International Institute of Information Technology Bangalore

INSTITUTIONAL DEVELOPMENT PLAN

2026–2036

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Executive Summary

The Institutional Development Plan (IDP) 2026–2036 provides a ten-year framework for the next phase of development of IIIT-Bangalore. It seeks to consolidate the Institute's strengths in information technology and related disciplines, expand its academic portfolio in a calibrated manner, build internationally competitive research capabilities, promote innovation and technology translation, and ensure that growth is supported by appropriate physical, digital, residential and student-support infrastructure.

The Plan is organised around ten interrelated thrust areas:

(1) Academic Excellence and Programme Development;

(2) Research and Development; (3) Innovation, Entrepreneurship and Technology Transfer;

(4) Academic Infrastructure and Research Facilities;

(5) Residential Infrastructure and Campus Living;

(6) Allied Infrastructure, Student Development and Campus Life;

(7) Human Resources, Governance and Institutional Effectiveness;

(8) Digital Transformation, Partnerships and Financial Sustainability;

(9) Continuing Professional Education, Lifelong Learning and Digital Education; and

(10) Examination Reforms, Digital Assessment and Academic Integrity.

The current institutional trajectory envisages regular on-campus student strength rising from approximately 1,500 in 2024–25 to 3,500 by 2032–33, with that level maintained in 2033–34. The programme-wise projection provided in the provisional IDP estimates 3,393 students in 2032. The prospective academic-programme proposal identifies additional BTech/IMTech and MTech offerings; their proposed intakes must be reconciled with the existing enrolment model before the institutional trajectory is finalised.

The Plan adopts a capacity-led approach. Programme and intake growth will be aligned with faculty availability, research supervision, laboratories, computing, hostels, dining, sports, student support and sustainable financial resources. Research development will be organised around four connected hubs-AI, 6G, IoT and Geospatial Technology-with shared facilities and a common pathway from research to prototype, validation and partner adoption.

This remains a strategic and evolving document. Department-specific plans, faculty and staff projections, research baselines, hub-wise annual work plans, infrastructure requirements, financial estimates and performance indicators are to be refined through consultation with departments, research leadership and functional heads.

1. Vision and Mission

The IIIT-B IDP shall be anchored in the formally approved Vision and Mission of IIIT-Bangalore.

Vision: To contribute significantly to Information Technology for transforming the lives of individuals & society and efficient conduct of sustainable businesses, social enterprises, and governments through continuous innovation in Information Technology education, research, and entrepreneurship.

Mission: To build on the track record set by India in general and Bangalore in particular, to enable India to play a key role in the global IT scenario through a world class institute with a focus on education and research, entrepreneurship and innovation.

The IDP is intended to translate the approved Vision and Mission into a phased institutional roadmap, with strategic objectives, initiatives, resource requirements, responsibilities and measurable outcomes.

2. Introduction

The International Institute of Information Technology Bangalore (IIIT-Bangalore), established in 1998, is a Deemed-to-be University with a specialised focus on information technology, advanced computing, interdisciplinary education, research and industry engagement. The Institute's academic and research activities span computer science, electronics and communication engineering, artificial intelligence and data science, digital humanities and societal systems, and related areas.

The IDP for 2026–2036 seeks to provide a structured roadmap for the Institute's next phase of growth. It aims to strengthen academic excellence, enhance research and innovation outcomes, expand educational opportunities in a calibrated manner, and develop the academic, residential and allied infrastructure necessary to support future requirements. It also addresses human resources, institutional effectiveness, partnerships, digital transformation and continuing professional education.

The Plan is designed to be evidence-based and adaptable. It will be refined through departmental inputs, stakeholder consultation, baseline validation, resource assessment and periodic review.

3. Institutional Context and Rationale

3.1 Institutional context

IIIT-Bangalore has developed a specialised academic model combining education, research, innovation and engagement with industry and public-interest technology initiatives. The Institute is entering a phase in which existing strengths can be consolidated while academic, research

and infrastructure capacity is developed to support planned enrolment growth and evolving disciplinary opportunities.

3.2 Opportunities and challenges

Rapid advances in artificial intelligence, data science, cybersecurity, semiconductor technologies, distributed computing and human-centred digital systems are changing the requirements of education, research and industry. These developments create opportunities for new research directions, interdisciplinary collaboration, professional education and stronger partnerships. Sustained progress will depend on faculty recruitment and development, research funding, academic quality, student support, infrastructure capacity and financial sustainability.

3.3 Rationale for the IDP

The IDP provides a framework for setting priorities, sequencing investments and aligning academic expansion with the Institute's capacity. It is intended to connect programme development with faculty requirements, research capability, classrooms, laboratories, computing, hostels and allied student facilities. It will also provide a basis for performance monitoring and resource allocation.

3.4 Planning horizon

The Plan covers 2026–2036. Initiatives will be organised around immediate priorities **(approximately 2 years)**, medium-term development **(approximately 5 years)** and long-term aspirations **(approximately 10 years).** The planning horizons are indicative and may be adjusted to reflect project readiness, regulatory requirements, resources and institutional priorities.

3.5 Academic baseline and future growth

Academic planning will assess existing programmes, student enrolment, faculty strength, research capabilities and academic infrastructure. It will cover regular on-campus BTech, IMTech, MTech, MS and PhD programmes, including sanctioned intake, actual admissions, enrolment, graduation trends, curriculum relevance, student outcomes, faculty availability, research supervision and facilities.

Planning will cover the four academic departments: Computer Science and Engineering (CSE), Electronics and Communication Engineering (ECE), Artificial Intelligence and Data Science (AI & Data Science), and Digital Humanities and Societal Systems (DHSS). Each department will identify existing strengths, improvement needs, possible emerging areas, potential programme development, research priorities and resource requirements.

The initial emphasis will be on strengthening existing programmes while introducing carefully assessed offerings in emerging areas. The prospective programme proposal identifies AI & Robotics, Cybersecurity and Engineering Design at the BTech/IMTech level, and Cybersecurity

and AI & Robotics at the MTech level. These proposals will be evaluated against academic demand, faculty and laboratory capacity, research depth, financial and regulatory feasibility, and the distinctiveness they bring to the Institute.

The prospective programme note records an indicative BTech/IMTech intake of 360 across current programmes (CSE 180, DSAI 90 and ECE 90), with 120 additional seats proposed (AI & Robotics 60, Cybersecurity 30 and Engineering Design 30), giving a proposed total of 480. For MTech, the note records 180 across current programmes (CSE 120, AI & DS 30 and ECE 30), with 60 additional seats proposed (Cybersecurity 30 and AI & Robotics 30), giving a proposed total of 240. These are prospective programme figures and should not be treated as approved annual admissions or added mechanically to the existing student-strength projection.

The programme-wise admissions and graduation projection, the broad institutional student-strength trajectory and the prospective programme-wise intake figures should be reconciled before adoption. Departmental plans will then be consolidated into an Institute-wide academic development framework with measurable outcomes, responsibilities, timelines and indicative resource estimates.

4. Planning Assumptions and Student-Strength Trajectory

The student-strength projections prepared by Dean (Academics) for this draft are used as planning assumptions rather than as unconditional commitments. The Institute should validate the baseline, reconcile the two projection sets, and approve the intake and enrolment trajectory through its established processes.

Planning assumption	Treatment in this IDP
Regular student population	BTech, IMTech, MTech, MS and PhD students enrolled in regular on-campus programmes.
Excluded enrolments	Online programmes and CPE are tracked separately and excluded from the 3,500 regular student target.
Undergraduate intake	BTech and IMTech combined for current projections; split to be determined later.
Growth principle	Academic and student intake growth should be matched by faculty, facilities, residential capacity and financial resources.
Planning horizons	Approximately 2, 5 and 10 years, with annual monitoring.
Provisional target	3,500 regular on-campus students by 2032–33, subject to reconciliation and approval.

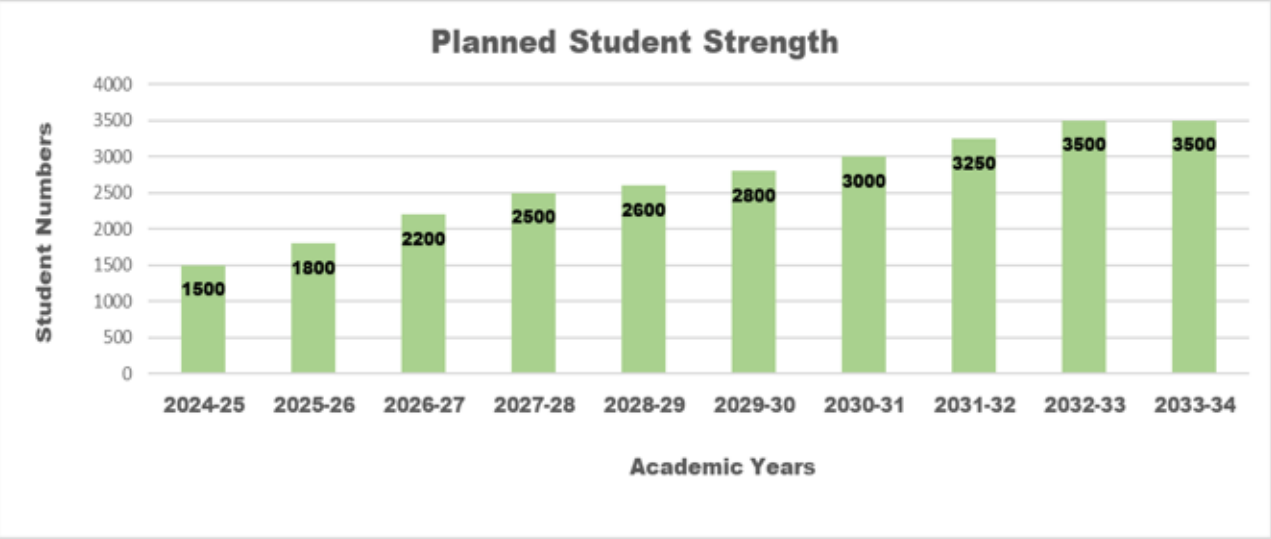
4.1 Programme-wise intake and estimated strength

Year	New MS/PhD admissions	New BTech/IMTech admissions	New MTech admissions	Total new admissions	Graduation	Estimated total count
2023	40	194	194	428	332	1,320
2024	40	240	210	490	314	1,496
2025	40	420	210	670	382	1,784
2026	40	450	210	700	341	2,143
2027	40	480	210	730	414	2,459
2028	40	510	210	760	676	2,543
2029	40	600	210	850	660	2,733
2030	40	690	210	940	690	2,983
2031	40	690	210	940	720	3,203
2032	40	690	210	940	750	3,393

4.2 Broad institutional trajectory

Academic year	Planned student strength
2024–25	1,500
2025–26	1,800
2026–27	2,200
2027–28	2,500
2028–29	2,600
2029–30	2,800
2030–31	3,000
2031–32	3,250
2032–33	3,500
2033–34	3,500

The programme-wise table estimates 3,393 students in 2032, while the broad trajectory targets 3,500 in academic year 2032–33.



5. Strategic Framework and Thrust Areas

The IDP is organised around ten interrelated thrust areas. This Institute-specific framework is aligned with the broad enablers identified in the UGC Guidelines for Institutional Development Plans for Higher Education Institutions (2024); the headings are not represented as verbatim UGC-mandated headings.

1. Academic Excellence and Programme Development
Strengthen existing programmes, maintain academic quality, plan future offerings and improve student outcomes.

2. Research and Development
Enhance research quality, doctoral capacity, funded research, publications, patents and collaboration.

3. Innovation, Entrepreneurship and Technology Transfer
Build a stronger innovation ecosystem, support start-ups, IP, incubation and industry translation.

4. Academic Infrastructure and Research Facilities
Develop classrooms, laboratories, equipment and computing in alignment with approved academic growth.

5. Residential Infrastructure and Campus Living
Provide adequate, safe, accessible and well-managed accommodation and residential services.

6. Allied Infrastructure, Student Development and Campus Life
Strengthen sports, cultural and extracurricular activities, wellbeing, counselling and campus life.

7. Human Resources, Governance and Institutional Effectiveness
Strengthen faculty and staff capability, governance, quality assurance, processes and accountability.

8. Digital Transformation, Partnerships and Financial Sustainability
Improve digital systems, partnerships, resource mobilisation and long-term financial resilience.

9. Continuing Professional Education, Lifelong Learning and Digital Education
Develop professional and executive education, online learning and eligible digital education offerings.

10. Thrust Area 10 - Examination Reforms, Digital Assessment and Academic Integrity

Strengthen academic integrity through secure, transparent and technology-enabled assessment and examination processes.

6. Thrust Area 1 - Academic Excellence and Programme Development

Objective: To strengthen the quality, relevance and distinctiveness of the Institute's academic offerings while ensuring that planned growth is sustainable.

6.1 Proposed strategies and initiatives

- Undertake a programme-wise baseline review of intake, enrolment, graduation, student outcomes, curriculum, faculty and facilities.
- Prioritise consolidation and quality enhancement of existing programmes before substantial expansion.
- Review curricula regularly to incorporate relevant advances in computing, engineering, AI, data science, cybersecurity, digital systems and interdisciplinary education.
- Prepare department-wise academic development plans for CSE, ECE, AI & Data Science and DHSS.
- Evaluate possible new programmes and specialisations only after academic demand, faculty, infrastructure, financial and regulatory feasibility are assessed.

The prospective academic portfolio is set out below for planning and feasibility assessment:

- BTech/IMTech: Existing programmes comprise CSE (180), DSAI (90) and ECE (90), aggregating 360. Proposed additions are AI & Robotics (60), Cybersecurity (30, covering network, systems, hardware and cryptography security) and Engineering Design (30,

covering technology, product design and socio-technical systems). The proposed aggregate intake is 480.

- MTech: Existing programmes comprise CSE (120), AI & Data Science (30) and ECE (30), aggregating 180. Proposed additions are Cybersecurity (30) and AI & Robotics (30), taking the proposed aggregate intake to 240.

These details, together with programme nomenclature, curriculum, faculty requirements, laboratory capacity and financial implications, will be determined through the Institute's academic approval processes through the IIIT-B Senate.

- Promote interdisciplinary electives (NEP 2020 Policy), project-based learning, internships and industry exposure where academically appropriate.
- Strengthen academic advising, student progression monitoring and mechanisms for continuous improvement.

6.2 Indicative monitoring indicators for the outcomes

- Programme-wise baseline and annual review should be completed
- Departmental plans should be approved and periodically reviewed
- Curriculum review cycle and actions should be tracked
- Student progression and graduation indicators should be monitored
- New offerings supported by documented feasibility assessment duly approved by Senate

7. Thrust Area 2 - Research and Development

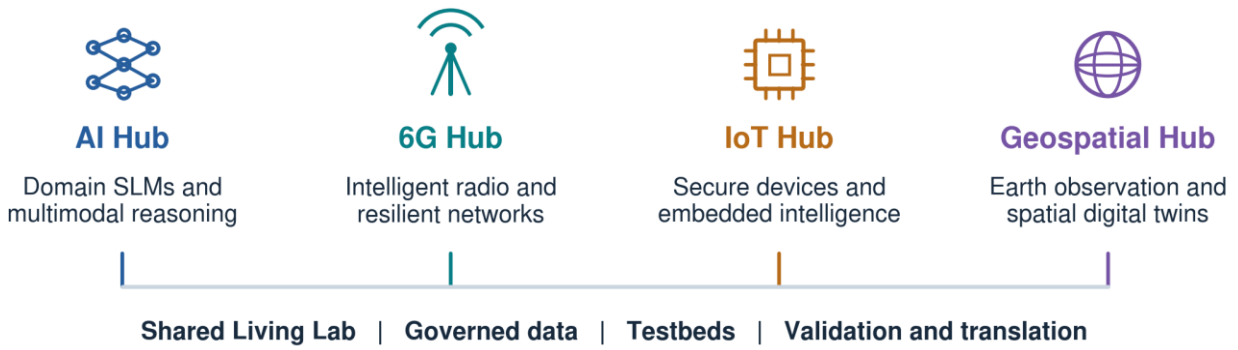
Objective: To strengthen research quality, capacity, visibility and impact, and to connect faculty research with postgraduate and doctoral education, shared research infrastructure, industry validation and societal needs.

7.1 Proposed strategies and initiatives

- Map current research strengths, faculty interests, funded projects, publications, patents, doctoral enrolment and facilities.
- Identify a limited number of distinctive research themes based on faculty strength, external opportunity and institutional relevance.
- Improve support for competitive research grants, sponsored projects, interdisciplinary research and international collaboration.
- Strengthen PhD and MS research supervision, research training, responsible conduct of research and research administration.
- Develop shared research facilities and computing resources where this is more effective than isolated investments.
- Encourage research translation, open-source contributions, publications, patents and industry engagement, using quality and impact rather than volume alone.

Four connected research hubs for 2027–2036

The Research Roadmap proposes four connected hubs-AI, 6G, IoT and Geospatial Technology. The Karnataka AI Hub is envisaged as the initial anchor for internationally competitive research, indigenous technology platforms and partner-led validation. The hubs will draw on the Institute's AI and digital public infrastructure capabilities, COMET Foundation's communications work, and expertise in connected devices, wearables, security and robotics. Faculty-led teams will share data pipelines, engineering services, test environments and research facilities.

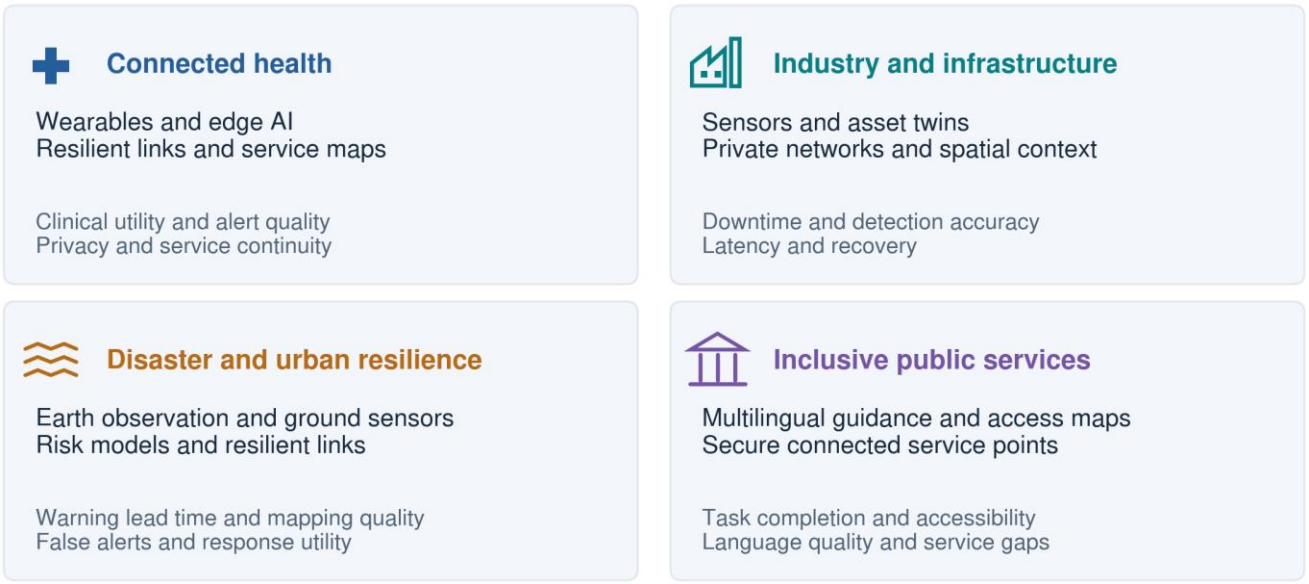


- AI Hub: Develop multilingual Small Language Models using parameter-efficient fine-tuning, distillation, 4/8-bit quantisation and continual learning. Research will include retrieval-augmented generation, multimodal fusion, uncertainty estimation, privacy-preserving learning and secure agents. Six domain-model baselines and benchmark suites are proposed for healthcare; manufacturing and Industry 4.0; governance and Digital Public Infrastructure; education and skilling; cybersecurity and defence; and finance and FinTech. Shared GPU experimentation, governed dataset/model registries, RAG and agent sandboxes, edge-inference kits and security evaluation facilities will support the work.
- 6G Hub: Building on COMET and aligned with Bharat 6G and IMT-2030, research will address multiple-antenna beamforming, reconfigurable intelligent surfaces, integrated sensing and communication, AI-guided scheduling, and joint allocation of communication and edge-computing resources. Proposed facilities include software-defined radio, channel-measurement and RIS experiments, network emulation and an Open RAN environment with near-real-time controller applications.
- IoT Hub: Research will focus on low-power sensing, TinyML, federated edge learning and hardware-software co-design for wearables, industrial equipment and public infrastructure. A sensor-to-edge prototyping environment will include development boards, gateways, sensor-interface benches, power measurement and hardware-in-the-loop testing, with attention to device identity, secure boot and authenticated over-the-air updates.
- Geospatial Technology Hub: Aligned with the National Geospatial Policy, research will cover optical/radar satellite-image fusion, semantic segmentation, change detection, self-

supervised GeoAI and spatial knowledge graphs. Proposed infrastructure includes a geospatial data repository, GIS/GeoAI workstations, imagery-processing pipelines, UAV/LiDAR data-analysis workflows, spatial databases, digital-twin experiments and standards-based mapping APIs.

Joint research missions

The four hubs will collaborate through four proposed missions: (i) Connected Health, combining wearables, edge AI and resilient links for clinical utility and alert quality; (ii) Industry and Infrastructure, integrating sensors, asset twins, private networks and spatial context to address downtime and detection accuracy; (iii) Disaster and Urban Resilience, combining earth observation and ground sensors for risk models, resilient links and mapping; and (iv) Inclusive Public Services, integrating multilingual guidance, access maps and secure connected service points. Each mission will have an accountable lead, participating hub teams, a validation partner and an agreed baseline.



Research centres proposed for development

The prospective academic-programme presentation identifies the following newer research centres for consideration: Security & Trusted Computing; Quantum & Emerging Computing; Sustainable Energy, Storage & EV Technology; AI-based Product Development; High Performance Computing; Robotics & Precision Manufacturing; Defence Technology; and Chip Design. Their establishment, scope, leadership, staffing and resource commitments will be prioritised in relation to faculty strengths, external opportunities and the four-hub roadmap. The centres are prospective proposals, not confirmed establishments.

Shared facilities, skilling and translation

Shared facilities will provide scheduled access, technical induction, supervised experiments and documented reference designs. Common repositories will retain datasets, software/model

versions, test protocols and negative results. Skilling will be structured through Foundation, Professional and Advanced modules, linked to assessed capstones, internships, doctoral/postdoctoral projects and supervised laboratory access. Research outputs will progress through reproducible experiments, integrated prototypes, independent validation and partner adoption.

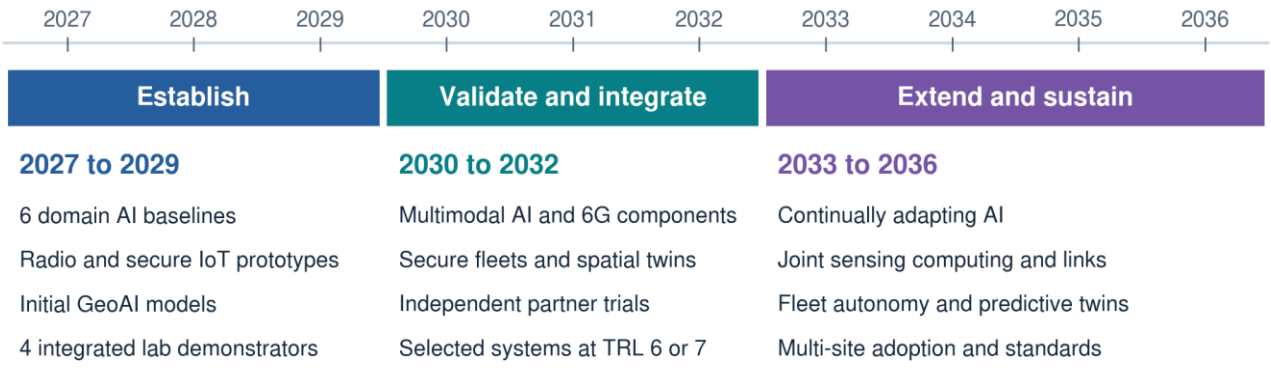
Research-to-adoption pathway and assurance

The Innovation Centre, led by the Chief Innovation Officer as envisaged in the Research Roadmap, will coordinate customer discovery, data access, IP review, incubation, licensing and partner pilots. Industry problem statements will feed research projects, product clinics and controlled pilots. Partnerships-including the identified AIIMS Raipur clinical spoke for healthcare validation-will be governed by project-specific agreements defining data access, publication and IP rights, independent evaluation and long-term ownership. Ethics review, privacy, secure experimentation and accountable human approval will govern consequential uses.



Research roadmap implementation phases

- 2027–2029 (Establish): Develop six AI domain baselines, radio and secure-IoT prototypes, initial GeoAI models and four integrated laboratory demonstrators.
- 2030–2032 (Validate and integrate): Advance multimodal AI and 6G components, secure fleets and spatial twins; conduct independent partner trials and target selected systems at Technology Readiness Level (TRL) 6 or 7 where evidence supports it.
- 2033–2036 (Extend and sustain): Pursue continuously adapting AI, joint sensing-computing and links, fleet autonomy and predictive twins, and multi-site adoption and standards engagement.



Annual work plans will define experiments, release criteria and named maintenance owners. Progression will require reproducible laboratory results, independent field evidence and

documented sustained use. The Research Roadmap proposes formal reviews in 2029 and 2032 to revise priorities in light of findings, standards and partner needs.

Indicative cumulative research outcomes by 2036

The Research Roadmap presents the following indicative cumulative targets across the hubs: 200 papers (including 50 in leading venues); 8 independently replicated advances; 60 benchmarked prototypes; 24 partner-site pilots; 20 patent or software-IP disclosures; 12 technology transfers or adoptions; 50 supported research-led start-ups; 100 doctoral and postdoctoral researchers; and 10,000 learners. These targets are provisional, are to be confirmed after establishing the 2027 baseline, and are to be counted once across the hubs. Assessment will also cover learner competency, reproducibility, energy efficiency, accessibility, service quality and sustained adoption.



Governance of the research hubs

The Research Roadmap proposes that the Director chair a steering council, with the Dean of Research and Development coordinating scientific delivery and faculty leads owning each hub. COMET will anchor communications translation. The Innovation Centre will coordinate incubation, industry engagement and technology transfer. External experts will review scientific quality and field evidence annually. Each hub will conduct quarterly technical reviews and prototype clinics, supported by an annual research and start-up demonstration day.

7.2 Indicative monitoring indicators

- Baseline research dashboard to be established by Dean (R&D) office
- External research funding and sponsored projects to be tracked
- Doctoral enrolment, completion and supervision capacity reviewed
- Research quality and impact measures to be reported annually as part of the annual review.
- Hub-wise annual work plans, accountable faculty leads and quarterly technical reviews in place
- Shared testbeds, governed datasets/model registries and reproducible protocols operational
- Independent validation, TRL evidence and partner-site pilots tracked

- Research-to-start-up, IP, licensing and technology-adoption outcomes monitored
- Progress against the 2036 indicative research outcomes reviewed after baseline validation
- Shared facilities and research priorities identified

8. Thrust Area 3 - Innovation, Entrepreneurship and Technology Transfer

Objective: To strengthen the pathway from ideas and research to prototypes, intellectual property, start-ups and practical adoption.

8.1 Proposed strategies and initiatives

- Develop a clear operating model and phased development plan for the Institute's Innovation Centre.
- Provide accessible support for ideation, prototyping, mentoring, intellectual property, start-up formation and industry validation.
- Align the Innovation Centre's operating model with the Research Roadmap so that hub-generated prototypes can access customer discovery, data access, product clinics, IP assessment, incubation, licensing and partner pilots.
- Use problem-statement challenges, AI product clinics, industry demonstrations, interoperability trials and manufacturability reviews to support validation and adoption across AI, communications, IoT and geospatial technologies.
- Establish transparent processes for IP ownership, disclosure, protection, licensing and technology transfer.
- Connect student projects and faculty research with industry and societal problems.
- Develop links with incubators, investors, alumni entrepreneurs, government programmes and industry partners.
- Track outcomes such as prototypes, disclosures, patents, licences, start-ups, external funding and technology adoption.

8.2 Indicative monitoring indicators for the outcomes.

- Innovation Centre development plan to be approved
- IP and technology-transfer processes to be documented
- Annual innovation activity and outcome dashboard to be made by Innovation Centre
- Industry and alumni mentor network to be developed
- Start-up and prototype support pathways to be made operational

9. Thrust Area 4 - Academic Infrastructure and Research Facilities

Objective: To ensure that academic growth is supported by adequate, fit-for-purpose and future-ready infrastructure.

9.1 Proposed strategies and initiatives

- Prepare an integrated Academic Infrastructure Master Plan linked to the approved enrolment trajectory and departmental plans.
- Assess classroom capacity, laboratory utilisation, equipment, library and learning spaces, research facilities, computing, networking, power and safety.
- Prioritise critical gaps in existing facilities and sequence new construction or refurbishment against programme needs.
- Develop a phased laboratory and equipment plan, including lifecycle costs, maintenance, technical support and replacement cycles.
- Provide for shared GPU and high-performance computing resources; AI experimentation and model-evaluation facilities; secure RAG/agent sandboxes; SDR, Open RAN and RIS testbeds; sensor-to-edge prototyping and hardware-in-the-loop facilities; and GIS/GeoAI, satellite-imagery, UAV/LiDAR and spatial-digital-twin facilities, in accordance with phased hub work plans.
- Assess the proposed research centres-Security & Trusted Computing, Quantum & Emerging Computing, Sustainable Energy, Storage & EV Technology, AI-based Product Development, High Performance Computing, Robotics & Precision Manufacturing, Defence Technology and Chip Design-for space, equipment, technical support, safety and lifecycle costs.
- Plan shared facilities and flexible teaching spaces where they improve utilisation and reduce duplication.
- Integrate accessibility, sustainability, energy efficiency, safety, resilience and future adaptability into design and procurement.
- Ensure that new intake or programme expansion is not approved without an assessment of teaching, laboratory and support capacity.

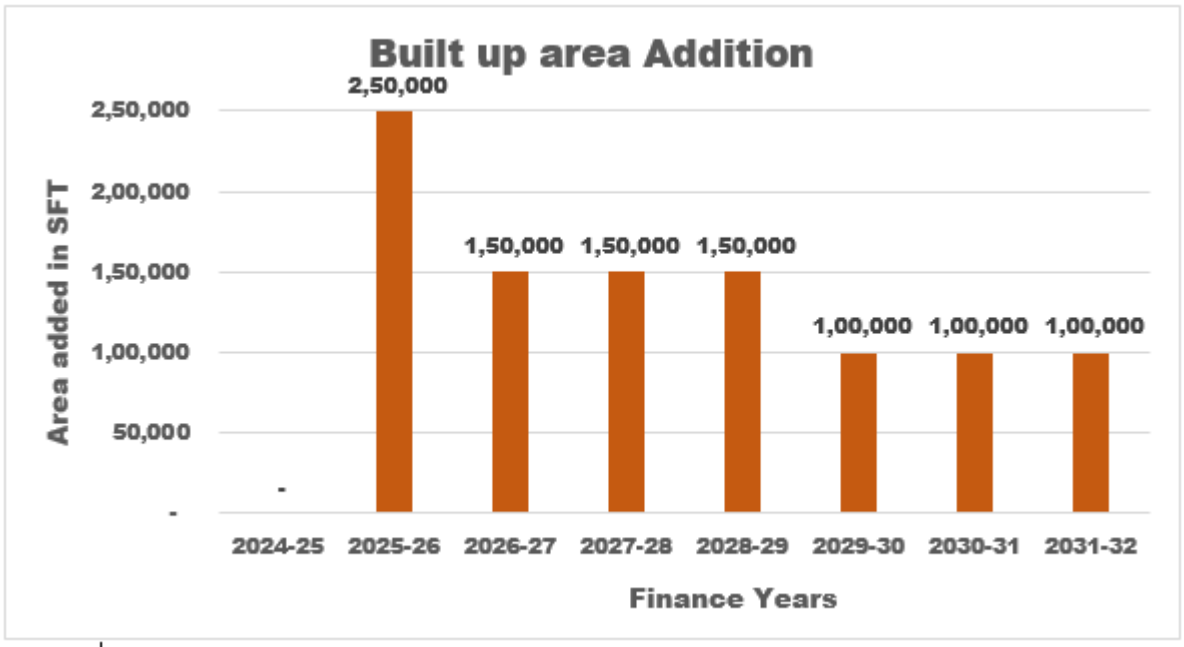
9.2 Phased expansion of Academic Infrastructure

The development of academic infrastructure and research facilities will be planned in a phased manner, aligned with the projected growth in student strength, expansion of academic programmes and increasing research activity. The broad plan envisages the addition of approximately **9.5 lakh sq. ft. of built-up area between 2025–26 and 2031–32**, with the major expansion taking place during the initial years to ensure that infrastructure keeps pace with the planned increase in student enrolment. Though the process of infrastructure building has commenced and awaits various statutory approvals, the institute has in the interim taken on lease a ready-made infrastructure spread over nearly 8 acres in the vicinity of the e-city campus and has called it Extension Campus.

The proposed phasing provides for an addition of 2.5 lakh sq. ft. in 2025–26, followed by 1.5 lakh sq. ft. annually during 2026–27 to 2028–29, and 1 lakh sq. ft. annually during 2029–30 to 2031–32. This is a broad planning estimate and will be refined through detailed infrastructure planning, project costing and implementation schedules.

The proposed expansion will cater to the development of classrooms, lecture halls, laboratories, research facilities, faculty and departmental spaces, computing and digital infrastructure, innovation and entrepreneurship facilities, and other academic support facilities. Priority will be accorded to creating flexible, technology-enabled and research-oriented spaces that can support interdisciplinary collaboration, emerging areas of study and the evolving requirements of the Institute.

The phasing and scale of development will be reviewed periodically in conjunction with projected student strength, faculty recruitment, programme expansion, research requirements and the availability of financial resources. The objective is to ensure that academic infrastructure is developed ahead of, or in step with, the planned growth of the Institute, avoiding capacity constraints and maintaining the quality of teaching, research and the overall academic environment.



9.3 Indicative monitoring indicators for the outcomes

- Infrastructure audit and capacity model to be completed
- Academic Infrastructure Master Plan to be prepared
- Critical facility gaps to be prioritised with cost estimates
- Utilisation and maintenance indicators to be tracked
- New intake proposals include capacity and resource assessment

10. Thrust Area 5 - Residential Infrastructure and Campus Living

Objective: To provide safe, adequate, inclusive and well-managed residential accommodation aligned with student growth.

10.1 Proposed strategies and initiatives

- Assess existing hostel capacity, occupancy, room configurations, condition, accessibility and service quality.
- Forecast residential demand by year using the student-strength projection and realistic assumptions about students requiring accommodation.
- Plan phased hostel capacity, dining, sanitation, laundry, Wi-Fi, common spaces, recreation and study areas.
- Strengthen hostel safety, visitor management, emergency response, maintenance and student grievance handling.
- Define service standards and monitoring for hostel operators, catering, housekeeping, connectivity and other outsourced services.
- Integrate residential planning with campus development, transport and student wellbeing.

10.2 Indicative monitoring indicators for the outcomes

- Hostel demand and capacity model to be completed
- Phased hostel development plan to be prepared
- Service-level indicators for hostel services to be monitored
- Safety, maintenance and grievance review mechanisms to be made operational

11. Thrust Area 6 - Allied Infrastructure, Student Development and Campus Life

Objective: To create a healthy, inclusive and vibrant campus experience that complements academic and research excellence.

11.1 Proposed strategies and initiatives

- Assess demand for sports grounds, indoor sports, gymnasium, recreation and physical activity facilities.
- Plan cultural spaces, student activity areas, technical clubs, auditoria and event infrastructure according to utilisation and need.
- Strengthen counselling, wellbeing, accessibility, health support, anti-harassment and student support mechanisms.
- Promote student clubs, leadership, volunteering, entrepreneurship, arts, culture and inter-institutional activities.
- Develop transparent processes for student feedback, incident reporting, safety and follow-up action.
- Ensure that student-life facilities and programmes grow alongside enrolment and residential capacity.

11.2 Indicative monitoring indicators for the outcomes

- Student facilities audit to be completed

- Annual student experience and satisfaction to be reviewed
- Sports, cultural and extracurricular participation to be tracked
- Wellbeing and student-support access to be constantly monitored
- Action taken on student feedback to be documented

12. Thrust Area 7 - Human Resources, Governance and Institutional Effectiveness

Objective: To ensure the Institute has the people, systems and accountability required to deliver its academic and research ambitions.

12.1 Proposed strategies and initiatives

- Prepare a workforce plan covering faculty, technical, research, administrative and student-support staff.
- Link faculty recruitment and specialisation needs to approved programme plans, teaching loads, doctoral supervision and research priorities.
- Strengthen induction, professional development, leadership development, performance feedback and retention.
- Review administrative processes for efficiency, transparency, service quality and clear accountability.
- Strengthen internal quality assurance, risk management, policy review, compliance and data integrity.
- Establish a regular institutional performance review based on agreed KPIs and evidence.

12. 2 Indicative monitoring indicators for the outcomes

- Workforce plan and critical skill gaps to be identified
- Recruitment and development plans to be linked to academic strategy
- Key administrative processes to be mapped and reviewed
- Institutional KPI dashboard and review calendar to be established

13. Thrust Area 8 - Digital Transformation, Partnerships and Financial Sustainability

Objective: To improve institutional systems, deepen strategic collaboration and support financially sustainable development.

13.1 Proposed strategies and initiatives

- Review student information, admissions, examination, HR, finance, procurement, research administration and campus-management systems. (Consolidated ERP)

- Strengthen data governance, cybersecurity, privacy, backup, business continuity and access controls.
- Develop partnerships with industry, government, research institutions, alumni and international universities around clear outcomes.
- Prepare a phased resource mobilisation strategy covering competitive grants, sponsored research, consultancy, philanthropy, endowments and eligible programme revenue.
- Prepare costed business cases for major capital projects, including lifecycle and recurring operating costs.
- Monitor financial sustainability, utilisation of resources and outcomes from partnerships and funded initiatives.

13.2 Indicative monitoring indicators for the outcomes

- Digital systems and process roadmap to be prepared
- Data and cybersecurity controls to be reviewed periodically
- Partnerships to be tracked against deliverables and outcomes
- Resource mobilisation and financial sustainability plan developed
- Major projects supported by costed business cases

14. Thrust Area 9 - Continuing Professional Education, Lifelong Learning and Digital Education

Objective: To extend the Institute's educational reach and professional impact through appropriate continuing education and digital delivery models.

14.1 Proposed strategies and initiatives

- Map professional learning demand in areas aligned with Institute expertise, such as AI, data science, cybersecurity, software systems and emerging technologies.
- Develop a portfolio of short courses, executive programmes, certificates and customised industry or government training.
- Evaluate online, hybrid and other delivery models, supported by appropriate learning platforms, learner support and quality assurance.
- Assess opportunities for microcredentials and modular lifelong-learning pathways, subject to applicable requirements.
- Verify UGC and other applicable regulatory eligibility and approval requirements before launching formal online or ODL degree programmes.
- Develop separate enrolment, staffing, revenue, cost and quality indicators for CPE and online education; do not include these learners in the regular on-campus strength target.

14.2 Indicative monitoring indicators

- CPE strategy and portfolio to be approved
- Demand and financial feasibility to be assessed for each major offering
- Learner completion, satisfaction and learning outcomes to be tracked
- Regulatory review to be completed before formal online/ODL offerings

- CPE revenue and cost to be reported separately

15 . Thrust Area 10 - Examination Reforms, Digital Assessment and Academic Integrity

15.1 Strategic Objective

To establish a secure, efficient and technology-enabled examination system that improves the quality, consistency and transparency of evaluation, prevents examination malpractice, accelerates result processing and supports continuous improvement in teaching and learning.

15.2 Major Areas of Development

(a) Digital Question Bank and Question-Paper Generation: Establish a secure, digitised question bank tagged by syllabus, learning outcomes and difficulty levels, enabling automated generation of balanced question papers, multiple versions and controlled access to minimise the risk of question-paper leakage.

(b) Digital Evaluation and Assessment Tools: Strengthen the existing answer-book scanning and outsourced digital evaluation systems through anonymised evaluation, standardised rubrics, moderation, audit trails and automated assessment of suitable objective and programming questions.

(c) Examination Security and Academic Integrity: Introduce role-based access, secure question-paper handling, audit logs, similarity detection and digital reporting of suspected malpractice, supported by appropriate investigation and review procedures.

(d) Examination Analytics and Quality Improvement: Develop dashboards to monitor evaluation progress, results, grading patterns and learning-outcome attainment. Use assessment data to improve question design, evaluation consistency and curriculum delivery.

(e) Automation and Student Services: Streamline marks compilation, result processing, revaluation, scrutiny and examination-related grievance redressal through integrated digital workflows and time-bound processes.

(f) Modernisation of Assessment: Gradually diversify assessment methods through projects, laboratory work, coding exercises, presentations and other application-oriented assessments. Develop clear guidelines for the responsible use of generative AI in academic assessment.

15.3 Phased Development Plan

Short-Term (Years 1–2): Review and strengthen existing digital evaluation arrangements; establish the digital question-bank framework; pilot automated question-paper generation; introduce security controls, audit trails and examination dashboards.

Medium-Term (Years 3–5): Expand the question bank across departments; integrate question-paper generation, evaluation and results processing; introduce standardised rubrics, moderation and assessment analytics.

Long-Term (Years 6–10): Establish an integrated examination-management ecosystem; adopt validated AI-assisted evaluation and anomaly detection where appropriate; use assessment analytics for continuous academic improvement.

15.4 Resources and Implementation

Implementation will require suitable software and IT infrastructure, information-security measures, technical support, faculty training and periodic evaluation of outsourced service providers. Existing systems should be assessed for integration and scalability before undertaking major new procurement.

An appropriate institutional committee or designated authority may oversee implementation, establish performance benchmarks and review progress periodically.

15.5 Suggested Performance Indicators for the outcomes

(a) Percentage of eligible courses covered by an approved digital question bank.
(b) Percentage of eligible examinations using digital question-paper generation and evaluation workflows.
(c) Time taken for evaluation and declaration of results.
(d) Compliance with examination-security and audit requirements.
(e) Consistency and quality of evaluation, including moderation where applicable.
(f) Timeliness of examination-related grievance resolution.
(g) Evidence of improved assessment design and learning-outcome measurement.

15.6 Expected Outcomes by 2036

A secure, integrated and technology-enabled examination system that facilitates balanced question-paper generation, reliable and transparent evaluation, timely declaration of results, stronger prevention of malpractice and data-driven improvement in academic assessment.

16. Implementation, Monitoring and Review of the IDP

16.1 Governance and responsibilities

The Director and competent institutional authorities like Deans, Registrar, CFO, CAO and CIO will provide strategic direction and approve priorities within their respective powers. The Registrar's Office may coordinate the IDP process, maintain the consolidated action plan and

facilitate reporting. HoDs and designated functional heads will prepare and implement area-specific plans. Major capital projects and resource commitments will be processed through the Institute's established approval, procurement and financial procedures.

16.2 Implementation cycle

1. Establish and validate baseline data for programmes, students, faculty, research, infrastructure, finances and student services.
2. Obtain departmental and functional-unit plans using common templates and identify cross-cutting dependencies.
3. Prioritise initiatives based on strategic relevance, urgency, impact, readiness, risk and resource availability.
4. Prepare costed annual action plans and link approved initiatives to budget and procurement processes.
5. Review progress at least annually, with periodic deeper reviews against the 2-, 5- and 10-year horizons.
6. Update targets and sequencing when evidence, regulatory requirements or resource conditions materially change.

16.3 Performance indicators

The Institute should establish a concise dashboard with baseline, target, actual result, data source, responsible officer and review frequency. Indicators should cover academic quality, student outcomes, research quality and funding, innovation, faculty and staff, infrastructure readiness, hostel and student services, digital maturity, partnerships, CPE and financial sustainability. Targets should be set only after the baseline and data definitions are validated.

Indicator domain	Examples of measures (to be baseline-validated)
Academics	Intake, enrolment, progression, graduation, programme review actions, student feedback and placements/progression where relevant
Research	Research funding, project pipeline, quality and impact of publications, doctoral progression, patents/licenses and collaborations
Innovation	Prototypes, IP disclosures, patents, start-ups, licensing and industry adoption
Human resources	Faculty and staff vacancies, recruitment timelines, development participation and retention
Infrastructure	Classroom/lab capacity, utilisation, project delivery, equipment uptime and maintenance
Student life	Hostel capacity, service quality, sports/cultural participation, wellbeing access and grievance resolution
Digital and partnerships	System availability, cybersecurity actions, active partnerships and deliverables achieved
CPE	Enrolments, completion, learner satisfaction, outcomes, cost recovery and contribution

Examination Reforms, Digital Assessment and Academic Integrity	A secure, integrated and technology-enabled examination system that facilitates balanced question-paper generation, reliable and transparent evaluation, timely declaration of results, stronger prevention of malpractice and data-driven improvement in academic assessment.

16.4 Review and continuous improvement

The IDP should be treated as a living institutional roadmap. Annual reviews should document progress, variances, corrective actions and any recommended changes to priorities. A more comprehensive review should be undertaken at the end of the initial two-year period and around the five-year milestone, with a strategic assessment at the ten-year horizon.

17. Risk Management

Risk	Potential consequence	Mitigation approach
Student intake grows faster than capacity	Pressure on teaching quality, labs, hostels and student support	Capacity review before intake decisions; phased growth and trigger points
Faculty recruitment or retention constraints	Teaching, supervision and research capacity gaps	Workforce plan, prioritised recruitment, development and retention measures
Capital projects delayed or costs escalate	Facilities unavailable when required	Phased project planning, realistic schedules, cost contingencies and periodic oversight
Insufficient recurring funds	Maintenance and operating pressures	Lifecycle costing, recurring-cost estimates and diversified resource mobilisation
Programme expansion without demand evidence	Under-utilised programmes or resource dilution	Demand assessment, academic feasibility and approval before launch
Research activity fragmented	Limited scale, visibility or impact	Identify selective areas of strength, shared facilities and collaboration
Data inconsistencies	Unreliable targets and reporting	Single data definitions, designated owners, validation and audit trail
Regulatory changes	Delay or redesign of programmes and delivery modes	Periodic regulatory review and compliance checks
Student wellbeing or safety gaps	Adverse student experience and institutional risk	Clear standards, reporting, support services and timely review

18. Immediate Next Steps

1. Reconcile the broad student-strength graph and detailed programme-wise projection, including academic-year versus calendar-year labels and the definition of estimated total count.
2. Obtain current baseline data from the four HoDs and functional heads using a common template.
3. Develop department-wise academic plans for CSE, ECE, AI & Data Science and DHSS.
    - Validate the prospective BTech/IMTech and MTech programme additions, including launch sequence, approved intake, curriculum, faculty and laboratory requirements; reconcile these with the existing student-strength projections.
    - Prepare hub-wise 2027–2036 implementation plans for AI, 6G, IoT and Geospatial Technology, identifying faculty leads, partners, testbeds, annual milestones and baseline measures.
    - Evaluate the eight proposed research centres and determine priorities, institutional ownership, staffing, infrastructure and funding pathways.
    - Establish the 2027 research baseline and confirm the proposed cumulative outcomes for 2036, with common definitions and rules to avoid double counting across hubs.
4. Prepare a ten-year Academic Infrastructure Master Plan linked to the validated student and programme projections.
5. Prepare faculty and staff projections, hostel demand, allied infrastructure requirements and digital-system needs.
6. Develop cost estimates, recurring expenditure implications, possible funding sources and a phased financial plan.
7. Consult relevant stakeholders and submit the consolidated IDP for review and approval by the competent institutional authorities.

Annexure A - Student-Strength Projections

A1. Broad academic-year projection (regular on-campus students; online and CPE excluded)

Academic year	Planned strength	Increase over previous year
2024–25	1,500	-
2025–26	1,800	300
2026–27	2,200	400
2027–28	2,500	300
2028–29	2,600	100
2029–30	2,800	200
2030–31	3,000	200
2031–32	3,250	250
2032–33	3,500	250
2033–34	3,500	0

A2. Programme-wise admissions and estimated strength: see Section 4.1. The two projection sets should be reconciled before the IDP is finalised.

Annexure B - Departmental Planning Template

Each HoD should provide a concise response under the headings below. The aim is to capture department-level academic judgement while keeping the institutional format consistent.

Heading	Required input
1. Present status	Programmes; sanctioned intake; actual admissions; enrolment; faculty and vacancies; facilities.
2. Strengths and gaps	Key strengths, quality issues, capacity constraints and improvement priorities.
3. Existing programme enhancement	Curriculum, pedagogy, projects, internships, student outcomes and quality assurance.
4. Future academic development	Potential changes and new offerings over 2, 5 and 10 years; rationale and feasibility.
5. Research and doctoral development	Research strengths, grants, publications, doctoral capacity, facilities and collaborations.
6. Human resources	Faculty specialisations, recruitment, technical support and faculty development.
7. Infrastructure	Classrooms, laboratories, equipment, computing, space and lifecycle costs.
8. Innovation and partnerships	Industry, government, international collaboration, IP, entrepreneurship and CPE.
9. Priorities and KPIs	Five priority initiatives with outcomes, timeline, resource needs, owner and performance indicator.

References and Alignment

1. University Grants Commission, Guidelines for Institutional Development Plans for Higher Education Institutions (2024), published 6 February 2024. Official guideline landing page: https://www.ugc.gov.in/Guideline

2. UGC e-book, Guidelines for Institutional Development Plans for Higher Education Institutions: https://www.ugc.gov.in/e-book/InstitutionalDevelopmentPlans/files/basic-html/page4.html

3. IIIT Bangalore, Research Roadmap: Ten-Year Proposal 2027 to 2036 (AI Hub, 6G Hub, IoT Hub and Geospatial Technology Hub), supplied as an input document for this revision.

4. IIIT Bangalore, Prospective Academic Programs presentation, supplied as an input document for this revision.