

GMR Deemed to be University

Detailed Project Report for UGC to declare GMRIT as GMR deemed to be University.

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A. Eligibility of GMRIT to be declared as a deemed to be University

GMRIT meets the eligibility criteria as specified in Clause 4 – *Eligibility criteria for an institution to be declared as institution deemed to be University* – of the UGC Deemed to be University Regulations, 2023. Details of fulfilment of eligibility criteria are provided below:

Criteria 1: Multi-disciplinary institution having minimum five departments.

GMRIT has five departments as mentioned below:

1. Civil Engineering
2. Computer Science Engineering
3. Electronics and Electrical Engineering
4. Mechanical Engineering
5. Electronics and Communication Engineering

GMRIT currently offers the following academic programmes through the five departments listed above:

1. Undergraduate programmes:
 - a. Civil Engineering
 - b. Computer Science and Engineering
 - c. Electrical and Electronics Engineering
 - d. Electronics and Communication Engineering
 - e. Mechanical Engineering
 - f. Information Technology
 - g. CSE (Artificial Intelligence & Data Science)
 - h. CSE (Artificial Intelligence & Machine Learning)
2. Postgraduate programmes:
 - a. Computer Science and Engineering
 - b. Power and Industrial Drives
 - c. Transportation Engineering
 - d. VLSI and Embedded Systems Design
 - e. Thermal Engineering

Criteria 2: Valid accreditation by NAAC with at least 3.01 cumulative grade point average (CGPA) for three consecutive cycles.

GMRIT has the required NAAC 'A' accreditation with at least 3.01 CGPA for the last three consecutive cycles. All the applications for accreditation or re-accreditation had been submitted by the institution within time in each of these three cycles. Below is a summary of the NAAC accreditations.

GMRIT - NAAC Accreditation details		
Accreditation Phase	Valid	Score
NAAC Accreditation Phase I	28.03.2010 to 27.03.2015	3.24
NAAC Accreditation Phase 2	14.09.2015 to 15.09.2020	3.16
NAAC Accreditation Phase 3	20.10.2021 to 19.10.2026	3.06

The relevant NAAC certificates of accreditation are enclosed as *Annexure 1*.

Criteria 3: Academic and physical infrastructure as may be specified by the relevant statutory body.

GMRIT has a total built up area of 57,948 square metres in academic and physical infrastructure as specified by various statutory bodies. Details of GMRIT infrastructure, duly certified by an architect, is provided as *Annexure 2*.

Below is a summary of the currently built infrastructure at GMRIT:

Location	Area
Block 1	3252
Block 2	3572
Block 3	3537
Block 4	4016
Block 5	5230
Block 6	5308
Workshop Complex	2751
Estate office Complex	773
Bridge	363
Hostel Complex	26968
Security Complex	70
Canteen/SAC/Cycle Shed Complex	2107
Total Area	57948

The breakup of total built up area is:

Category	Available
Instruction Area	14670
Administration Area	4212
Amenities Area	31490
Common Circulation Area	7576
Total Area	57948

Criteria 4: Approval of the relevant statutory body for the professional courses.

GMRIT offers the following professional courses, and all the programmes are duly approved by AICTE:

Undergraduate

1. Civil Engineering
2. Computer Science and Engineering (Artificial Intelligence and Machine Learning)
3. Computer Science and Engineering (with specialisation in Artificial Intelligence & Data Science)
4. Computer Science and Engineering
5. Electrical and Electronics Engineering
6. Electronics and Communication Engineering
7. Information Technology
8. Mechanical Engineering

Post-Graduate

1. Power and Industrial Drives
2. Computer Science and Engineering
3. Transportation Engineering
4. VLSI and Embedded Systems Design
5. Thermal Engineering
6. Computer Science and Engineering (Cyber Security)
7. Environmental Engineering

The AICTE approval letters are enclosed as *Annexure 3*.

Furthermore, GMRIT has been granted NBA accreditation for the following engineering programmes:

1. Electronics and Communications Engineering
2. Mechanical Engineering
3. Electronics and Electrical Engineering
4. Civil Engineering
5. Computer Science & Engineering
6. Information Technology

The NBA accreditation letters are enclosed as *Annexure 4*.

Criteria 5: Teacher-student ratio of 1:20 with a minimum combined 150 faculty and 3000 student strength, with at least one fifth being post-graduate or research students.

The faculty strength at GMRIT is 232 faculty members and there are 4,618 students enrolled under regular classroom mode. This takes the teacher-student ratio to 20:1. Being a predominantly engineering college, the number of post-graduate students at GMRIT is not large currently. Further details for faculty at GMRIT are provided as *Annexure 5*.

Criteria 6: Have an administrative area, library, lecture halls, labs, hostels, health care, common facilities, and recreational facilities.

As already mentioned in *criteria 3* above, GMRIT has a total built up area of 57,948 square metres in academic and physical infrastructure as specified by various statutory bodies. Details of GMRIT infrastructure, duly certified by an architect, is provided as *Annexure 2*. Furthermore, photos of existing infrastructure at GMRIT are provided as *Annexure 6*.

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B. Fifteen-year Detailed Strategic Vision Plan

Introduction

This section presents the 15-year strategic vision document for the proposed GMR deemed to be University. This visionary roadmap charts an inspiring course for the collective future of the institution, its faculty and staff, and the community at large as the GMR Group endeavours to navigate the evolving landscape of higher education with purpose and resilience.

The strategic vision document encapsulates GMR's unwavering commitment to excellence, innovation, and the holistic development of our students. It outlines a transformative journey that seeks to propel the institution to new heights of distinction, impact, and relevance in the ever-changing world of academia.

Over the next 15 years, the institution aspires to be a global leader in higher education, recognised for its pioneering research, exceptional faculty, and progressive pedagogical approaches. The group envisions an environment that nurtures intellectual curiosity, fosters creativity, and fosters a sense of social responsibility among all students of the proposed institution.

The ambitious roadmap for the proposed institution's future is built on six foundational pillars as described below. This comprehensive vision embodies GMR's commitment to excellence, innovation, and the holistic development of our students, faculty, and staff.

- 1. Identity/Branding:** GMR recognises the power of a strong institutional identity and branding. Over the next 15 years, a key strategic goal is to develop the institution's reputation as a leading higher education institution, renowned for its distinctive values, academic programs, and impactful contributions to society. Through strategic branding initiatives, the institution will communicate its unique strengths, values, and achievements, thereby attracting the best talent, forging fruitful partnerships, and solidifying our position on the global stage.
- 2. Research/Innovation Impact:** Research and innovation will be at the core of the institution's DNA. The institution will foster a vibrant research culture that nurtures groundbreaking discoveries, fosters interdisciplinary collaboration, and addresses complex societal challenges. With a focus on impactful research, the institution will aim to drive positive change, influence public policy, and contribute to sustainable development locally and globally.
- 3. Quality and Engagement:** GMR is committed to delivering an exceptional educational experience that prepares students for success in an ever-evolving world. Through continuous quality enhancement, the institution will ensure rigorous academic programs, experiential learning opportunities, and personalised support to nurture the holistic development of all students. The institution will also foster a vibrant campus community that promotes inclusivity, student engagement, and a culture of lifelong learning.
- 4. Growth and Diversity:** The strategic vision embraces growth and diversity as key drivers of institutional success. The institution will strive to increase student enrolment, expand our

academic offerings, and enhance access to education for underrepresented communities. Embracing diversity in all its forms, the institution will cultivate a multicultural and inclusive environment that celebrates different perspectives, experiences, and backgrounds, fostering an enriching learning and research ecosystem.

- 5. Augmentation of Infrastructure:** To support the strategic goals, the institution will strive to build state-of-the-art infrastructure. The institution will invest in the augmentation of physical and digital infrastructure, creating modern learning spaces, research facilities, and advanced technology platforms. This will enable the institution to deliver innovative pedagogies, facilitate impactful research, and provide a seamless digital experience to all students, faculty, and staff.
- 6. Digital Transformation:** In an era of rapid technological advancements, GMR is committed to embracing digital transformation as a catalyst for innovation and enhanced learning outcomes. The institution will leverage cutting-edge technologies to create a digital ecosystem that supports personalised learning, collaboration, and lifelong professional development. By integrating digital tools, platforms, and data analytics, we aim to empower our community to thrive in a digitally connected world.

As the group embarks on this transformative journey, it recognises that achieving the strategic vision requires the collective effort, passion, and dedication of the entire higher education community at the institution. The group will invite valuable insights, collaboration, and commitment from all stakeholders to make this vision a reality.

15-Year Strategic Vision for GMR deemed to be University

GMR deemed to be University's strategic vision is to become a renowned higher education institution that excels in providing high-quality multidisciplinary education, fosters growth through diversity, secures high rankings and accreditations, leads in research and innovation, offers world-class facilities, cultivates meaningful collaborations, and delivers exceptional student outcomes. By integrating these key elements, GMR aims to create an inclusive and transformative learning environment that prepares students for success in their chosen fields and contributes to positive societal impact.

High-Quality Multidisciplinary Education

GMR is committed to delivering a rigorous and enriching educational experience that embraces multidisciplinary learning. Its faculty, renowned for their expertise and passion, will employ innovative pedagogical approaches that promote critical thinking, problem-solving, and creativity across disciplines. Through interdisciplinary programmes, courses, and projects, students will gain a comprehensive understanding of complex issues, develop versatile skills, and cultivate a holistic approach to problem-solving.

Growth through Diversity

GMR recognises the value of diversity in enriching the educational experience and preparing students for a globalised world. It will actively foster a diverse and inclusive campus community that celebrates and respects individuals from all backgrounds. By promoting cross-

cultural understanding, empathy, and collaboration, GMR will create an environment where students develop the cultural competence and global perspectives necessary for success in an interconnected world. Growth through Diversity shall also imply the portfolio growth by adding new schools and offering new age academic programmes.

Securing High Rankings and Accreditations

GMR strives for excellence and will work diligently to secure high rankings and accreditations, such as NAAC A+ grade, QS Top 250 ranking, NIRF Top 50 ranking, ARIIA Top 25 ranking, etc., that recognise the quality and value of its institution. By consistently meeting and exceeding rigorous standards, GMR aims to establish itself among the top institutions globally. This recognition will provide its students with increased opportunities, enhance the value of their degrees, and attract top talent in both faculty and students.

Leading Research and Innovation

GMR aspires to be at the forefront of research and innovation, driving advancements in various fields and making a positive impact on society. The institution will cultivate a culture of research excellence, fostering a spirit of inquiry, curiosity, and creativity among faculty and students. It will invest in state-of-the-art research facilities, laboratories, and technology resources to support cutting-edge research projects. By promoting interdisciplinary collaboration and forging partnerships with industry, government agencies, and other academic institutions, GMR will accelerate knowledge creation, technology transfer, and real-world impact.

World-Class Facilities

GMR is committed to providing world-class facilities that support and enhance the learning, research, and overall student experience. The institution will invest in modern classrooms, advanced laboratories, research centres, libraries, and student spaces. It will create an inspiring and conducive campus environment that stimulates creativity, collaboration, and innovation. By leveraging technology and embracing sustainability, GMR will ensure that our facilities align with the evolving needs of our students and faculty.

Meaningful Collaborations

GMR recognises that meaningful collaborations are essential for academic excellence and impactful outcomes. It will actively seek and foster strategic partnerships with industry leaders, government agencies, non-profit organisations, and other educational institutions. These collaborations will promote joint research projects, internships, knowledge exchange, and innovation. By cultivating a network of collaborative partnerships, GMR will broaden its impact, tackle complex challenges, and provide our students with valuable experiential learning opportunities.

Student Outcomes

The success of GMR deemed to be University lies in the achievements of its students. GMR is committed to their holistic development, ensuring they possess the knowledge, skills, and attributes necessary for success in their careers and personal lives. GMR will provide

comprehensive support services, including academic advising, career counselling, mentorship, and leadership development programmes. It will emphasise experiential learning, internships, and community engagement to foster practical skills, social responsibility, and global citizenship. The institution will track and evaluate student outcomes to continuously enhance and improve our educational programmes and support services.

By integrating high-quality multidisciplinary education, growth through diversity, securing high rankings and accreditations, leading research and innovation, world-class facilities, meaningful collaborations, and exceptional student outcomes, GMR's strategic vision positions it as a globally recognised higher education institution. GMR will create an environment that nurtures intellectual curiosity, fosters innovation, and prepares students to be lifelong learners and leaders who positively impact society.

15-Year Strategic Plan for GMRDU (GMR Deemed to be University)

Phase I: Foundation and Establishment (Year 1 - Year 5)

Mission Statement: GMRDU is dedicated to delivering exceptional education, fostering innovation, and cultivating an inclusive community that empowers students to become leaders and change-makers.

Year 1: Setup and Organisational Development

1. **Leadership and Governance**
 - Appoint key leadership roles, including Chancellor, Vice-Chancellor, Deans, and Heads of Departments.
 - Develop governance policies and establish clear decision-making processes.
2. **Curriculum Design and Accreditation**
 - Design fundamental undergraduate and postgraduate programmes aligned with industry standards.
 - Initiate accreditation processes with relevant accrediting bodies.
3. **Infrastructure Development**
 - Assess and prioritise campus facilities' needs for effective teaching, research, and student life.
 - Commence construction or renovation projects as necessary.
4. **Faculty Recruitment and Onboarding**
 - Recruit a diverse group of accomplished faculty members.
 - Create induction and mentorship programmes to support faculty integration.
5. **Student Services Initiation**

- Establish core student services, including admissions, counselling, and academic guidance.
- Develop a comprehensive orientation programme for incoming students.

Year 2-3: Academic Excellence and Campus Growth

1. Curriculum Enhancement

- Continuously review and enhance curricula based on student feedback and industry trends.
- Incorporate experiential learning and interdisciplinary courses.

2. Research and Innovation

- Set up research centres and labs to encourage collaboration between faculty and students.
- Secure grants and funding for research initiatives.

3. Student Engagement

- Expand extracurricular opportunities, clubs, and student organisations.
- Launch leadership development programmes and career services.

4. Diversity and Inclusion Initiatives

- Develop diversity and inclusion training for staff, faculty, and students.
- Implement initiatives to cultivate an inclusive campus culture.

5. Community Partnerships

- Forge connections with local businesses, organisations, and schools for community engagement.
- Establish internship and co-op programmes for students.

Year 4-5: Reputation Building and Sustainability

1. Academic Excellence and Recognition

- Showcase faculty research through publications and presentations.
- Seek regional and national recognition for academic programmes.

2. Alumni Engagement

- Foster alumni relationships through networking events and mentorship programmes.
- Create opportunities for alumni to contribute to the university's growth.

3. Campus Expansion

- Evaluate the need for additional facilities or campuses based on growth and demand.
- Collaborate with architects and planners to develop a long-term campus expansion strategy.

4. Global Outreach

- Establish study abroad programmes and international partnerships for research and education.
- Increase the visibility of the university through international conferences.

5. Sustainability Initiatives

- Implement eco-friendly practices across campus operations.
- Launch sustainability-focused curriculum and awareness campaigns.

Phase II: Growth and Consolidation (Year 6 - Year 10)

Year 6-7: Programme Diversification and Innovation

1. New Programme Development

- Introduce specialised programmes and degrees to cater to emerging industries.
- Ensure alignment with market demands and student interests.

2. Technology Integration

- Incorporate cutting-edge technology into teaching and research.
- Establish a technology roadmap for the campus.

3. Research Excellence

- Enhance the university's research reputation through impactful publications and grants.
- Strengthen collaborations with industry partners.

4. Student Support Enhancement

- Expand mental health services and student well-being programmes.
- Establish a centralised student support centre.

5. Entrepreneurship and Innovation

- Create an innovation hub to nurture student entrepreneurship and startup incubation.
- Offer entrepreneurship-focused courses and mentorship.

Year 8-9: Strategic Partnerships and Global Presence

1. Industry Partnerships

- Develop enduring partnerships with corporations for research, internships, and job placements.
- Establish industry advisory boards for programme development.

2. International Collaboration

- Strengthen international research partnerships and faculty exchanges.
- Attract international students through targeted recruitment efforts.

3. Continued Campus Development

- Implement the second phase of the campus expansion plan.
- Modernise existing facilities and technology infrastructure.

4. Institutional Research

- Conduct internal assessments to ensure programme effectiveness and alignment with goals.
- Utilise data to inform decision-making and continuous improvement.

5. Leadership and Professional Development

- Launch leadership development programmes for mid-level administrators.
- Provide faculty with opportunities for pedagogical training.

Phase III: Excellence and Global Leadership (Year 11 - Year 15)

Year 11-12: Specialised Centres of Excellence

1. Centre Establishment

- Create specialised research centres to address global challenges.
- Secure external funding and recognition for these centres.

2. High-Impact Research

- Continue publishing influential research papers and securing major research grants.
- Elevate the university's standing in international research rankings.

3. Global Partnerships

- Expand international collaborations and strengthen partnerships with eminent institutions.
- Promote joint degrees and research programmes.

4. Continuous Improvement

- Regularly review and update programmes to ensure relevance and quality.
- Implement outcomes assessment to drive academic excellence.

Year 13-15: Global Impact and Sustainability

1. Leadership in Innovation

- Position the university as a hub for innovation, entrepreneurship, and research breakthroughs.
- Support faculty and student patent applications and technology transfer.

2. Global Leadership

- Host international conferences and forums to shape global discussions.
- Play a pivotal role in addressing pressing global challenges.

3. **Campus Sustainability**

- Achieve high levels of sustainability in campus operations and infrastructure.
- Launch sustainability-focused research initiatives.

4. **Legacy and Continuation**

- Plan for leadership transitions to ensure the university's ongoing mission.
- Establish an endowment to sustain scholarships, research, and institutional goals.

This three-phase administrative plan provides a strategic blueprint for the establishment, growth, consolidation, and global leadership of GMRDU (GMR Deemed to be University). Ongoing evaluations, feedback loops, and adaptability to changing circumstances will be essential for the plan's successful execution in achieving the university's mission and vision.

GMRDU Strategic Pillars

Strategic Pillar 1: Identity/Branding – Premium World-Class Education with Leading Research and Academic Excellence Globally

The Identity / Branding of GMR deemed to be University is a crucial strategic pillar that will define our character, reputation, and position as a provider of premium world-class education with leading research and academic excellence globally. It encompasses the way GMR presents itself, communicates its values, and establishes a lasting impression on its stakeholders. The Identity / Branding strategy of GMR will be built upon the following key elements:

1. **Mission and Values:** GMR's mission will revolve around offering premium world-class education, fostering a culture of academic excellence, and conducting leading-edge research with a global impact. GMR will uphold values such as excellence, innovation, integrity, inclusivity, and a relentless pursuit of knowledge. These values will underpin every aspect of GMR's operations and guide its educational philosophy.
2. **Unique Proposition:** GMR will develop a unique value proposition that positions it as a hub of premium world-class education and leading research. This proposition will highlight GMR's distinguished academic programs, renowned faculty, state-of-the-art research facilities, international collaborations, and opportunities for global exposure. By emphasising its commitment to offering unparalleled educational experiences, GMR will attract students, faculty, and partners who aspire for academic excellence at a global level.
3. **Visual Identity:** A strong visual identity will play a vital role in conveying GMR's brand message of premium world-class education and leading research. GMR will design a visually captivating logo, employing a combination of sophisticated colours, typography, and other visual elements that reflect its global stature and academic excellence. These visual assets will be consistently applied across various communication channels, including the GMR website, marketing materials, research publications, and international conferences.

4. **Brand Personality:** GMR will exude a brand personality characterised by sophistication, intellectual rigor, global outlook, and a relentless pursuit of excellence. This personality will permeate all interactions with stakeholders, creating an aura of premium education and cutting-edge research. GMR will be known for its commitment to nurturing intellectual curiosity, empowering students, and researchers to push boundaries, and fostering a vibrant, inclusive, and collaborative academic community.
5. **Messaging and Voice:** GMR's messaging and voice will be crafted to communicate its positioning as a provider of premium world-class education and leading research. Clear and persuasive messages will highlight GMR's academic excellence, global collaborations, research breakthroughs, and success stories. The brand voice will be authoritative, inspiring, and forward-thinking, conveying GMR's commitment to shaping future leaders and making a positive impact on a global scale.
6. **Stakeholder Engagement:** GMR will actively engage with stakeholders who value and seek premium world-class education and leading research opportunities. Prospective students, renowned faculty members, research collaborators, global industry partners, and academic communities worldwide will be strategically engaged through targeted communication, collaborative initiatives, international conferences, and research symposiums. GMR will foster strong relationships, ensuring that stakeholders perceive the institution as a global destination for education and research excellence.
7. **Reputation Management:** GMR recognises the importance of managing its reputation as a provider of premium world-class education and leading research. The institution will proactively monitor and respond to feedback, reviews, and public perception to safeguard and enhance its reputation. GMR will highlight its achievements, research breakthroughs, and success stories to showcase its position as a globally recognised institution for academic excellence.
8. **Brand Experience:** GMR will focus on delivering a premium brand experience that reflects its commitment to world-class education and leading research. Every touchpoint, from the admission process to academic programs, research opportunities, support services, and extracurricular activities, will be designed to offer an exceptional and transformative experience. GMR will provide a nurturing and intellectually stimulating environment that prepares students to excel in their chosen fields and make a meaningful impact globally.

In conclusion, GMR's Identity / Branding strategy will position it as a provider of premium world-class education with leading research and academic excellence globally. It will showcase GMR's commitment to intellectual rigor, global outlook, and transformative experiences, making it a preferred destination for students, faculty, researchers, and industry partners seeking the highest quality education and research opportunities.

Strategic Pillar 2: Research/Innovation Impact

To build and ensure research and innovation impact, GMR would employ several strategies and approaches. Here are some key factors that are considered for the Research/Innovation strategy:

1. **Fostering a Culture of Innovation:** GMR would aim to cultivate an environment that values and encourages research and innovation. To foster a culture of curiosity, risk-taking, and interdisciplinary collaboration, GMR would provide support for faculty and students to explore innovative ideas, pursue research projects, and engage in entrepreneurial activities.
2. **Collaboration with Industry and External Partners:** GMR would seek to forge strong partnerships and collaborations with industry, government agencies, and community organisations. Some areas of collaboration could be joint research projects, technology transfer programs, and industry-sponsored research initiatives. GMR would also engage in knowledge exchange and technology commercialisation activities to drive innovation and ensure real-world impact.
3. **Encouraging Entrepreneurship and Startups:** GMR would support entrepreneurial activities and startups emerging from research discoveries at various centre of innovation. There would be an entrepreneurship centre, incubators, and accelerators that provide resources, mentorship, and funding to support the development and growth of startup ventures. Faculty, students, and researchers would be encouraged to explore entrepreneurial opportunities.
4. **Producing Research that is Aligned with Societal Needs:** GMR research goal is to focus on addressing real-world challenges and societal needs. For this purpose, GMR looks to foster interdisciplinary research collaborations that span traditional disciplinary boundaries and promote solutions-oriented research. Furthermore, GMR would engage with policymakers, community leaders, and stakeholders to understand and address pressing societal issues.
5. **Knowledge Transfer and Technology Commercialisation:** Technology transfer offices or innovation hubs would be established to facilitate the commercialisation and transfer of research outcomes. Intellectual property generated at GMR would be protected through patents and copyrights. Resources and support for technology licensing, spin-off companies, and industry partnerships would be provided on campus to help translate research into practical applications.
6. **Publicising Research Outcomes:** GMR would develop effective communication and dissemination strategies to showcase the impact of research and innovation. Research outcomes would be promoted through press releases, media engagement, publications, and conferences. Digital platforms and social media would be utilised to share success stories, case studies, and testimonials.
7. **Engagement with Funding Agencies:** GMR would utilise its strong network and connections to collaborate with government agencies, philanthropic organisations, and funding bodies to secure grants and support for research projects. The research team would develop processes to stay informed about funding opportunities, grants, and programs that align with the institution's research priorities. Furthermore, GMR would develop strong grant writing and project management capabilities to maximize the chances of securing external funding.
8. **Measuring and Evaluating Impact:** GMR would establish robust impact assessment mechanisms to evaluate the outcomes and societal impact of research and innovation activities. Several key performance indicators (KPIs) would be defined that would be aligned

with the institution's mission and objectives. The data collected on patents, licenses, commercialisation, industry collaborations, policy influence, and social impact would be utilised to track and showcase the tangible outcomes of research.

9. Research Support Services: GMR would offer comprehensive research support services to faculty and researchers, including grant writing assistance, research project management, ethics compliance support, and access to specialised research infrastructure and facilities. Interdisciplinary research teams would be supported by providing them with resources for conducting high-quality research.

10. Investment into Continuous Professional Development: GMR would promote professional development opportunities for researchers, including workshops, seminars, and training programs focused on research commercialisation, entrepreneurship, and industry engagement. The institution will foster a culture of lifelong learning and encourage researchers to stay updated on emerging trends and advancements in their fields.

By implementing these strategies, GMR deemed to be University will build a strong research and innovation ecosystem that generates impactful outcomes and contributes to societal progress. It is essential to foster a collaborative and supportive environment where researchers and innovators can thrive and make a significant difference.

Strategic Pillar 3: Quality and Engagement

At GMR, our commitment to quality and engagement forms the cornerstone of our institution's identity. GMR strives to provide a transformative educational experience that prepares our students to excel in a rapidly evolving world. Our dedication to delivering premium education and leading-edge research worldwide shall set us apart as a trailblazer in higher education. The Quality and Engagement strategic pillar focuses on fostering excellence in every aspect of our institution's operations and cultivating strong connections with our stakeholders.

1. Excellence in Education:

Our foremost priority is to deliver a world-class education that empowers our students with the knowledge, skills, and competencies necessary to succeed in their chosen fields. GMR shall achieve excellence in education through:

- Attracting exceptional faculty members who are renowned experts in their disciplines, combining academic excellence with real-world experience.
- Emphasising innovative teaching methodologies that promote critical thinking, creativity, and problem-solving skills.
- Maintaining a robust curriculum that balances theoretical knowledge with practical application and experiential learning opportunities.
- Implementing rigorous assessment and evaluation processes to ensure the highest standards of academic achievement and continuous improvement.
- Encouraging interdisciplinary collaboration to foster holistic learning and address complex global challenges.

2. Cutting-Edge Research:

GMR is dedicated to pushing the boundaries of knowledge and contributing to the advancement of society through groundbreaking research. We strive to be a global leader in research by:

- Establishing state-of-the-art research facilities and centres of excellence that provide a conducive environment for collaboration, exploration, and discovery.
- Attracting and retaining world-class researchers who are at the forefront of their fields and promoting an environment that nurtures their creativity and intellectual curiosity.
- Encouraging interdisciplinary research initiatives that facilitate cross-pollination of ideas and foster innovative solutions to complex problems.
- Promoting a strong research culture that supports the dissemination of research findings through publications, conferences, and partnerships with industry, government, and non-profit organisations.
- Engaging students in research activities to cultivate their passion for inquiry and instil in them the value of lifelong learning.

3. Student-Centric Approach:

At GMR, we recognise that our students are at the heart of our institution, and their success is the ultimate measure of our quality and engagement. We are committed to:

- Providing a supportive and inclusive learning environment that nurtures the personal, academic, and professional growth of our students.
- Offering comprehensive student services and resources that promote holistic well-being, including counselling, career guidance, and extracurricular opportunities.
- Encouraging student involvement and participation in decision-making processes through student governance and representation.
- Fostering a vibrant campus community that celebrates diversity, encourages collaboration, and promotes cultural and intellectual exchange.
- Establishing robust mechanisms for collecting student feedback and actively responding to their evolving needs and aspirations.

4. Stakeholder Engagement:

GMR values the engagement and collaboration of our stakeholders, including faculty, staff, students, alumni, industry partners, and the wider community. We actively seek to:

- Foster strong partnerships with industry leaders and employers to align our programs with emerging market needs, enhance employability, and facilitate internships and job placements for our students.
- Cultivate an extensive network of alumni who serve as ambassadors and mentors, maintaining lifelong connections and contributing to the institution's growth and development.

- Engage with the wider community through outreach programs, public lectures, and partnerships that promote social responsibility, community service, and sustainable development.
- Establish effective communication channels to ensure transparency, facilitate two-way dialogue, and incorporate stakeholder perspectives in decision-making processes.

By upholding its commitment to quality and engagement, GMR will be a beacon of educational excellence, fostering a transformative learning environment, producing visionary leaders, and generating impactful research that addresses the challenges of today and tomorrow.

Strategic Pillar 4: Growth and Diversity

GMR recognises that growth and diversity are essential elements for creating a vibrant and sustainable institution that thrives in a dynamic global landscape. We are committed to fostering an environment that embraces continuous growth, both in terms of institutional development and individual potential. Furthermore, we strive to cultivate diversity in all its dimensions, including academic disciplines, cultural backgrounds, perspectives, and ideas. The Growth and Diversity strategic pillar is designed to propel GMR towards unprecedented achievements while embracing the richness that diversity brings.

1. Institutional Growth:

GMR is dedicated to pursuing strategic growth initiatives that expand our reach, influence, and impact. We aim to:

- Develop new academic programmes and disciplines that address emerging societal needs and align with industry demands.
- Establish collaborative partnerships and alliances with domestic and international educational institutions, research organisations, and industry leaders.
- Expand our physical infrastructure, including the construction of cutting-edge facilities, research centres, and state-of-the-art laboratories.
- Enhance technological capabilities and invest in innovative educational technologies that support modern teaching and learning practices.
- Implement sustainable financial strategies to ensure the long-term viability and growth of the institution.

2. Student Enrolment and Recruitment:

GMR is committed to attracting and nurturing a diverse community of talented students who embody intellectual curiosity, creativity, and a passion for learning. We will:

- Develop comprehensive recruitment strategies that target a broad range of students, domestically and internationally, ensuring inclusivity and equal access to education.
- Offer a range of scholarships, financial aid programmes, and merit-based awards to attract and support high-achieving students from diverse socio-economic backgrounds.

- Actively engage with secondary schools, educational counsellors, and community organisations to promote awareness of GMR's unique educational offerings and opportunities.
- Leverage digital marketing and communication channels to enhance our visibility and outreach efforts.
- Foster an inclusive and supportive campus environment that values diversity, promotes cultural exchange, and celebrates the contributions of all students.

3. Faculty and Staff Development:

GMR recognises that a diverse and talented faculty and staff are vital for nurturing an intellectually stimulating environment and delivering a transformative educational experience. We will:

- Recruit and retain exceptional faculty members from diverse backgrounds who excel in teaching, research, and innovation.
- Create professional development programmes that foster continuous learning, pedagogical innovation, and research excellence.
- Promote diversity and inclusivity in faculty and staff recruitment, ensuring equal opportunities for all qualified candidates.
- Support mentorship and leadership development initiatives that empower faculty and staff to reach their full potential.
- Establish a supportive work environment that values collaboration, teamwork, and the well-being of our faculty and staff.

4. Global Engagement and Partnerships:

GMR recognises the importance of global perspectives and collaborations in today's interconnected world. We will:

- Foster international partnerships with leading higher education institutions, research centres, and industry partners to promote student and faculty exchanges, joint research projects, and cross-cultural collaboration.
- Facilitate study abroad programmes, internships, and global experiential learning opportunities to expand students' horizons and deepen their understanding of diverse cultures and societies.
- Attract and support international students and scholars, creating a multicultural environment that enhances cross-cultural understanding and prepares our graduates for global citizenship.
- Establish global research networks that facilitate interdisciplinary collaboration and knowledge sharing on a global scale.
- Actively engage with international organisations and contribute to global initiatives that address pressing challenges in areas such as sustainability, health, technology, and social justice.

By embracing growth and diversity as essential pillars of our institution, GMR will foster an inclusive and dynamic learning community that nurtures individual growth, celebrates diversity, promotes innovation, and contributes to the betterment of society at large.

Strategic Pillar 5: Augmentation of Infrastructure

The infrastructure augmentation strategy for the proposed institution is developed after considering several factors including campus growth, student and faculty needs, sustainability, and investment constraints.

- 1. Facilities Master Plan:** GMR has prepared a comprehensive master plan that outlines the long-term vision for the physical infrastructure of the proposed institution. For this, several factors are considered such as anticipated growth, academic programs, research needs, and student services. The master plan would guide decision-making regarding land use, building construction, and facility upgrades. All these are taken into account in the financial model and investment calculations for the proposed institution.
- 2. Learning Spaces and Classrooms:** GMR would create adaptable and technology-enabled learning spaces that support different teaching and learning methods. These would incorporate flexible furniture arrangements, interactive whiteboards or smart boards, audiovisual equipment, and adequate electrical outlets for devices. GMR would provide sufficient classrooms of various sizes to accommodate different class formats.
- 3. Research Facilities and Laboratories:** GMR would enhance research capabilities by providing state-of-the-art laboratories and specialised facilities that align with the proposed institution's areas of focus. This includes specialised equipment, research spaces, and collaborative areas for interdisciplinary projects. The needs of different disciplines are also taken into account such as science, engineering, arts, and social sciences.
- 4. Student Services and Amenities:** Facilities that support student services would be improved or expanded, such as libraries, student unions, counselling centres, health clinics, and recreational facilities. There would be welcoming spaces for student collaboration, socialising, and extracurricular activities, with inclusion of study spaces, lounges, cafes, and fitness centres.
- 5. Accessibility and Inclusivity:** The physical infrastructure would be designed to be accessible to individuals with disabilities. For this, various ramps, elevators, accessible parking, and restrooms that comply with accessibility standards shall be developed throughout campus. Buildings designs and pathways would be inclusive and would consider diverse needs, including sensory-friendly spaces and gender-neutral facilities.
- 6. Sustainable and Green Initiatives:** Sustainability principles would be integrated into infrastructure planning and design. GMR would integrate energy-efficient systems, renewable energy sources, water-saving fixtures, and sustainable materials. Implement landscaping and outdoor spaces that promote biodiversity and environmental stewardship. With time, GMR would strive for LEED or other green building certifications.

- 7. Campus Connectivity and Circulation:** GMR would provide pedestrian and bicycle pathways to ensure safe and convenient movement throughout the campus. Appropriate parking facilities and transportation options would be provided to staff and students.
- 8. Maintenance and Upkeep:** GMR has prepared a plan for ongoing maintenance, repair, and renovation of existing facilities. The condition of buildings, infrastructure systems, and utilities would be regularly assessed to address any maintenance or repair needs promptly. Investments in critical infrastructure upgrades would be prioritised to ensure the safety and functionality of the campus.
- 9. Campus Security and Safety:** GMR would implement measures to enhance campus security and safety. This includes installing surveillance systems, access control systems, emergency communication systems, and adequate lighting. An emergency response plans is also in place and regular safety drills would be conducted to ensure preparedness for various scenarios.
- 10. Flexibility and Adaptability:** Buildings and spaces are designed with flexibility in mind to accommodate future changes in academic programs and technology. GMR would take advantage of modular construction methods that allow for easy reconfiguration or expansion of spaces as needs evolve. Adaptable infrastructure systems would be incorporated that can integrate emerging technologies seamlessly.

In augmenting infrastructure for the institution, it is crucial to engage stakeholders from different departments and user groups in the planning process. With regular reviews and updates, the physical infrastructure augmentation strategy would align with the evolving needs of the university community.

Strategic Pillar 6: Digital Transformation

The digital transformation strategy for the proposed institution would focus on leveraging technology to enhance the learning experience, improve operational efficiency, and enable better engagement with students and other stakeholders. Some key considerations for the digital transformation strategy are explained below:

- 1. Enhance teaching and learning:** GMR's digital transformation strategy explores various ways to integrate technology into the curriculum and instructional methods. This involves adopting Learning Management Systems (LMS) to facilitate online courses, virtual classrooms, and collaborative tools. Furthermore, faculty would be encouraged to utilise multimedia, interactive content, and adaptive learning technologies to personalise the learning experience.
- 2. Data-driven decision-making:** GRMIT would leverage data analytics to gain insights into student performance, engagement, and learning outcomes. This information would be used to identify areas for improvement, personalise interventions, and make data-informed decisions regarding curriculum development and resource allocation.

- 3. Collaboration and engagement:** GMR would utilise collaborative tools and platforms to facilitate communication and knowledge sharing among faculty, students, and staff. This would include online discussion forums, virtual project spaces, and video conferencing tools. Faculty and students would be encouraged to participate in online communities and engage in remote group projects.
- 4. Administrative processes optimisation:** GMR would streamline administrative tasks by implementing digital solutions such as student information systems, online registration and enrolment systems, electronic document management, and automated workflows. These would reduce paperwork, minimize errors, and enhance efficiency.
- 5. Online assessment and feedback:** GMR would implement online assessment tools that enable automated grading, provide timely feedback to students, and track their progress. This not only saves time for faculty but also facilitates continuous learning and improvement.
- 6. Student support services:** GMR would implement digital platforms and chatbots to provide 24/7 support to students. For example, virtual counselling services, online library resources, career guidance platforms, and chat-based student helpdesks. Such services would improve student satisfaction and reduce response times.
- 7. Cybersecurity and data privacy:** GMR would develop robust security protocols to protect sensitive student and institutional data. Staff and students would be educated about cybersecurity best practices and various measures would be implemented such as data encryption, regular system audits, and user authentication mechanisms.
- 8. Continuous evaluation and improvement:** GMR would regularly assess the effectiveness of the digital transformation initiatives and make adjustments as needed. Regular feedback from faculty, students, and staff would be collected to identify areas for improvement and gauge the impact of the implemented changes.

By embracing digital transformation as a strategic pillar, GMR will position itself as a leader in leveraging technology to advance education, research, and operations. Through digital innovation, we will create a future-ready institution that equips our students with the digital competencies they need, fosters cutting-edge research and innovation, optimizes campus operations, and fosters a connected and engaged campus community.

C. Five-year rolling implementation plan

1. Academic and physical infrastructure

The GMR Group understands the importance of an infrastructure development plan for the growth and sustainability of the proposed GMRDU. As GMRDU would continue to evolve and expand their offerings, it has a comprehensive strategy in place for the development and maintenance of physical infrastructure. This plan outlines the key elements of an infrastructure development strategy for GMRDU to support its mission of providing high-quality education, research, and community engagement.

Academic Infrastructure Plan

(in sqft)

GMRDU Academic Infrastructure Plan	Phase 1				
	Y1	Y2	Y3	Y4	Y5
Total Enrolled Students	4,616	5,264	6,109	7,063	8,300
BuA required @ 80.73 sqft per student (Built-up-Area)	3,72,659	4,24,973	4,93,192	5,70,210	6,70,075
Min 5,000 sqmt BuA required to start operations	53,821				
Existing BuA available	3,25,000	3,25,000	3,25,000	3,25,000	3,25,000
New BuA (to be built in previous year)	50,000	55,000	65,000	80,000	1,00,000
New BuA (sqft cumulative)	50,000	1,05,000	1,70,000	2,50,000	3,50,000
Total BuA available (in sqft)	3,75,000	4,30,000	4,95,000	5,75,000	6,75,000

GMRDU is going to inherit the 3,25,000 sqft academic infrastructure from GMRIT and has a year-on-year build plan ready to accommodate the growing number of students on campus. At the end of phase 1, GMRDU shall have 6,75,000 sqft of academic built-up area.

(in sqft)

GMRDU Academic Infrastructure Plan	Phase 2				
	Y6	Y7	Y8	Y9	Y10
Total Enrolled Students	9,583	10,655	11,613	12,469	12,906
BuA required @ 80.73 sqft per student (Built-up-Area)	7,73,654	8,60,199	9,37,540	10,06,647	10,41,927
Min 5,000 sqmt BuA required to start operations					
Existing BuA available	3,25,000	3,25,000	3,25,000	3,25,000	3,25,000
New BuA (to be built in previous year)	1,00,000	90,000	75,000	70,000	35,000
New BuA (sqft cumulative)	4,50,000	5,40,000	6,15,000	6,85,000	7,20,000
Total BuA available (in sqft)	7,75,000	8,65,000	9,40,000	10,10,000	10,45,000

At the end of phase 2, GMRDU shall have 10,45,000 sqft of academic built-up area.

(in sqft)

GMRDU Academic Infrastructure Plan	Phase 3				
	Y11	Y12	Y13	Y14	Y15
Total Enrolled Students	13,361	13,764	14,112	14,439	14,613
BuA required @ 80.73 sqft per student (Built-up-Area)	10,78,660	11,11,195	11,39,289	11,65,689	11,79,736
Min 5,000 sqmt BuA required to start operations					
Existing BuA available	3,25,000	3,25,000	3,25,000	3,25,000	3,25,000
New BuA (to be built in previous year)	35,000	35,000	25,000	30,000	10,000
New BuA (sqft cumulative)	7,55,000	7,90,000	8,15,000	8,45,000	8,55,000
Total BuA available (in sqft)	10,80,000	11,15,000	11,40,000	11,70,000	11,80,000

At the end of phase 3, GMRDU shall have 11,80,000 sqft of academic built-up area.

Hostel Infrastructure Plan

GMRDU is going to inherit approx. 1,600 beds hostel facilities from GMRICT and plans to continue to invest in hostel infrastructure to create hostels for at least 25% students. Given the existing 1,600 beds hostels, GMRDU has enough beds to meet first three years of hostel requirements. Thereafter, GMRDU will build incremental hostel beds to meet the increasing demand on campus. For example, 166 hostel beds will be added for year 4 enrolments. At the end of phase 1, GMRDU shall have 2,075 beds hostel on campus.

(in sqft)

GMRDU Hostel Infrastructure Plan	Phase 1				
	Y1	Y2	Y3	Y4	Y5
Total Enrolled Students	4,616	5,264	6,109	7,063	8,300
Hostel Coverage	25%	25%	25%	25%	25%
Number of hostel beds required	1,154	1,316	1,528	1,766	2,075
Number of existing hostel beds	1,600	1,600	1,600	1,600	1,600
Number of hostel beds to be built	0	0	0	166	309
SQFT per hostel bed	75	75	75	75	75
New BuA (sqft in previous year)	0	0	0	12,600	23,300

(in sqft)

GMRDU Hostel Infrastructure Plan	Phase 2				
	Y6	Y7	Y8	Y9	Y10
Total Enrolled Students	9,583	10,655	11,613	12,469	12,906
Hostel Coverage	25%	25%	25%	25%	25%
Number of hostel beds required	2,396	2,664	2,904	3,118	3,227
Number of existing hostel beds	1,600	1,600	1,600	1,600	1,600
Number of hostel beds to be built	321	268	240	214	109
SQFT per hostel bed	75	75	75	75	75
New BuA (sqft in previous year)	24,200	20,200	18,100	16,200	8,300

GMRDU will continue to invest in hostel infrastructure in phase 2 to meet the increasing demand on campus. At the end of phase 2, GMRDU shall have 3,227 beds hostel on campus.

(in sqft)

GMRDU Hostel Infrastructure Plan	Phase 3				
	Y11	Y12	Y13	Y14	Y15
Total Enrolled Students	13,361	13,764	14,112	14,439	14,613
Hostel Coverage	25%	25%	25%	25%	25%
Number of hostel beds required	3,341	3,441	3,528	3,610	3,654
Number of existing hostel beds	1,600	1,600	1,600	1,600	1,600
Number of hostel beds to be built	114	100	87	82	44
SQFT per hostel bed	75	75	75	75	75
New BuA (sqft in previous year)	8,600	7,600	6,600	6,200	3,400

GMRDU will continue to invest in hostel infrastructure in phase 3 to meet the increasing demand on campus. At the end of phase 3, GMRDU shall have 3,654 beds hostel on campus.

15-year Infrastructure Plan

Phase I: Campus Master Planning and Basic Infrastructure Setup

1. Establish a dedicated Infrastructure Development Committee (IDC) with representation from various university stakeholders.
2. Conduct a thorough feasibility study to determine the specific infrastructure requirements based on the university's academic and research goals.
3. Secure initial funding through grants, donations, and possibly government support.
4. Hire a project management team and consultants to assist in planning.
5. Develop a comprehensive Campus Master Plan that includes long-term goals for campus expansion and sustainability.

6. Begin basic infrastructure development, including roads, utilities, and site preparation.
7. Construct the initial academic building to accommodate essential classrooms, laboratories, and administrative offices.
8. Establish basic security and safety measures.
9. Ensure that the campus is equipped with modern technology infrastructure, including high-speed internet and smart classrooms.
10. Assess the growth and changes in academic programs to adjust the master plan accordingly.
11. Evaluate energy-efficient and sustainable practices for ongoing operations.

Phase II: Academic and Research Facilities Expansion

1. Expand academic and research facilities to accommodate a growing student body.
2. Develop state-of-the-art laboratories, libraries, and research centres.
3. Implement energy-efficient designs and sustainable practices in construction.
4. Enhance campus landscaping and recreational areas.
5. Construct student dormitories and residential facilities.
6. Develop recreational and sports facilities to promote a vibrant campus community.
7. Establish dining halls and student support services.
8. Initiate plans for a student centre and cultural spaces.
9. Implement comprehensive sustainability practices throughout the campus, including waste reduction, renewable energy, and green building standards.
10. Engage in community partnerships to promote sustainability awareness.
11. Evaluate progress and make adjustments to achieve sustainability goals.

Phase III: Advanced Research Infrastructure

1. Invest in advanced research infrastructure, including specialized laboratories, research parks, and collaborative spaces.
2. Foster research partnerships with industry and government agencies.
3. Establish technology transfer and commercialization offices.
4. Develop international exchange programs and global research collaborations.
5. Expand satellite campuses or study abroad opportunities.
6. Enhance cultural diversity and inclusion efforts on campus.
7. Conduct a comprehensive review of the infrastructure development plan's achievements and shortcomings.
8. Engage stakeholders in defining the next phase of development.
9. Update the Campus Master Plan for the next 5-10 years, taking into account emerging trends and technologies.

This 15-year infrastructure development plan for GMRDU aims to provide a roadmap for the university's growth, sustainability, and excellence in education and research. It is essential to regularly revisit and adjust the plan to adapt to changing circumstances and opportunities.

2. Academic plan

The GMR deemed to be University shall become a large Multidisciplinary Education and Research University (MERU) that would offer a full range of undergraduate, post-graduate, and doctoral programmes. The multidisciplinary university will have a strong emphasis on high-quality teaching and research. It will also provide diverse inter-disciplinary courses in areas of developing technology, as well as a significant concentration in medical, health, and allied sciences, in addition to technology-related programmes.

Academic Faculties at the GMRDU

Faculty of Science and Technology shall offer both undergraduate and postgraduate engineering programmes in emerging areas in **Applied Engineering, Advanced Computing, Computer Applications, and Physical Sciences [B.Tech, M.Tech, BCA, MCA, B.Sc, and M.Sc degrees]**.

Faculty of Business, Commerce and Economics shall offer undergraduate and postgraduate programmes in various **new-age streams of Business, Commerce, Economics, and Tourism and Hospitality**.

Faculty of Legal Studies shall offer law education programmes such as **BA LLB and B.Com LLB**. Additionally, the faculty will also offer programmes in **Public Policy and Governance**.

Faculty of Liberal Arts shall offer undergraduate and postgraduate programmes in **Languages and Social Sciences [BA and MA degrees]**.

Faculty of Health Sciences shall offer programmes such as **Applied Health Sciences, Lifesciences, Biotechnology, Pharmacy, and Nursing**.

Faculty of Creative Arts, Design and Media Studies shall offer undergraduate and postgraduate programmes in Creative Arts such as **Interior Design, Fashion Design, Fine Arts, Performing Arts and Visual Arts**. The faculty shall also offer programmes in Media and Film Studies such as **Film Making, Animation and VFX, and Journalism and Mass Communication**.

Faculty of Agriculture Studies shall offer a wide range of programmes in **Agriculture, Forestry and Horticulture, Sericulture, etc.**

Quality Levels and Positioning

GMR deemed to be University (GMRDU) is aims to be a world-class higher education institution to provide study, research, and consulting in advanced technological fields such as information technology (including AI, ML, cloud computing, cyber security, IOT, smart agriculture, health sciences, liberal studies, law, etc. The quality levels would be assured through the following well established parameters:

- *Quality of teachers:* qualifications, reputation, performance, and research publications
- *Quality of education delivery:* use of technology, quality of classroom teaching, opportunities for workplace learning, quality of assessment
- *Quality of governance:* strong leadership and senior management in charge of academic and administrative matters
- *Strong administration:* transparent rules, automated processes, and regulations
- *Stakeholder perspectives regarding quality:* students, staff, faculty, industry, and society.

Quality Performance

A quality performance is authenticated by accrediting and external quality assurance mechanisms. GMRDU strives to maintain the highest standards and quality levels at par with the international standards as already demonstrated by achieving the NAAC 'A' grade in three consecutive cycles. GMRDU shall further seek national accreditations and rankings such as NBA and NIRF, and subsequently go for international accreditations such as AMBA, AACSB, and ABET.



GMRDU will focus on how to make its students think critically and solve problems, how to be creative, and how to innovate, adapt, and absorb ideas in novel and changing fields. It plans to achieve academic excellence as per the plan given under:

Recruitment of Quality Faculty: GMRDU will recruit high-quality, result-driven and research-oriented faculty of a high standard and will also go for faculty with industry experience. Faculty being the drivers of academic excellence, the university will provide them with the right ambience and comfort to achieve academic goals. We will follow all the norms to recruit and retain resourceful faculty to ensure academic excellence.

Choice-based credit system (CBCS): GMRDU will implement CBCS to provide students with choices to select from the prescribed courses (core, elective, minor, etc.). Degrees and Diplomas will be awarded based on the Credit Based Semester System (CBSS). Semester Grade Point Average (SGPA) and

Cumulative Grade Point Average (CGPA) will be employed. Letter grades (e.g., O (Outstanding), A+ (Excellent), A (Very Good), B+ (Good), B (Above Average), C (Average), P (Pass), F (Fail) and Ab (Absent) will be provided on a 10-point grade scale. Every programme and course will have prescribed credits and students will be required to earn the credits to qualify for the degree/diploma concerned. An integrated yet flexible system will attract better talents.

Outcome-based instructional programs: To fulfil the need for outcome-based education, GMRDU will utilise the well-established system of self-assessment reporting (SAR) using Program Outcomes (POs), Course Outcomes (COs), Program Educational Objectives (PEOs), and Program Specific Outcomes (PSOs). Our university will facilitate the acculturation of an inquiry-based, project-led ecosystem of education that not only enhances the learning outcomes but also ensures the holistic development of each student.

GMRDU shall commit itself to implementing the Washington Accord as accepted by AICTE relating to graduate attributes for engineering and technology courses and course outcomes.

Blended learning: Campus learning will be a major mode of learning at GMRDU, but alternate effective modes in the form of blended learning will be in use. While promoting digital learning and education, the importance of face-to-face in-person learning will be fully recognised. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects. Government initiatives such as SWAYAM (National Online Education Platform), Diksha (National Digital Infrastructure for Teachers), and PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) have proved the effectiveness of digital/virtual learning. We will also offer both part-time and full-time blended courses.

Capstone-based Online Programmes: GMRDU will provide *online* degrees and diplomas in the capstone project mode. The primary goal of the capstone project course is to provide an opportunity for the learner to integrate principles, theories, and skills already acquired during their studies in previous courses included in the programme and encourage them to conduct complex, open-ended projects for solving real-world problems. The capstone project may be of various types such as (a) Social/Conceptual, (b) Entrepreneurial or (c) Technology-focused.

Installation of State-of-the-Art Laboratories and Virtual Labs: GMRDU aims to establish *physical* State-of-the-Art Laboratories and Virtual Science Labs (VSLs) for seamless and blended learning to facilitate practical and research projects in various faculties of the university i.e., engineering, languages, medical, humanities, management sciences, etc.

Centres of Excellence and Chairs: A Centre of Excellence (COE) is a dedicated team, a shared facility or an entity that provides leadership, best practices, research support, and/or training for a focus area. COEs may be described as organisational environments that strive for and succeed in developing high standards of conduct in a field of research, innovation, or learning. They are often highly attractive to research and development (R&D) investments and talent in their field. Therefore, they possess the ability to absorb and generate new knowledge. Ideally, they would distribute and utilise this new knowledge in the form of new capacity in their field, be it research results, innovations, or talent.

Centre for Careers and Employability: The GMRDU will have a Centre for Careers and Employability to work as a centre for training and development for honing up employability skills of its students. It will facilitate Internship Programs for students. The Centre for Careers and Employability will work as a finishing school in conjunction with the Learning & Development department (L&D), which shall cater to the large number of graduating students and prepare them for their campus placement drives. It will result in students' self-development and awareness leading to enhanced self-confidence and self-esteem. From this, they will gain maturity and social poise, fuelled by the necessity to confront challenges outside their familiar support network and comfort zone.

Students Exchange Programmes: The GMRDU will collaborate with leading universities in India and overseas for student exchange programmes. Participating in a student exchange program offers invaluable benefits: cultural immersion, global perspective, language skills enhancement, personal growth, and expanded networks. Experiencing new educational systems and diverse environments fosters adaptability and open-mindedness, preparing students for a dynamic and interconnected world.

Research-driven Programs: Research-driven academic programmes will enhance academic rigour and excellence.

Development of teaching coursebooks: The GMRDU will ensure the development of high-quality course books by its faculty and in collaboration with other universities and R&D centres to cater to the need for standard textbooks for our academic programmes and thereby attain academic excellence.

Solution of Industrial problems: The GMRDU will engage its students to solve current and foreseeable industrial problems by collaborating with industrial houses. These problem-solving projects will be part of assignments and project-based learning at the university as a part of the academic achievements of students.

Intellectual Stimulants: The GMRDU will organise seminars, conferences, Workshops, STTPS and FDPs to skill, re-skill, and upskill students and faculty members to keep them updated with the latest trends in the field of academics and research.

Positioning

We intend to position GMRDU at multiple levels viz. Global and National

Global

A major digital transformation is taking place as a result of the 4th Industrial Revolution leading to major changes in the way business is conducted. Therefore, a specialised university like GMRDU that is focusing on emerging areas of technology is the need of the hour. These changes are impacting the interrelated areas of manufacturing, services, and trade. The ability to develop globally deployable graduates well versed in areas of AI/ML, IOT, VR/AR, Automation and Robotics, digitally aided

Medicine and new age Agriculture is of essence to the university. Hence, GMRDU will serve to meet the global needs of professionals who will lead the digital transformation to the level of the Metaverse.

National

We also believe that the proposed GMRDU will meet India's growing need for professionals in the areas of emerging technologies across the fields of computing, medicine, health and other interdisciplinary areas with its world-class excellence and expertise will provide such talent nationally.

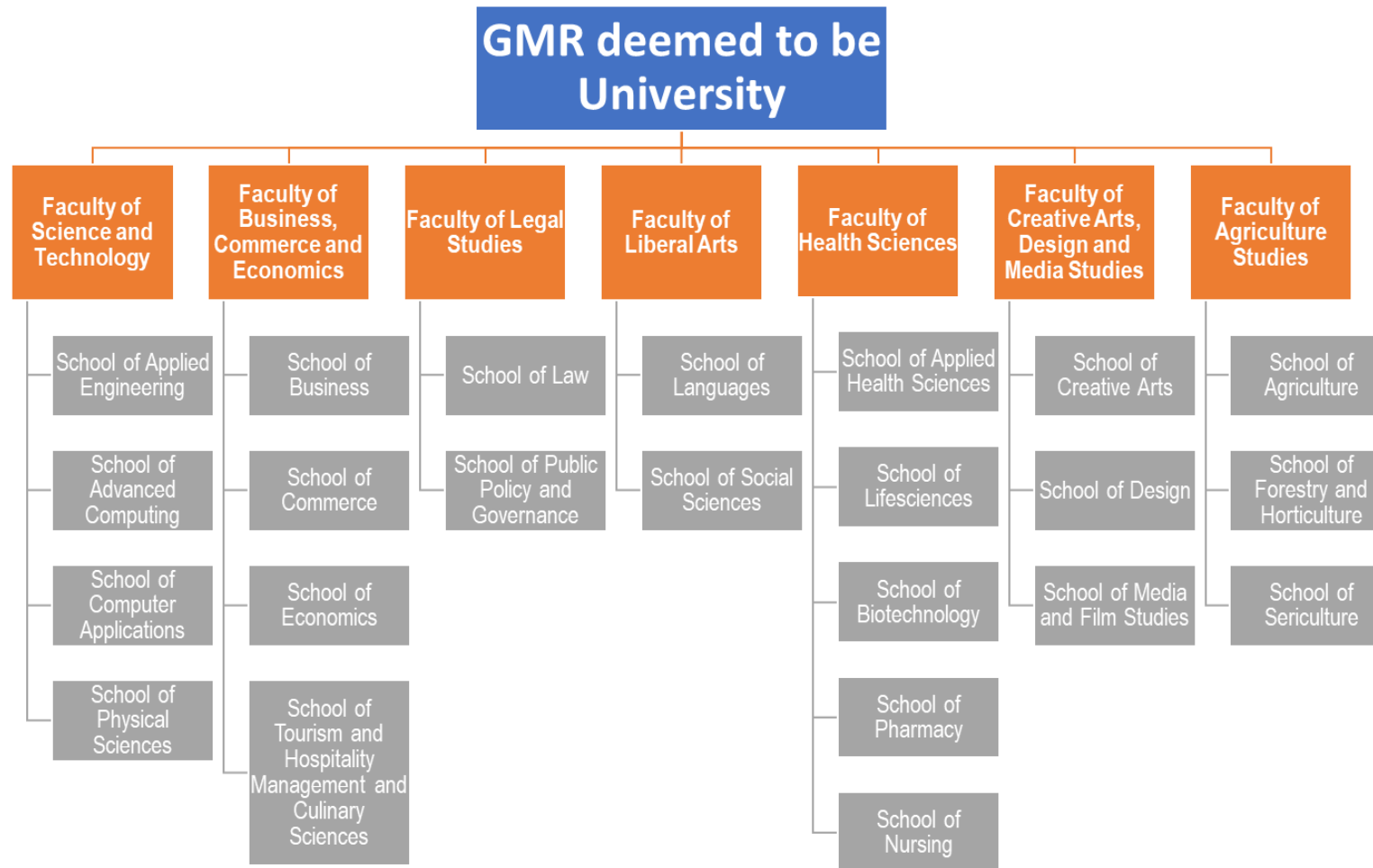
Regional

This University is cognisant of its obligations towards the State and its society and thus will conduct programmes for the benefit of farmers, women, and industrial workers as:

- The Faculty of Agricultural and Allied Science will offer development programs at various levels of studies to cater to the needs of the farmers of the state of Andhra Pradesh.
- Additionally, the University proposes to design and offer short term extension programmes for women in commerce, arts, journalism, etc. to benefit them and their children.
- The University proposes to offer many paramedical programmes for the community under its Health Sciences school to support public health initiatives.

The Academic Faculties at GMRDU and their Progression Over Time

The planned academic faculties and programme portfolio are presented below. This section describes each faculty at GMRDU, the rationale for such faculty, and the growth of programme portfolio over the 15 years period in three phases of 5 years each.



Faculty of Science and Technology

Engineering is a branch of higher education that uses science and math to solve real-world issues and make the world a better place. An engineer's ability to put ideas into action cost-effectively and practically is what sets them apart. Engineers are distinguished from other scientists and mathematicians by their ability to transfer a thought or abstract idea into reality.



Based on the aforementioned concept, the University's Faculty of Science and Technology is designed as an open platform where students are encouraged to explore and instil the spirit of inquisitiveness to develop future technologies and develop new era products. Teaching will be aligned with real-world scenarios, and students will be prepared to enter the global workforce.

The School of Advanced Computing aspires to educate qualified individuals for the metaverse's ahead-of-the-curve environment through cutting-edge computer science disciplines such as AI/ML, IoT, cloud computing, VR/AR, cyber security, Blockchain, and DevOps.

Students will develop an aptitude for complex problem solving, creativity, innovation, as well as a love for learning as a result of student-centred pedagogy, project-based approach, and design-driven curriculum. The objective of this faculty will be to educate well-integrated individuals with technical and social competence to excel in professional arenas and design solutions to world problems through its numerous programmes.

This faculty will also focus on developing students' decision-making skills, which will include economics, machine learning, statistical decision theory, operations research, forecasting, behavioural decision theory, and cognitive psychology.

It will facilitate the students with a comprehensive learning environment that includes all necessary learning tools and resources. It will offer undergraduate and postgraduate programmes in these areas to help the youth of Andhra Pradesh and the country strengthen their technical abilities.

School of Applied Engineering under this faculty will provide a programme in Core Engineering Field and the School of Advance Computing will provide a programme in the field of computer science and decision sciences domain.

The students will benefit from the professional grooming of renowned faculty and industry experts having experience in tackling pressing engineering problems. Students discover their passion in one of the various offered engineering majors as listed in the table at the end of next section.

The Rationale for the Faculty of Science and Technology

Andhra Pradesh's students have a long history of pursuing high-quality technical education. Despite the fact that the state boasts over 370 engineering institutes, a recent survey concluded that the average quality of talent in Andhra Pradesh is lacking. With the implementation of the New Education Policy 2020, it is past time for the state to experience a rebirth in engineering education.

The faculty will work to rethink engineering education by combining technical depth with cross-disciplinary knowledge of the humanities, arts, and social sciences. The rising needs of Industry 4.0 would be met by specialisation within basic engineering areas. Automation and robotics, additive manufacturing, smart cities, electric vehicles, and renewable energy will be among the cutting-edge themes covered.

Andhra Pradesh is also becoming an important destination for information technology services in the country. The state is now on a mission to construct the new Andhra Pradesh as an IT powerhouse by developing towns such as Vijayawada, Kakinada, and Tirupati. These cities are quickly adding IT jobs, with combined revenue of \$2.5 billion in the IT/ITeS market.

To reclaim pre-eminence in the IT sector, the state must also invest in the development of quality talent in cutting-edge computer science technology. The proposed faculty aims to train students in cutting-edge fields such as AI/ML, VR/AR, cybersecurity, Blockchain, IoT, and cloud computing.

5 Years Rolling Implementation Plan of the Faculty of Science and Technology

School of Applied Engineering

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments														
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1 B.Tech - Civil Engineering - Civil Engineering (Geotechnical and Transportation Engineering, Structural Engineering) - Electrical and Electronics Engineering - Electrical and Electronics Engineering (High Voltage Engineering and Power Systems, Automotive Electronics) - Electronics and Communication Engineering - Electronics and Communication Engineering (Embedded Systems and IOT) - Electronics and Instrumentation Engineering - Electronics and Instrumentation Engineering (Biomedical Engineering) - Mechanical Engineering - Mechanical Engineering (Smart Manufacturing, Robotics and Automation)	4	1,50,000	120	180	240	240	240	240	240	240	240	240	240	240	240	240	
2 M.Tech - Construction Technology & Management - Electrical Power Systems - VLSI & Embedded System Design - Machine Design	2	1,00,000	20	30	40	40	40	40	40	40	40	40	40	40	40	40	
Total New Enrolments			140	210	280	280	280	280	280	280	280	280	280	280	280	280	
Total Enrolments			140	343	588	815	923	975	975	975	975	975	975	975	975	975	

School of Advanced Computing

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments													
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14
1 M.Tech CSE - Artificial Intelligence & Data Science - Cyber Security	2	1,50,000	20	30	40	40	40	40	40	40	40	40	40	40	40	40
2 B.Tech CSE - Cloud Computing - Full Stack Development, - DevOps - Block Chain Technologies - Artificial Intelligence & Machine Learning - Data Science - Cyber Security	4	2,00,000	270	360	360	360	360	360	360	360	360	360	360	360	360	360
Total New Enrolments			290	390	400	400	400	400	400	400	400	400	400	400	400	400
Total Enrolments			290	665	1,015	1,345	1,426	1,426	1,426	1,426	1,426	1,426	1,426	1,426	1,426	1,426

School of Computer Applications

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments													
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14
1 MCA - General - Full Stack Development	2	1,25,000	60	60	60	60	60	60	60	60	60	60	60	60	60	60
2 BCA	3	1,00,000	30	45	60	60	60	60	60	60	60	60	60	60	60	60
3 BCA (Augmented Reality and Virtual Reality, Game and Graphic Design)	4	1,25,000	60	120	180	180	180	180	180	180	180	180	180	180	180	180
Total New Enrolments			150	225	300	300	300	300	300	300	300	300	300	300	300	300
Total Enrolments			150	367	593	786	908	962	962	962	962	962	962	962	962	962

School of Physical Sciences

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments														
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1 M.Sc - PCM - Water Resource and Environmental Management - Industrial Chemistry - M.Sc (Tech) Nano Science &Technology - M.Sc (Tech) Energy and Environment	2	1,00,000	30	45	60	60	60	60	60	60	60	60	60	60	60	60	60
2 B.Sc Non-Medical	3	75,000	20	30	40	40	40	40	40	40	40	40	40	40	40	40	40
3 BS (H) - Physics - Chemistry - Mathematics - Comp Science	4	75,000	40	60	80	80	80	80	80	80	80	80	80	80	80	80	80
Total New Enrolments			90	135	180	180	180	180	180	180	180	180	180	180	180	180	180
Total Enrolments			90	220	361	465	511	528	528	528	528	528	528	528	528	528	528

Faculty of Business, Commerce, and Economics

To deliver a unique learning experience, the Faculty of Business, Commerce, and Economics will use new learning methodologies, relevant Indian and worldwide business research, strong industry links, and collaboration with other schools within the university. The faculty's mission is to transform business education in India by establishing a world-class teaching and learning environment.



The Faculty of Business, Commerce, and Economics shall offer the undergraduate, and post-graduate programmes through its School of Business, School of Commerce, School of Economics, and School of Tourism and Hospitality Management. The curriculum will reflect the real needs of industry, drawing on the core of humanities, sciences, and the arts within the practical context of business, commerce, and economics. It will empower students with the depth and breadth of knowledge, tangible skill sets, and practical experience needed to tackle real-life problems. The faculty provides students with a front-row seat to the complicated worlds of business, commerce, economics, and hospitality.

The programmes are designed to multidisciplinary perspective on business, commerce, finance, economics, hospitality, and technological integration of businesses, as well as the fundamentals of the supply chain, e-commerce, digital marketing, and financial technologies, including blockchain. The students will learn about how the business world and technological disruptors are intertwined.

The Rationale for Faculty of Business, Commerce, and Economics

India has shown extraordinary resilience in the face of the worldwide pandemic, whether combating the virus or assuring economic recovery. The solidity of our systems, which enforced the graded public health measures and scaled up the health response, has contributed to our resilience. India is predicted to be the fastest expanding economy in the next two years, following a steep decline of 23.9 % in the first quarter of 2020-21.

According to recent figures, the gross domestic product (GDP) increased by 4.1% in the fourth quarter of the last fiscal year, marking the sixth consecutive quarter of rising.

The government of India has proposed several strong national programmes, one of which is "Make in India," a major national programme aimed at facilitating investment, fostering innovation, enhancing skill development, protecting intellectual property, and building best-in-class manufacturing infrastructure in the country. Another notable project is "Digital India," which is based on the concept of digitalisation, which has become one of India's most prominent developments in recent years. This rapid digitalisation helps move India to the forefront of digital and technological innovation, using the country's young population's energy in particular.

Also, the economy of **Andhra Pradesh** is one of the fastest-growing economies in India, with growth outstripping that of the wider Indian economy in the past few years.

Given this backdrop, this faculty plays an important role in developing professionals who would be required to manage the future growth of India's trade, commerce, and journalism and lead the Indian and Andhra Pradesh economies to higher levels.

The product portfolio and its progression over the 15 years is presented in the table below.

5 Years Rolling Implementation Plan of the Faculty of Business, Commerce and Economics

School of Business

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments														
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1 MBA (Marketing/HR/Finance, Business Analytics, International Business, Logistics and Supply Chain Management, Digital Transformation)	2	4,00,000	45	90	135	180	180	180	180	180	180	180	180	180	180	180	
2 BBA	3	1,25,000	30	45	60	60	60	60	60	60	60	60	60	60	60	60	
3 BBA (E-Commerce and Supply Chain Management, FinTech, Digital Marketing, Business Analytics)	4	1,50,000	60	90	120	120	120	120	120	120	120	120	120	120	120	120	
Total New Enrolments			135	225	315	360	360	360	360	360	360	360	360	360	360	360	
Total Enrolments			135	352	607	832	943	970	970	970	970	970	970	970	970	970	

School of Commerce

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments														
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1 M.Com - General - Forensic Audit and Corporate Fraud Prevention	2	1,00,000	60	60	60	60	60	60	60	60	60	60	60	60	60	60	
2 B.Com	3	75,000	30	45	60	60	60	60	60	60	60	60	60	60	60	60	
3 B.Com (Computer Applications, Banking and Finance, Corporate Accounting and Taxation)	4	1,00,000	30	60	90	120	120	120	120	120	120	120	120	120	120	120	
Total New Enrolments			120	165	210	240	240	240	240	240	240	240	240	240	240	240	
Total Enrolments			120	278	418	558	655	709	736	736	736	736	736	736	736	736	

School of Economics

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments														
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1 MS - Digital Economics - Data Sciences - Statistics	2	1,25,000	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
2 BS (H) - Economics - Statistics - Data Science - Digital Economics	4	1,25,000	60	90	120	120	120	120	120	120	120	120	120	120	120	120	120
Total New Enrolments			120	150	180	180	180	180	180	180	180	180	180	180	180	180	180
Total Enrolments			120	264	376	484	538	565	565	565	565	565	565	565	565	565	565

School of Tourism and Hospitality Management and Culinary Sciences

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments														
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1 MBA - Travel and Tourism - Tourism & Hotel Management - Hospitality Management	2	2,50,000	-	-	-	-	-	30	45	60	60	60	60	60	60	60	60
2 Masters in Culinary Sciences	2	2,50,000	-	-	-	-	-	20	30	40	40	40	40	40	40	40	40
3 Bachelors Programmes - Bachelors in Hospitality Management - Bachelor of Hotel Management (BHM) - Bachelor of Hotel Management and Catering Technology (BHMCT) - BS in Hospitality and Tourism Studies - BS in Airlines, Tourism and Hospitality - BS in Hospitality and Hotel Administration - BS in Culinary Sciences	4	1,75,000	-	90	135	180	180	180	180	180	180	180	180	180	180	180	180
New Enrolments			-	90	135	180	180	230	255	280	280	280	280	280	280	280	280
Total Enrolments			-	90	220	389	551	683	796	844	869	869	869	869	869	869	869

Faculty of Legal Studies

Law has always been thought of as a separate discipline with its own style and methodology. Unlike lawyers' traditional focus on 'black letter law,' the modern legal ecology necessitates a new perspective. An interdisciplinary approach is required for lawyers, judges, and legislators to comprehend the depth of laws.



The proposed Faculty of Legal Studies will strive toward greatness by incorporating innovation, creativity, a multidisciplinary approach, and experiential learning into its curriculum and pedagogy. The Faculty at GMRDU will provide a deeper awareness of the complex nature of societal issues and will build the capacity of its students to find answers to these issues in the future.

The law must be viewed not only as a means of resolving societal problems of chaos and order but also as a tool for improving people's lives. The faculty would enable the creation of a multi-dimensional approach to comprehending law through the study of history, political science, sociology, economics, and business and commerce through its five-year integrated programmes mentioned in the portfolio table at the end of the following section.

The Rationale for Faculty of Legal Studies

Lawyers must equip themselves with more understanding of business management, trade, and policymaking in an increasingly complex and interconnected world where efforts to grasp and characterise the changing dynamics of economic, technical, and financial settings are already beginning.

Existing law schools in the country are still geared toward theory-based learning, but practical and research-based legal knowledge is the need of the hour. GMRDU's curriculum is being established in collaboration with top practitioners in the industry to ensure that our students approach law as aspiring practitioners acquiring the skills of the profession rather than as an academic subject to be mastered.

5 Years Rolling Implementation Plan of the Faculty of Legal Studies

School of Law

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments														
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1 LLM - Technology Law - General Studies - Intellectual Property Rights	1	1,00,000	-	-	10	15	20	20	20	10	15	20	20	20	20	20	20
2 LLB-3 year	3	1,00,000	-	-	30	60	60	60	60	60	60	60	60	60	60	60	60
3 BA (Hons) LLB	5	2,00,000	-	45	60	60	60	60	60	60	60	60	60	60	60	60	60
4 B.Com (Hons) LLB	5	2,00,000	-	45	60	60	60	60	60	60	60	60	60	60	60	60	60
5 BBA (Hons) LLB	5	2,00,000	-	45	60	60	60	60	60	60	60	60	60	60	60	60	60
6 B.Sc Technology + LLB (IPR)	5	2,00,000	-	45	60	60	60	60	60	60	60	60	60	60	60	60	60
Total New Enrolments			-	180	280	315	320	320	320	310	315	320	320	320	320	320	320
Total Enrolments			-	180	448	731	999	1,227	1,283	1,273	1,278	1,283	1,283	1,283	1,283	1,283	1,283

School of Public Policy and Governance

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments														
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1 MA - Public Policy - Public Administration - Political Leadership and Government	2	1,00,000	-	-	-	-	-	20	30	40	40	40	40	40	40	40	40
2 BA - Public Policy - Public Administration - Politics and Governance	4	1,25,000	-	-	-	60	90	120	120	120	120	120	120	120	120	120	120
Total New Enrolments			-	-	-	60	90	140	150	160	160	160	160	160	160	160	160
Total Enrolments			-	-	-	60	147	279	416	489	526	526	526	526	526	526	526

Faculty of Liberal Arts

The mission of the Faculty of Liberal Arts is to deliver a world-class multidisciplinary liberal arts and social sciences education. The goal of this faculty is to educate young individuals to become well-informed global citizens who are best suited to solve today's complex problems by approaching them from numerous angles and with creativity.



The liberal arts heritage is deeply rooted in foundational disciplines such as mathematics, history, sociology, expressive and creative arts, literature, languages, and writing. These classes will help students develop the skills of inquiry and contemplation, which are essential for the formation of new knowledge and learning.

The faculty is distinct from other institutions of higher learning in that it is dedicated to imparting knowledge in social sciences, which not only serves as a foundation for further academic pursuits, but also for students interested in pursuing careers in research and higher-level teaching.

Our liberal education teaching pedagogy will encourage self-awareness and empower individuals to deal with the complexities of our globalised environment. Critical thinking, creative problem-solving, community engagement, and diversity awareness will all be incorporated into the curriculum.

The Faculty of Liberal Arts will offer intensive undergraduate programs in humanities, social sciences, economics, psychology, etc. The faculty shall offer courses in disciplines like history, philosophy, art, mathematics, political science, religion, and other interdisciplinary areas.

The Rationale for Faculty of Liberal Arts

Liberal Studies is a cutting-edge pedagogy that emphasises small classrooms, intensive faculty-student interaction, and a solid interdisciplinary base with subject-specific specialisations. Liberal arts education focuses on the development of the full individual through rigorous reading and writing, as well as active, experiential learning both in and out of the classroom. Liberal Arts graduates have a broad base of interdisciplinary knowledge, a versatile variety of talents and aptitudes, and a lifelong interest and love of learning.

Because the real world does not operate in a vacuum, neither should knowledge. As a result, social sciences, humanities, physical sciences, business, design, natural sciences, fine and performing arts, communications management, and computational sciences must all be interconnected. This is required to develop talent for a rapidly changing environment. Rather than limited occupations, the need of the hour is to build professionals who will evolve as critical thinkers and lifelong learners to lead a purposeful life.

5 Years Rolling Implementation Plan of the Faculty of Liberal Arts

School of Languages

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments														
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1 MA (English, French, Sanskrit, etc.)	2	75,000	20	30	40	40	40	40	40	40	40	40	40	40	40	40	40
2 BA - English - Foreign Languages	3	1,00,000	20	30	40	40	40	40	40	40	40	40	40	40	40	40	40
Total New Enrolments			40	60	80	80	80	80	80	80	80	80	80	80	80	80	80
Total Enrolments			40	98	154	182	192	192	192	192	192	192	192	192	192	192	192

School of Social Sciences

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments														
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1 MA (Psychology, Sociology, Philosophy, History, Political Science, etc.)	2	75,000	20	30	40	40	40	40	40	40	40	40	40	40	40	40	40
2 Bachelor of Liberal Arts (Psychology, Sociology, History, Political Science, Philosophy, etc.)	4	1,25,000	60	90	90	120	120	120	120	120	120	120	120	120	120	120	120
Total New Enrolments			80	120	130	160	160	160	160	160	160	160	160	160	160	160	160
Total Enrolments			80	196	297	416	471	499	526	526	526	526	526	526	526	526	526

Faculty of Health Sciences

In today's health care context, the Faculty of Health Sciences is critical. It will be dedicated to providing the best possible learning environment for its students through classroom instruction, clinical experience, and community exposure. The teaching methodology will include a mix of talks, seminars, and lab work for the most recent advancements in the area, as well as guided visits and externships at famous health care organisations. By practising and implementing the knowledge obtained, highly qualified professionals from the school, with its affiliated thousand-bed hospital, will contribute to high-quality healthcare services in the state and country upon successful completion of the course. Their hands-on experience with patients or the community will equip them with the most up-to-date practices and will make them more effective.



During their tenure at the University, health sciences students will participate in service-learning opportunities. In order to provide effective community service, service-learning combines methods of needs assessment with meaningful reflection in an academic setting. Through the foundation's GMR Varalakshmi Care Hospital the health science students can gain practical knowledge during the internship and live classes. The Faculty of Health Sciences will offer degrees programmes that would lead to employment and advancement.

The Rationale for Faculty of Health Sciences

India is struggling to meet the healthcare needs of its huge population, with a scarcity of human resources at all levels of the healthcare system being the primary culprit.

Paramedical workers and associated healthcare professionals, on the other hand, can provide primary care to rural and underserved areas. As a result, health services can reach the overwhelming majority of our people at a minimum cost, thereby minimising our need for medical graduates.

As a result, it is necessary to address staffing shortages by incorporating allied health professionals into the primary stream of patient care. However, for a sustainable healthcare system to address the health demands of the general public, coordinated teamwork is required. Strengthening AHPs is the only cost-effective strategy in such a demanding climate.

5 Years Rolling Implementation Plan of the Faculty of Health Sciences

School of Applied Health Sciences

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments														
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1 M.Sc in Clinical Research	2	1,25,000	-	-	-	-	-	11	11	15	15	15	15	15	15	15	15
2 MPT - Neurology / Cardiopulmonary / Sports / Orthopaedics	2	2,00,000	-	-	-	-	-	20	30	40	40	40	40	40	40	40	40
3 Bachelor of Physiotherapy (BPT)	4	2,50,000	-	-	-	-	-	20	30	40	40	40	40	40	40	40	40
4 BS	4	1,25,000	-	-	-	-	-	90	135	180	180	180	180	180	180	180	180
- Cardiovascular Technology																	
- Radiological Imaging Techniques (Radiology / CT / MRI)																	
- Forensic Science																	
- Optometry																	
- Medical Laboratory Technology																	
- Dialysis Technology																	
- Nutrition and Dietetics																	
- Clinical Research																	
Total New Enrolments			-	-	-	-	-	141	206	275	275	275	275	275	275	275	275
Total Enrolments			-	-	-	-	-	141	339	568	779	879	929	929	929	929	929

School of Lifesciences

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments														
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1 M.Sc - Food Science and Technology - Botany - Zoology	2	1,00,000	-	-	-	-	-	20	30	40	40	40	40	40	40	40	40
2 B.Sc Biology	3	75,000	-	-	-	-	-	-	20	30	40	40	40	40	40	40	40
3 BS (H) - Zoology - Botany - Food Science and Technology - Biochemistry	4	1,00,000	-	-	-	-	-	40	60	80	80	80	80	80	80	80	80
Total New Enrolments			-	-	-	-	-	60	110	150	160	160	160	160	160	160	160
Total Enrolments			-	-	-	-	-	60	167	290	408	462	489	489	489	489	489

School of Biotechnology

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments														
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1 MS - Biotechnology - Industrial Microbiology	2	1,00,000	-	-	-	-	-	20	30	40	40	40	40	40	40	40	40
2 BS (H) Biotechnology	4	1,25,000	-	-	-	-	-	20	30	40	40	40	40	40	40	40	40
3 BS (H) Microbiology	4	1,25,000	-	-	-	-	-	20	30	40	40	40	40	40	40	40	40
Total New Enrolments			-	-	-	-	-	60	90	120	120	120	120	120	120	120	120
Total Enrolments			-	-	-	-	-	60	147	240	320	356	374	374	374	374	374

School of Pharmacy

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments														
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1 M.Pharm (Pharmaceutics, Pharmacology, etc.)	2	1,50,000	-	-	-	-	-	-	-	-	-	16	24	32	32	32	32
2 Diploma in Pharmacy	3	75,000	-	-	-	-	-	45	60	60	60	60	60	60	60	60	60
3 Bachelor of Pharmacy	4	2,00,000	-	-	-	-	-	45	60	60	60	60	60	60	60	60	60
4 Pharm D (after 10+2)	6	2,00,000	-	-	-	-	-	-	-	-	-	30	30	40	40	40	40
Total New Enrolments			-	-	-	-	-	90	120	120	120	166	174	192	192	192	192
Total Enrolments			-	-	-	-	-	90	204	314	380	440	490	540	580	610	639

School of Nursing

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments														
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1 M.Sc Nursing	2	1,50,000	-	-	-	-	-	-	-	-	24	32	40	40	40	40	40
2 Post Basic B.Sc Nursing	2	1,50,000	-	-	-	-	36	48	60	60	60	60	60	60	60	60	60
3 B.Sc Nursing	4	1,50,000	-	-	-	-	-	60	80	100	100	100	100	100	100	100	100
Total New Enrolments			-	-	-	-	36	108	140	160	184	192	200	200	200	200	200
Total Enrolments			-	-	-	-	36	142	242	347	460	526	561	569	569	569	569

Faculty of Creative Arts, Design and Media Studies

A Faculty of Creative Arts, Design, and Media Studies within a university is a dynamic academic department or division dedicated to fostering creativity, innovation, and critical thinking in the fields of visual and performing arts, design, and media. This faculty provides a comprehensive and interdisciplinary approach to education and research, preparing students for careers in various creative industries and equipping them with the skills to excel in a rapidly evolving digital and artistic landscape. It encourages students to explore and blend disciplines, fostering innovation and creativity at the intersection of art, design, and media. The faculty is typically staffed with accomplished educators and professionals from various creative fields, ensuring students receive guidance and mentorship from experts with practical experience. A well-equipped campus with art studios, design labs, media production facilities, and performance spaces is essential to support students' creative endeavours. A Faculty of Creative Arts, Design, and Media Studies is a hub of creativity, innovation, and artistic exploration within a university. It nurtures the talents and aspirations of students, prepares them for rewarding careers, and contributes to the cultural and creative landscape of the region and beyond.

The Rationale for Faculty of Creative Arts, Design and Media Studies

The establishment of a Faculty of Creative Arts, Design, and Media Studies in Andhra Pradesh is driven by a compelling rationale rooted in the state's educational, economic, and cultural aspirations. This faculty represents a strategic investment in the future, addressing the growing demand for specialized education in creative disciplines that encompass fine arts, design, and media. By providing a dedicated platform for creative expression and innovation, it not only meets the evolving educational needs of the region but also contributes significantly to economic growth. Creative industries are pivotal drivers of economic activity, and nurturing a skilled workforce in these fields can catalyse job creation, entrepreneurship, and cultural development.

Furthermore, a faculty of this nature fosters innovation and problem-solving skills among students, preparing them to address contemporary challenges across various industries. It promotes interdisciplinary collaboration, bringing together artists, designers, and media professionals, which can lead to groundbreaking solutions and novel artistic expressions. This multidisciplinary approach aligns with global trends and ensures that graduates are not only competitive locally but also on the international stage.

Additionally, the Faculty plays a vital role in preserving and promoting Andhra Pradesh's rich cultural heritage by nurturing traditional art forms, crafts, and performing arts. It serves as a beacon for cultural preservation and creative exploration, attracting students, faculty, and artists from diverse backgrounds. By creating synergies between academia and industry, fostering innovation, and enriching the cultural fabric of the state, a Faculty of Creative Arts, Design, and Media Studies represents a strategic and holistic investment in the future of Andhra Pradesh.

5 Years Rolling Implementation Plan of the Faculty of Creative Arts, Design and Media Studies

School of Creative Arts

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments														
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1 Master of Visual Art (Painting, Sculpture,	2	1,00,000	-	-	-	-	-	-	-	-	-	-	20	30	40	40	40
2 Bachelor of Performing Arts (Music, Dance, Theatre)	3	1,00,000	-	-	-	-	-	-	-	-	-	-	-	20	30	40	40
3 Bachelor of Visual Arts (Painting, Sculpture, Photography...)	3	1,00,000	-	-	-	-	-	-	-	-	-	-	-	20	30	40	40
4 BA - Interior Design - Fashion Design	4	1,50,000	-	-	-	-	-	-	-	-	-	-	45	60	60	60	60
5 Bachelor of Fine Arts	4	1,50,000	-	-	-	-	-	-	-	-	-	-	45	60	60	60	60
Total New Enrolments			-	-	-	-	-	-	-	-	-	-	110	190	220	240	240
Total Enrolments			-	-	-	-	-	-	-	-	-	-	110	293	480	668	732

School of Design

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments														
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1 M.Des (Transportation, Product, etc.)	2	4,00,000	-	-	-	-	-	-	-	-	20	30	40	40	40	40	40
2 B.Des - Interaction Design - Interior Design - Game Design / Game Art	4	2,50,000	-	-	-	-	-	-	30	45	60	60	60	60	60	60	60
Total New Enrolments			-	-	-	-	-	-	30	45	80	90	100	100	100	100	100
Total Enrolments			-	-	-	-	-	-	30	73	148	231	277	301	301	301	301

School of Media and Film Studies

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments															
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	
1 Masters Programmes - MA Journalism and Mass Communication (MJMC) - Digital - MA Digital and Mass Media - Broadcasting - MA Advertising PR & Corporate Communication - MA Digital Media and Multimedia Communication - M.Sc Animation and Multimedia Technology	2	1,00,000	-	-	-	-	-	-	-	-	-	-	-	64	80	80	80	80
2 BA Film Making - Film and Television Studies - Costume and Fashion Design, - Direction - Cinematography - Photography - Sound Engineering - BS Animation and VFX	4	1,25,000	-	-	-	-	-	-	-	-	-	-	-	-	30	45	60	60
3 BS Journalism and Mass Communication - Journalism and Media Studies - Visual Communication	4	1,25,000	-	-	-	-	-	-	-	-	-	-	-	30	45	60	60	60
Total New Enrolments			-	-	-	-	-	-	-	-	-	-	-	94	155	185	200	200
Total Enrolments			-	-	-	-	-	-	-	-	-	-	-	94	243	357	466	547

Faculty of Agricultural Studies

The Faculty of Agriculture Studies will work to cultivate talent that will aid in the agricultural sector's long-term sustainability through advanced farming and planting techniques. This will enable the predominantly Vizianagaram district of Andhra to reach out to the globe with greener, healthier, and tastier farm produce through food production and subsequent processing.



In agribusiness, soil and water sciences, agricultural mechanisation, entomology, environmental sciences, horticulture, floriculture, and landscaping, the faculty will deliver unified teaching, research, and public service programmes that answer public needs.

The faculty will run three schools i.e., School of Agriculture, School of Forestry and Horticulture, and the School of Sericulture. Each school will cover specialised programmes in Agriculture Sciences.

The Rationale for Faculty of Agriculture Studies

Agriculture has always been and will continue to be an important part of the Indian economy. It generates about 24% of India's GDP and employs roughly 52% of the country's workforce. If the country's GDP rate of above 8% is to be maintained, the agriculture sector is expected to increase at a pace of at least 4%, according to estimates. Agriculture's success in India influences the growth of other industries and the overall economy to a large extent. It is not only a source of livelihood and food security for a large portion of India's people, but it also has special relevance for the country's low-income, impoverished, and vulnerable populations.

The agricultural sector's technical manpower has played a critical role in establishing food grain self-sufficiency. At all levels of the agriculture sector, there is a scarcity of technical staff at the existing levels of operations. According to a poll conducted by the Federation of Indian Chambers of Commerce and Industry, there is a 60% shortfall of agricultural scientists and a 70% deficit of food safety and technology professionals. If the country is to increase its level of processing and gain a significant part of international trade in agricultural products and processed foods, it must address the demand-supply gap in technical manpower in the agriculture industry.

Major crops in the Vizianagaram Region comprise Paddy, which is cultivated both in Kharif and Rabi as irrigated and un-irrigated crops and is the major crop of the district. Talented manpower will be needed across the sector for further growth of agriculture and related sectors.

1. The other major crop is maize whose production also has a large acreage under cultivation.
2. Other important crops are jowar, pulses, oil seeds, cane sugar, etc.
3. Also, there is a push on floriculture, horticulture, pisciculture and dairy farming.

5 Years Rolling Implementation Plan of the Faculty of Agriculture Studies

School of Agriculture

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments														
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1 MS (Smart Agriculture / Organic Agriculture)	2	1,50,000	-	-	-	-	-	-	-	16	20	20	20	20	20	20	20
2 BS Agriculture	4	1,25,000	-	-	-	-	-	15	22	30	30	30	30	30	30	30	30
Total New Enrolments			-	-	-	-	-	15	22	46	50	50	50	50	50	50	50
Total Enrolments			-	-	-	-	-	15	36	79	124	141	148	148	148	148	148

School of Forestry and Horticulture

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments														
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1 BS Forestry	4	1,25,000	-	-	-	-	-	15	22	30	30	30	30	30	30	30	30
2 BS Horticulture	4	1,25,000	-	-	-	-	-	15	22	30	30	30	30	30	30	30	30
Total New Enrolments			-	-	-	-	-	30	44	60	60	60	60	60	60	60	60
Total Enrolments			-	-	-	-	-	30	72	126	178	204	218	218	218	218	218

School of Sericulture

Programme Name	Duration (Years)	Year 1 Annual Fee	New Enrolments														
			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1 BS Sericulture	4	1,25,000	-	-	-	-	-	-	-	-	15	22	30	30	30	30	30
Total New Enrolments			-	-	-	-	-	-	-	-	15	22	30	30	30	30	30
Total Enrolments			-	-	-	-	-	-	-	-	15	36	63	89	102	109	109

Plan for Academic Excellence

Following activities will be carried out in order to achieve the Academic Excellence

Academic Auditing

Academic standards are the minimum levels of achievement required for a student to get an academic award (for example, a degree). GMR Deemed to be University (GMRDU) would have a well-defined auditing system, which would be established by its advisory board members in order to maintain a consistent level of quality across its numerous constituent faculty and schools.

Academic quality refers to how well students' learning options and support are designed to help them acquire their degrees. It's about ensuring that they have access to appropriate and effective instruction, assistance, evaluation, and learning opportunities.

While the University's Academic Council will be the primary body in charge of maintaining standards of instruction, education, and examinations, frequent academic audits will be a continuous process. In addition, the applicable UGC guidelines in this regard will be strictly followed.

To achieve this, GMRDU will implement the following steps to assure educational quality, both as standards and as a method for establishing high-quality teaching pedagogy:

Review of Systems and Processes

Regular audits of GMRDU's numerous systems and processes will be implemented in order to improve the quality of support services such as administration, admissions, and evaluation. Internal audits or outside professionals can be entrusted with such audits.

Academic Quality Assurance

The primary goal of GMRDU will be to achieve academic excellence. The goal will be to maintain academic standards that are on par with those of the world's greatest universities and to attain overall excellence. This will be accomplished through the University's 'Internal Quality Assurance Cell'.

Academic Supervision

The University's different Boards of Studies and Academic Council will regularly determine, monitor, and maintain the academic quality of its programmes. These boards will include eminent academics and industry executives who will provide recommendations on curricular design, course content, methodology, and other topics.

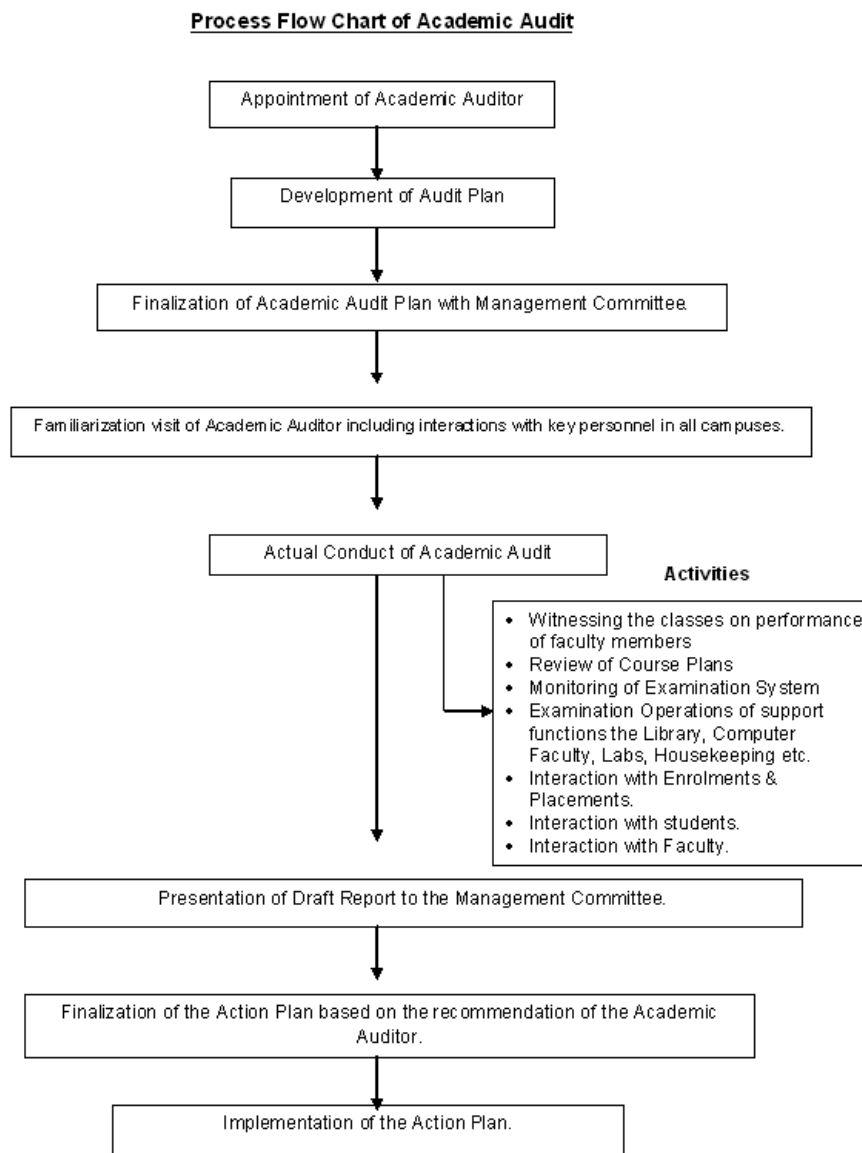
Academic Audits

Aside from the aforementioned bodies, GMRDU will occasionally enlist the services of external and independent auditors to conduct academic audits.

The academic audit will cover activities such as the following:

- a) Witnessing actual classroom conduct and performance of faculty members.
- b) Review of course plans
- c) Review of continuous internal evaluation
- d) Monitoring of evaluation system
- e) Review operations of various learning support services like Library, Computer & IT facilities, Labs & workshops, Housekeeping, etc.
- f) Review of enrolments & placement services.
- g) Interaction with students.
- h) Interaction with Faculty.

The report of the academic audit will be presented to the Academic Council and an action plan based on the recommendations will be prepared for implementation. A process flow chart of the academic audit and the follow-up action is presented in the figure below:



3. Faculty recruitment plan

Numbers of Non-Medical Faculty Members

GMRDU plans to maintain faculty to student ratio of 1:20. Within the faculty, the cadre ratio of various positions (Professors, Associate Professors, and Assistant Professors) shall be maintained at 1:2:6. The tables below breakdown the faculty recruitment plan into three phases and presents the growth progression of faculty members at GMRDU. At the end of phase 1, GMRDU shall have 415 faculty members.

Faculty	Phase 1				
	Y1	Y2	Y3	Y4	Y5
Professor / Prof of Practice	26	29	34	39	46
Associate Prof. / Sr.	51	58	68	78	92
Assistant Professors	154	175	203	235	277
Total faculty members	231	263	305	352	415

Non-Medical Faculty	Phase 2				
	Y6	Y7	Y8	Y9	Y10
Professor / Prof of Practice	53	59	65	69	72
Associate Prof. / Sr.	106	118	129	138	143
Assistant Professors	319	355	387	415	430
Total faculty members	478	532	581	622	645

Non-Medical Faculty	Phase 3				
	Y11	Y12	Y13	Y14	Y15
Professor / Prof of Practice	74	76	78	80	81
Associate Prof. / Sr.	148	153	157	160	162
Assistant Professors	445	459	471	481	487
Total faculty members	667	688	706	721	730

Faculty at GMRDU would continue to grow in phase 2 and phase 3. At the end of phase 2, GMRDU shall have 645 faculty members and at the end of phase 3, the faculty strength at GMRDU shall increase to 730 members.

Pay Scale

GMRDU shall follow the 7th pay scale for its teaching faculty and non-teaching staff. GMRDU has considered an average annual increment of 5% for faculty members in line with the inflation goals of the government. GMRDU shall comply with the recommendations of the 8th Pay Commission and regulations as and when they are announced by the respective competent authorities.

Appointment/ Recruitment Policy

Faculty quality is a major determinant of an institution's quality and brand equity, and GMRDU deemed to be University (GMRDU) will continue to seek to improve in this area. Faculty is the most highly appreciated of all the major success elements, and GMRDU's assessed competency will be based on pedagogy, current course material, and academic delivery. This component instils the necessary confidence in students and projects the institution's excellence to stakeholders and customers in the industries served by GMRDU.

The strength and competencies of GMRDU will be built around a complement of core faculty. However, because of the University's multidisciplinary nature, a mix of permanent and visiting faculty would be required to provide cutting-edge practical insights. The visiting faculty will fill in the gaps of current technology trends and industry practical experience, while the core faculty will provide the key basic inputs.

Recruitment / Outsourcing of Faculty/Staff

For the recruitment of academics and other workers, GMRDU proposes a fair and open selection process. Because faculty is the foundation of every institution, a tremendous focus will be made on faculty recruitment, as only the most qualified faculty will constitute the University's intellectual fountainhead. There will be no quotas in faculty selection, and faculty will be found on merit both nationally and internationally.

Administrative and technical staff would also be chosen on merit, with competent state employees receiving special attention. However, because GMRDU is envisioned as a modern institution managed on professional lines, many essential functions such as security, cleaning, landscaping and horticulture, electricity, and other maintenances will be outsourced to service providers through competitive bidding. As a result, GMRDU may not have a large number of people in class III or IV categories on its rolls.

The details of the selection process are enumerated as follows:

- a) The appointments will be made with full regard to the merit of the candidates.
- b) For the appointment of faculty/equivalent academic officers, the eligibility criteria as per UGC/AICTE/MCI/DCI/NCI norms will be followed.
- c) The selection of faculty/staff will be through duly constituted Selection Committees as prescribed in the University Act, Statutes and Rules.

Teaching Faculty

- a. The teaching Faculty of GMRDU will be of two types, namely:
 - Core faculty.
 - Adjunct/Recognized faculty.
- b. Core faculty of GMRDU shall either be:
 - Duly appointed faculty members such as Professors, Associate Professors, Assistant Professors, Lecturers or otherwise, or
 - Faculty members such as Honorary Professors, Emeritus Professors, Distinguished Professors, etc. are appointed on fixed tenure with the approval of the Chancellor.
- c. Adjunct Faculty of GMRDU shall be persons appointed by Chancellor from other institutions / Oil Companies / Industries for a fixed duration.
- d. No person, other than Adjunct Faculty, shall be appointed except on the recommendation of a Selection Committee constituted for the purpose.
- e. The qualifications and eligibility criteria for recognized faculty of GMRDU would be as prescribed in the rules.

Selection Committees

There shall be Selection Committees for making recommendations to the Board of Management for appointment to the posts of Professor, Associate Professor, Assistant Professor, Lecturer, Registrar, Finance Officer, Librarian, and other Officers of the University.

Every Selection Committee shall be headed by the Vice-Chancellor and shall have other members as prescribed in the Statutes, as shown in the following table:

POST	COMPOSITION OF THE SELECTION COMMITTEE
Professor/ Associate Professor	<ol style="list-style-type: none">1. Vice-Chancellor - Chairperson2. Pro-Vice-Chancellor3. Head of the concerned School / Department4. Two members, who are not otherwise employees of the University, are to be nominated by the Board of Management out of a panel of names recommended by the Academic Council for their special knowledge of or interest in the concerned subject.
Assistant Professor/ Lecturer	<ol style="list-style-type: none">1. Vice-Chancellor - Chairperson2. Pro-Vice-Chancellor3. The Head of the concerned School / Department4. Two persons, who are not employees of GMRVF, were nominated by the Board of Management, out of a panel of names recommended by the Academic Council for their special knowledge of or interest in the subject of the Assistant Professor or Lecturer.

Registrar/ Finance Officer/ Controller of Exams	<ol style="list-style-type: none"> 1. Vice-Chancellor - Chairperson 2. Pro-Vice-Chancellor 3. Three members are to be nominated by the Board of Management.
Librarian/ Deputy/Asst. Librarian	<ol style="list-style-type: none"> 1. Vice-Chancellor - Chairperson 2. Pro-Vice-Chancellor 3. Two members were nominated by the Board of Management.
Joint/Deputy/Asst. Registrar, & equivalent positions	<ol style="list-style-type: none"> 1. Vice-Chancellor – Chairperson 2. Pro-Vice-Chancellor or the Registrar 3. Two senior employees of GMRVF are to be nominated by the Board of Management.

- The recommendations of the Selection Committee will be consistent with the guidelines issued by the University Grants Commission/MCI/AICTE/DCI/NCI etc from time to time in terms of eligibility requirements prescribed for teaching and equivalent other academic positions.
- The recommendations of the Selection Committee will be subject to the approval of the Board of Management.
- If the Board of Management is unable to accept any recommendation made by the Selection Committee, it may return the recommendation to the Selection Committee for reconsideration and, if the difference is not resolved, the Board of Management shall record its reasons and submit the case to the Chancellor whose decision in the matter shall be final.
- All posts at GMRDU shall normally be filled by advertisement, but the Board of Management may authorize the Vice-Chancellor to fill up a particular post by invitation or by contractual appointment or by promotion from amongst the members of the staff.

Conditions of Service of Faculty, Equivalent Officers & Other Employees

- Every faculty and salaried officer and such other employees as are mentioned in the statutes shall be appointed under a written contract on such terms and conditions as may be agreed to between the parties, and a copy thereof shall be furnished to the officer or faculty, or employee concerned.
- Any dispute arising out of a contract between the University and its employees shall, at the request of the employee concerned or the instance of GMRDU, be referred to a committee consisting of one nominee of the Board of Management, one Senior member from amongst the staff, and an Arbitrator appointed by the Chancellor. The decision of this Committee shall be final.

Student-Faculty Ratio

The University shall strive to achieve a student to faculty ratio of average 20:1 for its undergraduate and postgraduate programmes.

Teaching and Non-teaching Staff Ratio

As a modern highly automated higher education institution, GMRDU shall strive to achieve a ratio of 80:20 for its teaching faculty and non-teaching staff.

4. Students admission plan

Eligibility

Undergraduate Programs:

- For 4-year programmes: 10 + 2 (Higher Secondary) from CBSC/IB/ICSE or any other recognised Board
- For 3-year programmes: 10 + 2 (Higher Secondary) from CBSC/IB/ICSE or any other recognised Board or NSQF Level 4

Postgraduate Programs:

- Bachelor's degree or NSQF Level 7/8

Integrated Doctoral Program:

- Bachelor's degree

Ph.D. Doctoral Program:

- Postgraduate in relevant field

Application Form

- Candidates will be required to fill out the online application form available on the official website.
- The form will require personal details, educational qualifications, contact information, and other relevant information.

Admission Process

The admission process shall be a combination of entrance exam, interview, and portfolio review; and shall vary according to the programme of study.

For UG Science and Technology Programmes

- Undergraduate Technology Aptitude Test (uTAT): uTAT is a written test designed to assess an applicant's language, logical reasoning, and Quantitative Skills and PCM domain knowledge. The exam paper is a combination of multiple-choice questions on the above areas. Alternatively, university may consider JEE Mains exam conducted by National Testing Agency.

For UG Fashion and Design Programmes

- Undergraduate Design Aptitude Test: uDAT is a written test designed to assess a candidate's creative and visual ability, cultural awareness, and logical thinking. The exam paper is a combination of visual tasks, writing tasks, one-word answers and multiple-choice questions.

For UG Management Programmes

- Undergraduate Management Aptitude Test (uMAT): uMAT is a written test designed to assess an applicant's language, logical reasoning, and creative thinking. The exam paper is a combination of multiple-choice questions and writing tasks. Alternatively, university may consider UGAT exam conducted by AIMA or CUET conducted by National Testing Agency.

For PG Fashion and Design Programmes

- Postgraduate Design Aptitude Test (pDAT): pDAT is a written test designed to assess a candidate's creative and visual ability, cultural awareness, and logical thinking. The exam paper is a combination of visual tasks, writing tasks, one-word answers and multiple-choice questions. Alternatively, university may consider CEED exam conducted by IITs.

For PG Management Programmes

- Postgraduate Management Aptitude Test (pMAT): pMAT is a written test designed to assess an applicant's verbal abilities, logical reasoning and quantitative analysis. The exam paper is a combination of multiple-choice questions and writing tasks. Alternatively, university may consider MAT exam conducted by AIMA or CAT conducted by IIMs.

For PG Science and Technology Programmes

- Postgraduate Technology Aptitude Test (pTAT): pTAT is a written test designed to assess an applicant's language, logical reasoning and Quantitative Skills and domain engineering knowledge. The exam paper is a combination of multiple-choice questions on the above areas. Alternatively, university may consider GATE exam conducted by IITs.

Personal Interview: (Both for UG and PG)

- Shortlisted candidates shall be called for a personal interview in the final stage of the admission process.
- The interview will be an opportunity for the admissions panel to assess the candidate's passion for design, creativity, communication skills, and suitability for the chosen design program.

Admission Decision

- The final admission decision will be based on the candidate's performance in the entrance exam/portfolio review and personal interview.
- Selected candidates will be informed of their acceptance, and they will be required to complete the necessary admission formalities, including fee payment, to secure their seats.
- Lateral Entry will also be allowed as per NEP's Multiple Entry and Multiple Exit provisions for both Undergraduate and Postgraduate programs.

Projected intakes of students

Programme wise launch years and enrolment projections are presented in the “Academic Plan” section above. The two tables below summarise the enrolment plan and student growth of the proposed GMRDU:

Faculties	New Enrolment														
	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
Faculty of Science and Technology	670	960	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160
Faculty of Business, Commerce and Economics	375	630	840	960	960	1,010	1,035	1,060	1,060	1,060	1,060	1,060	1,060	1,060	1,060
Faculty of Legal Studies	-	180	280	375	410	460	470	470	475	480	480	480	480	480	480
Faculty of Liberal Arts	120	180	210	240	240	240	240	240	240	240	240	240	240	240	240
Faculty of Health Sciences	-	-	-	-	36	459	666	825	859	913	929	947	947	947	947
Faculty of Creative Arts, Design and Media Studies	-	-	-	-	-	30	45	80	90	100	304	445	505	540	540
Faculty of Agriculture Studies	-	-	-	-	-	45	66	121	132	140	140	140	140	140	140
Total New Enrolment	1,165	1,950	2,490	2,735	2,806	3,404	3,682	3,956	4,016	4,093	4,313	4,472	4,532	4,567	4,567

In year 1, GMRDU would enrol approx. 1,165 students for three faculties: (1) Science and Technology, (2) Business, Commerce, and Economics, and (3) Liberal Arts. In year 2, the Faculty of Legal Studies would also start enrolling students. Enrolments in year 2 would increase to 1,950 students and would continue to rise year after year. At the end of phase 1, GMRDU shall be recruiting 2,806 new students. At the end of phase 2, new enrolments would increase to 4,093 students, and at the end of phase 3, new enrolments would increase to 4,567 students.

5. Research plan

GMRDU will proactively involve in research and development activities through several dedicated research centres continuously engaged in exploring, discovering, and understanding various aspects of core sectors in chosen schools. The university aspires to conduct R&D in diverse emerging areas aiming to cover the full spectrum from fundamental and theoretical studies through research of relevance to business and industry, with practice-based studies in various sectors that the university caters to.

The Centres for Research and Development will be established to:

1. Provide research for the advancement of and dissemination of knowledge in the advanced technology sectors.
2. Undertake developmental studies and other such activities leading to the sustainable development of Andhra Pradesh.
3. To offer consultancy and extension services

Centres of Excellence at GMRDU

To accomplish this goal, GMRDU proposes to establish the following dedicated Research Centres to engage in respective strategic areas, bringing together the research expertise, knowledge-base and key skills into interdisciplinary teams.

1. Centre for Additive Manufacturing
2. Centre for Deep Learning
3. Centre for Robotics and Mechatronics.
4. Centre for Electric Vehicle
5. Centre for Cyber Security
6. Centre for Digital Economy
7. Centre for Blockchain and Cryptocurrency
8. Centre for Agri-Business Development
9. Centre for Basic Sciences
10. Centre for Pharmaceutical
11. Centre for Simulation of Paramedical Education

Research & Development Funding

GMRDU proposes to earmark 1% of Revenue for Innovation and 2% of Revenue for Seed Funding. Additionally, GMRDU faculty would be applying for research grants from government and external sources. GMRDU has budgeted Rs. 60 lakhs from external sources in year 1 and gradually increased the external funding to Rs. 2 crores at the end of phase 1, Rs. 3 crores at the end of phase 2, and Rs. 3.5 crores at the end of phase 3.

	Phase 1 (INR Lakh)				
	Y1	Y2	Y3	Y4	Y5
Research and Development Funding					
1% of Revenue Earmarked for Innovation	49	70	97	127	157
2% of Revenue Earmarked for Seed Funding	98	139	193	255	315
External funded projects	60	88	120	158	200
Total funds for R&D	207	297	410	540	672

	Phase 2 (INR Lakh)				
	Y6	Y7	Y8	Y9	Y10
Research and Development Funding					
1% of Revenue Earmarked for Innovation	190	220	251	283	308
2% of Revenue Earmarked for Seed Funding	379	441	503	567	616
External funded projects	225	250	275	300	300
Total funds for R&D	794	911	1,029	1,150	1,224

	Phase 3 (INR Lakh)				
	Y11	Y12	Y13	Y14	Y15
Research and Development Funding					
1% of Revenue Earmarked for Innovation	334	360	386	413	438
2% of Revenue Earmarked for Seed Funding	668	719	771	826	876
External funded projects	325	325	350	350	350
Total funds for R&D	1,327	1,404	1,507	1,589	1,664

Plan for Achieving Research Excellence

Research is inevitable for institutional advancement, societal development, industrial problem-solving, human resource utilization, and the promotion of stakeholders. Studies show research helps educational institutions in many ways.

Advantages of Research in Educational Institutes

- Leveraging the benefits of integrating the research experience of the teachers into the classroom and thereby developing the exposure and quality of the classes and students' exposure.
- Research helps transcend the compulsions of rote learning and pushes students towards enjoying experiential learning.
- Research culture improves the overall institutional environment and enhances the ranking of the educational institute.
- Research facilities attract good faculty and highly meritorious students.
- Research improves the infrastructure of the educational institute as research labs, equipment, and instruments.
- Research attracts funding from industry, government, private organizations, etc. and improves the financial condition of an educational institute.
- Research opens up possibilities for collaboration, locally, regionally, and globally with different stakeholders and enhances the competitive advantage.

Blueprint for Achieving Research Excellence

The GMRDU will aim at producing revolutionary research and preventing the reproduction of similar works lacking pioneering prospects.

1. Developing research talent recruitment, retention, and recognition plan

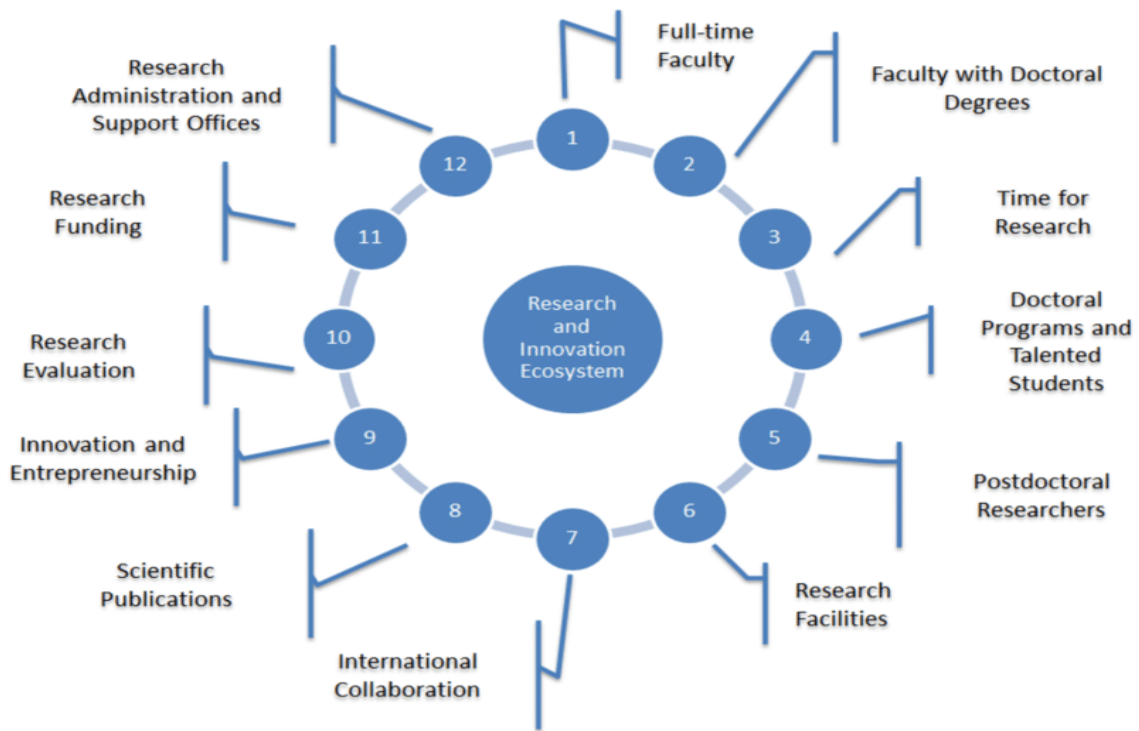
- Recognition, retention, and recruitment of talented and passionate researchers by the university.
- Researchers are most likely to achieve their best performance in an open, collegial, and decentralised environment and the university will provide such an ambience.
- Providing time for research is essential and must be balanced with teaching duties and the university will provide such a balance in favour of our faculty.
- Rewards are important but are often more about recognition than money, although pay must be fair. GMRDU will look after this.
- Students can provide an institution with human capital for its research program, and researchers require this important support to carry out their work.

Following are the various measures that will be deployed to incentivise research:

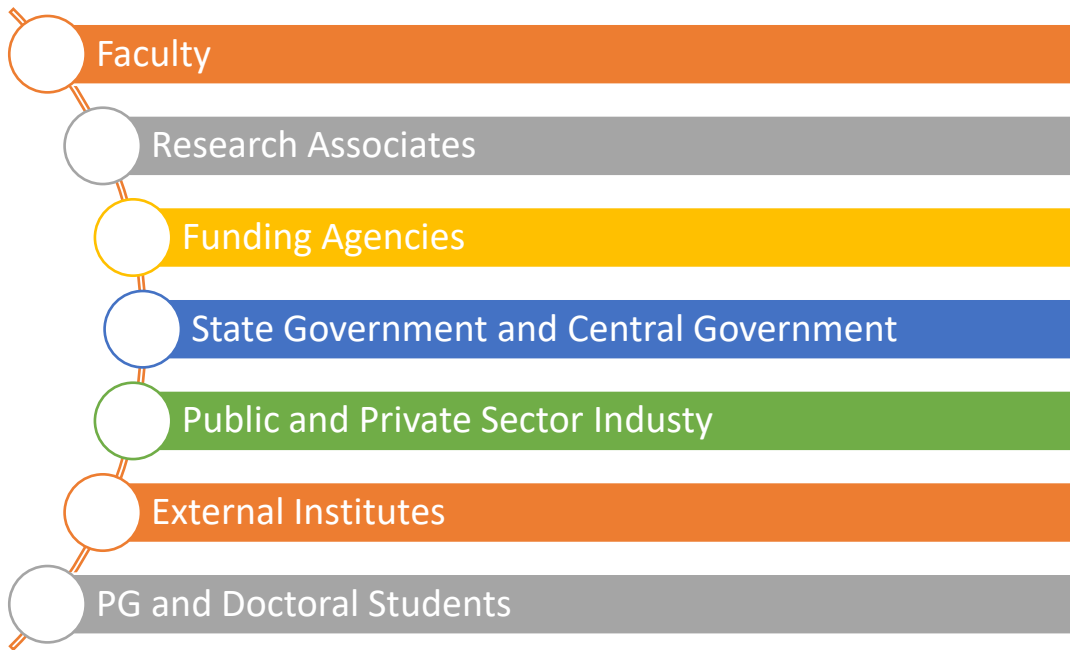
- Financial rewards for quality publications.
- Financial incentives for innovations as measured by patents.

- Promotion evaluation to include research output as measured by quality publications, patents, and technology transfers to industry.
- Providing additional funding and resources to high performing researchers.
- Royalty sharing with faculty and researchers for commercial activities and invention technology transfers.

2. *Establishing and promoting the research ecosystem*



The key stakeholders of a research ecosystem of a university are its faculty, doctoral students, research associates and postgraduate students.



GMRDU will take all possible measures to create a vibrant research ecosystem. For supporting the process-centred research ecosystem, we will ensure they are well-coordinated as follows:



3. A Comprehensive Research Funding Plan

To build a sustainable funding ecosystem, it is critical for the institution to patent, publish, and prosper through its research. Once the intellectual property is created, it could further be commercialized, working closely with the industry.

Finding funding is labour-intensive, extremely competitive, and robs time from doing research. Our university will have a Research Support Centre to help faculty-researchers know, access, and link with various funding agencies with relevant information about funding schemes:

- Government ministries and departments: MHRD, DST, CSIR, DBT, BIRAC, MoES, SERB, etc.
- Other universities with larger research programs
- Multi-lateral global funding organisations such as Asian Development Bank, UNDP, World Bank, Millennium Allianz, etc.
- Commercialisation of Intellectual Property
- Industry collaborations and consulting projects
- Alumni network for research funding.

4. Collaboration to Improve and Extend Research Projects & Research Impact

- International networking for research collaboration
- Institution-institution collaboration: Institution-to-institution collaboration plans require a wider view to match more shared interests and attributes than would be done in seeking individual research collaborators.
- Researcher-Researcher (Individual) collaboration
- Individual and institutional collaborations should match with the research plan and program of the institution.

Developing collaborations, and building a network of research partners – locally, nationally, and abroad – both create a stimulating environment for faculty and opens up new opportunities for an institution by raising its visibility and stature. But any collaboration plan should match the core teaching and research interests of an institution with those of other institutions and individuals. Collaborators certainly arise in the natural formation of contacts researchers build themselves through shared interests with colleagues. But research collaborators may also be pursued through careful analysis of co-authorship, citation networks (such as in an analysis of those cited by institution's researchers in their papers as well as those who cite them), and funding acknowledgements recorded in the scientific and academic literature.

5. Central Research Administration

There will be a central level of research administration headed by the Director of Research to whom all Department Research Deans will report. The Director of Research will decide the research policy and broad guidelines of research and oversee the appointment of Department Research Deans, the latter will be responsible for day-to-day research work and outputs. There will be a Research Support Centre at a central level under the Director for facilitating research.

6. Research Support Centre

To increase research productivity, the GMRDU will put in place a Research Support Centre to coordinate between funding agencies, various departments, Research centres, and CoEs for quality research output and how to utilise new knowledge and technology to enhance teaching-learning.

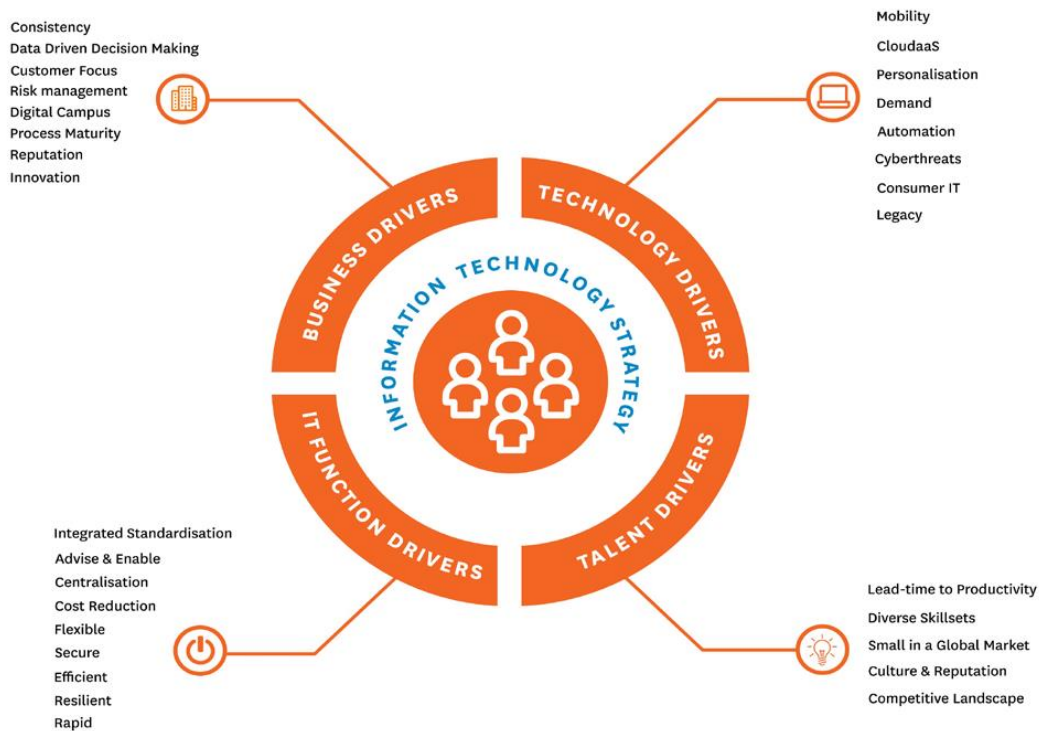
7. Research Support to Students

Deserving individual students and research groups (students) will be provided with the seed money required for research.

To conclude, GMRDU will ensure excellence in academics, administrative management, and competent teaching with a focus on student performance, research funding, collaboration and management.

6. Campus information and communication technology plan

The GMRDU Campus Information and Communication Technology (ICT) Plan outlines a comprehensive strategy to integrate technology across the campus. This plan aims to create an efficient, innovative, and interconnected ecosystem that supports the university's educational and administrative goals.



Objective, Vision, and Goals of Campus Information and Communication Technology

Defining a forward-looking vision and specific goals provides direction for technological implementation:

Objectives: To leverage technology to enhance education, operations, and collaboration

Vision: To be a leading institution known for its seamless integration of technology, fostering excellence in education, research, and administration.

Goals: Enhance student learning experiences, streamline administrative processes, ensure cybersecurity, and promote effective communication.

Infrastructure Enhancement

Building a solid foundation for advanced technology adoption:

Network Expansion: GMRDU shall install an expanded campus network to accommodate increased data traffic and connectivity demands.

Wireless Accessibility: GMRDU shall ensure high-speed and reliable Wi-Fi coverage across campus, including outdoor spaces.

Data Centres and Cloud Integration: GMRDU shall establish robust data centres and incorporate cloud services for scalable and cost-effective data storage.

Security Infrastructure: GMRDU shall implement advanced firewall systems, intrusion detection systems, and encryption mechanisms to ensure digital security and privacy for all users.

Academic Technologies

Incorporating technology to enrich the educational experience:

Learning Management System (LMS): GRMDU shall implement the most sophisticated and feature rich LMS for seamless course delivery, assignments, and collaboration.

Virtual Labs: Online lab environments shall be created to facilitate remote experiments and simulations.

E-Libraries and Digital Resources: Worldclass digital library resources and databases shall be acquired for easy access to research materials.

Administrative Systems

Streamlining administrative processes through technology:

Enterprise Resource Planning (ERP): A comprehensive ERP system to manage student information, finances, human resources, and procurement shall be implemented from the initial stages.

Document Management: Digital document management systems shall be established for efficient storage, retrieval, and sharing of information.

Workflow Automation: Routine administrative tasks shall be automated through latest technologies to reduce manual intervention and to enhance efficiency.

Cybersecurity and Data Privacy

Ensuring the security of digital assets and data privacy:

Cybersecurity Framework: A robust cybersecurity framework, including regular vulnerability assessments and threat monitoring will be developed and implemented.

User Training: GMRDU plans to provide cybersecurity awareness training to all users to mitigate risks from social engineering attacks and phishing.

Compliance: GMRDU shall adhere to data protection regulations and industry best practices to safeguard sensitive information.

Communication and Collaboration Tools

Facilitating effective communication and collaboration:

Unified Communication Solutions: GMRDU will utilise the integrated communication platforms for email, messaging, voice, and video conferencing.

Collaboration Software: GMRDU shall deploy and actively encourage use of latest tools for real-time collaboration, document sharing, and project management.

Virtual Meeting Platforms: GMRDU shall utilise virtual meeting solutions to connect stakeholders across different locations.

Campus Connectivity

Enabling connectivity for academic, administrative, and social purposes:

Smart Classrooms: The classrooms on campus shall be equipped with interactive displays, audio-visual systems, and advanced learning technologies.

Campus App: GMRDU shall invest in developing a user-friendly mobile app for campus news, event updates, and navigation.

Digital Signage: Interactive digital signage shall be installed throughout the campus for announcements, directions, and emergency alerts.

Technology Training and Support

Empowering users with technological proficiency:

Training Workshops: Workshops and training sessions will be conducted to equip students, faculty, and staff with essential technology skills.

Helpdesk Services: Responsive technical support will be provided through a dedicated helpdesk and online resources.

Evaluation and Continuous Improvement

Regularly assessing and adapting the ICT plan:

Performance Metrics: GMRDU shall identify key performance indicators and create tracking metrics like network uptime and system responsiveness to ensure user satisfaction and to maximise productivity.

User Feedback: Regular feedback shall be collected from stakeholders to identify areas for improvement and innovation.

Emerging Technologies: Emerging technologies shall be explored to enhance the ICT ecosystem and support the university's strategic goals.

By implementing the Campus Information and Communication Technology Plan, GMRDU aims to create a digitally empowered campus environment that enhances education, optimises administrative processes, and fosters collaboration while keeping data secure and adaptable to technological advancements.

7. Infrastructure development plan

The GMR Group understands the importance of an infrastructure development plan for the growth and sustainability of the proposed GMRDU. As GMRDU would continue to evolve and expand their offerings, it has a comprehensive strategy in place for the development and maintenance of physical infrastructure. This plan outlines the key elements of an infrastructure development strategy for GMRDU to support its mission of providing high-quality education, research, and community engagement.

Academic Infrastructure Plan

(in sqft)

GMRDU Academic Infrastructure Plan	Phase 1				
	Y1	Y2	Y3	Y4	Y5
Total Enrolled Students	4,616	5,264	6,109	7,063	8,300
BuA required @ 80.73 sqft per student (Built-up-Area)	3,72,659	4,24,973	4,93,192	5,70,210	6,70,075
Min 5,000 sqmt BuA required to start operations	53,821				
Existing BuA available	3,25,000	3,25,000	3,25,000	3,25,000	3,25,000
New BuA (to be built in previous year)	50,000	55,000	65,000	80,000	1,00,000
New BuA (sqft cumulative)	50,000	1,05,000	1,70,000	2,50,000	3,50,000
Total BuA available (in sqft)	3,75,000	4,30,000	4,95,000	5,75,000	6,75,000

GMRDU is going to inherit the 3,25,000 sqft academic infrastructure from GMRIT and has a year-on-year build plan ready to accommodate the growing number of students on campus. At the end of phase 1, GMRDU shall have 6,75,000 sqft of academic built-up area.

(in sqft)

GMRDU Academic Infrastructure Plan	Phase 2				
	Y6	Y7	Y8	Y9	Y10
Total Enrolled Students	9,583	10,655	11,613	12,469	12,906
BuA required @ 80.73 sqft per student (Built-up-Area)	7,73,654	8,60,199	9,37,540	10,06,647	10,41,927
Min 5,000 sqmt BuA required to start operations					
Existing BuA available	3,25,000	3,25,000	3,25,000	3,25,000	3,25,000
New BuA (to be built in previous year)	1,00,000	90,000	75,000	70,000	35,000
New BuA (sqft cumulative)	4,50,000	5,40,000	6,15,000	6,85,000	7,20,000
Total BuA available (in sqft)	7,75,000	8,65,000	9,40,000	10,10,000	10,45,000

At the end of phase 2, GMRDU shall have 10,45,000 sqft of academic built-up area.

(in sqft)

GMRDU Academic Infrastructure Plan	Phase 3				
	Y11	Y12	Y13	Y14	Y15
Total Enrolled Students	13,361	13,764	14,112	14,439	14,613
BuA required @ 80.73 sqft per student (Built-up-Area)	10,78,660	11,11,195	11,39,289	11,65,689	11,79,736
Min 5,000 sqmt BuA required to start operations					
Existing BuA available	3,25,000	3,25,000	3,25,000	3,25,000	3,25,000
New BuA (to be built in previous year)	35,000	35,000	25,000	30,000	10,000
New BuA (sqft cumulative)	7,55,000	7,90,000	8,15,000	8,45,000	8,55,000
Total BuA available (in sqft)	10,80,000	11,15,000	11,40,000	11,70,000	11,80,000

At the end of phase 3, GMRDU shall have 11,80,000 sqft of academic built-up area.

Hostel Infrastructure Plan

GMRDU is going to inherit approx. 1,600 beds hostel facilities from GMRIT and plans to continue to invest in hostel infrastructure to create hostels for at least 25% students. Given the existing 1,600 beds hostels, GMRDU has enough beds to meet first three years of hostel requirements. Thereafter, GMRDU will build incremental hostel beds to meet the increasing demand on campus. For example, 166 hostel beds will be added for year 4 enrolments. At the end of phase 1, GMRDU shall have 2,075 beds hostel on campus.

(in sqft)

GMRDU Hostel Infrastructure Plan	Phase 1				
	Y1	Y2	Y3	Y4	Y5
Total Enrolled Students	4,616	5,264	6,109	7,063	8,300
Hostel Coverage	25%	25%	25%	25%	25%
Number of hostel beds required	1,154	1,316	1,528	1,766	2,075
Number of existing hostel beds	1,600	1,600	1,600	1,600	1,600
Number of hostel beds to be built	0	0	0	166	309
SQFT per hostel bed	75	75	75	75	75
New BuA (sqft in previous year)	0	0	0	12,600	23,300

(in sqft)

GMRDU Hostel Infrastructure Plan	Phase 2				
	Y6	Y7	Y8	Y9	Y10
Total Enrolled Students	9,583	10,655	11,613	12,469	12,906
Hostel Coverage	25%	25%	25%	25%	25%
Number of hostel beds required	2,396	2,664	2,904	3,118	3,227
Number of existing hostel beds	1,600	1,600	1,600	1,600	1,600
Number of hostel beds to be built	321	268	240	214	109
SQFT per hostel bed	75	75	75	75	75
New BuA (sqft in previous year)	24,200	20,200	18,100	16,200	8,300

GMRDU will continue to invest in hostel infrastructure in phase 2 to meet the increasing demand on campus. At the end of phase 2, GMRDU shall have 3,227 beds hostel on campus.

(in sqft)

GMRDU Hostel Infrastructure Plan	Phase 3				
	Y11	Y12	Y13	Y14	Y15
Total Enrolled Students	13,361	13,764	14,112	14,439	14,613
Hostel Coverage	25%	25%	25%	25%	25%
Number of hostel beds required	3,341	3,441	3,528	3,610	3,654
Number of existing hostel beds	1,600	1,600	1,600	1,600	1,600
Number of hostel beds to be built	114	100	87	82	44
SQFT per hostel bed	75	75	75	75	75
New BuA (sqft in previous year)	8,600	7,600	6,600	6,200	3,400

GMRDU will continue to invest in hostel infrastructure in phase 3 to meet the increasing demand on campus. At the end of phase 3, GMRDU shall have 3,654 beds hostel on campus.

8. Finance plan

GMRDU has prepared a comprehensive and structured finance plan that outlines the institution's financial goals, strategies, and actions over the specified period of 15 years. This plan serves as a roadmap for managing the university's financial resources to support its core mission of providing education, conducting research, and engaging with the community. The financial plan's goal is to achieve effective and sustainable operation of GMRDU and encompasses a wide range of financial aspects, including:

1. **Budgeting:** The financial plan includes detailed budgets that project income and expenses across various categories. This includes revenue sources such as tuition fees, hostel fees, and research funding, as well as expenditures for faculty and staff, facilities maintenance, academic programme, research, student services, and more.
2. **Financial Goals:** It sets clear financial goals and objectives that align with the GMRDU's strategic mission. These goals involve achieving specific levels of enrolment, research funding, endowment growth, etc.
3. **Cost Control and Efficiency:** The plan identifies areas for cost control and efficiency improvements to ensure that resources are used effectively. For example, optimising staffing levels, energy-saving initiatives, and streamlining administrative processes.
4. **Capital Planning:** GMRDU has significant infrastructure development needs. The financial plan includes a capital expenditure strategy for building, renovating, and maintaining campus facilities. This includes funding mechanisms for capital projects, such as long-term loans and contribution by promoters.
5. **Long-Term Sustainability:** A key focus of the financial plan is to ensure the long-term financial sustainability of GMRDU, allowing it to continue its mission and adapt to changing circumstances.
6. **Monitoring and Review:** A financial plan is not static; it should be regularly monitored and reviewed to assess progress, make necessary adjustments, and align with changing priorities and external factors.

In summary, the financial plan for GMRDU is a vital strategic document to guide financial decision-making, resource allocation, and fiscal responsibility. It aims to support the institution's mission, enhance its financial stability, and ensure its ability to deliver high-quality education and research over the long term. The finance plan will serve as a critical tool for university administrators and stakeholders to navigate the complex financial landscape of higher education.

Cost of Project and Means of Finance

GMR Deemed to be University					
Cost of Project & Means of Finance					
A. Cost of Project					INR Lakhs
Sr.No	Particulars	Pre-op	Phase 1	Phase 2	Phase 3
I	Endowment with the Govt.	2,500	2,500	2,500	2,500
II	University Building	850	8,313	14,643	16,950
IV	Hostel and Staff Accommodation	-	1,920	3,479	4,132
V	Equipment				
	(i) Computers and other IT Equipment	109	1,068	2,193	3,106
	(ii) Classroom & IT Equipment	15	104	149	166
	(iii) Laboratory Equipment	50	800	1,500	1,550
	(vii) Others - Library	50	210	555	1,205
VI	Furnishing	250	2,250	3,775	4,275
VII	Pre-operative expenses	984	984	984	984
VIII	Others - Contingencies	132	1,466	2,629	3,138
	CUMULATIVE COST OF PROJECT	4,940	19,615	32,407	38,006

B. Means of Finance					INR Lakhs
Sr.No	Particulars	Pre-op	Phase 1	Phase 2	Phase 3
i)	Sponsoring Body's Contributions	1,700	3,450	3,450	3,450
ii)	Term Loans	3,400	6,900	6,900	6,900
iii)	Endowments/Donations and Sponsorships	-	-	-	-
iv)	Internal Accruals	(161)	9,265	22,057	27,656
	TOTAL MEANS OF FINANCE	4,940	19,615	32,407	38,006

Capital Expenditure

Income & Expenditure Statement	Phase 1 (INR Lakh)				
	Y1	Y2	Y3	Y4	Y5
REVENUE					
Gross University Income	5,966	8,049	10,715	13,861	17,053
TOTAL REVENUE	5,966	8,049	10,715	13,861	17,053
OPERATING EXPENSES					
Faculty Cost	3,122	3,727	4,570	5,562	6,919
Academic Content Cost	23	96	154	195	295
Examination and certification	51	91	97	103	116
Infrastructure	358	434	528	639	782
Administrative Cost	826	1,203	1,493	1,785	2,154
Research & Innovation Expenditure	183	262	362	477	592
Library	8	13	16	16	16
Laboratory	23	26	31	35	42
Student activities/facilities	183	236	265	240	342
Students Acquisition Cost	429	598	684	730	919
TOTAL OPERATING EXPENSES	5,205	6,685	8,201	9,782	12,177
Operating Surplus	761	1,364	2,514	4,079	4,876
Interest on term loans	450	550	649	682	634
Amortisation	754	883	1,130	1,394	1,650
Net Surplus	(443)	(69)	736	2,004	2,592

Income & Expenditure Statement	Phase 2 (INR Lakh)				
	Y6	Y7	Y8	Y9	Y10
REVENUE					
Gross University Income	20,477	23,765	26,961	30,318	33,035
TOTAL REVENUE	20,477	23,765	26,961	30,318	33,035
OPERATING EXPENSES					
Faculty Cost	8,481	10,017	11,867	13,783	15,465
Academic Content Cost	219	278	290	315	334
Examination and certification	183	198	221	240	258
Infrastructure	958	1,230	1,381	1,696	2,151
Administrative Cost	2,847	3,158	3,537	3,900	4,302
Research & Innovation Expenditure	704	811	919	1,030	1,104
Library	28	36	36	55	55
Laboratory	48	53	58	62	65
Student activities/facilities	440	526	577	701	774
Students Acquisition Cost	1,013	1,108	1,145	1,187	1,272
TOTAL OPERATING EXPENSES	14,921	17,414	20,029	22,969	25,779
Operating Surplus	5,556	6,351	6,932	7,349	7,256
Interest on term loans	554	471	388	305	223
Amortisation	1,841	1,963	2,073	2,039	1,989
Net Surplus	3,161	3,917	4,470	5,005	5,045

Income & Expenditure Statement	Phase 3 (INR Lakh)				
	Y11	Y12	Y13	Y14	Y15
REVENUE					
Gross University Income	35,700	38,287	41,149	43,914	46,446
TOTAL REVENUE	35,700	38,287	41,149	43,914	46,446
OPERATING EXPENSES					
Faculty Cost	17,908	20,693	22,992	25,425	27,839
Academic Content Cost	331	335	348	352	355
Examination and certification	321	354	380	407	436
Infrastructure	2,307	1,376	1,452	1,537	1,605
Administrative Cost	5,144	5,782	6,338	6,889	7,531
Research & Innovation Expenditure	1,197	1,274	1,367	1,449	1,524
Library	64	81	81	93	116
Laboratory	67	69	71	72	73
Student activities/facilities	852	913	965	1,047	1,121
Students Acquisition Cost	1,342	1,382	1,416	1,439	1,461
TOTAL OPERATING EXPENSES	29,532	32,258	35,409	38,710	42,061
Operating Surplus	6,167	6,028	5,740	5,204	4,385
Interest on term loans	140	77	40	14	2
Amortisation	1,943	1,861	1,812	1,688	1,528
Net Surplus	4,084	4,089	3,888	3,503	2,854

Income and Expenditure Statement

Capital Expenditure	Phase 1 (INR Lakh)					
	Y0	Y1	Y2	Y3	Y4	Y5
Building	850	963	1,170	1,480	1,900	1,950
Furnishing	250	275	325	400	500	500
Computers and other IT Equipment	109	190	117	184	245	223
<u>Classroom Equipment</u>						
- Digital Streaming Equipment	10	16	14	12	7	11
- PA System	5	8	7	6	4	5
Centre of Excellence	-	100	100	200	100	100
Laboratory/Studios	50	50	-	-	-	100
Library	50	50	50	20	20	20
Student Hostel	-	-	-	219	426	465
Staff Accommodation	-	-	405	405	-	-
Contingencies	132	165	219	293	320	337
Pre-operative Expenditure (Net)	984	-	-	-	-	-
Endowment Fund	2,500	-	-	-	-	-
Total Capital Expenditure	4,940	1,816	2,406	3,220	3,523	3,711

Capital Expenditure	Phase 2 (INR Lakh)				
	Y6	Y7	Y8	Y9	Y10
Building	1,800	1,538	1,470	753	770
Furnishing	450	375	350	175	175
Computers and other IT Equipment	236	237	228	214	211
<u>Classroom Equipment</u>					
- Digital Streaming Equipment	9	7	6	4	4
- PA System	5	4	3	2	2
Centre of Excellence	100	100	200	200	-
Laboratory/Studios	50	-	-	-	50
Library	20	50	75	100	100
Student Hostel	408	384	361	194	212
Staff Accommodation	-	-	-	-	-
Contingencies	308	269	269	164	152
Pre-operative Expenditure (Net)	-	-	-	-	-
Endowment Fund	-	-	-	-	-
Total Capital Expenditure	3,385	2,963	2,963	1,805	1,676

Capital Expenditure	Phase 3 (INR Lakh)				
	Y11	Y12	Y13	Y14	Y15
Building	788	575	705	240	-
Furnishing	175	125	150	50	-
Computers and other IT Equipment	200	186	192	172	163
<u>Classroom Equipment</u>					
- Digital Streaming Equipment	5	3	2	1	-
- PA System	2	2	1	0	-
Centre of Excellence	-	-	-	-	-
Laboratory/Studios	50	-	-	-	-
Library	100	125	125	150	150
Student Hostel	196	179	177	102	-
Staff Accommodation	-	-	-	-	-
Contingencies	152	120	135	72	31
Pre-operative Expenditure (Net)	-	-	-	-	-
Endowment Fund	-	-	-	-	-
Total Capital Expenditure	1,667	1,315	1,487	787	344

Cash Flows Statement

Cash Flows	Phase 1 (INR Lakh)					
	Y0	Y1	Y2	Y3	Y4	Y5
Sources of Funds						
Promoter's contribution	1,700	350	650	550	200	-
10 Year Term Loans (2/3)	3,400	700	1,300	1,100	400	-
Net cash flow from prospectus sale during pre-op	15	-	-	-	-	-
Security Deposit from students	-	462	65	85	95	124
Operational Surplus (EBIDTA)	-	761	1,364	2,514	4,079	4,876
Total	5,115	2,273	3,379	4,249	4,774	4,999
Disposition of Funds						
Capital Expenditure						
- University	1,456	1,816	1,961	2,533	3,054	3,200
- Hostels	-	-	-	241	469	511
- Staff Housing	-	-	446	446	-	-
Pre-operative Expenditure	984	-	-	-	-	-
Endowment Fund	2,500	-	-	-	-	-
Re-payment of Term Borrowing	-	-	340	410	540	650
Re-payment of Contributor's Contribution	-	-	-	-	-	-
Interest on Term Borrowing	-	450	550	649	682	634
Total	4,940	2,266	3,296	4,278	4,744	4,995
Opening cash balance	-	175	182	264	235	265
Net Inflow (Outflow) for the year	175	6	83	(30)	30	4
Closing cash balance	175	182	264	235	265	269

Cash Flows	Phase 2 (INR Lakh)				
	Y6	Y7	Y8	Y9	Y10
Sources of Funds					
Promoter's contribution	-	-	-	-	-
10 Year Term Loans (2/3)	-	-	-	-	-
Net cash flow from prospectus sale during pre-op	-	-	-	-	-
Security Deposit from students	128	107	96	86	44
Operational Surplus (EBIDTA)	5,556	6,351	6,932	7,349	7,256
Total	5,684	6,458	7,028	7,435	7,300
Disposition of Funds					
Capital Expenditure					
- University	2,936	2,541	2,566	1,592	1,443
- Hostels	449	422	397	214	233
- Staff Housing	-	-	-	-	-
Pre-operative Expenditure	-	-	-	-	-
Endowment Fund	-	-	-	-	-
Re-payment of Term Borrowing	690	690	690	690	690
Re-payment of Contributor's Contribution	-	-	-	-	-
Interest on Term Borrowing	554	471	388	305	223
Total	4,629	4,124	4,041	2,801	2,588
Opening cash balance	269	1,325	3,658	6,645	11,279
Net Inflow (Outflow) for the year	1,055	2,334	2,986	4,634	4,712
Closing cash balance	1,325	3,658	6,645	11,279	15,991

Cash Flows	Phase 3 (INR Lakh)				
	Y11	Y12	Y13	Y14	Y15
Sources of Funds					
Promoter's contribution	-	-	-	-	-
10 Year Term Loans (2/3)	-	-	-	-	-
Net cash flow from prospectus sale during pre-op	-	-	-	-	-
Security Deposit from students	46	40	35	33	17
Operational Surplus (EBIDTA)	6,167	6,028	5,740	5,204	4,385
Total	6,213	6,068	5,774	5,237	4,402
Disposition of Funds					
Capital Expenditure					
- University	1,451	1,118	1,293	675	344
- Hostels	216	197	194	112	-
- Staff Housing	-	-	-	-	-
Pre-operative Expenditure	-	-	-	-	-
Endowment Fund	-	-	-	-	-
Re-payment of Term Borrowing	690	350	280	150	40
Re-payment of Contributor's Contribution	-	-	-	-	-
Interest on Term Borrowing	140	77	40	14	2
Total	2,496	1,742	1,807	951	386
Opening cash balance	15,991	19,707	24,034	28,001	32,287
Net Inflow (Outflow) for the year	3,716	4,326	3,968	4,286	4,016
Closing cash balance	19,707	24,034	28,001	32,287	36,303

9. Administrative plan

The administrative plan for the proposed GMR Deemed to be University serves as the compass guiding our journey towards educational excellence and societal impact. As GMRDU embarks on this transformative endeavour, its commitment to innovation, inclusivity, and excellence is unwavering. This comprehensive plan outlines its strategic vision for the next 15 years, providing a roadmap to establish robust administrative structures and processes across various departments. It sets the stage for cultivating a dynamic learning environment, fostering research and innovation, and ensuring the holistic development of its students. With a clear vision and a collective dedication, GMRDU aspires to become a beacon of higher education, enriching lives, and communities for generations to come. Below, we have listed various administrative departments at GMRDU and their 15 year strategic plans.

Registrar Office

The Registrar Office would be the administrative backbone of the university, responsible for maintaining student records, managing academic affairs, and ensuring compliance with regulations. It would play a pivotal role in supporting the institution's mission of academic excellence and growth.

15-Year Administrative Plan for the Registrar Office:

Phase 1 (Years 1-5):

- Implement an electronic student records management system.
- Streamline admissions and registration processes to improve efficiency.
- Develop online transcript request and issuance services.
- Establish a dedicated student support desk.

Phase 2 (Years 6-10):

- Enhance data security and privacy measures for student records.
- Integrate registrar services with the university's online learning platform.
- Implement an alumni engagement program.
- Conduct regular audits of academic records for accuracy.

Phase 3 (Years 11-15):

- Expand registrar services to support online and international education initiatives.
- Introduce blockchain technology for secure credential verification.
- Establish partnerships with industry for internship and placement opportunities.
- Develop a comprehensive digital archive of academic records.

Controller of Examination

The Controller of Examination would be responsible for conducting fair and efficient examinations, ensuring academic integrity, and managing assessment processes within the university.

15-Year Administrative Plan for the Controller of Examination:

Phase 1 (Years 1-5):

- Digitise examination processes, including online exam registration and result publication.
- Implement strict anti-plagiarism measures.
- Enhance exam security and reduce incidents of cheating.
- Establish grievance redressal mechanisms for students.

Phase 2 (Years 6-10):

- Expand the use of AI and proctoring technology for online exams.
- Implement continuous assessment models.
- Develop a centralised question bank for faculty use.
- Enhance accessibility for differently-abled students during exams.

Phase 3 (Years 11-15):

- Collaborate with academic departments to ensure alignment of assessment methods with learning outcomes.
- Explore adaptive testing and personalised assessment strategies.
- Introduce online certification and badging for non-degree programs.
- Establish partnerships with external accreditation bodies.

Director Administration

The Director of Administration would oversee various administrative functions that keep the university running smoothly, including facilities management, resource allocation, and budgeting.

15-Year Administrative Plan for the Director Administration:

Phase 1 (Years 1-5):

- Conduct a comprehensive assessment of administrative processes.
- Implement energy-saving initiatives to reduce operational costs.
- Develop a transparent budgeting process.
- Upgrade security measures across the campus.

Phase 2 (Years 6-10):

- Establish a centralized helpdesk for administrative queries.
- Enhance the sustainability of campus infrastructure.
- Implement resource allocation models based on academic priorities.
- Develop a disaster recovery and business continuity plan.

Phase 3 (Years 11-15):

- Promote a culture of continuous improvement in administrative services.
- Expand the use of data analytics for resource allocation.
- Collaborate with industry for internships and research partnerships.
- Explore public-private partnerships for infrastructure development.

Student Affairs

The Student Affairs department would be responsible for fostering a vibrant campus community, supporting student well-being, and enhancing the overall student experience.

15-Year Administrative Plan for the Student Affairs:

Phase 1 (Years 1-5):

- Conduct a comprehensive survey to assess student needs and preferences.
- Establish mentorship and counselling programs.
- Promote diversity and inclusion initiatives.
- Enhance extracurricular activities and clubs.

Phase 2 (Years 6-10):

- Develop a comprehensive career services centre.
- Implement health and wellness programs.
- Strengthen alumni engagement and networking opportunities.
- Establish a student leadership development program.

Phase 3 (Years 11-15):

- Expand international exchange and study abroad programs.
- Create a centralised platform for student support services.
- Collaborate with local communities for social outreach programs.
- Monitor and improve student satisfaction and retention rates.

Resource Allocation and Budgeting

The Resource Allocation and Budgeting department manages the financial aspects of the university, allocating resources efficiently to support academic and administrative priorities.

15-Year Administrative Plan for Resource Allocation and Budgeting:

Phase 1 (Years 1-5):

- Develop a transparent and participatory budgeting process.
- Implement cost-saving measures while maintaining quality.
- Assess revenue diversification opportunities.
- Conduct regular financial audits.

Phase 2 (Years 6-10):

- Establish an endowment fund and encourage fundraising efforts.
- Optimise resource allocation based on academic performance.
- Explore partnerships with industry for research funding.
- Enhance financial forecasting and planning capabilities.

Phase 3 (Years 11-15):

- Expand scholarship and financial aid programs.
- Promote financial literacy among students and staff.
- Evaluate long-term investments in sustainable initiatives.
- Maintain a contingency fund for unforeseen circumstances.

Infrastructure and Facilities Management

The Infrastructure and Facilities Management department would be responsible for maintaining and improving the physical infrastructure of the university, ensuring a safe and conducive learning environment.

15-Year Administrative Plan for Infrastructure and Facilities Management:**Phase 1 (Years 1-5):**

- Conduct a campus-wide infrastructure audit.
- Prioritise maintenance and repair projects.
- Implement eco-friendly initiatives for energy and water conservation.
- Upgrade security and surveillance systems.

Phase 2 (Years 6-10):

- Plan for campus expansion and modernization.
- Incorporate smart technologies for energy efficiency.
- Improve landscaping and green spaces.
- Ensure compliance with safety regulations.

Phase 3 (Years 11-15):

- Develop a long-term campus master plan.
- Establish partnerships with government agencies for infrastructure development grants.
- Promote sustainable transportation options.
- Continuously assess and upgrade IT infrastructure.

Human Resources

The Human Resources department would manage the recruitment, development, and well-being of the university's faculty and staff, ensuring a conducive working environment and compliance with various legal and regulatory requirements.

15-Year Administrative Plan for Human Resources:

Phase 1 (Years 1-5):

- Streamline recruitment and onboarding processes.
- Implement performance evaluation and professional development programs.
- Enhance employee benefits and wellness initiatives.
- Promote diversity and inclusion in hiring practices.

Phase 2 (Years 6-10):

- Develop leadership training programs for faculty and staff.
- Foster a culture of innovation and continuous improvement.
- Expand support services for international faculty and staff.
- Implement flexible work arrangements.

Phase 3 (Years 11-15):

- Establish a knowledge management system for institutional knowledge retention.
- Promote research collaborations among faculty.
- Enhance succession planning and talent management.
- Conduct regular surveys to assess employee satisfaction and engagement.

Institutional Social Responsibility

Institutional Social Responsibility department would focus on the university's commitment to societal and environmental well-being, through community engagement and sustainable practices.

15-Year Administrative Plan for Institutional Social Responsibility:

Phase 1 (Years 1-5):

- Identify and prioritise community engagement initiatives.
- Establish partnerships with local NGOs and community organizations.
- Implement sustainable campus practices, such as waste reduction and recycling.
- Promote awareness of social and environmental issues among students and staff.

Phase 2 (Years 6-10):

- Expand outreach programs to address regional and national challenges.
- Develop a social responsibility curriculum and research initiatives.
- Monitor and report on sustainability and CSR efforts.
- Engage in disaster relief and humanitarian aid efforts.

Phase 3 (Years 11-15):

- Establish a dedicated Centre for Social Responsibility and Sustainability.
- Strengthen international collaborations for global impact.
- Integrate social responsibility into the university's strategic plan.
- Regularly assess and enhance the impact of CSR initiatives.

These 15-year administrative plans aim to enhance the functioning and impact of each department within the university, aligning them with the institution's long-term goals and vision for academic excellence and societal contributions.

10. Governance plan

The GMRDU shall fully comply with the UGC guidelines on Governance of a Deemed to be University. The principal governing bodies of GMRDU shall be the Executive Council, Academic Council, Finance Committee, and the Board of Studies. The roles and powers of these governing bodies are described in the sections below.

Executive Council

The Executive Council shall be the principal executive body of the Institution Deemed to be University. Executive Council shall be headed by the Vice Chancellor and will consist of not less than 9 and not more than 15 members, as prescribed by the UGC guidelines. The Executive Council shall discharge the following duties:

1. The Executive Council shall have the power of management and administration of the GRMDU and the conduct of all administrative affairs of the University not otherwise provided for.
2. The Executive Council shall be the final decision-making body of GMRDU in respect of every matter of the University, including in the academic, administrative, personnel, financial, developmental matters.
3. Subject to the provisions of UGC's Regulations and Rules of the Institution Deemed to be University, the Executive Council at GMRDU shall, in addition to all other powers vested in it, have the following powers, namely:
 - i. to appoint such Professors, Associate Professors, Assistant Professors, and other academic staff, including Chairs, as may be necessary, on the recommendation of the Selection Committee constituted for the purpose and to fill up temporary vacancies therein.
 - ii. to regulate and enforce discipline among employees in accordance with the rules.
 - iii. to provide for the appointment of Visiting Professors, Emeritus Professors, Professor of Practice, Consultants, Scholars, etc., and determine the terms and conditions of such appointments.
 - iv. to exercise such other powers and perform such other duties as may be conferred or imposed on it by the UGC's Regulations and Rules of the Institution Deemed to be University.

Academic Council

The Academic Council shall be the principal academic body of GMR deemed to be University and, subject to the provision of UGC's Rules of the Institution Deemed to be University, shall co-ordinate and exercise general supervision over the academic policy of the University.

1. To exercise general supervision over the academic policies of GMRDU and to give direction regarding methods of instruction, co-ordination of teaching among Departments/ Faculties/ Schools/ Centres, evaluation of research and improvement of academic standards.

2. To bring about and promote inter-departmental, inter-faculty, inter-school, inter-centre co-ordination and to establish or appoint such committees or boards as may be deemed necessary for the purpose.
3. To consider matters of general academic interest either on its own initiative, or on a reference by a Department/Faculty/School/Centre or the Executive Council, and to take appropriate action thereon.
4. To prescribe courses/programmes of study leading to degree and diploma of GMRDU.
5. To make arrangements for the conduct of examinations in conformity with the Rules/Byelaws.
6. To maintain proper standards of the examinations.
7. To recognise diplomas and degrees of universities and other Institutions and to determine equivalence with the diplomas and degrees of GMRDU.
8. To institute Fellowships, Scholarships, Medals, Prizes, etc.
9. To frame rules covering the academic functioning of GMRDU, admissions, examinations, award of fellowships and studentships, free-ships, concessions, attendance, discipline, residence, etc.
10. To take a periodical review of the activities of the departments/centres and to take appropriate action to maintain and improve standards of instruction.
11. To recommend institution of teaching posts (Professors, Associate Professors, and Assistant Professors) to the Executive Council.
12. To make recommendations to the Executive Council.
13. To exercise such other powers, and to perform such other duties, as may be conferred or imposed upon it by the Rules.

Finance Committee

The Finance Committee shall be the principal finance body of GMRDU. It shall oversee the annual accounts and financial estimates of the institution, recommends the annual budget, and submits the revised estimates to the Board of Management for their approval. Powers and Functions of the Finance Committee as prescribed by UGC guidelines are as follows:

1. To consider the annual accounts and financial estimates of GMRDU and submit them to the Board of the Management for approval.
2. To consider and recommend the annual budget and revised estimates to the Board of Management.
3. To fix limits of the total recurring expenditure and the total nonrecurring expenditure of the year based on the income and resources of the University.

Board of Studies

There shall be one Board of Studies for each Department /School of GMRDU. Subject to the overall control and supervision of the Academic Council, the functions of a Board of Studies shall be to approve subjects for research for various degrees and other requirements of research degrees and to recommend to the concerned School Board in the manner prescribed by the Rules:

- a) Courses of studies
- b) Appointment of supervisors for research
- c) Measures for the improvement of the standards of teaching and research

D. Details of the Sponsoring Body

About Sponsoring Body

Name of Sponsoring Body: GMR Varalakshmi Foundation

Headquarters: Rajam, Andhra Pradesh

Registration No.: 42195

Month/Year of Establishment: December 2003

The GMR Varalakshmi Foundation (GMRVF) is sponsoring the proposed GMR deemed to be University. The foundation was incorporated as a Section 25 company on 9-Dec-2003 under the Companies Act, 1956.


The GMR Group (www.gmrgroup.in) is India's leading global infrastructure conglomerate with interests in Airport, Energy, Transportation and Urban Infrastructure, Health, and Education. Founded by Grandhi Mallikarjuna Rao in 1978, the GMR Group has successfully leveraged its core strengths to implement several iconic infrastructure projects in India and abroad.

The Group has fifteen power generation projects of which eleven are operational and four are under various stages of development and four coal mines, seven operating road assets and six railway projects. The GMR Group has developed and operates India's busiest and amongst the best airports in the world – Indira Gandhi International Airport in New Delhi and Rajiv Gandhi International Airport at Hyderabad, India's first Greenfield Airport Project. GMR Infrastructure in partnership with Megawide Construction Corporation has developed and operates Mactan Cebu International Airport (MCIA) in the Philippines. GMR Goa International Airport Limited (GGIAL), a subsidiary of GMR Airports Limited (GAL), is developing a Greenfield Airport at Mopa in North Goa. This Airport Project is based on the Public-Private Partnership (PPP) model, which is based on a Design, Build, Finance, Operate and Transfer (DBFOT) basis. GMR Airports Limited, a subsidiary of GMR Infrastructure Ltd, will Develop, Operate and Manage the New International Airport of Heraklion at Crete in partnership with Greek infrastructure major TERNA S.A. (100% subsidiary of GEK TERNA Group). The Group is also developing two Special Investment Regions at Krishnagiri and Kakinada and India's largest Smart Airport City near Hyderabad International Airport. Dedicated to Sustainable Development Goals, the GMR Group has been doing community service through its CSR (Corporate Social Responsibility) arm—the GMR Varalakshmi Foundation (GMRVF).

For more than 25 years, GMR Varalakshmi Foundation has carried out community-based development initiatives at 25 different locations in the areas of education; health, hygiene and sanitation; empowerment and livelihoods; and community development. GMRVF has for decades lived up to its vision: "Make a sustainable impact on the human development of under-served communities through initiatives in education, health and livelihoods." GMR Group's foray into the education sector has endowed it with invaluable experience in the Indian scenario, especially how to leverage its expertise in imparting interactive teaching-learning and training and development – a track record of rich experience that speaks volumes of how the Group's CSR activities have created a niche in the education sector.

Registration certificate

Company No : 01-42195


सत्यमेव जयते

**FRESH CERTIFICATE OF INCORPORATION
CONSEQUENT ON CHANGE OF NAME**

In the Office of the Registrar of Companies,
Andhra Pradesh, Hyderabad

(Under the Companies Act, 1956 (1 of 1956))

IN THE MATTER OF GMR FOUNDATION (Under Section 25)

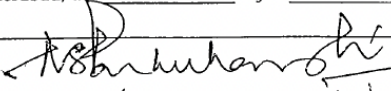
I hereby certify that GMR FOUNDATION (Under Section 25)


_____ was
originally incorporated on NINTH day of DECEMBER 2003
under the companies Act, 1956, under the name M/s _____
GMR FOUNDATION (Under Section 25)

The said M/s. GMR FOUNDATION (Under Section 25)
_____ having duly passed
necessary resolution under section 21/22 (1) (e) / 22 (1) (b) of the companies Act, 1956
and also having obtained the approval of the Central Government in writing vide letter
RAP/TA.VI/Sec.21/42195/2005 THIRTY FIRST DAY OF MARCH 2005
No. _____ dated _____ of Registrar
of Companies, Andhra Pradesh, Department of Company Affairs has changed its name
to GMR VARALAKSHMI FOUNDATION (U/S 25)

This certificate is issued pursuant to section 23(1) of the said Act.

Given under my hand at Hyderabad, this THIRTY FIRST day of MARCH
Two Thousand and FIVE.


(N. S. PONNUNAMBI)
REGISTRAR OF COMPANIES
ANDHRA PRADESH : HYDERABAD.



Name, Address and Contact details of the Managing Person/ Trustee:

Dr. J. Girish, Director Education, GMR Nagar, GMRT, Rajam, Andhra Pradesh

Email ID: girish.jammigumpula@gmrgroup.in

Composition of Governing Body/ Managing Body:

Executive Committee Members of the Sponsoring Body

Vision of the Sponsoring Body

The vision of the Foundation is "to make sustainable impact on the human development of under-served communities through initiatives in Education, Health and Livelihoods."

Mission of the Sponsoring Body

To develop social infrastructure and enhance the quality of life of communities around the locations where the Group has a presence.

Composition of Governing Body/ Managing Body

Executive Committee Members of the Sponsoring Body

Sl. No.	Name of the Member	Designation
1	Mr. Grandhi Mallikarjuna Rao	Director
2	Mrs. Grandhi Varalakshmi	Director
3	Mr. Srinivas Bommidala	Director
4	Mrs. Ramadevi Bommidala	Director
5	Mr. Buchisanyasi Raju Grandhi	Director
6	Mrs. Satyavathi Smitha Grandhi	Director
7	Mr. Kiran Kumar Grandhi	Director
8	Mrs. Grandhi Ragini	Director
9	Mr. Venkata Nageswararao Boda	Director
10	Mr. Sudhakar Rao	Independent Director
11	Mr. Sadhu Ram Bansal	Independent Director
12	Mr. Som Mittal	Independent Director
13	Mr. Maheshwar Peri	Independent Director
14	Mr. K.V.Choudhary	Independent Director

Advisory Board

An advisory has been established to link a group of National and International experts, who could provide us with the strategic guidance that we would need to establish the GMR Deemed to be University. The goal is to nurture the development of the University as an Institution with excellent academics, that is equivalent to the best in the world and, over time, to make it the powerhouse of innovation and creative leadership. The board would meet twice a year.

BOARD MEMBER	EXPERIENCE AND EXPERTISE
Dr. Ashwani Lohani	CEO, GMRVF Former Chairman of Railway Board and Chairman and MD of Air India
Sri. K. V. Chowdary	Board of Directors, GMRVF Former Chairman of Central Board of Direct Taxes, Central Vigilance Commissioner of India
Sri. T. Sivaram	IT Advisor, GMR group
Sri. Rishi Mehta	CSO, IT Integration
Sri. Maheshwer Peri	Board of Directors, GMRVF
Sri. Natarajan Ranganathan	Founder at Foundation Partners

Track Record of Sponsoring Body

The sponsoring body has a prior 25 years of experience in the Higher Education sector. The prior experience includes offering undergraduate and post-graduate programmes in Engineering and undergraduate programmes in Commerce and Basic Sciences. Additionally, the sponsoring body has experience in running several schools and imparting skills and employability training.

Track Record in Imparting Education

The GMR Group through GMRVF has been successful in running educational institutions in primary, secondary, and higher education sectors that too in different domains. It has expertise in all formats of general education, technical education (UG and PG programmes), management education (b-school), etc. While the general CBSE-affiliated schools are in operation at GMRV DAV Public School, Rajam, AP (active since 2001), SML DAV Public School, Palakonda, AP (active since 2004), GMR Chinmaya Vidyalaya, Shamshabad, Telangana (active since 2008), GMR Group has been at the forefront of higher education in general (UG -Intermediate Science and Commerce) and Degree (B. Sc. and B. Com) programmes through SGCSR College at Rajam (active since 1995), technical education (B. Tech & M. Tech.) through the illustrious flagship autonomous college GMR Institute of Technology (GMRIT), Rajam, Vizianagaram District, AP (active since 1997), and management education via GMR School of Business, Hyderabad (active since 2014).

Track Record in Imparting Technical Education and R&D Work

In the domain of higher education, the GMR Group is known for its innovative outcome-based programmes and pedagogies. A lush-green beautiful *smart* campus that has achieved AICTE's 1st Rank in AICTE National Level Clean & Smart Campus Awards 2019-2020 and 2nd Rank in 2020-2021. Affiliated to JNTU Kakinada, the GMR Institute of Technology is a UGC-recognized, AICTE-approved technical educational institute that runs NAAC- and NBA-accredited B.Tech. programmes and M. Tech programmes in all major engineering subjects. An NBA Tier-I Autonomous college, GMRIT has been

accredited by all prestigious accrediting organizations. For its quality education, GMRIT has achieved a *Silver rating in AICTE - CII - 2020 Ranking Survey - December 2020*. Its constant improvement in NIRF ranking is evidence of its commitment to quality and excellence both in teaching and research. GMRIT Ranked in the Band of 50 to 75 in ATAL Ranking of Intuitions on Innovation Achievements (ARIIA) - August 2020. GMRIT Ranked 1st in the State of AP, and 16th in India in the category of "Outstanding Engineering Colleges of Excellence-2020" by CSR-GHRDC-August 2020. With a state-of-the-art AI Lab, CoEs of IBM and top industries, GMRIT has been in demand for its track record of providing placements to its eligible students. While 90% of GMRIT's faculty have doctorates, the institute boasts high-impact publications in SCI, SCOPUS, WoS indexed journals. GMRIT which is awarded 12b status from UGC has also an enriching track record in research and development (R&D). GMRIT has been granted several major research grants from central government agencies like ISRO, DST, etc. GMRIT's currently running Rs 1.59 crore DST-sponsored Common Facility Centre for Bamboo Processing at GMR Institute of Technology, Rajam (2020-2023) is just a case in point. Known for its outreach programmes and student achievement records, GMRIT is always in the news for all the right reasons.

Expertise in Imparting Management Education

GMR Group established the GMR School of Business, Hyderabad in 2013 to offer an international standard Master of Business Administration (MBA) with the partnership of Schulich School of Business of York University, Toronto, Canada. Schulich offers the first year of its MBA programme at its Hyderabad GMR campus, taught by the same award-winning faculty members who regularly teach at the Schulich's Toronto campuses. In the second year of the MBA India program, students study in Toronto and customize their studies by choosing and combining from Schulich's 17 MBA specializations Accredited by the All India Council for Technical Education (AICTE), the GMR School of Business offers MBA with Capstone-based projects. With great placement opportunities, the average salary of an MBA pass out of the GMR Business School stands at \$93,100 at present.

Expertise in Imparting Skills & Employability Training

GMR Group, through its GMRVCEL (GMR Varalakshmi Centre for Empowerment and Livelihoods–Hyderabad, a branch of GMRVF) at Shamshabad, Telangana, is a Skill Development Centre supported under CSR of GMR Hyderabad International Airport Limited, which has been offering several skill-based training facilities to the unemployed youth from across the state since 2008. Besides offline training, online and blended learning are in use (due to the Covid pandemic). To empower the youth, GMRVF introduced customized online training classes, which could be accessed by the candidates from the safety of their homes. The courses under blended learning methods include – Drywall & False Ceiling Technician, Excavator Operator, Welding Technician, Refrigeration and Air Conditioning Technician, Automobiles and Two-wheeler Repairing, Solar Technician, Electrical House Wiring, Hotel Management (F&B), Computers – MS Office & DTP (Only for Women), and Tailoring. All school and college dropout youth are eligible to join these courses.

GMRVF has adapted all available courses (except Driving) into the 'Blended Learning Method'. This approach combines online educational literature and opportunities for virtual interaction, along with physical training (to be conducted once the centre opens as per Govt. guidelines). The course is also

beneficial as it offers students some element of control over their time, place, path, or pace. For this training module, the candidates who are selected are being given online training classes in their respective line of subjects. They are taught Selected Job Role content, Soft Skills, and Spoken English and are also assessed through Online Assessments during these sessions. Once the centre operations recommence as per the govt guidelines, the practical sessions will be imparted to these candidates. Through this way of online teaching methodology, the students are not at a loss in any manner and stand to benefit from the education that they get.

Expertise in Healthcare Management

GMR Group has been running the 200-bedded multi-speciality hospital, GMR Varalakshmi CARE Hospital, a wing of GMR Varalakshmi Foundation, since 2011. To supplement its medical, surgical, advanced diagnostic and treatment services, GMR Varalakshmi CARE Hospital offers patient care services. The Clinical Laboratories at GMR CARE Hospital provide a wide-range list of regular, dedicated and state-of-the-art laboratory tests to the patients who seek care at GVCH, but also provide reference testing to local physician practices, and to other hospitals and institutions in Connecticut, and beyond. Clinical Tests include Liquid Chemistry Analyzer, Blood Coagulation Analyzer, Haematology Analyzer, Electrolyte Analyzer, Urine Strip Analyzer, Binocular Microscope, Trinocular Microscope, Automated Immunology Analyzer Laminar flow with Biosafety cabinet, and Blood Culture system. that support a strong focus on wellness and health improvement in several areas. Considered to be the lifeline in the community, GMR Varalakshmi CARE Hospital has proved its efficacy as a Government-approved Covid 19 Treatment Centre.

GMR Group's track record in imparting quality education with a strong commitment to community service renders it a viable operator to provide quality education by virtue of its expertise in building state-of-the-art infrastructure, outcome-based curricula and pedagogy, R&D ecosystem, international collaboration, just to name a few of its USPs.

E. Land Ownership Documents

The GMR Group understands that the land ownership is a pivotal factor in the establishment and development of a university. Securing the right land is not merely a matter of logistics; it is a strategic decision that can profoundly impact the institution's growth, academic excellence, and long-term sustainability.

Firstly, the choice of land must align with the university's vision and mission. It should be accessible to students and faculty, fostering a sense of community and facilitating engagement. Additionally, the location should provide space for expansion, allowing the university to grow and adapt to changing educational needs.

Land ownership also plays a crucial role in financial stability. Owning the land outright can save substantial long-term costs, as leasing or renting can be financially burdensome. Moreover, owning the land provides the university with greater control over its physical infrastructure, enabling efficient planning and development.

Furthermore, land ownership can enhance the university's reputation and attractiveness to students and faculty. A well-maintained, aesthetically pleasing campus can significantly contribute to a positive learning environment and a sense of belonging.

In conclusion, land ownership for the development of a university is not just a legal formality; it is a strategic decision that can impact the institution's future profoundly. The choice of land, how it is acquired, and how it is developed are all integral components in shaping the university's success and legacy.

Land ownership documents are provided as *Annexure 7*.

F. Certificates issued by the NAAC, NBA, or NIRF

The relevant NAAC certificate of accreditation are enclosed as *Annexure 1*.

The AICTE approval letters are enclosed as *Annexure 3*.

The NBA accreditation letters are enclosed as *Annexure 4*.

G. Approval of the relevant Statutory Bodies for conducting the Professional Courses

The AICTE approval letters are enclosed as *Annexure 3*.

The NBA accreditation letters are enclosed as *Annexure 4*.

H. Existing Academic and Physical Infrastructure

GMRIT has a total built up area of 57,948 square metres in academic and physical infrastructure as specified by various statutory bodies. Details of existing GMRIT infrastructure, duly certified by an architect, is provided as *Annexure 2*. Furthermore, photos of existing infrastructure at GMRIT are provided as *Annexure 6*.

Below is a summary of the currently built infrastructure at GMRIT:

Location	Area
Block 1	3252
Block 2	3572
Block 3	3537
Block 4	4016
Block 5	5230
Block 6	5308
Workshop Complex	2751
Estate office Complex	773
Bridge	363
Hostel Complex	26968
Security Complex	70
Canteen/SAC/Cycle Shed Complex	2107
Total Area	57948

The breakup of total built up area is:

Category	Available
Instruction Area	14670
Administration Area	4212
Amenities Area	31490
Common Circulation Area	7576
Total Area	57948

I. Financial sustainability and corpus fund being created in the name of the Proposed Institution

Financial sustainability for GMRDU is achieved by generating positive surplus. As highlighted in the Balance Sheet below, GMRDU starts generating positive surplus from year 3 of operations. GMRDU plans to transfer 50% of positive retained earnings to Corpus Fund.

Balance Sheet	Phase 1 (INR Lakh)					
	Y0	Y1	Y2	Y3	Y4	Y5
Assets						
Fixed Assets						
Land and Site Development	-	-	-	-	-	-
University Building	935	1,994	3,281	4,909	6,999	9,144
Hostel Infrastructure	-	-	-	241	710	1,221
Staff Accommodation	-	-	446	891	891	891
Furnishing (Furniture, fittings & fixtures)	275	578	935	1,375	1,925	2,475
Equipment	191	591	852	1,295	1,687	2,169
Others Assets	1,039	1,094	1,149	1,171	1,193	1,215
Total Assets	2,440	4,256	6,662	9,882	13,404	17,115
Less: Accumulated Depreciation	(197)	(950)	(1,834)	(2,964)	(4,358)	(6,008)
Net Fixed Assets	2,243	3,305	4,828	6,918	9,046	11,107
Current Assets						
Cash	175	182	264	235	265	269
Other Assets						
Endowment with Govt	2,500	2,500	2,500	2,500	2,500	2,500
Total Assets	4,918	5,987	7,592	9,652	11,811	13,877
Liabilities						
Sponsoring body's contribution	1,700	2,050	2,700	3,250	3,450	3,450
Outstanding term loans	3,400	4,100	5,060	5,750	5,610	4,960
Students' security deposits	-	462	526	611	706	830
Retained Earnings						
Opening balance	-	(182)	(625)	(694)	21	1,012
Net surplus for the year	(182)	(443)	(69)	736	2,004	2,592
Transferred to corpus fund	-	-	-	(21)	(1,012)	(1,802)
Net Retained Earnings	(182)	(625)	(694)	21	1,012	1,802
Corpus Fund						
Opening balance	-	-	-	-	21	1,033
Transfer from Retained Earnings	-	-	-	21	1,012	1,802
Total corpus fund	-	-	-	21	1,033	2,835
Total Liabilities	4,918	5,987	7,592	9,652	11,811	13,877

GMRDU shall create a Corpus Fund of Rs. 28.35 crores at the end of phase 1.

Balance Sheet	Phase 2 (INR Lakh)				
	Y6	Y7	Y8	Y9	Y10
Assets					
Fixed Assets					
Land and Site Development	-	-	-	-	-
University Building	11,124	12,815	14,432	15,260	16,107
Hostel Infrastructure	1,670	2,092	2,490	2,703	2,936
Staff Accommodation	891	891	891	891	891
Furnishing (Furniture, fittings & fixtures)	2,970	3,383	3,768	3,960	4,153
Equipment	2,608	2,991	3,472	3,933	4,227
Others Assets	1,237	1,292	1,374	1,484	1,594
Total Assets	20,500	23,463	26,426	28,231	29,907
Less: Accumulated Depreciation	(7,849)	(9,811)	(11,885)	(13,924)	(15,913)
Net Fixed Assets	12,651	13,652	14,541	14,307	13,994
Current Assets					
Cash	1,325	3,658	6,645	11,279	15,991
Other Assets					
Endowment with Govt	2,500	2,500	2,500	2,500	2,500
Total Assets	16,476	19,810	23,686	28,086	32,485
Liabilities					
Sponsoring body's contribution	3,450	3,450	3,450	3,450	3,450
Outstanding term loans	4,270	3,580	2,890	2,200	1,510
Students' security deposits	958	1,066	1,161	1,247	1,291
Retained Earnings					
Opening balance	1,802	2,481	3,199	3,835	4,420
Net surplus for the year	3,161	3,917	4,470	5,005	5,045
Transferred to corpus fund	(2,481)	(3,199)	(3,835)	(4,420)	(4,732)
Net Retained Earnings	2,481	3,199	3,835	4,420	4,732
Corpus Fund					
Opening balance	2,835	5,316	8,515	12,350	16,770
Land for University	-	-	-	-	-
Transfer from Retained Earnings	2,481	3,199	3,835	4,420	4,732
Total corpus fund	5,316	8,515	12,350	16,770	21,502
Total Liabilities	16,476	19,810	23,686	28,086	32,485

GMRDU shall continue transferring 50% of positive surplus towards Corpus fund for university. At the end of phase 2, GMRDU shall create a corpus of Rs. 215 crores.

Balance Sheet	Phase 3 (INR Lakh)				
	Y11	Y12	Y13	Y14	Y15
Assets					
Fixed Assets					
Land and Site Development	-	-	-	-	-
University Building	16,973	17,606	18,381	18,645	18,645
Hostel Infrastructure	3,152	3,348	3,543	3,655	3,655
Staff Accommodation	891	891	891	891	891
Furnishing (Furniture, fittings & fixtures)	4,345	4,483	4,648	4,703	4,703
Equipment	4,509	4,719	4,934	5,125	5,304
Others Assets	1,704	1,842	1,979	2,144	2,309
Total Assets	31,574	32,888	34,375	35,162	35,506
Less: Accumulated Depreciation	(17,856)	(19,718)	(21,529)	(23,217)	(24,745)
Net Fixed Assets	13,717	13,170	12,846	11,945	10,761
Current Assets					
Cash	19,707	24,034	28,001	32,287	36,303
Other Assets					
Endowment with Govt	2,500	2,500	2,500	2,500	2,500
Total Assets	35,925	39,704	43,347	46,733	49,564
Liabilities					
Sponsoring body's contribution	3,450	3,450	3,450	3,450	3,450
Outstanding term loans	820	470	190	40	-
Students' security deposits	1,336	1,376	1,411	1,444	1,461
Retained Earnings					
Opening balance	4,732	4,408	4,249	4,069	3,786
Net surplus for the year	4,084	4,089	3,888	3,503	2,854
Transferred to corpus fund	(4,408)	(4,249)	(4,069)	(3,786)	(3,320)
Net Retained Earnings	4,408	4,249	4,069	3,786	3,320
Corpus Fund					
Opening balance	21,502	25,910	30,159	34,228	38,013
Land for University	-	-	-	-	-
Transfer from Retained Earnings	4,408	4,249	4,069	3,786	3,320
Total corpus fund	25,910	30,159	34,228	38,013	41,333
Total Liabilities	35,925	39,704	43,347	46,733	49,564

GMRDU shall continue transferring 50% of positive surplus towards Corpus fund for university. At the end of phase 3, GMRDU shall create a corpus of Rs. 413 crores.

J. Undertaking by the proposed institution

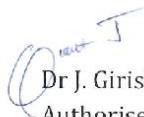


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30-Oct-2023

UNDERTAKING

This is to undertake that the proposed GMR Deemed to be University shall abide by all the provisions of the provisions of the University Grants Commission (Institutions deemed to be Universities) Regulations, 2023 and comply to provisions and regulations of all applicable statutory bodies.


Dr J. Girish
Authorised Signatory

Dr. J. Girish
Director - Education
GMR Varalakshmi Foundation
Rajam-532127, AP, India

Registered Office:
Community Centre, Vijaya Vittala

K. A letter of commitment from the respective Government in the case of institutions that are fully or partially funded by the State or Central Government

The proposed institution is not funded by the state or central government; hence, this requirement is not applicable.