experimental conditions, such as buffer composition, pH, and temperature, can impact protein behavior and detection in each method.

Summary

The SDS PAGE results reveal multiple bands distributed at different distances from the well, indicating the presence of proteins with diverse sizes and masses in the sample. Each band corresponds to a unique protein or protein complex. Furthermore, the thickness of the bands increases with the distance from the well, signifying varying concentrations of proteins. Proximal to the well, where the sample is applied, thinner bands indicate lower protein concentrations, while thicker bands farther from the well suggest higher concentrations of migrated proteins. Additionally, the band intensity varies, implying differences in protein concentration among the bands. Darker bands signify higher protein concentrations, whereas lighter bands denote lower concentrations, reflecting the diverse abundance of proteins within the sample.

Challenges Faced

Several hurdles were encountered throughout the experiment. One significant challenge involved ensuring the cleanliness of plant samples, as plant tissues have a propensity to accumulate debris, soil particles, and environmental contaminants during collection and handling. The presence of these contaminants can compromise the purity of the extracted protein samples from plants, resulting in potential inaccuracies in subsequent analyses like SDS-PAGE.

Another formidable obstacle emerged in consistently extracting proteins from robust plant leaves. The rigid cell walls and plant-specific compounds present in these leaves posed obstacles, hindering the efficient release of proteins. This inherent difficulty led to challenges in achieving a uniform extraction efficiency across various plant samples.

Variability in gel electrophoresis techniques, encompassing aspects such as gel preparation, sample loading, and running conditions, presented another set of challenges. Inconsistent application of these techniques could introduce variations in protein migration patterns and band

intensities, impeding the reproducibility of SDS-PAGE results. This inconsistency, in turn, complicates the comparison of results between experiments or replicate samples. The complexity of interpreting SDS-PAGE band patterns further added to the experiment's challenges. The diverse nature of plant proteins, coupled with the potential for background staining artifacts, interpreted results intricate. The presence of multiple protein species with varying molecular weights and isoelectric points, along with background staining from plant pigments or non-specific interactions, heightened the complexity of data interpretation.

Conclusion

In summary, proteins play crucial roles in organisms, showcasing a spectrum of functions and concentrations that shape the distinct features of plants. Analytical methods like SDS PAGE and colorimetry enable the evaluation of protein concentrations and the visualization of variations, providing valuable perspectives into plant biology. These techniques are instrumental in conducting comparative studies across different conditions. Unraveling the intricacies of protein expression and concentration in diverse plant species deepens our understanding of their biology, enriching our exploration of their varied phenotypes and underlying mechanisms.

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Appendix 2

COURSE HAND OUT

School: Atria University

Dept.: Faculty of
Life Science

Course Code : LSC207
Course Title : Bioinformatics
Course Credit Structure : L T P S C
1 - 3 1 4
Year & Semester : Year II Q7
Contact Hours : 90 Hours
Instructor : Mahajan Saurabh Kishor
Instructor's Email : saurabh.mk@atriauniversity.edu.in
Office Hours : Monday - Friday 8:30AM-12:45PM
Academic Year : 2022-2023
Date of Issue : 6 February 2023

PROGRAM OUTCOMES

On successful completion of the Program, the graduates of B. Tech. (CSE) Program will be able to:

- 1.Engineering knowledge:** Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
- 2.Problem analysis:** Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
- 3.Design/development of solutions:** Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- 4.Conduct investigations of complex problems:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- 5.Modern tool usage:** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.
- 6.The engineer and society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
- 7.Environment and sustainability:** Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
- 8.Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
- 9.Individual and team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
- 10. Communication:** Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
- 11. Project management and finance:** Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.
- 12. Life-long learning:** Recognize the need for and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

PROGRAM SPECIFIC OUTCOMES

On successful completion of the Program, the graduates of B.Tech.(LS) program will be able to:

PSO1: Develop a broad understanding of modern principles of biology across scales, from the molecular to the

cellular and to the organismal.

PSO2: Develop the ability to use modern instrumentation to analyze and understand biological systems, and work on problems linked to usage of modern laboratory instrumentation independently.

PSO3: Design and execute biological experiments towards testing hypotheses about the functioning of biological systems.

Pre-Requisite - NA

Anti-Requisite - NA

Co-Requisite - NA

COURSE DESCRIPTION: "Bioinformatics deals with the analysis of biological information such as that in sequence and structure of DNA, RNA, and proteins. These molecules are the crux of the functioning of biological organisms including ourselves, and also other organisms harmful and beneficial for us. And hence, bioinformatics is one of the critical areas of life sciences with important applications in fundamental and applied research, as well as products for human, animal, and plant health.

On one hand, bioinformatics interfaces with the conceptual knowledge of biology and on the other hand, uses the tools and methods of programming and computer science to store and analyze that information. Using this approach, a large community of biologists and bioinformaticians work together to develop new methods and tools to analyze the biological information.

This course will introduce learners to some foundational concepts in bioinformatics such as biological sequences, similarity and differences in sequences, and the structure of biomolecules. It will also introduce learners to the foundational tools such as major sequence and structure databases, sequence alignment programs, and 3D structure visualization.

This course takes an active approach with a plethora of activities for the application of the concepts and tools, and a substantial bioinformatic research project."

COURSE OUTCOMES: After successful completion of the course, students will be able to:

- CO1.** Define the fundamental tools of bioinformatics such as downloading and aligning sequences, searching sequence databases, detecting variation in sequences, and predicting the impact of variation on the 3D structure and function to gain insights into a given biological situation.
- CO2.** Understand and be familiar with genome and gene sequences, and their formats. They will be aware of the major bioinformatic resource providers, and be able to use these to download useful sequence information.
- CO3.** Relate the concepts of homology and be able to use the concept and tools such as BLAST to search for sequence similarity. Students will be aware of the statistical outputs of BLAST and their interpretation. Students will be able to use concepts of homology and tools such as BLAST to find similar sequences and predict functions based on sequence similarity.
- CO4.** Demonstrate multiple sequences using tools of MSA and be able to interpret the alignments to analyze sequence variation.

- CO5.** Identify their understanding of biochemical interactions of amino acids and databases such as Uniprot and PDB to analyze structural and functional information of a protein. They will be able to theoretically predict the potential impacts of variants on the structure and function.
- CO6.** Solve simple Python programs to perform simple bioinformatic tasks such as ORF prediction and/or PCR primer design.
- CO7.** Analyze their understanding and ability to apply the foundational concepts and tools of bioinformatics to gain insights into a biological context.

CO-PO-PSO Mapping Table:

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	-	1	-	1	1	-	-	-	2	-	-	-	2	-	-
CO1	-	1	-	1	1	-	-	-	2	-	-	-	2	-	-
CO2	-	1	-	2	2	-	-	-	2	-	-	-	2	-	-
CO4	-	1	-	2	2	-	-	-	2	-	-	-	2	-	-
CO5	-	1	-	2	2	-	-	-	2	-	-	-	2	-	2
CO6	-	2	-	2	2	-	-	-	2	-	-	-	2	-	2
CO7	-	2	-	2	2	2	-	-	2	-	-	-	2	-	2

Correlation Levels: 3: High; 2: Medium; 1: Low

COURSE CONTENT:

Project: Analyze the genome of a virus to identify mutations and predict their potential impact (11 hours)

In this project, you will analyze a genome of a virus to find out what genes, does the virus contains, what their functions are, who are the closest relatives of this virus, identify mutations in the viral genome, and predict what impact will the mutations have on the properties of the virus.

Module 1: Genes and Genomes (8 hours)

Genomes, genome sequence, Bioinformatic resource providers, NCBI, EBI, Sequence databases, Gene sequences

Module 2: Homology and Similarity Searching (8 hours)

Homology, Orthology, Paralogy, Gene duplication, BLAST, Heuristic alignment, Matches-Mismatches, Gaps, scoring matrices, E-value, Bit-score, Coverage, Substitution matrices

Module 3: Sequence Alignments and Variation (10 hours)

Mutations, substitutions, types of substitutions, SNPs, insertions, deletions, Pairwise alignments, Global vs Local alignments, scoring matrices, gap penalties, match-mismatch, gaps, Multiple Sequence Alignment, Muscle, Clustal Omega, Parsimony rule for mutations

Module 4: 3D Structure and Function (12 hours)

Biochemical properties of amino acids, chemical bonds in protein structure and function, ligand-binding, Uniprot, 3D structure of proteins, PDB, PDB format, protein structure visualization

Module 5: Writing your own bioinformatic programs (12 hours)

Open reading frames, ORF detection, PCR, PCR primers, melting temperature, GC content

Module 6: Final Assessment (18 hours)

Genomes, genome sequence, Bioinformatic resource providers, NCBI, EBI, Sequence databases, Gene sequences, Homology, Orthology, Paralogy, Gene duplication, BLAST, Heuristic alignment, Matches-Mismatches, Gaps, scoring matrices, E-value, Bit-score, Coverage, Substitution matrices, Mutations, substitutions, types of substitutions, SNPs, insertions, deletions, Pairwise alignments, Global vs Local alignments, scoring matrices, gap penalties, match-mismatch, gaps, Multiple Sequence Alignment, Muscle, Clustal Omega, Parsimony rule for mutations, Open reading frames, ORF detection, PCR, PCR primers, melting temperature, GC content

Total Periods: 90

EXPERIENTIAL LEARNING:

1. Analyze the genome of a virus to identify mutations and predict their potential impact :

The recent experience with SARS-CoV-2 and the ongoing threat of viruses like monkeypox, Nipah, and influenza highlight the need to study viruses. This project involves analyzing a virus's genome to find genes, determine their function, identify related viruses, detect mutations, and predict their impact.

RESOURCES

Xcelerator Link: <https://xcelerator.ninja/quests/1181>

TEXTBOOKS:

1. Essential Bioinformatics; 1st Edition; by Jin Xiong, Cambridge University Press, 2012
2. Introduction to Bioinformatics; 5th Edition; by Arthur Lesk (Author), Oxford University Press, 2019

REFERENCE BOOKS:

1. Bioinformatics: Sequence and Genome Analysis; (Mount, Bioinformatics) 2nd Edition; by David W. Mount, CSHL Press, 2004

VIDEO LECTURES:

1. <https://www.youtube.com/watch?v=rA8MUR4pqNE>
2. <https://www.youtube.com/watch?v=5MQdXjRPHmQ>
3. <https://www.youtube.com/watch?v=hbmeG9UbWOY>

4. https://www.youtube.com/watch?v=o_IO7dDUZPM
5. <https://www.youtube.com/watch?v=afqB87ZSkXw>
6. <https://www.youtube.com/playlist?list=PL9yZgMKyD5YYp27A46Xr-CVHR4aJnqimE>

WEB RESOURCES:

1. <https://a-little-book-of-r-for-bioinformatics.readthedocs.io/en/latest/src/chapter3.html>
2. https://bioboot.github.io/bggg213_W23/schedule/#2
3. <https://www.sciencedirect.com/science/article/abs/pii/S0167779998001279>
4. <https://evolution.berkeley.edu/dna-and-mutations/types-of-mutations/>
5. <https://www.ebi.ac.uk/Tools/psa/>
6. <https://bmcbioinformatics.biomedcentral.com/articles/10.1186/1471-2105-5-113>
7. <https://www.uniprot.org/help/about>
8. <https://www.uniprot.org/help/uniprotkb>

PEDAGOGY:

The following pedagogy methods will be used to deliver the course.

- A) Lecture
- B) Activity based Learning
- C) Experiential learning
- D) Peer Learning
- E) Project Based Learning

COURSE DELIVERY SCHEDULE:

S. No.	Topic	Contact Hours	CO Mapping	Pedagogy
Project: Analyze the genome of a virus to identify mutations and predict their potential impact (22 hours)				
1	Task 1: Strategy and Planning	3	CO1	Lecture + Activity based Learning
2	Task 2: Find genes in the viral genome	2	CO1	Lecture + Activity based Learning
3	Task 3: Identify protein-coding genes and their function	5	CO1	Lecture + Activity based Learning
4	Task 4: Identify mutations in the viral genome	7	CO1	Lecture + Activity based Learning
5	Task 5: Predict the impact of mutations	2	CO1	Lecture + Activity based Learning
5	Task 6: Summarize your research work	3	CO1	Lecture + Activity based Learning
MODULE - I: Genes and Genomes (8 hours)				

6	Seeing a genome sequence and genes	2	CO2	Lecture + Activity based Learning
7	Finding open reading frames	2	CO2	Lecture + Activity based Learning
8	Using Sequence Databases	4	CO2	Lecture + Activity based Learning
MODULE - II: Homology and Similarity Searching (8 hours)				
9	Searching orthologs of predicted ORFs	4	CO3	Lecture + Activity based Learning
10	Identifying orthologs and paralogs for a given sequence using BLAST search	4	CO3	Lecture + Activity based Learning
MODULE - III: Sequence Alignments and Variation (10 hours)				
19	Identify mutations from evolutionary trajectories	1	CO4	Lecture + Activity based Learning
20	Pairwise alignment and analysis	2	CO4	Lecture + Activity based Learning
21	Analyze Hemoglobin of humans and related species	3	CO4	Lecture + Activity based Learning
22	Identify mutations from an MSA	4	CO4	Lecture + Activity based Learning
MODULE - IV: 3D Structure and Function (12 hours)				
24	Finding functional and structural information from Uniprot	4	CO5	Lecture + Activity based Learning
25	Identifying biochemical interactions in 3D	4	CO5	Lecture + Activity based Learning
26	Peer evaluation of projects	4	CO5	Lecture + Peer Learning
MODULE - V: Writing your own bioinformatic programs (12 hours)				
28	Writing a Python program to find ORFs in a given nucleotide sequence	6	CO6	Lecture + Peer Learning
29	A Python program to suggest PCR primers for a given nucleotide sequence	6	CO6	Lecture + Peer Learning
MODULE - VI: Final Assessment (18 hours)				
31	Analyzing biological sequences for functional information	12	CO7	Lecture + Activity based Learning
32	Complete a Python program for a simple biological sequence analysis task	6	CO7	Lecture + Activity based Learning

COURSE EVALUATION:

S. No.	Evaluation Type	Contents	Duration in Minutes	Marks for Evaluation	Scaling Factor	Max. Marks
1.	Continuous Evaluation	Full Syllabus	3420 Minutes	110	1	90
2.	Peer Evaluation	Full Syllabus	900 Minutes	30	1	30
3.	Final evaluation: open book exam	Full Syllabus	1080 Minutes	60	1	80

EVALUATION SCHEME:

Continuous evaluation				
1.	Task 1: Strategy and Planning	15 Marks	BL4, BL5	CO1, CO6
2.	Task 2: Find genes in the viral genome	15 Marks	BL1, BL2, BL3, BL4	CO1, CO6
3.	Task 3: Identify protein-coding genes and their function	20 Marks	BL1, BL2, BL3, BL4	CO1, CO6
4.	Task 4: Identify mutations in the viral genome	15 Marks	BL1, BL2, BL3, BL4	CO1, CO6
5.	Task 5: Predict the impact of mutations	20 Marks	BL1, BL2, BL3, BL4	CO1, CO6
6.	Task 6: Summarize your research work	5 Marks	BL2, BL3, BL4, BL5, BL6	CO1, CO6
Peer Evaluation				
7.	Writing a Python program to find ORFs in a given nucleotide sequence	10 Marks	BL2, BL3, BL4	CO6
8.	Peer evaluation of projects	10 Marks	BL5	CO1
9.	A Python program to suggest PCR primers for a given nucleotide sequence	10 Marks	BL2, BL3, BL4	CO6
Final Evaluation				
10.	Analyzing biological sequences for functional information	70 Marks	BL1, BL2, BL3, BL4, BL5, BL6	CO1, CO2, CO3, CO4, CO5, CO7
11.	Complete a Python program for a simple biological sequence analysis task	10 Marks	BL1, BL2, BL3, BL4, BL5, BL6	CO6



Target for Course Outcome Attainment:

Course Outcomes	Attainment Target (%)
CO1	60%
CO2	60%
CO3	60%
CO4	60%
CO5	60%
CO6	60%
CO7	60%

Note:

Any information further to this handout will be announced in the class.

Signature of the Course Instructor

Signature of the Dean