

IMPACT ANALYSIS OF VARIOUS INITIATIVES UNDERTAKEN FOR QUALITY IMPROVEMENT

In Impact analysis, the assessment of merits and demerits of a course of action is carried out to identify the possible consequences of the nature of change it may cause.

Impact analysis is done in various areas like Curriculum, teaching learning, research, student performance, administrative management, financial management and assessment process with due respect to the various initiatives undertaken under each domain. The impact of outcomes of these initiatives are continuously monitored and audited by an internal and external mechanism.

Sr. No.	DOMAINS	INITIATIVES UNDERTAKEN	IMPACT ANALYSIS The initiatives undertaken has resulted in the following achievements	OUTCOME ASSESSMENT
1	Curriculum	<ul style="list-style-type: none"> • Value added courses 	<ul style="list-style-type: none"> • Increase in the number of Value Added Courses implemented in each constituent faculty of the university. 	<ul style="list-style-type: none"> • In 2015 only 3 Value Added Courses were implemented and a total of 24 Value added courses are offered by university till 2019-2020.
		<ul style="list-style-type: none"> • PhD Programmes 	<ul style="list-style-type: none"> • Increase in the number of Ph.D. Scholars admitted for PhD programmes in each year 	<ul style="list-style-type: none"> • The number of PhD Scholars admitted for PhD programme in 2015-16 was 5 and by 2019-20- 86 Ph.D. Scholars are pursuing the programme.
		<ul style="list-style-type: none"> • Feedback analysis of Stakeholders 	<ul style="list-style-type: none"> • Structured feedback taken from every stakeholder and its analysis has effectively improved the quality of performance which is reflected in the Feedback analysis report 	<ul style="list-style-type: none"> • Feedback analysis taken from every stake holder has resulted in quality improvement in the overall performance system of the university.

			<ul style="list-style-type: none"> Organized setting of Programme Outcomes and course outcomes of all courses resulted in effective quality in teaching learning system 	<ul style="list-style-type: none"> Every programme and course outcomes are pre- defined at the start of every course and this has led to effective planning, execution and completion of syllabus within the defined time with quality improvement in the skill sets of students.
2	Teaching Learning	<ul style="list-style-type: none"> Student performance assessment (Student guidance cell activities) 	<ul style="list-style-type: none"> Student performance assessment process helped to extend helping hand to potential learners and to support advanced learners for their improved performance. Student guidance cell organized lectures contributed to learning gain which is reflected in the analysis of pre and post feedback session. 	<ul style="list-style-type: none"> Based on performance, students were divided into 2 categories; advanced learners and potential learners. To achieve quality improvement in the performance of potential learners and to further support fast learners, Student guidance cell was constituted. The effective conduct of counselling sessions for the required students, remedial classes and Student guidance cell lectures has enabled the students to perform better when compared to the previous years.
		<ul style="list-style-type: none"> Mentorship system 	<ul style="list-style-type: none"> Periodic conduct of Mentor - mentee meetings as part of mentorship system resulted in building good mentor-mentee relationship and assisting and guiding them to achieve good results and in overall improvement in academic and co-curricular performance. 	<ul style="list-style-type: none"> In every college, as per 1:10 ratio, 1 mentor is allotted for 10 students. An average of 6 meetings in an academic year is conducted with the students and the report of meetings reflects the effective implementation of mentorship system

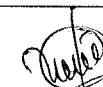


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		<ul style="list-style-type: none"> • Student centric TL method • Integrated Interdisciplinary TL 	<ul style="list-style-type: none"> • Implementation of student centric teaching learning methods and Integrated teaching has extensively improved interdepartmental cooperation and learning outcome. 	<ul style="list-style-type: none"> • Different student centric teaching methods are implemented in our university. The traditionally followed system of teaching is Integrated teaching where different departments of Medicine are combined if the topic is common for both. • This approach has resulted in good interdepartmental relations and in overall understanding of the topic through interactive learning.
		<ul style="list-style-type: none"> • Advanced teaching methods 	<ul style="list-style-type: none"> • Development of e-resources in SAAKI platform enabled the students to have free access to lectures any time and enhanced the interest in learning. 	<ul style="list-style-type: none"> • This has enabled the students to have an easy access to the audio video lectures of specific subjects and enhanced the ease of learning.
3	Research	<ul style="list-style-type: none"> • Reimbursement of publication fees and incentives 	<ul style="list-style-type: none"> • Increase in the number of publications year-wise which is evident in the details of Publications 	<ul style="list-style-type: none"> • A total of 1061 UGC listed publications including Scopus, Web of science, PubMed indicates the quality of research publications in the name of university.
		<ul style="list-style-type: none"> • Financial support for attending conferences 	<ul style="list-style-type: none"> • Increase in the number of teachers who attended/presented papers in National/International conferences and registered in Professional Bodies 	<ul style="list-style-type: none"> • The number of teachers received financial support for attending conferences, workshops, seminars and registration in professional bodies were 56 in the year 2015-16 which has increased to 153 by the year 2019-20.
		<ul style="list-style-type: none"> • Incentives for Copyrights and patents 	<ul style="list-style-type: none"> • Increase in the number of copyrights/ patents granted 	<ul style="list-style-type: none"> • In the year of 2016-17, only 5 copyrights and by 2019-20, 227 copyrights are granted, and an increase in the number of patents

				<p>granted from 2 to 26 by 2019-20 reflects the effectiveness of initiatives</p> <ul style="list-style-type: none"> 2 International MOUs and 5 National MOUs in the year 2015-16 and & 7 international & 48 National MOUs were signed by 2019-2020.
		<ul style="list-style-type: none"> Collaborative initiatives under MOUs 	<ul style="list-style-type: none"> Increase in the number of collaborative initiatives as part of MOU's. 	
4	Student Performance	<ul style="list-style-type: none"> Capacity enhancement soft skill programme Competitive exam/ Career guidance 	<ul style="list-style-type: none"> Overall increase in the number of capacity enhancement soft skill programmes and Competitive exam/ Career guidance conducted and its outcome also. 	<ul style="list-style-type: none"> A total of more than 60 programmes are organized in last 5 years to build up different skills in students like confidence, soft skill development, analytical skill development, good academic output etc. As a result of Competitive exam/ Career guidance programmes an average of 59.61% students got self-employed, 17% got admissions for higher education and 50.43% of students were given competitive exam guidance and those many who appeared for the exam got qualified for competitive examination.
		<ul style="list-style-type: none"> Establishment of Students Wing Bioethics 	<ul style="list-style-type: none"> Participation of Students wing in various bioethics related activities. 	<ul style="list-style-type: none"> The activities part of student BIOETHICS improved the bioethical knowledge and its concept in health industry. This enhanced the leadership quality of students and inculcated empathy and compassion towards the health profession in students.

5	Administrative management	<ul style="list-style-type: none"> Faculty development programmes (FDP) Professional development programmes (PDP) 	<ul style="list-style-type: none"> Increase in the number of FDP, PDP organized by the university and attended by the staff. 	<ul style="list-style-type: none"> The total number of FDP and PDP organized and granted by the university reflects the quality improvement initiatives undertaken for enrichment of teaching, non-teaching and administrative staff professional improvement.
		<ul style="list-style-type: none"> AAA 	<ul style="list-style-type: none"> Periodic assessment of AAA by internal and external experts resulted in improvement in Academic and Administrative governance. 	<ul style="list-style-type: none"> Academic and administrative audit by external and internal experts during these years has resulted in implementation of necessary measures to improve academic and administrative performance.
		<ul style="list-style-type: none"> Welfare schemes for teaching, nonteaching staff and students 	<ul style="list-style-type: none"> Effective welfare measures adopted for teaching, non-teaching and student community resulted in improved stake holder satisfaction. 	<ul style="list-style-type: none"> The welfare schemes and working conditions have resulted in a faculty stability index for senior staff members at well over 96% and non-teaching staff is more than 95%.
6	Financial management	<ul style="list-style-type: none"> Resource mobilization policy Internal and external audit 	<ul style="list-style-type: none"> Proper implementation of resource mobilization policy and process assessment by internal and external audit system resulted in effective financial management. 	<ul style="list-style-type: none"> Ease of operations and online transactions Fair accounting and transparency Improve value and credibility of the financial statement.
7	Assessment process	<ul style="list-style-type: none"> Examination reforms 	<ul style="list-style-type: none"> Examination reforms reports- Implementation of initiatives mentioned as per the examination reforms in Formative and Summative System like evaluation, double evaluation, and work based assessment had resulted in effective desired outcomes. 	<ul style="list-style-type: none"> Examination reforms of university has increased the standards of conduction of examinations at three levels – Pre Examinations, During Examinations and Post Examinations



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		<ul style="list-style-type: none"> • Student feedback mechanism 	<ul style="list-style-type: none"> • As per students request and policy of examination department, there is improved grievance redressal mechanism associated with examination results. 	<ul style="list-style-type: none"> • The revaluation and retotaling is done as per the request of the students and the status of the revaluation and retotaling results reflects the improved standard of execution of examination assessment process.
8	Achievements of university/hospital	<ul style="list-style-type: none"> • Genetic lab, Covid testing center approval, NIRF Recognition, SIRO Recognition, Commendation Award, UNESCO Chair Bioethics (Haifa) 	<ul style="list-style-type: none"> • All initiatives undertaken for the betterment of the university resulted in achievements like Accreditation by ISO, NABH, NABL, NIRF 	<ul style="list-style-type: none"> • NAAC with CGPA of 3.2 on 4 point scale at A grade, University ranking of 90 and Medical College ranking of 37 in the NIRF Ranking - 2020, ISO certification, NABH accredited hospital and blood bank, NICU accredited by National Neonatology Forum (India) (NNF) and KIMS Diagnostic laboratory, Department of Molecular Biology and Genetics being NABL accredited reflects the overall quality in all performance systems of the university.


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