



Expectation & Outcome Indicators (EOI)

Expectation & Outcome Indicators (EOIs) against IPE Standards:

QAA extends maximum effort to make the entire IPE activities follow the true spirit of the Peer Review process. Accordingly, a robust Review Panel is constituted consisting of senior academicians and professionals to make the site visit of the university. The Review Panel after the 3 days visit – which included Documentation Review, Interaction session with all the stakeholders i.e. faculty, students, administration, and Site/infrastructure visit- prepares the final Draft of the IPE Report. The Draft Report contains best practices (if any), Findings, and comprehensive recommendations, against the 11 standards, to bring improvement in the HEI.

Thus the entire IPE process culminates into the IPE Report and the implementation of this Report, in the true spirit, is expected to take the HEI forward towards creating the following impact as the **Ultimate Outcome** of the entire process.

- ✓ Sensitize HEIs to take initiatives to meet the needs of society, engender public confidence, and sustain the trust of the public at large.
- ✓ Sensitize HEIs to take initiatives with an institutional mechanism to design the research activities and teaching principles in such a way that students and teachers can contribute in addressing the pressing local and global issues & challenges.

Although the IPE Review processes are performed, by the Peer Reviewers, with due diligence and professional care against the 11 IPE standards. These standards usually require obtaining reasonable assurance about the documentary evidence, provided by the HEI, being free of any misstatement. Nonetheless, despite putting in utmost efforts by the Review Panel, to verify documents/information provided, it is somehow near to impossible to review the entire activities of the HEI mainly due to inherent limitations of the peer-review process and the limited availability of time for an exhaustive review.

Therefore, to achieve the **aforesaid Ultimate Outcome**, the university **Statutory Forums/Authorities** - including Syndicate/Academic Council, Vice-Chancellor, Registrar, Deans, HODs, etc.- having primary responsibility of **improving quality**, must go beyond external review and utilize the IPE Report as a context and pretext to meet following expectation/KPIs against each Standard. For this purpose the University may treat the following elements as TOR for the **Compliance Implementation Plan Committee (CIPC)** so that these Expectation & Outcome Indicators (EOI) together with the recommendations of the IPE report could bring the desired level of Quality for making a meaningful contribution towards the **Ultimate Outcome**:

1. Mission Statement and Goals:

- a. **Expectation & Outcome Indicators (EOIs):**
 - i. The institutions' mission and goals should be consistent with its charter
 - ii. It should serve as the foundation for all the activities
 - iii. It should provide directions for future plans of the HEI so that a relevant, effective and coherent ecosystem for excellence could be developed.





2. Planning & Evaluation:

a. Expectation & Outcome Indicators (EOIs):

- i. The institution should have a strong mechanism to plan, develop and review the available **A). Infrastructure, B). Financial and C). Academic or D). Resources for Extracurricular activities** to ensure the availability of adequate means and arrangements to enable students to develop their academic, personal and professional potential.

3. Organization and Governance:

- i. The system of Organization & Governance in the university should be responsive to the present and future needs of the organization.
- ii. The system should be consistent with the power and functions and other requirements given in the Charter.
- iii. The system should exercise prudence in policy development and decision-making processes in the best interests of all the stakeholders in general and that of students in particular.
- iv. The system should have elements of good governance such as rule of law, accountability, effectiveness & efficiency, transparency, equity, and inclusion.

4. Integrity:

- i. The institution must have a mechanism in place that promotes essential elements of **Integrity** in each actor within the organization and in their interaction as well as that of the dominating norms, activities, decision-making procedures. The essential elements of Integrity are Honesty, respect, generating trust, pride, responsibility, keeping promises, creating an environment of support within the organization and beyond.

5. Faculty (Faculty Quality, Capacity Building & Support Services):

- i. The institution should ensure to recruit, retain and develop a body of faculty that could serve the institutional purpose of providing:
 - a. A quality learning opportunity for the students and
 - b. To promote research that serves the community and the country.
- ii. The institution should provide necessary support and facilitation to the faculty that include mechanisms to continuously provide training and capacity building of the faculty.
- iii. The university should have an institutional mechanism to provide necessary facilities and support to the faculty for career development and retention of quality faculty.

6. Students:

- i. The Institution pursues to admit students whose academic interests, educational goals, potentials, and abilities are compatible with its mission.
- ii. The university should have an institutional mechanism to enroll, retain and develop a body of students against a set procedure and provide them with a quality learning opportunity that could produce highly skilled and responsible global citizens.





7. Institutional Resources:

- i. The institution should have a strong mechanism to plan, develop and review the available infrastructure, financial and other academic or non-academic resources to ensure the availability of adequate means and arrangements to enable students to develop their academic, personal and professional potential.
- ii. The University should collaborate with other partner research and teaching organizations for effective utilization of its resources.

8. Academic Programs and Curricula:

- i. The academic programs and curricula should have elements that support students to learn and excel in the subject skills that could make the qualification at par with that of similar international qualifications.
- ii. It should also inculcate universal academic skills such as Critical thinking, Creativity, Collaboration, Communication, and Commitment.
- iii. The university should have a mechanism to regularly evaluate the quality of the curricula and system of evaluations vis à vis learning outcomes of the program and generate a program-wise report for continuous improvement.
- iv. The university should automate the mechanism of collecting, reviewing, and analyzing periodic data to track the achievements of the graduates and maintain reliability and validity of the result, the system of the exam, and the testimony about the students' skills and competence.

9. Public Disclosures & Transparency:

- i. The Institution should ensure the availability of a transparent mechanism where all the stakeholders, particularly students and faculty have access to not only decisions made but also to the processes & procedures of decision making.
- ii. It should have necessary policies in place to instill the element of integrity and fairness in its institutional system of teaching, learning, assessment, research, and publications.
- iii. Should also ensure availability of fair and transparent procedures for handling issues, complaints, and appeals which are accessible to all; students, faculty, and administration.

10. Assessment & Quality Assurance (Institutional Effectiveness, Assessment & Evaluation):

- i. The institution should have mechanisms in place to ensure continuous institutional improvement through its rules & regulations and activities related to faculty teaching, student learning, educational programs, and administrative and educational support services, with an Ultimate Outcome of providing students, a high-quality learning experience and attaining nationally/internationally comparable qualifications and awards.
- ii. The university should have a well-defined quality policy that could have a mechanism of continuous quality improvement such as elements of the plan, do, check, and act in all the decision-making processes.





11. Student Support Services (Students Learning Opportunities & Support Services):

- i. The university should have an institutional mechanism to include the voice of the students in the decision-making processes.
- ii. The university should have a mechanism for developmental and remedial learning opportunities particularly in the areas that are critically relevant to their future success.
- iii. The university should have an institutional mechanism and defined forums to resolve students' grievances.
- iv. There has to be a well-defined institutional mechanism in place to ensure the availability of equal opportunity and resources for extracurricular activities for all the students.
- v. The university must provide necessary basic quality services such as availability of spacious, neat, and clean cafeteria with appropriate seating arrangement, library facilities with ample book collections, and seating places.

