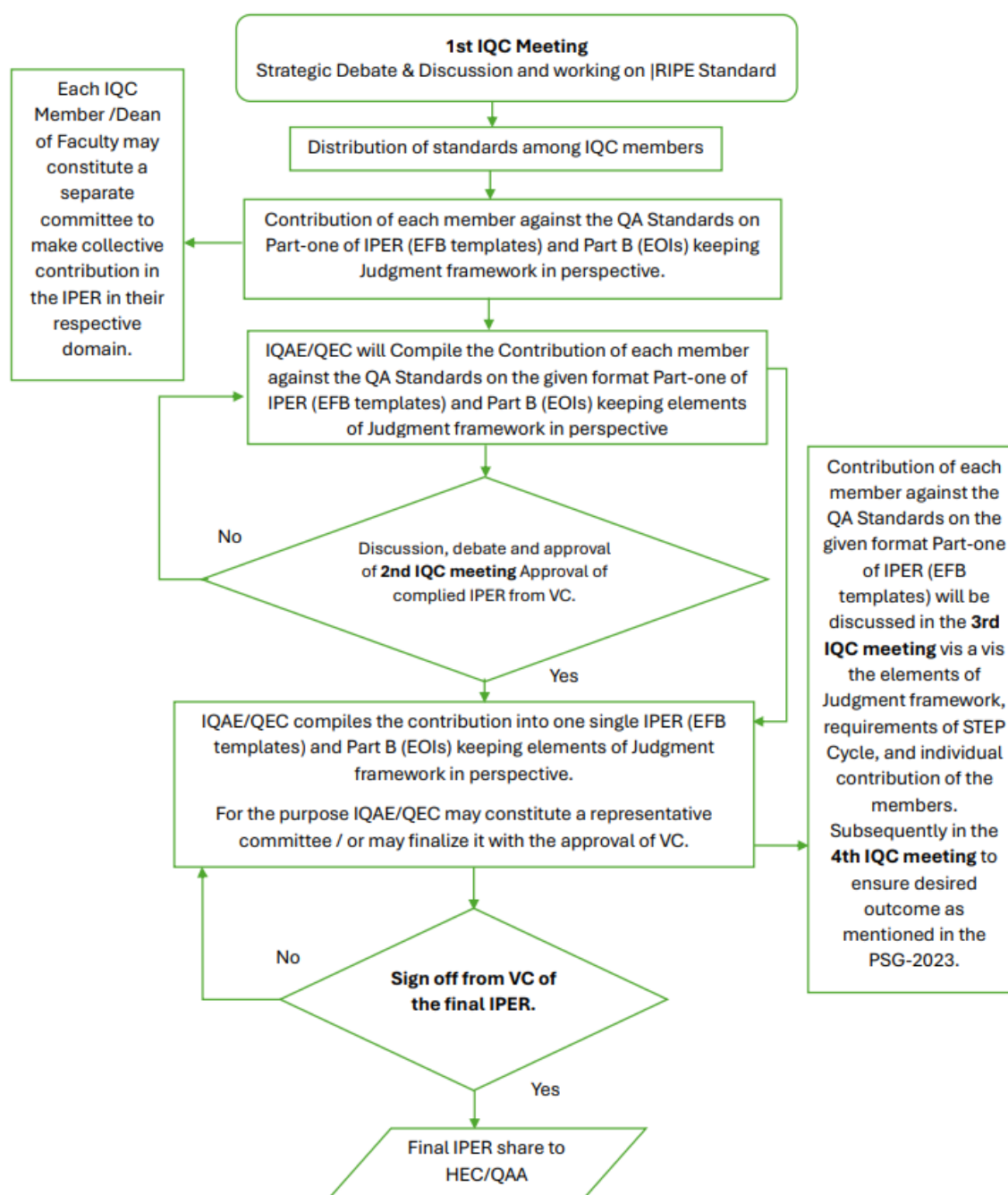


Sample IPER Template

To facilitate Effective Implementation of PSG-2023

- 1. Index**
- 2. Executive Summary**
- 3. Section-1:**
 - a. Background/History of HEI
- 4. Section-2:**
 - a. IQA/EQA Experiences and outcomes
- 5. Section-3:**
 - a. **Part-A:** EFB Template (Taking EOIs as best practices)
 - b. **Part-B:** Mapping Institutional Policies and practices with respect to EOIs /best practices (where applicable).
- 6. References/annextures list:**

IPER Preparation through IQC (IQA/EQA)



* This sample flowchart and Sample IPER have been developed to facilitate and enhance the performance of statutory officers / IQC members by promoting active engagement and participation, while upholding the principles of accountability, transparency, and collective decision-making.

The Executive Summary should include:



The executive summary serves as a vital communication tool, enabling stakeholders to quickly understand the core message and implications of the IPER.

It should concisely present the report's purpose and scope, summarize the key methodologies employed, highlight the most significant strengths and areas needing improvement identified during the evaluation, and outline the primary conclusions and actionable recommendations for quality enhancement. It serves as a high-level overview for evaluators to quickly grasp the institution's self-reflection and its commitment to continuous improvement.

Section-1:

What should this Section of IPER include?

¹**Section-1:** should provide a comprehensive overview of the institution, covering the following key areas:

- i. **Institutional Background and History: A brief history of the institution, including its establishment date and major milestones.**
- ii. **Institutional Charter/Act, Statutes, and Regulations:**
 - a. A summary of the institutional charter or act, along with statutes and regulations (provide links as well)
 - b. Details of any amendments, if applicable, with the weblink to the charter, statutes, and key regulations.
- iii. **Governance Structure:**
 - a. Information about the Syndicate or Board of Governors (BOG) members.
 - b. List of key statutory forums, including their titles and roles.
 - c. Information about statutory positions and officers within the university.
- iv. **Vision, Mission, and Values(official/approved):**
 - a. The institution's official vision, mission, values, ethos, and institutional goals.
- v. **Strategic Aims and Priorities:**
 - a. Strategic aims and priorities for safeguarding academic standards and enhancing the quality of students' learning opportunities.
- vi. **External Reference Points:**
 - a. Details of the external reference points (National or international) the institution must consider, such as requirements from HEC, QAA, accreditation councils, and other professional bodies.
- vii. **Challenges encountered in effectively implementing these requirements.**

¹ This section requires contribution through office of IQAE/QEC in consultation with the relevant stakeholders.

Section-2:

What should this Section of IPER include?

²**Section 2: The track record in managing quality and standards:** This section should outline the **institution's experience and effectiveness** in managing quality and standards, including: (Documents: Self-assessment Report + mechanism of closing loop)

- i. **Institutional Experience:**
 - a. A brief overview of the institution's history in managing quality and standards.
- ii. **Outcomes of Previous Reviews:**
 - a. References to the results /output & Outcome of previous external and internal review activities.
 - b. The institution's responses to these reviews.
- iii. **Major Changes:**
 - a. A summary of recent major changes since the last external and internal institutional review.
 - b. Explanation of how recommendations from previous reviews have been addressed and how identified good practices have been built upon.
 - c. Any action plans produced as a result of these reviews (provide as annexures and Link to soft version)

² This section requires contribution through office of IQAE/QEC in consultation with stakeholders.

Section-3:

What should this Section of IPER include?

³Section 3: Contribution by Leading Stakeholders Against the Standards/Expectations

This section should thoroughly discuss issues, challenges, existing practices (GAP analysis), and potential actions and solutions for meeting each standard and expectation, using the QUEST method (Queries for Understanding, Evaluation, and Strategic Transformation) and the EFB template. Address each standard/expectation separately by every IQC members by focusing on:

- i. **Institutional Objectives:**
 - a. What is the institution trying to achieve?
- ii. **Institutional Strategies, policies:**
 - a. How is the institution attempting to achieve these objectives?
- iii. **Effectiveness Evaluation:**
 - a. How does the institution assess the effectiveness of its strategies and practices?
- iv. **Continuous Improvement:**
 - a. How does the institution adapt and improve its processes and practices based on these assessments through improving existing Policies and developing new policies and building capacities of the relevant stakeholders?

³ This section requires contribution by each IQC Members/Statutory officers including Deans of faculty and their HODs, Registrar Office in their respective domains/relevant standards and compiled by IQAE/QEC office.

Section-3 (Part-A)

EFB Template (E: Existing Practices, F: Future Practices & B: Best practices)

Why EFB Template:

The EFB template is the defined tool/institutional mechanism under PSG-2023 that encourages statutory officers/ IQC members individually on implementation of EXPECTATIONS (Standards) in their respective context while following the institutional process defined for engagement of Institutional Quality Circle (IQC) and STEP Cycle as a CQI mechanism. The effective implementation of EOIs for development of IPER in its true spirit will make tremendous contribution in generating following necessary preconditions and context for development and promotion of an institutional Culture of Quality and Excellence using the following key elements:

Thought Leadership	The process will invoke Individual thinking capacity, leading towards institutional thinking and collective wisdom. Also, it will create shared values among stakeholders in the long run.
Autonomy, Responsibility & accountability	Balance authority and responsibility, leading towards improving individual contribution and collective institutional performance.
Innovation & Impact	Encourage best practices, leading towards innovation and innovative and impactful practices in Quality Assurance
Stakeholders Engagement	Key Stakeholders Engagement through IQC and SCALE



E: Existing Policies & Practices: Existing Policies & Practices, initiatives etc. towards meeting QA Standards and expectations.

Standard-1:

Expectation: The institution's vision, mission, and subsequent goals define its purpose and drives institutional activities through strategic planning within the context of national higher education priorities, regional and local requirements and the needs of students and the wider group of stakeholders.

[illegible]

F: Future Practices (commitments); Future Initiatives, Practices, and policies etc. towards meeting QA Standards and expectations.

Standard-1:

Expectation: The institution's vision, mission, and subsequent goals define its purpose and drives institutional activities through strategic planning within the context of national higher education priorities, regional and local requirements and the needs of students and the wider group of stakeholders.

[illegible]

B: Best Practices (commitments): Best Practice - considered Best Practices (from Existing Practices, Initiatives, and Policies etc.) against the given QA Standards and expectations and beyond.

Standard-1:

Expectation: The institution's vision, mission, and subsequent goals define its purpose and drives institutional activities through strategic planning within the context of national higher education priorities, regional and local requirements and the needs of students and the wider group of stakeholders.

[illegible]

Section-3 (Part-B)

Mapping of EOIs with policies and practices of HEIs against the Standards/Expectation and EOIs:

The Expectation Outcome Indicators (EOIs) are given as sectors overall best practices which may be used as guidelines that can or cannot be practiced at your institution at the given point in time depending on the availability of relevant Human, Financial, technological resources, infrastructure, and institutional available expertise, experiences.

However, it is very important to note that these EOIs will be ultimately used through external reviews for the categorization of Standards and classification of Degree Awarding Institutions (DAIs) at national level, that will further facilitate stakeholders in enhancing institutional effectiveness. Accordingly, it is recommended an institutional roadmap for maximum implementations of EOIs be made part of short-term, mid-term and long-term planning.

Standard# 1:						
EOIs	Expectations Outcome Indicators	Action Taken/ to be taken (by Uni) against EOIs	Evidence #	Possible Evidence ⁴	Evidence Remarks (by Uni) if any	Annexure/Link
EOI-01	Ensure that the institution's vision and mission are conceived and developed in consultation with the broader stakeholders.		E-01	Documentation of approval and process of development of Vision, mission statements etc.		
EOI-02	Ensure that the institution's vision, mission and goals are consistent with the provisions in the charter, including territorial and academic jurisdictions.		E-02	Strategic planning processes in place, linking institutional mission to its departmental mission, goals and KPIs		
EOI-03	Ensure that the institution's mission and goals serve as the foundation for all its activities		E-03	Analysis reports of the process adopted for development of mission and subsequent goals and periodic reviews of mission and goals		
EOI-04	Have strategic planning to drive all the activities of the institution and provide directions for future plans of the HEI, including resource allocation priorities, and develop a relevant, effective and coherent ecosystem for excellence		E-04	Analysis reports of the process of application of these goals and coordination for implementation		
EOI-05	Maintain a well-documented strategic plan linking institutional vision and mission to that of faculty and departmental level, ensuring effective implementation through defined smart goals and key performance indicators (KPIs).		E-05	Review reports of processes adopted to disseminate the mission and goals to faculty, students and members of the governing body and efforts to maintain the institution's commitment to the mission among members of the institution.		
EOI-06	Practice an effective approach to the planning and evaluation of its provision, including the management of its academic resources appropriate to the needs of its students and its wider group of stakeholders		E-06			

⁴ Given are mere examples and the actual evidence may vary from institution to institution.

EOI-07	Convey the importance of the systematic evaluations of mission, goals and strategic planning to inform decision making by ensuring stakeholders are well informed.		E-07			