



# MGM INSTITUTE OF HEALTH SCIENCES

(Deemed University u/s 3 of UGC Act, 1956)

**Grade 'A++' Accredited by NAAC**

Sector-01, Kamothe, Navi Mumbai - 410 209

Tel 022-27432471, 022-27432994, Fax 022 – 27431094

E-mail : registrar@mgmuhs.com ; Website : www.mgmuhs.com

## AQAR- 2023-24

### Best Practice 1

**Title:**

Participating in QS -I Gauge rating in pursuit of enhancing quality

**Objectives of the practice:**

To identify the gaps in the institutional activities based on the data required

To create a roadmap for future quality enhancement

**The Context:**

MGMIHS is striving for excellence. Our institute has been awarded NAAC A++ with a CGPA score of 3.55 in the 2<sup>nd</sup> cycle in July 2022. We would like to find the gaps in the institute activities by participating in rating and ranking processes. Based on our performance we can create a roadmap for quality enhancement

**The Practice:**

QS-I Gauge assesses the constituent institutes under MGMIHS.

We were oriented by the QS-I Gauge team

Each institute provided the required data.

Surveys were conducted by QS -I Gauge for students, faculty and Alumni

It involved great amount of team work

**Evidence of success:**

MGMIHS scored 1100 with overall rating as **Diamond** with criteria wise rating as follows



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## AQAR- 2023-24

<b>Core Criteria</b>	<b>Rating Attained</b>
Teaching and Learning	<b>GOLD</b>
Faculty Quality	<b>DIAMOND</b>
Employability	<b>DIAMOND</b>
Diversity and Accessibility	<b>GOLD</b>
Facilities	<b>DIAMOND</b>
Social Responsibility	<b>PLATINUM</b>
Governance and Structure	<b>PLATINUM</b>
<b>Advanced Criteria</b>	<b>Rating Attained</b>
Research	<b>GOLD</b>
Academic Development	<b>GOLD</b>

### **Problems encountered and resources required:**

We had to make time for providing the data in the required format within the specified time.

It required meticulous planning and coordination.



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**University Internal Quality Assurance Cell**

MGM/IQAC/2023/

Date: - 20<sup>th</sup> April, 2023

## **QS-I Gauge meeting**

University IQAC conducted a meeting with Institutional Point of Contact (POC) on 19.04.2023, Wednesday from 11.00noon to 1.00pm at the IQAC meeting hall, 3<sup>rd</sup> Floor, MGMIHS, Navi Mumbai. It was conducted in a blended mode (For Navi Mumbai campus through offline mode and for the Aurangabad campus via Video Conferencing).

The meeting was attended by the following members physically at Navi Mumbai campus and online through Teams by the Aurangabad campus members.

Members Present:

Sr. no.	Name	Designation
1.	Dr. Shashank Dalvi	Vice Chancellor, MGMIHS
2.	Dr. Nitin Kadam	Pro-Vice Chancellor, Navi Mumbai, MGMIHS
3.	Dr. Rajesh Kadam	Deputy Registrar, MGMIHS, Aurangabad (Administrative Officer)
4.	Dr. Rita M. Khadkikar	University IQAC coordinator, MGMIHS
5.	Dr. Prabha Dasila	Principal, MGM New Bombay College of Nursing, Navi Mumbai
6.	Dr. Benzeer Jadhav	POC, MGM Medical College, Aurangabad Campus
7.	Dr. Bela Agarwal	Professor, MGM School of Physiotherapy, Navi Mumbai
8.	Dr. Kavita More	POC, MGM Medical College, Navi Mumbai
9.	Dr. Shrutika Parab	POC, MGM School of Physiotherapy, Navi Mumbai
10.	Dr. Shrikant Sant	POC, MGM School of Physiotherapy, Aurangabad
11.	Dr. Himanshu Gupta	POC, MGM School of Biomedical Sciences, Navi Mumbai
12.	Miss. Anugretha Dhanke	POC, MGM School of Biomedical Sciences, Aurangabad
13.	Mrs. Susan Jacob	POC, MGM New Bombay College of Nursing, Navi Mumbai
14.	Dr. Subhasish Paikray (P&O)	POC, MGM Institute's University Department of Prosthetics & Orthotics, Navi Mumbai
15.	Dr. Amrita Ghosh (PT)	Associate Professor, MGM School of Physiotherapy, Navi Mumbai

## **Agenda for the meeting**

1. Orientation of QS-I gauge.

Dr. Rita M. Khadkikar welcomed all the IQAC coordinators and Institute's POCs. Dr. Rita M. Khadkikar informed that Institutes IQAC coordinators are the POC who will provide the data for QS I-Gauge rating.



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**University Internal Quality Assurance Cell**

Dr. Pariniti is the technical analyst started the orientation and explained the methodology. She explained that there are Core criteria & Advanced criteria. In Advanced criteria we have to select any two categories. The team presented the templates for each core criteria and advanced criteria and gave examples for the data to be uploaded in the form of links

Categories	Sub-categories	
Core criteria	Teaching and Learning (TL)	250
	Faculty Quality (FQ)	200
	Employability (EP)	200
	Diversity and Accessibility (DA)	150
	Facilities (FC)	150
	Social Responsibility (SR)	150
	Governance and Structure (GS)	100
	<b>TOTAL (A)</b>	<b>1200</b>
Advanced criteria (Select any two)	Arts and Culture (AC)	100
	Entrepreneurship (ET)	100
	Research (RE) (Mandatory for Universities)	100
	Innovation (IV)	100
	Internationalisation (IS)	100
	Academic Development (AD)	100
	<b>TOTAL (B)</b>	<b>200</b>
	<b>GRAND TOTAL (A+B)</b>	<b>1400</b>

For effective completion of rating process, it is mandated that the institution must circulate the survey amongst its stakeholders and ensure the minimum threshold rate as mentioned below.

- Student survey  $\geq 30\%$  of total student population (all years and courses)
- Faculty survey  $\geq 60\%$  of total faculty population (all departments)
- Alumni survey  $\geq 10\%$  with respect to the current student population

The indicators which are based on survey model are scored as below:

For example, Overall Student Satisfaction (which is a Student Survey indicator) carries 30 points, 90% scaled down to 60%. Hence,

- Score= 0, if Overall student satisfaction  $\leq 60\%$
- Score= 30, if Overall student satisfaction  $\geq 90\%$
- $0 < \text{Score} < 30$ , if  $60\% < \text{student satisfaction} < 90\%$

The access to the QS I-Gauge portal would be given institute wise after MGMIHS mentions the two-month period for uploading the data.

The survey links will be provided institute wise for students, faculty and alumni. It was mentioned by the QS I-Gauge team that the minimum threshold of the survey has to be achieved only after which the submitted data would be analysed.



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**University Internal Quality Assurance Cell**

## Resolutions:

- It was resolved to discuss/ identify & provide the details as follows:
  - The Academic Year (12-month period) of data to be submitted.
  - The two-month period for access to the QS I-Gauge portal for data uploading.
  - The faculty and students list for their approximate number to decide the minimum threshold for survey completion.

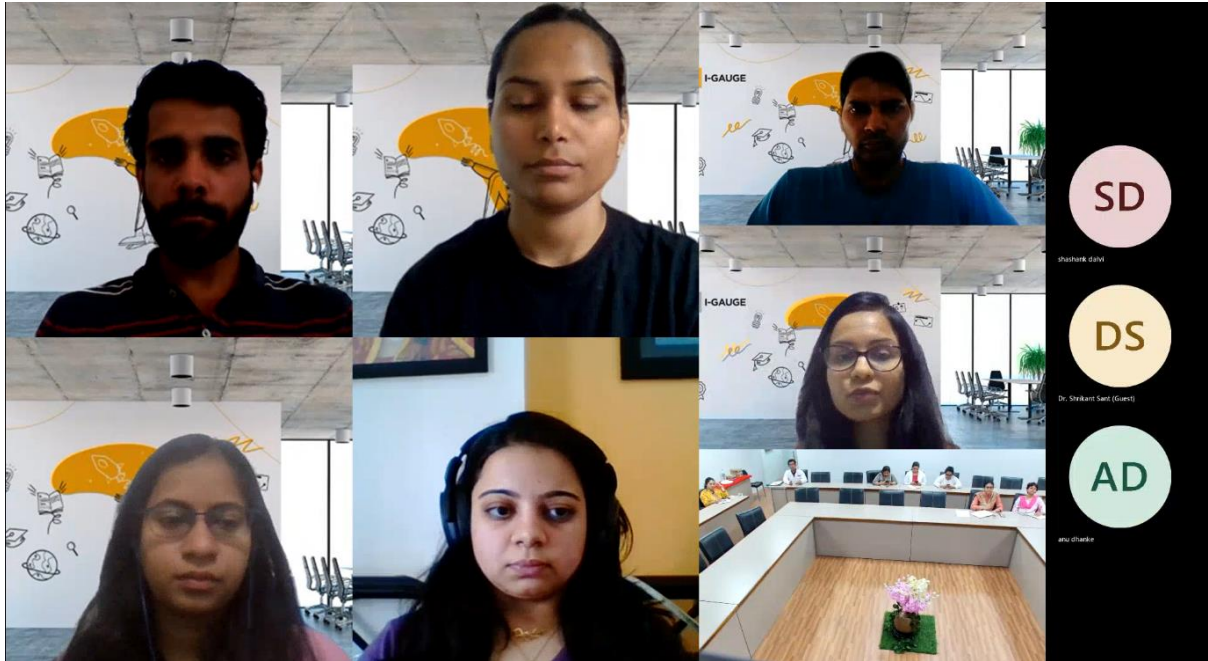
Dr. Rita Khadkikar thanked all the IQAC team for their support.

**Dr. Rita Khadkikar**  
University IQAC Co-ordinator  
MGMIHS

Co-ordinator  
IQAC Cell  
MGMIHS  
Kamothe, Navi Mumbai - 410209

**Dr. Shashank Dalvi**  
Vice Chancellor  
MGMIHS

Dr. Shashank D. Dalvi  
Vice Chancellor  
MGM Institute of Health Sciences  
Navi Mumbai - 410209





MGMIIHS

QS I-Gauge Rating

# MGMIHS QS I-Gauge rating: **Diamond Rating**







# I-GAUGE



Teaching and Learning



Faculty Quality



Employability



Diversity and Accessibility



Facilities



Social Responsibility



Governance and Structure



Arts and Culture



Entrepreneurship



Research



Innovation



Internationalisation



Academic Development

## INSTITUTIONAL SCORECARD

MGM INSTITUTE OF HEALTH SCIENCES (MGMIHS)

MAHARASHTRA

2024-2026



# INSTITUTIONAL SCORECARD

DIAMOND



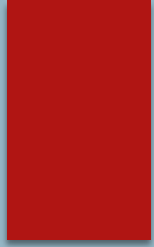
INDIAN UNIVERSITY RATINGS



2024-2026

License Valid Till: 27.08.2026

# MGMIHS scored **Dimond** rating



## Summary

### CORE CRITERIA

Criteria	Marks
Teaching & Learning	Gold (181/250)
Faculty Quality	Diamond (163/200)
Employability	Diamond (150/200)
Diversity & Accessibility	Gold (105/150)
Facilities	Diamond (123/150)
Social Responsibility	Platinum (150/150)
Governance & Structure	Platinum (100/100)

### ADVANCED CRITERIA

Criteria	Marks
Research	Gold (55/100)
Academic Development	Gold (73/100)

# MGMIHS scored **Dimond** rating

## MGMIHS SCORE SUMMARY (1100/1400)

### CORE CRITERIA

Criteria	Badges	Mark Obtain	Total Marks	Percentage
Teaching & Learning	Gold	181	250	<b>72.4</b>
Faculty Quality	Diamond	163	200	<b>81.5</b>
Employability	Diamond	150	200	<b>75</b>
Diversity & Accessibility	Gold	105	150	<b>70</b>
Facilities	Diamond	123	150	<b>82</b>
Social Responsibility	Platinum	150	150	<b>100</b>
Governance & Structure	Platinum	100	100	<b>100</b>
<b>Total</b>		<b>972</b>	<b>1200</b>	

### ADVANCED CRITERIA

Criteria	Badges	Mark Obtain	Total Marks	Percentage
Research	Gold	55	100	<b>55</b>
Academic Development	Gold	73	100	<b>73</b>
<b>Total</b>		<b>128</b>	<b>200</b>	

# Category Badges

**GOLD**

Teaching & Learning



INDIAN UNIVERSITY RATINGS

**DIAMOND**

Faculty Quality



INDIAN UNIVERSITY RATINGS

**DIAMOND**

Employability



INDIAN UNIVERSITY RATINGS

**GOLD**

Diversity & Accessibility



INDIAN UNIVERSITY RATINGS

**DIAMOND**

Facilities



INDIAN UNIVERSITY RATINGS

**PLATINUM**

Social Responsibility



INDIAN UNIVERSITY RATINGS

**PLATINUM**

Governance & Structure



INDIAN UNIVERSITY RATINGS

**GOLD**

Research



INDIAN UNIVERSITY RATINGS

**GOLD**

Academic Development



INDIAN UNIVERSITY RATINGS

# CORE CRITERIA: TEACHING & LEARNING

Indicator No.	Indicator	Requirement	Marks obtained	Total Marks
<b>CORE CRITERIA</b>				
<b>TEACHING &amp; LEARNING</b>			<b>Gold (181/250)</b>	
TL1	Faculty Student Ratio	Ratio of the number of teaching staff to that of students	30	30
TL2	Teaching Student Satisfaction	Proportion of students expressing satisfaction with teaching in the institution	30	30
TL3	Overall Student Satisfaction	Proportion of students satisfied with the institution	28	30
TL4	Completion Rate	Proportion of students successfully graduated in the last convocation, as against the initial enrolment in the cohort	8	30
TL5	Contact Hours Per Week	Student engagement on campus for mandatory teaching-learning activities, based on hours per week	40	40
TL6	Self-Study Hours Per Day	Additional learning hours spent by students	20	30
TL7	Best Practices in Learning	Provision for a mentor-mentee programme, and remedial support for learning	20	20
TL8	Learning Management System	Availability and use of online learning management system	0	25
TL9	Further Studies	Proportion of students going for further studies	5	15

# CORE CRITERIA: FACULTY QUALITY

Indicator No.	Indicator	Requirement	Marks obtained	Total Marks
<b>CORE CRITERIA</b>				
<b>FACULTY QUALITY</b>			<b>Diamond (163/200)</b>	
FQ1	Faculty Qualification	Faculty with a recognised PhD or equivalent terminal degree	0	20
FQ2	Retention Rate	Proportion of faculty working in the institution for over 3 years.	40	40
FQ3	Faculty Satisfaction with the Institution	Proportion of faculty expressing satisfaction as an employee at the institution	40	40
FQ4	Work experience outside academia	Proportion of faculty with at least two years long part-time or full-time experience in external non-academic organisation	40	40
FQ5	Faculty Development Programme	Proportion of faculty with advanced training in pedagogy	40	40
FQ6	Publications Per Faculty	Number of publications per faculty member on Scopus	3	20

# CORE CRITERIA: EMPLOYABILITY

Indicator No.	Indicator	Requirement	Marks obtained	Total Marks
<b>CORE CRITERIA</b>				
<b>Employability</b>			<b>Diamond (150/200)</b>	
EP1	Career Counselling Services	Companies that visited the campus within the last 12 months/Availability of career advisors on campus	30	40
EP2	Employment Rate	Proportion of graduates who secured a job within a year	0	40
EP3	Student Satisfaction with Career Services	Proportion of students satisfied with on-campus career guidance services	30	30
EP4	Alumni Satisfaction with Institution	Proportion of alumni expressing satisfaction with the institute	30	30
EP5	Alumni Satisfaction with Career Success	Proportion of alumni expressing satisfaction with their career	30	30
EP6	Extracurricular Activities	Proportion of student-run societies or clubs on campus	30	30



# CORE CRITERIA: DIVERSITY & ACCESSIBILITY

Indicator No.	Indicator	Requirement	Marks obtained	Total Marks
<b>CORE CRITERIA</b>				
<b>Diversity &amp; Accessibility</b>			<b>Gold (105/150)</b>	
DA1	Out of State Students	Proportion of students from States/ Union Territories other than that of the institution	17	25
DA2	International Diversity	Proportion of nationalities represented by the total number of students & faculty on campus	8	20
DA3	National diversity for students	Proportion of States/ Union Territories represented by the total number of students on campus	20	20
DA4	Expenditure on Scholarships and Bursaries	Proportion of revenue spent on funds for non-refundable student scholarships	15	15
DA5	Student Scholarships/Fee waiver	Proportion of students whose tuition fees is fully/partially covered by the institution in the form of scholarships/fee waiver	0	10
DA6	Differently Abled	Proportion of differently abled students on campus	15	20
DA7	Gender Ratio	Proportion of Student & Faculty Gender ratio on campus	10	20
DA8	Financial Equality	Contribution by the institution as financial support to its students in the form of scholarships	10	10
DA9	Regional and Linguistic Diversity of Faculty	Regional & Linguistic diversity - States & Union Territories represented and Distinct languages spoken on Campus	10	10

# CORE CRITERIA: FACILITIES

Indicator No.	Indicator	Requirement	Marks obtained	Total Marks
<b>CORE CRITERIA</b>				
<b>Facilities</b>			<b>Diamond (123/150)</b>	
FC1	Facilities on Campus	Availability of facilities on campus	17	20
FC2	Medical Facilities	Access to a clinic or hospital and availability of medical staff	10	10
FC3	Student Satisfaction with Sanitation, Hygiene, and Infrastructure	Proportion of student satisfaction with sanitation, hygiene, and infrastructure facilities on campus	12	20
FC4	On-Campus Catering – Quality and Affordability	Proportion of student satisfaction with food quality and affordability of food prices on campus	8	10
FC5	Student Accommodation	Provision of rooms or beds or rooms available on campus for student stay	10	10
FC6	Information Technology Services	Availability and usability of WiFi on campus	10	20
FC7	Management Information Systems	Availability and use of online systems for admission, fee-payment etc.	10	10
FC8	Student Safety	Proportion of student responses indicating they feel safe and secure on campus without time and mobility constraints	20	20
FC9	Library Facilities	Proportion of student and faculty responses indicating contentment with the library services	10	10
FC10	Facilities for Differently Abled	Presence of infrastructure facilities for differently abled on campus	16	20

# CORE CRITERIA: SOCIAL RESPONSIBILITY

Indicator No.	Indicator	Requirement	Marks obtained	Total Marks
<b>CORE CRITERIA</b>				
<b>Social Responsibility</b>			<b>Platinum (150/150)</b>	
SR1	Mechanisms/Systems for Social Involvement	Students actively participating in NCC, NSS, Red Cross and Eco Club	30	30
SR2	Community Outreach Activities	Participation in NCC, NSS activities, based on hours spent	30	30
SR3	Recognition for Social Development	Accolades received for social work or developmental activities by the institution	30	30
SR4	Environmental Impact	Presence of institutional policies for the protection of environment	50	50
SR5	Funding for Social Outreach	Funding by the institution on community/charity work towards social responsibility	10	10

# CORE CRITERIA: GOVERNANCE & STRUCTURE

Indicator No.	Indicator	Requirement	Marks obtained	Total Marks
<b>CORE CRITERIA</b>				
<b>Governance &amp; Structure</b>			<b>Platinum (100/100)</b>	
GS1	Ethics Committee	To review research proposals, Ph.D. dissertations, innovations, ideas, and institutional publications	10	10
GS2	Board of Studies	Presence of institutional board of studies and policies pertaining to curriculum development	10	10
GS3	Faculty Resource Management	Policies pertaining to faculty resource	10	10
GS4	Compliance and Report	Presence of institutional code of conduct policies with the institution development plan	10	10
GS5	Accreditation	Accreditation received by the institution from National and/or international agencies	50	50
GS6	Alumni and Senior Students' Representation	Participation of alumni & senior students as a part of institutional governance	10	10

# ADVANCED CRITERIA: RESEARCH

Indicator No.	Indicator	Requirement	Marks obtained	Total Marks
<b>ADVANCED CRITERIA</b>				
<b>Research</b>			<b>Gold (55/100)</b>	
RE1	Citations Per Faculty	Number of citations per faculty member on Scopus	11	20
RE2	Citations Per Paper	Research citations received by faculty for the works done during their tenure with the current institution	12	20
RE3	Specialised Research Centres	Number of research centres undertaking research on-campus and international conferences organised, and research reports published by the research centres	10	10
RE4	External Research funding	As a percentage of the institute's revenue	1	10
RE5	Seed Funding	Attempts made by faculty to seek internal financial support for their projects	0	15
RE6	Proposals Submitted and Accepted	Attempts made by faculty to seek external financial support for their projects and rate of acceptance of research proposals submitted by faculty	6	10
RE7	In-house Indexed Journals	In-house peer reviewed indexed journals listed in Scopus®/UGC-CARE Journals	15	15

# ADVANCED CRITERIA: ACADEMIC DEVELOPMENT

Indicator No.	Indicator	Requirement	Marks obtained	Total Marks
<b>ADVANCED CRITERIA</b>				
<b>Academic Development</b>			<b>Gold (73/100)</b>	
AD1	Learning and Development Centre	Functional Centre for Continuous Professional Development for teachers, frequent faculty development activities, certifications and technology-enabled training for faculty.	5	20
AD2	Building Academic networks	Institution being a recognised member of University/College academic network	5	15
AD3	Programme Strength	Number of completed applications against total available seats in the last enrolment.	20	20
AD4	Academic freedom for faculty and students	Academic freedom for faculty and students through institution policies encouraging students and faculty to engage in intellectual debate without fear of bias/discrimination/ censorship	18	20
AD5	Best academic practices	Educational policies/workshops to integrate essential skills on the importance of academic integrity, plagiarism and to increase academic engagements	25	25



# I-GAUGE



Teaching and Learning



Faculty Quality



Employability



Diversity and Accessibility



Facilities



Social Responsibility



Governance and Structure



Arts and Culture



Entrepreneurship



Research



Innovation



Internationalisation



Academic Development

## INSTITUTIONAL SCORECARD

MGM INSTITUTE OF HEALTH SCIENCES (MGMIHS)  
MAHARASHTRA

2024-2026



**I-GAUGE**

**INSTITUTIONAL  
SCORECARD**

**DIAMOND**



**I-GAUGE**

**INDIAN UNIVERSITY RATINGS**



**2024-2026**

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# INTRODUCTION

The Institutional Scorecard is an extensive representation of the results following the QS I-GAUGE rating of the respective institution. The rating has been customised to highlight the uniqueness of the Indian higher education system. The objective is to evaluate the performance of the institution over a wide range of criteria pertaining to the system and structure of higher education in India and deduce areas of excellence. The institution is awarded an overall rating badge and category wise badges that reflect the rating outcomes.

The QS I-GAUGE rating system evaluates the institution's individual performance in different aspects that have been categorised as primary and secondary. Primary criteria include parameters that are expected to be significant to the functioning of every institution offering higher education in India. Secondary criteria include a range of parameters that provide an option for institutions to select indicators in the rating with the exception of Research which is mandatory for Universities.

Therefore, ratings are not dependent on the performance of other institutions. Rating outcomes relate to an individual institution's performance. On the other hand, a ranking system is an overall comparative analysis of all the higher education bodies, within the country, in all perspectives.

## **Further Assistance**

In case of any further assistance needed to interpret the content of this report or any queries, please contact QS I-GAUGE office. To report any anomalies detected in this report, please send an email to [support@igauge.in](mailto:support@igauge.in).

QS I-GAUGE welcomes feedback/suggestions from our clientele. Our objective is to constantly improve our services. Therefore, please feel free to communicate your suggestions.

**Email ID: [support@igauge.in](mailto:support@igauge.in)**

**Analyst: Dr Pariniti Singh & Suchismita Mallick**

**Publication Date: 27.08.2024**



# TEACHING & LEARNING

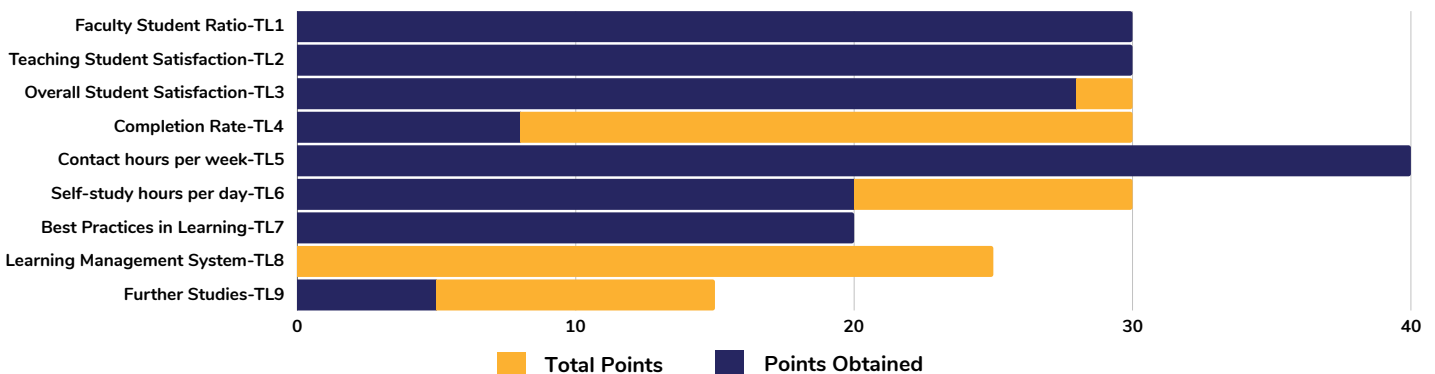
## GOLD

181/250  
Points

Classroom-based teaching and learning engagements form the core building blocks of an institution of higher learning. The indicators described below focus on these activities to measure institution's performance against fixed thresholds set for the institution.

Indicator	Points
<b>TL1: Faculty Student Ratio</b> Ratio of the number of teaching staff to that of students	(30/30)
<b>TL2: Teaching Student Satisfaction</b> Proportion of students expressing satisfaction with teaching in the institution	(30/30)
<b>TL3: Overall Student Satisfaction</b> Proportion of students satisfied with the institution	(28/30)
<b>TL4: Completion Rate</b> Proportion of students successfully graduated in the last convocation, as against the initial enrolment in the cohort	(08/30)
<b>TL5: Contact Hours Per Week</b> Student engagement on campus for mandatory teaching-learning activities, based on hours per week	(40/40)
<b>TL6: Self-Study Hours Per Day</b> Additional learning hours spent by students	(20/30)
<b>TL7: Best Practices in Learning</b> Provision for a mentor-mentee programme, and remedial support for learning	(20/20)
<b>TL8: Learning Management System</b> Availability and use of online learning management system	(00/25)
<b>TL9: Further Studies</b> Proportion of students going for further studies	(05/15)

### Institution's Performance in Teaching & Learning

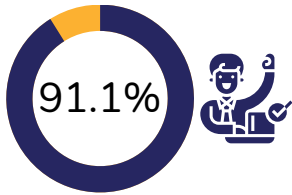




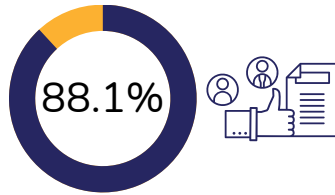
# TEACHING & LEARNING

**GOLD**

## Satisfaction Level in Teaching & Learning



Student Satisfaction with Teaching



Overall Student Satisfaction

## Completion Rate



## Institution's Teaching & Learning Activities

**Not Opted**

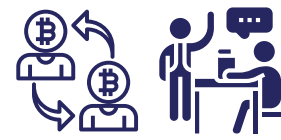


Interactive Teaching

**Best Practices**



Mentor-Mentee



Peer Group Learning/Remedial Support



**Learning Management System**



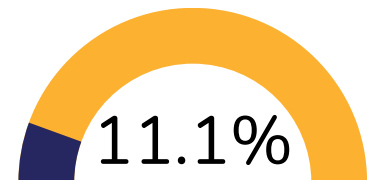
**Contact Hours/week**

30+

**Self Study Hours/day**

3

**Further Studies**



## Performance Overview and Recommendations

MGMIHS, Maharashtra has shown good performance in the Teaching and Learning criteria. The institution has received full scores in faculty-student ratio, contact hours, teaching student satisfaction and best practices in learning. The institution's completion rate is at 61.1%. The overall student satisfaction with the institution is moderate. The institution must aid modern learning methods for students by enabling easy access to e-learning resources with more functionalities through the LMS platform. Notably, the student-faculty ratio is impressive at 1:8, ensuring that each student can receive personalised attention. The institution should encourage its graduating students to opt for further studies, enhancing their knowledge and improving their state-of-the-art skill set.



# FACULTY QUALITY

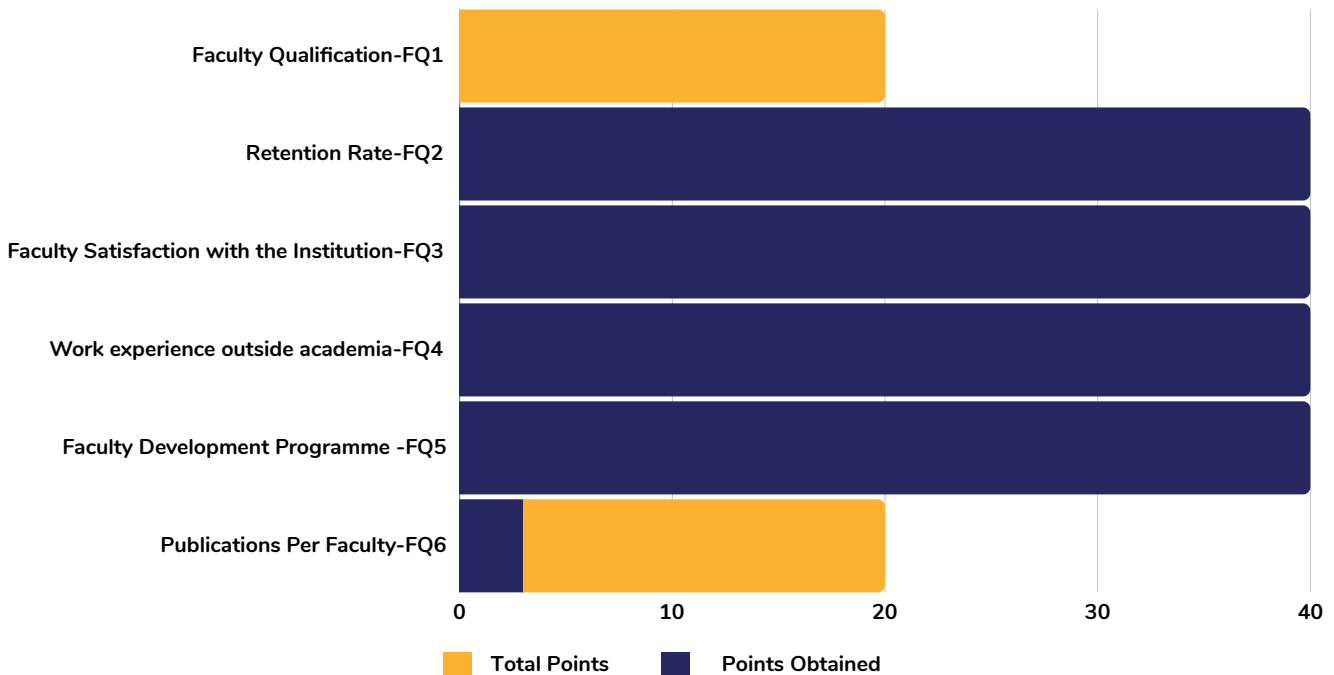
DIAMOND

163/200  
Points

An institution's progress relies significantly on the competence and commitment of its teaching staff. The set of indicators described below attempt capturing this through quantified measurements.

Indicator	Points
<b>FQ1: Faculty Qualification</b> Faculty with a recognised PhD or equivalent terminal degree	(00/20)
<b>FQ2: Retention Rate</b> Proportion of faculty working in the institution for over 3 years.	(40/40)
<b>FQ3: Faculty Satisfaction with the Institution</b> Proportion of faculty expressing satisfaction as an employee at the institution	(40/40)
<b>FQ4: Work experience outside academia</b> Proportion of faculty with at least two years long part-time or full-time experience in external non-academic organisation	(40/40)
<b>FQ5: Faculty Development Programme</b> Proportion of faculty with advanced training in pedagogy	(40/40)
<b>FQ6: Publications Per Faculty</b> Number of publications per faculty member on Scopus	(03/20)

## Institution's Performance in Faculty Quality





# FACULTY QUALITY

DIAMOND

## Faculty's Qualification



Colleges NA 100% Faculty with Master's or Post-Graduate degree Qualification

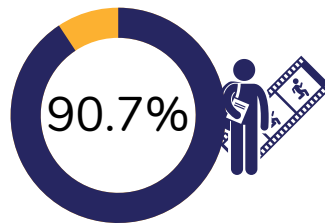
University ✗ 100% of faculty with PhD or equivalent terminal degree

Number of faculty with International PhD

1



Retention Rate



Faculty Satisfaction with Institution



Faculty Development Programme



Work Experience Outside Academia

Not Opted



External Exposure as Part of Academia

0.76

Publications Per Faculty

## Performance Overview and Recommendations

MGMIHS, Maharashtra has performed outstandingly well in the Faculty Quality criteria. The institution has received full scores in the indicators such as retention rate of faculty, work experience of faculty outside the academia, faculty satisfaction with the institution, and faculty development programme. The institution shall encourage its faculties to pursue PhD to expedite their knowledge of teaching and conduct research at the university level. The institution is also recommended to recruit faculty with International PhD, which allows students to get international exposure and can improve the quality of teaching pedagogy. Further, the institution must encourage its faculties to publish their research findings in SCOPUS-indexed journals and regularly monitor the same.



# EMPLOYABILITY

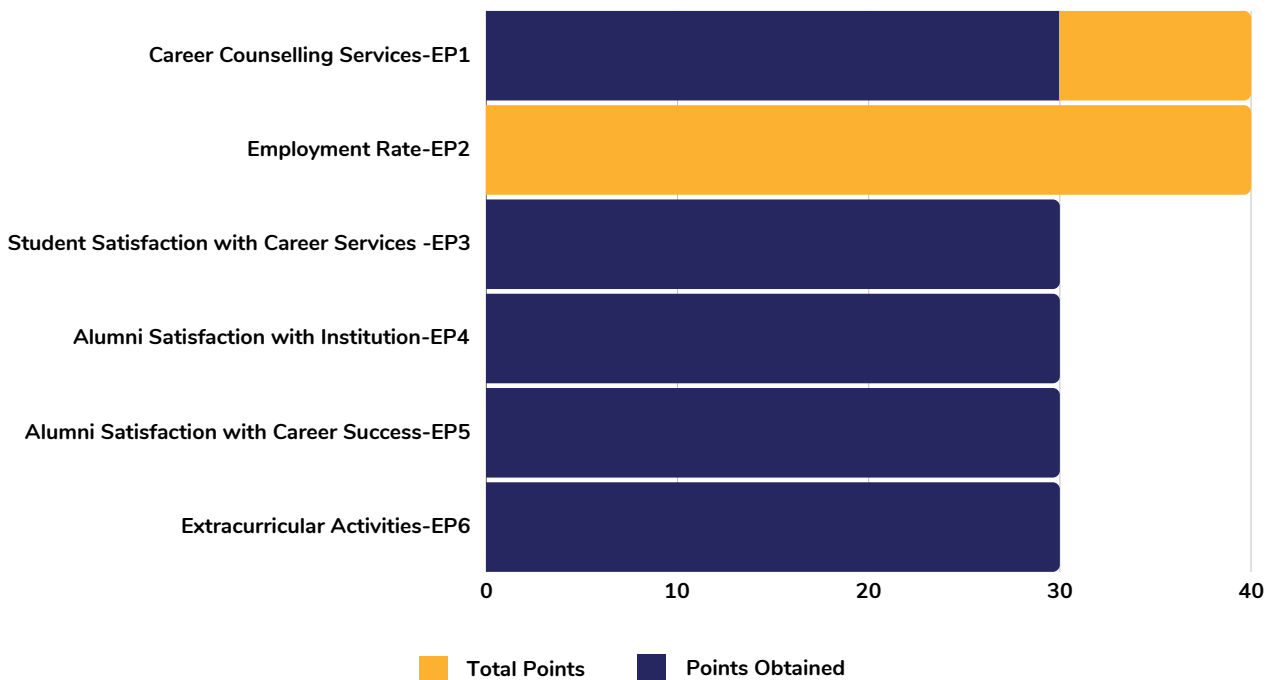
150/200  
Points

DIAMOND

An institution of higher learning is identified not only by its academic engagements, but also its contribution to the job market.

Indicator	Points
<b>EP1: Career Counselling Services</b> Companies that visited the campus within the last 12 months/Availability of career advisors on campus	(30/40)
<b>EP2: Employment Rate</b> Proportion of graduates who secured a job within a year	(00/40)
<b>EP3: Student Satisfaction with Career Services</b> Proportion of students satisfied with on-campus career guidance services	(30/30)
<b>EP4: Alumni Satisfaction with Institution</b> Proportion of alumni expressing satisfaction with the institute	(30/30)
<b>EP5: Alumni Satisfaction with Career Success</b> Proportion of alumni expressing satisfaction with their career	(30/30)
<b>EP6: Extracurricular Activities</b> Proportion of student-run societies or clubs on campus	(30/30)

## Institution's Performance in Employability

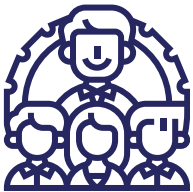




# EMPLOYABILITY

DIAMOND

## Campus Employer Presence

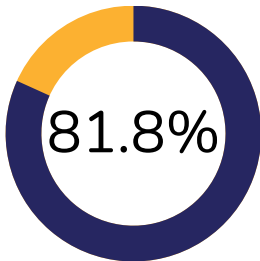


Not  
Opted

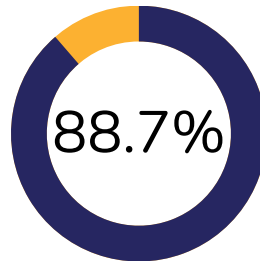
## Career Counselling Services

- ✓ Number of full-time/part-time career counsellors
- ✓ Number of interview/training/CV writing workshops
- ✓ Facilitating online career portal with access to jobs
- ✗ Campus Career Fair

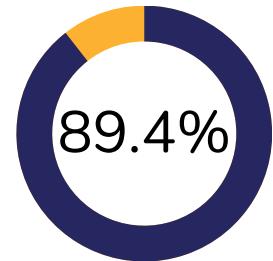
## Satisfaction Level in Career Services



Student Satisfaction with career services



Alumni Satisfaction with the Institution



Alumni Satisfaction with career success



Employment Rate



Extracurricular Activities

## Performance Overview and Recommendations

MGMIHS, Maharashtra has performed outstandingly well in the Employability criteria. The institution provides career counselling services and has a dedicated career portal with job access. The student and alumni stakeholders' satisfaction with the career services and success were commendable. The employment rate of the institution is at 40.2%. The institute should invite more reputed employers for placement-related activities on campus. Furthermore, the institution is suggested for a yearly campus career fair. The institution encourages student participation in extracurricular activities through various clubs and societies, which is highly commendable.





# DIVERSITY & ACCESSIBILITY

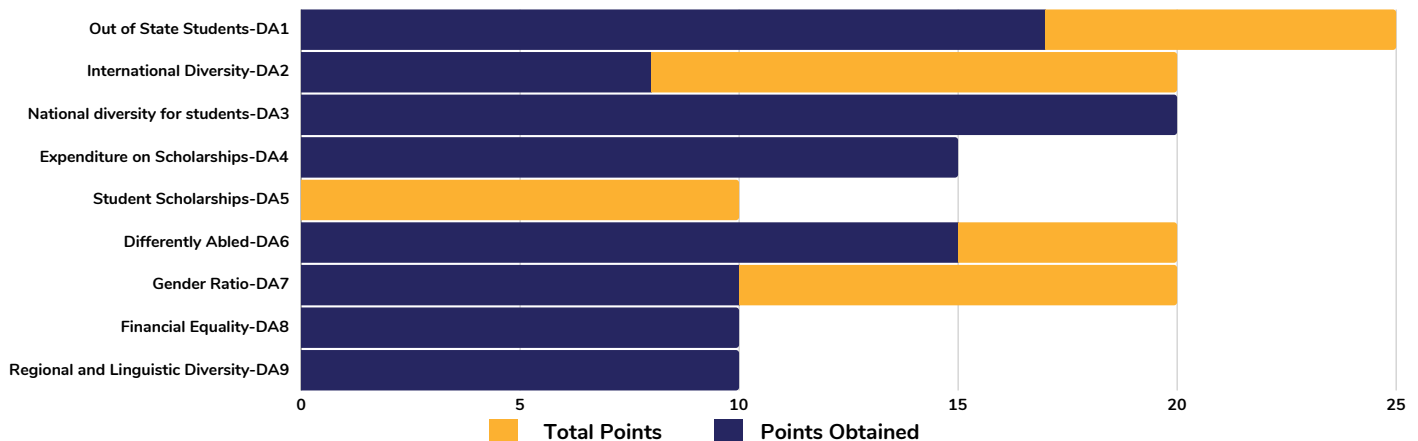
105/150  
Points

**GOLD**

Presence of inclusive and diverse cohorts fosters the growth of higher education institutions. The assessment parameter include faculty diversity which is measured based on their regional identity and participation in scholarly activities abroad. The diverse and rich experience of faculty enhances academic development in the institution.

Indicator	Points
<b>DA1: Out of State Students</b> Proportion of students from States/ Union Territories other than that of the institution	(17/25)
<b>DA2: International Diversity</b> Proportion of nationalities represented by the total number of students & faculty on campus	(08/20)
<b>DA3: National diversity for students</b> Proportion of States/ Union Territories represented by the total number of students on campus	(20/20)
<b>DA4: Expenditure on Scholarships and Bursaries</b> Proportion of revenue spent on funds for non-refundable student scholarships	(15/15)
<b>DA5: Student Scholarships/Fee waiver</b> Proportion of students whose tuition fees is fully/partially covered by the institution in the form of scholarships/fee waiver	(00/10)
<b>DA6: Differently Abled</b> Proportion of differently abled students on campus	(15/20)
<b>DA7: Gender Ratio</b> Proportion of Student & Faculty Gender ratio on campus	(10/20)
<b>DA8: Financial Equality</b> Contribution by the institution as financial support to its students in the form of scholarships	(10/10)
<b>DA9: Regional and Linguistic Diversity of Faculty</b> Regional & Linguistic diversity - States & Union Territories represented and Distinct languages spoken on Campus	(10/10)

## Institution's Performance in Diversity & Accessibility





# DIVERSITY & ACCESSIBILITY

**GOLD**

## Out of State Students



17.2%

## International Diversity

Total number of nationalities represented by students on campus

05

Total number of nationalities represented by faculty on campus

00

**Not Opted**

## National Diversity for students

29

Total number of states/union territories represented by students



## Diversity of students within the State

NA

Total number of districts represented by students



## Expenditure on Scholarships and Bursaries



## Student Scholarships/Fee Waiver



## Differently Abled

Differently abled students



Policy Accommodating the Differently Abled Student



## Gender Ratio

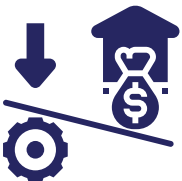
Female Student

65%

Female Faculty

51%

## Financial Equality



## Regional & Linguistic Diversity

Number of States Represented by Faculty

15

Number of Distinct Languages spoken by Faculty

15

## Performance Overview and Recommendations

MGMIHS, Maharashtra has shown good performance in the Diversity & Accessibility criteria. The institution has scored full points in the following indicators: national diversity for students, expenditure on scholarships, financial equality, and regional & linguistic diversity. The institution hosts 17.2% of students outside the state. It is recommended that the institution strive for a healthy gender ratio and recruit international faculties as a positive step towards international diversity. The institution supports students from diverse socio-economic backgrounds with financial assistance for their academic needs. However, it should place greater emphasis on awarding more scholarships based on merit. The institution is recommended to offer admission to differentially abled to increase inclusivity among the student stakeholders.



# FACILITIES

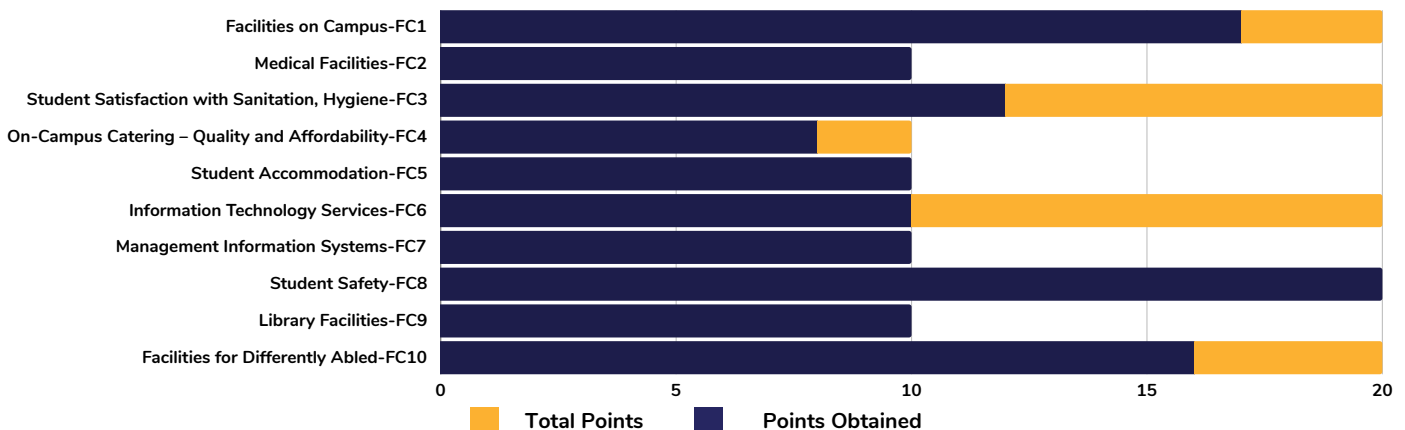
123/150  
Points

DIAMOND

It is essential that an institution makes adequate infrastructural and functional provisions to aid the overall experience of students and faculty on the campus.

Indicator	Points
<b>FC1: Facilities on Campus</b> Availability of facilities on campus	(17/20)
<b>FC2: Medical Facilities</b> Access to a clinic or hospital and availability of medical staff	(10/10)
<b>FC3: Student Satisfaction with Sanitation, Hygiene, and Infrastructure</b> Proportion of student satisfaction with sanitation, hygiene, and infrastructure facilities on campus	(12/20)
<b>FC4: On-Campus Catering – Quality and Affordability</b> Proportion of student satisfaction with food quality and affordability of food prices on campus	(08/10)
<b>FC5: Student Accommodation</b> Provision of rooms or beds or rooms available on campus for student stay	(10/10)
<b>FC6: Information Technology Services</b> Availability and usability of WiFi on campus	(10/20)
<b>FC7: Management Information Systems</b> Availability and use of online systems for admission, fee-payment etc.	(10/10)
<b>FC8: Student Safety</b> Proportion of student responses indicating they feel safe and secure on campus without time and mobility constraints	(20/20)
<b>FC9: Library Facilities</b> Proportion of student and faculty responses indicating contentment with the library services	(10/10)
<b>FC10: Facilities for Differently Abled</b> Presence of infrastructure facilities for differently abled on campus	(16/20)

Institution's Performance in Facilities





# FACILITIES

DIAMOND

## Facilities on Campus

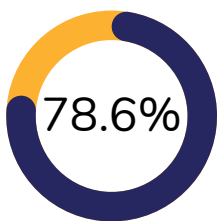
Swimming Pool	✓	Full-Time Sports Coach	✓
Fitness Gym	✓	Mess/Canteen	✓
Indoor Sporting	✓	Recreation Room/Safe Assembly Area	✓
Outdoor Sporting	✓	Faculty Accommodation	✓
Synthetic Track	✗	Bank/ATM	✓

## Medical Facilities

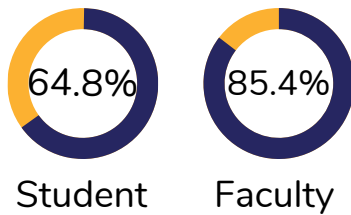
✓	✓
Medical Centre & Staff	Ambulance

## Satisfaction Level

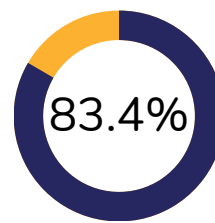
### Satisfaction with Sanitation, Hygiene



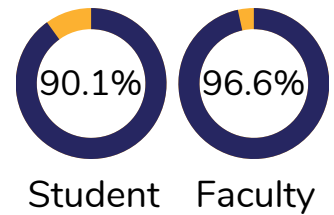
### Information Technology Services



### On-campus Catering Quality and Affordability



### Library Facilities



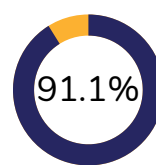
### Student Accommodation



### Management Information Systems



### Student Safety



### Facilities for Differently abled

Ramps	✓
Railings	✓
Special Toilets	✓
Visual-Aid Centre	✗
User -Friendly Lift	✓

## Performance Overview and Recommendations

MGMIHS, Maharashtra has performed outstandingly well in the Facilities criteria. The institution has many facilities on campus, including gym, indoor & outdoor sports facilities with sports coaches, mess/canteens, Banks with an ATM facility and medical centre. A good number of beds/rooms are available on campus for students and faculties to reside in. The presence of the anti-ragging and anti-sexual harassment committee is verified. The institution needs to improve access to good-quality internet on campus in terms of student satisfaction with the services. The institution also has good facilities for differently abled students, with a scope for improvement. Student satisfaction with sanitary facilities, food quality and affordability at the canteen needs to be improved. Nevertheless, the institution remains steadfast in ensuring the safety and well-being of its students on campus.



# SOCIAL RESPONSIBILITY

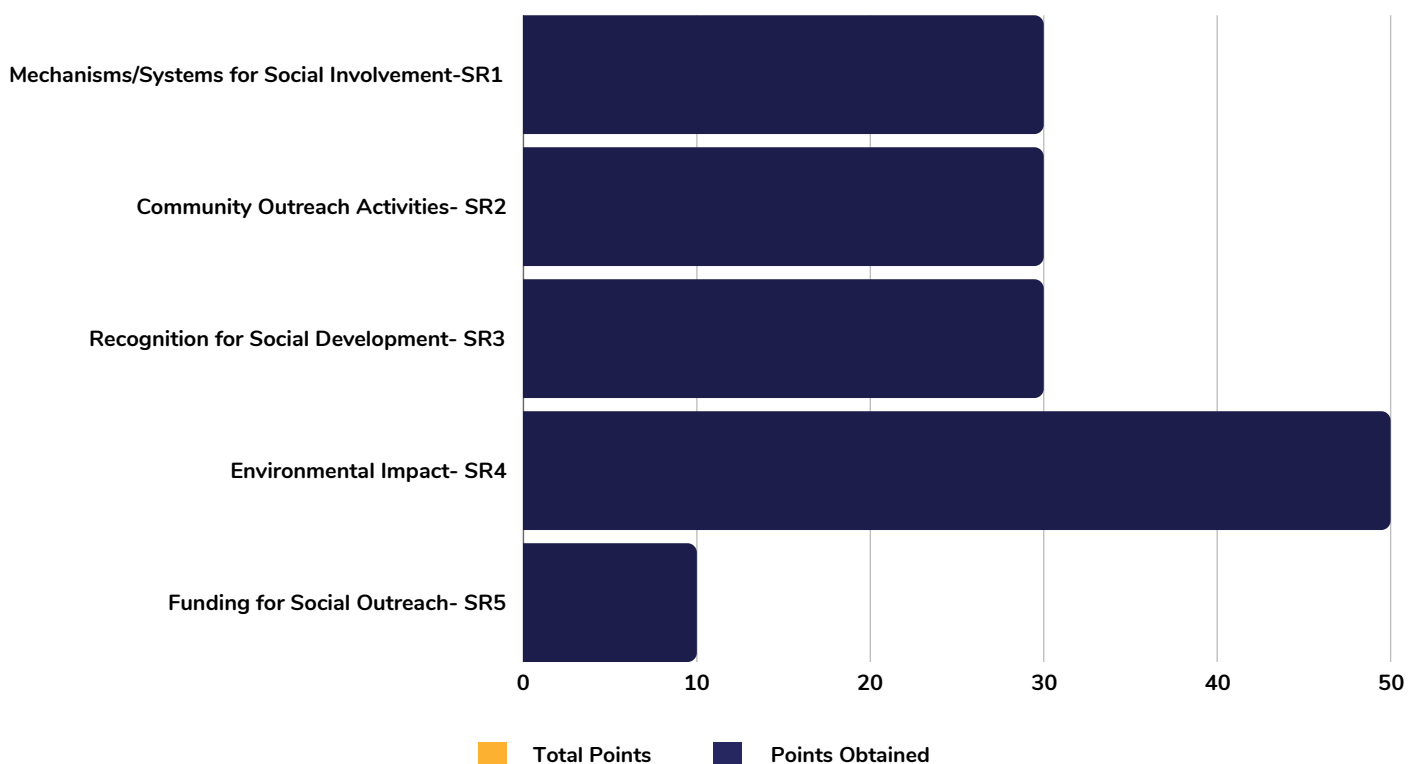
## PLATINUM

150/150  
Points

It is the responsibility of the institution to engage students in community development activities and contribute to sustainable development including health and welfare of the society.

Indicator	Points
<b>SR1: Mechanisms/Systems for Social Involvement</b> Students actively participating in NCC, NSS, Red Cross and Eco Club	(30/30)
<b>SR2: Community Outreach Activities</b> Participation in NCC, NSS activities, based on hours spent	(30/30)
<b>SR3: Recognition for Social Development</b> Accolades received for social work or developmental activities by the institution	(30/30)
<b>SR4: Environmental Impact</b> Presence of institutional policies for the protection of environment	(50/50)
<b>SR5: Funding for Social Outreach</b> Funding by the institution on community/charity work towards social responsibility	(10/10)

### Institution's Performance in Social Responsibility





# SOCIAL RESPONSIBILITY

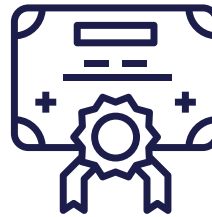
## PLATINUM



Mechanisms of Social Involvement



Community Outreach Activities



Recognition for Community Development

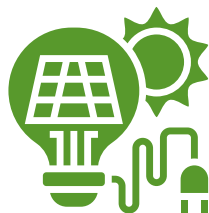


Funding for Social outreach

### Environmental Impact



Sustainable Campus



Energy Conservation



Water Conservation



Eco Transportation



Recycling of Waste

### Performance Overview and Recommendations

MGMIHS, Maharashtra has shown exceptional performance in the Social Responsibility criteria. The institution is actively engaged in social involvement and community outreach mechanisms. The institution has active policies and practices concerned with energy conservation, water conservation, eco-transportation, and recycling of waste. The institution has an active green audit certificate, which is commendable. The student participation in community enrichment activities outside the institution is noteworthy. The recognition and accolades are appreciated for the institution's contributions to social development activities. Furthermore, the financial support extended by the institute towards social and community outreach is commendable, reflecting a commitment to making a positive impact beyond the academic realms.



# GOVERNANCE & STRUCTURE

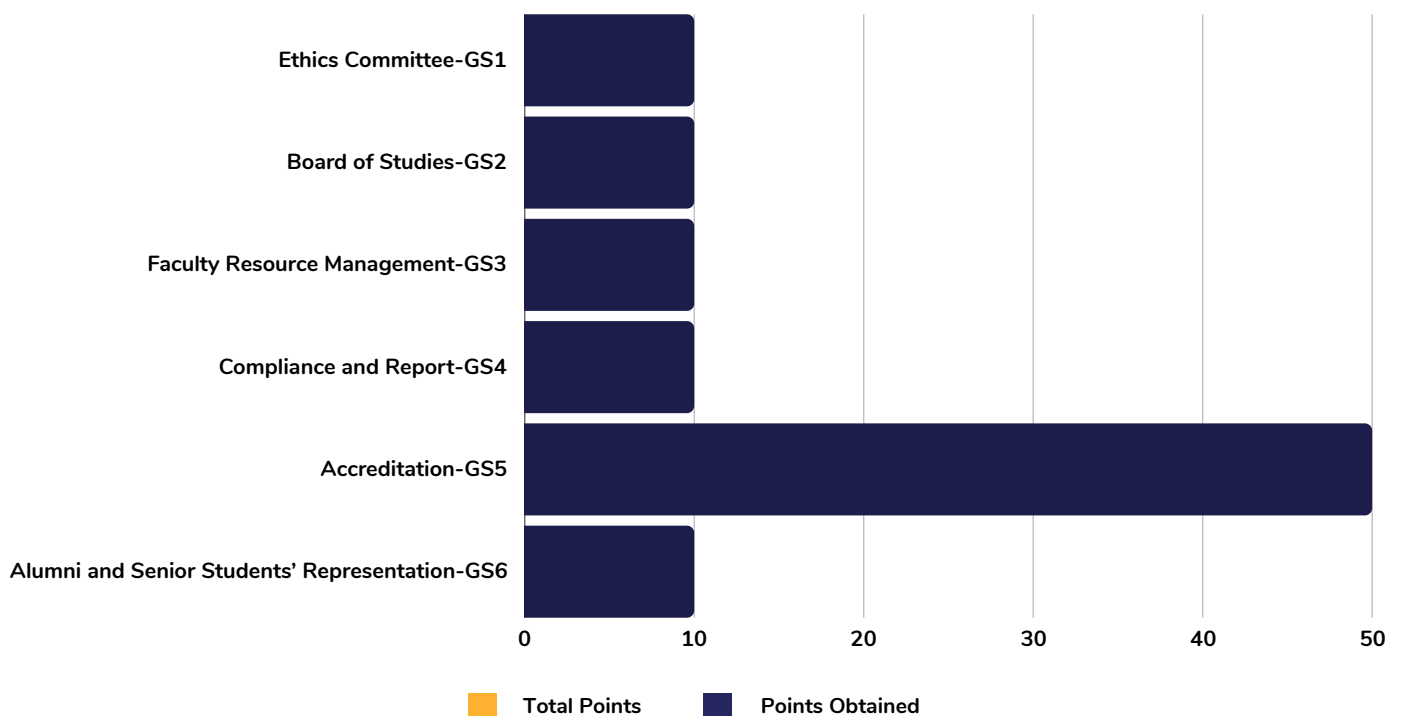
PLATINUM

100/100  
Points

Governance & structure defines the rules and processes that are required for institutions to function effectively. This framework is important as it demonstrates a model that institutions should follow.

Indicator	Points
<b>GS1: Ethics Committee</b> To review research proposals, Ph.D. dissertations, innovations, ideas, and institutional publications	(10/10)
<b>GS2: Board of Studies</b> Presence of institutional board of studies and policies pertaining to curriculum development	(10/10)
<b>GS3: Faculty Resource Management</b> Policies pertaining to faculty resource	(10/10)
<b>GS4: Compliance and Report</b> Presence of institutional code of conduct policies with the institution development plan	(10/10)
<b>GS5: Accreditation</b> Accreditation received by the institution from National and/or international agencies	(50/50)
<b>GS6: Alumni and Senior Students' Representation</b> Participation of alumni & senior students as a part of institutional governance	(10/10)

## Institution's Performance in Governance & Structure





# GOVERNANCE & STRUCTURE

PLATINUM


## Ethics Committee



## Board of Studies

Presence of Board of Studies 

Policy on Teaching Enhancement and Curriculum Development 

Policy on Faculty participation in the Board of Studies 

## Accreditation



## Faculty Resource Management

Faculty Recruitment 

Faculty Appraisal/Promotion 

## Student Participation in Institutional Governance

Alumni 

Senior Student 



## Compliance and Report

Code of Conduct Policy 

Publication of Annual Report 

### Performance Overview and Recommendations

MGMIHS, Maharashtra has performed exceptionally well in the Governance & Structure criteria. The institution has a well-established structure for academic and administrative governance. The institution has an active ethics committee to review research proposals, Ph.D. dissertations, innovations, ideas, and institutional publications. A comprehensive code of conduct policy is in effect for students, faculty, and administrative staff. The institution has active NABH and NAAC accreditation with an A++ grade. The institution has a well-constituted board of studies with with active participation of faculty stakeholders.



## ADVANCED CRITERIA

For an institution to aspire to being truly world-class, its mission and its impact must extend further than the basics. This selection of criteria looks at important factors that a institution with a solid foundation in the core criteria might target to advance to a higher level of performance and recognition.

We are aware of the fact that there are variations amongst the institutions across the country in many aspects and the parameters used in this section are instrumental in bringing out that difference at a micro level. A study like this is the key to the distinction of QS I-GAUGE from other co-existing rating systems. Here an institution gets to tailor its evaluation based on its specialities or fortes. Unlike many rating systems that apply the same criteria to all institutions, here the measurement index have been customized to meet the requirement and specifications of institutions operating in a diverse range of education. This way, art schools will not be measured for technology transfer and engineering colleges will not be measured on their contribution to the arts. Specialist institutions will be evaluated on the two advanced categories areas most relevant to them. Comprehensive universities will be evaluated on their two areas of greatest strength and the country's most ambitious institutions may choose to be evaluated in all categories, but only the top two areas will be taken into towards their overall QS I-GAUGE rating. The advanced categories include:



ARTS & CULTURE



INNOVATION



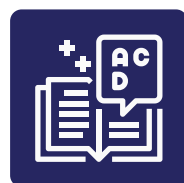
ENTREPRENEURSHIP



INTERNATIONALISATION



RESEARCH



ACADEMIC DEVELOPMENT

The highlighted categories are those included in the QS I-GAUGE evaluation for MGM Institute of Health Sciences (MGMIHS), Maharashtra. A detailed explanation of the selected categories is provided on the subsequent pages. For details of what is featured in the other categories, please visit the QS I-GAUGE website ([www.igauge.in](http://www.igauge.in)) or contact your QS I-GAUGE analyst.



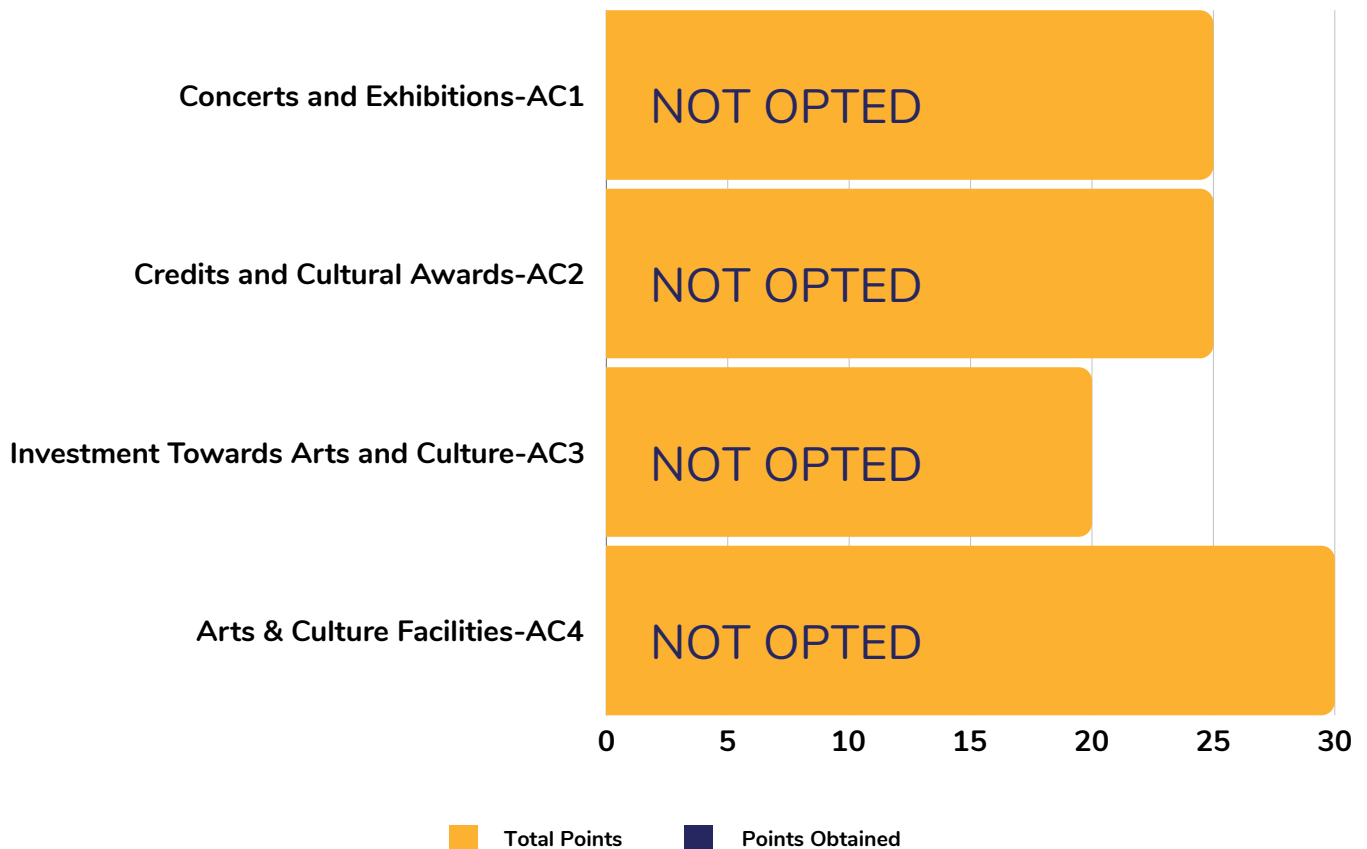
# ARTS & CULTURE

**NOT  
OPTED**

The set of indicators described below focus on the institution's role in developing and contributing to artistic and cultural advancements.

Indicator	Points
<b>AC1: Concerts and Exhibitions</b> Art or cultural performance by faculty or students in external public events	(00/25)
<b>AC2: Credits and Cultural Awards</b> Accolades received for art or cultural performances by students, faculty, or institution	(00/25)
<b>AC3: Investment Towards Arts and Culture</b> Contributions made by institution in support of external art projects	(00/20)
<b>AC4: Arts &amp; Culture Facilities</b> Availability of infrastructure for arts & cultural activities on campus	(00/30)

## Institution's Overall Performance in Arts & Culture





## ARTS & CULTURE

### Concerts and Exhibitions

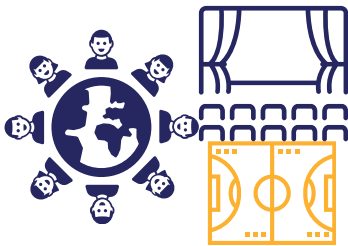


### Credits and Cultural Awards

Cultural Awards: Student



Cultural Awards: Faculty



### Arts & Culture Facilities

Auditorium



Campus Radio Station



Amphitheatre



Dedicated Recording Studio



Museum



Music Practice Rooms



Gallery Built- Art



Sculpture Garden



Arts/Design Studio



Cinema Hall



### Performance Overview and Recommendations

The institution has not opted this criteria.



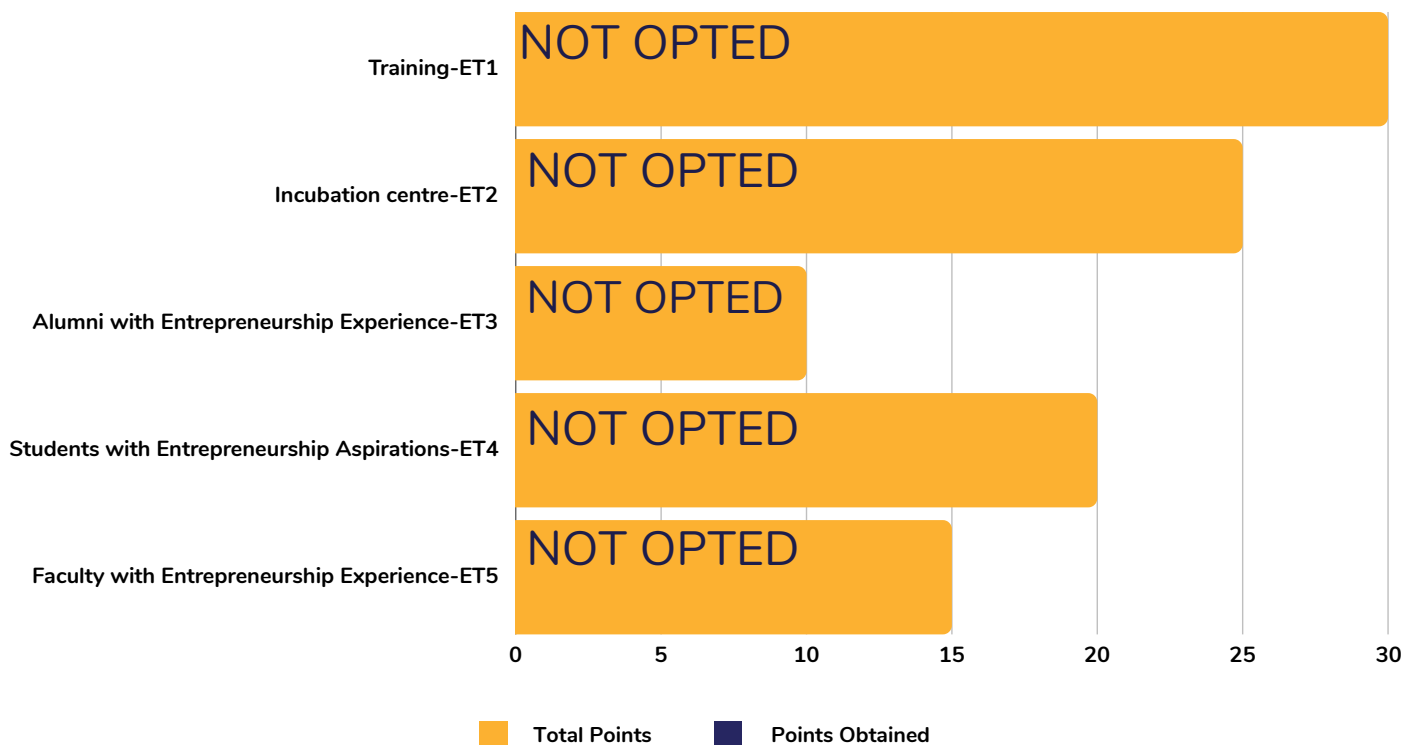
# ENTREPRENEURSHIP

**NOT  
OPTED**

Higher education institutions not only create employable youth for the industry, but also shape new initiatives in business and development. The set of indicators in entrepreneurship measure the institution's efforts in this direction.

Indicator	Points
<b>ET1: Training</b> Provisions made by institution to train the students as entrepreneurs	(00/30)
<b>ET2: Incubation centre</b> Setting up of business incubation centre for promoting entrepreneurship idea/ventures	(00/25)
<b>ET3: Alumni with Entrepreneurship Experience</b> Recent graduates from the institution, who have their own start-ups	(00/10)
<b>ET4: Students with Entrepreneurship Aspirations</b> Current students, who aspire to become entrepreneurs	(00/20)
<b>ET5: Faculty with Entrepreneurship Experience</b> Faculty having their own start-ups	(00/15)

## Institution's Performance in Entrepreneurship





# ENTREPRENEURSHIP

## Training

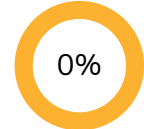


Students who Completed Entrepreneurship Training Course

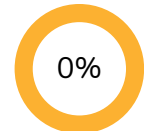


## Entrepreneurship Experience

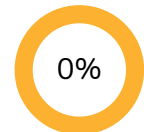
Alumni with entrepreneurship experience



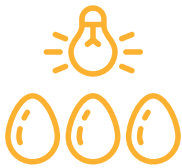
Faculty with Entrepreneurship Experience



Students with Entrepreneurship Aspirations



## Incubation centre



Business Incubation Centre for Promoting Entrepreneurship Idea



Business Ideas Incubated



## Performance Overview and Recommendations

The institution has not opted this criteria.



# RESEARCH

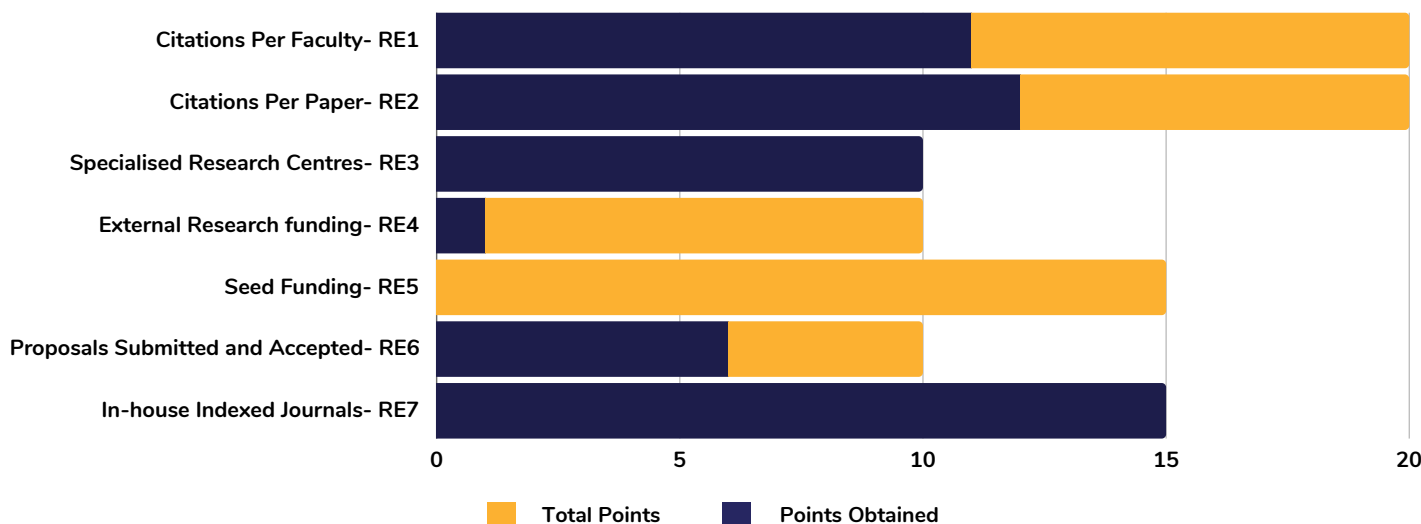
**GOLD**

**55/100  
Points**

The core responsibility of a faculty is to synthesise existing knowledge, ask new questions, and contribute to the advancement of academics. Acknowledging this, the institution is assessed by the following set of indicators that identifies its strengths and areas of improvement in research activities.

Indicator	Points
<b>RE1: Citations Per Faculty</b> Number of citations per faculty member on Scopus	(11/20)
<b>RE2: Citations Per Paper</b> Research citations received by faculty for the works done during their tenure with the current institution	(12/20)
<b>RE3: Specialised Research Centres</b> Number of research centres undertaking research on-campus and international conferences organised, and research reports published by the research centres	(10/10)
<b>RE4: External Research funding</b> As a percentage of the institute's revenue	(01/10)
<b>RE5: Seed Funding</b> Attempts made by faculty to seek internal financial support for their projects	(00/15)
<b>RE6: Proposals Submitted and Accepted</b> Attempts made by faculty to seek external financial support for their projects and rate of acceptance of research proposals submitted by faculty	(06/10)
<b>RE7: In-house Indexed Journals</b> In-house peer reviewed indexed journals listed in Scopus®/UGC-CARE Journals	(15/15)

### Institution's Performance in Research





## RESEARCH

**GOLD**

Citations Per Faculty

2.84

External Research Funding



Citations Per Paper

3.73

Seed Funding



### Specialised Research Centres



Research Centres



Research reports published



### Proposals Submitted and Accepted



### In-house indexed Journals

Number of Research Funding Proposals Submitted

12

In-house Peer Reviewed Journals



Number of Approved and Active Research Funding

04

Constitution of Independent Editorial



Periodicity of Journal Publications



### Performance Overview and Recommendations

MGMIHS, Maharashtra has shown good performance in the Research advanced criteria. The institution must take the necessary initiatives to enhance its citations per paper and increase the number of publications per faculty. The institution has specialised research centres that were instrumental in publishing 424 research papers with 1582 citations indexed in the Scopus database between 2018 and 2022. The Institution has an in-house research journal with independent editorial boards and quarterly periodicity. The institution must provide monetary support as seed grants to its faculty stakeholders to encourage them to undertake research activities leading to research publications. The institution must facilitate its faculties to apply for additional external research grants.



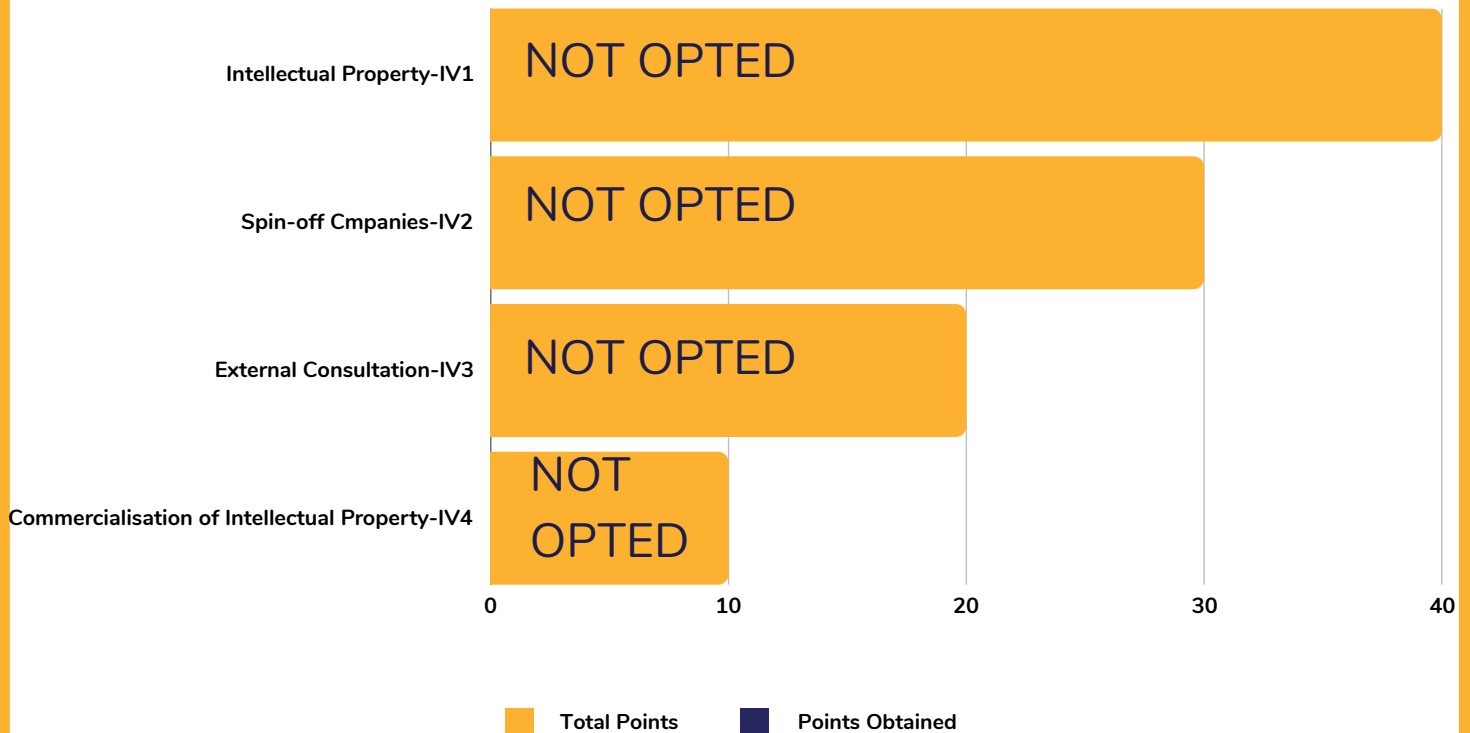
# INNOVATION

**NOT  
 OPTED**

Institutions of higher learning, especially those running science and related courses, thrive in the environment that supports innovation and sets examples for others to follow. The institution is assessed by the following set of indicators to measure its achievements in fostering innovation through education and research activities.

Indicator	Points
<b>IV1: Intellectual Property</b> Active patents or copyrights registered in the name of institution, or students, or faculty	<b>(00/40)</b>
<b>IV2: Spin-off Companies</b> Successful start-ups established by faculty, staff, alumni, which received initial support from institution	<b>(00/30)</b>
<b>IV3: External Consultations</b> Faculty holding additional positions in private companies, government, or NGOs	<b>(00/20)</b>
<b>IV4: Commercialisation of Intellectual Property</b> Royalty earned by the institution from its patents or copyrights	<b>(00/10)</b>

### Institution's Performance in Innovation







# INNOVATION



## Intellectual Property

Number of Active patents, copyright, trademarks, geographical indicators

NA



## Spin-off Companies

Number of spin-off companies

NA



## External Consultations

Proportion of faculty

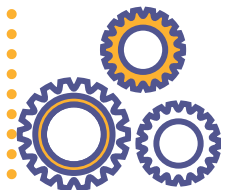
NA



## Commercialisation of Intellectual Property

Percentage of royalty earned

NA



## Performance Overview and Recommendations

The institution has not opted this criteria.



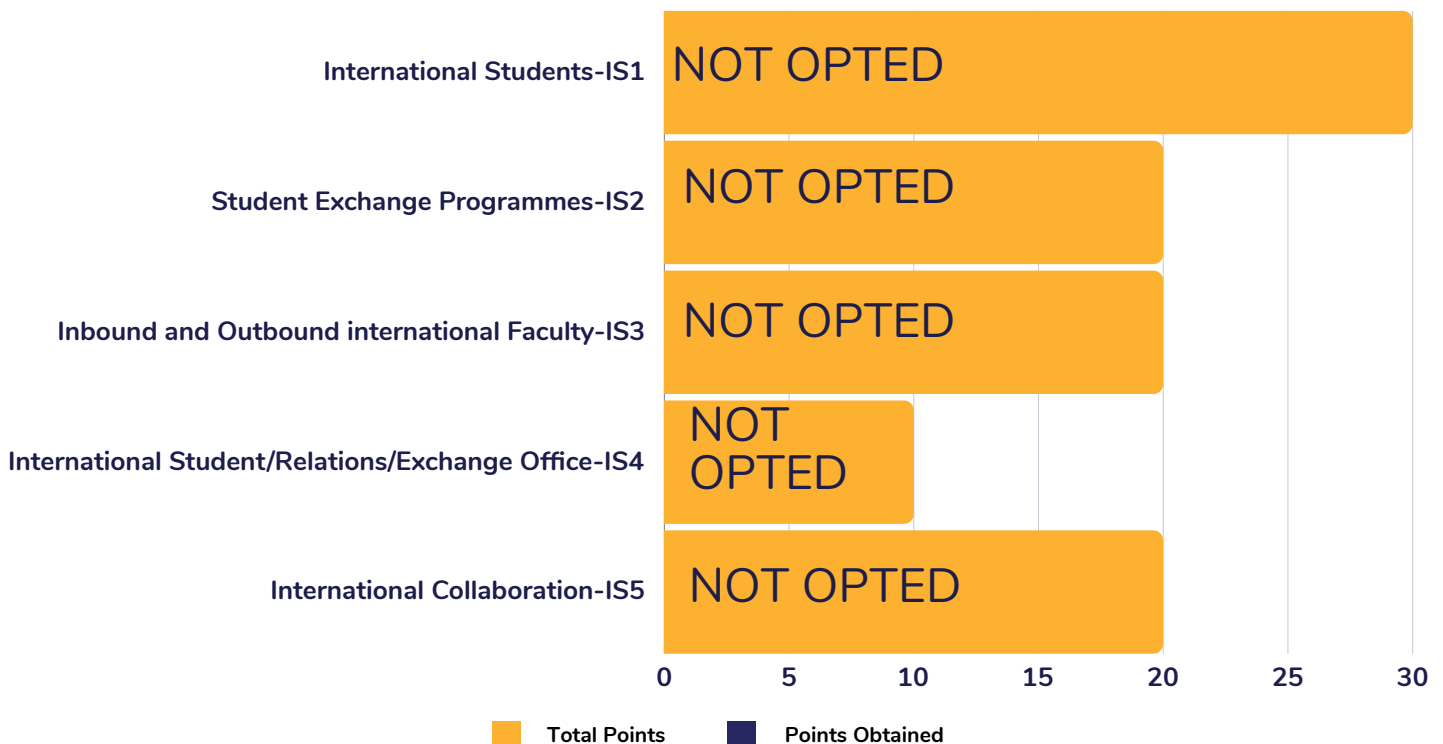
# INTERNATIONALISATION

NOT OPTED

The mission and vision of an institution is important to establish itself as an international/future ready institution and to meet the global benchmarks. The indicators described below focus on these activities and measure their performance against defined thresholds.

Indicator	Points
<b>IS1: International Students</b> international students with respect to the total student population	(00/30)
<b>IS2: Student Exchange programmes</b> Student exchange programme/s with international institution for a minimum period of 2 weeks.	(00/20)
<b>IS3: Inbound and Outbound international faculty</b> Faculty exchange programme/s with international school/s for a minimum period of 2 weeks.	(00/20)
<b>IS4: International Student/Relations/Exchange Office</b> Policies formulated to establish international Student Relations/ Exchange Office and the presence of at least one full-time staff at the office.	(00/10)
<b>IS5: International Collaborations</b> Number of International MOUs/MOAs in last 24 months leading to faculty /student exchange programmes, summer/winter school, and international scholarships.	(00/20)

## Institution's Overall Performance in Internationalisation



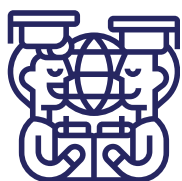


# INTERNATIONALISATION

## International Students

NA

### Student Exchange Programmes



Students from Abroad

NA

Outbound Exchange Programme

NA



## International Collaborations/MoUs

Joint Conferences

NA

Joint Research

NA

Dual Degrees

NA

Summer/Winter school

NA

## Inbound and Outbound International Faculty



Faculty from Partnered Universities Abroad

NA



Proportion of Faculty working in partnered universities abroad

NA



## International Student/Relations/Exchange Office



Policies formulated to establish International Student/Relations/Exchange Office

NA



Presence of full-time staff at the International Student/Relations/Exchange Office

NA

## Performance Overview and Recommendations

The institution has not opted this criteria.



# ACADEMIC DEVELOPMENT

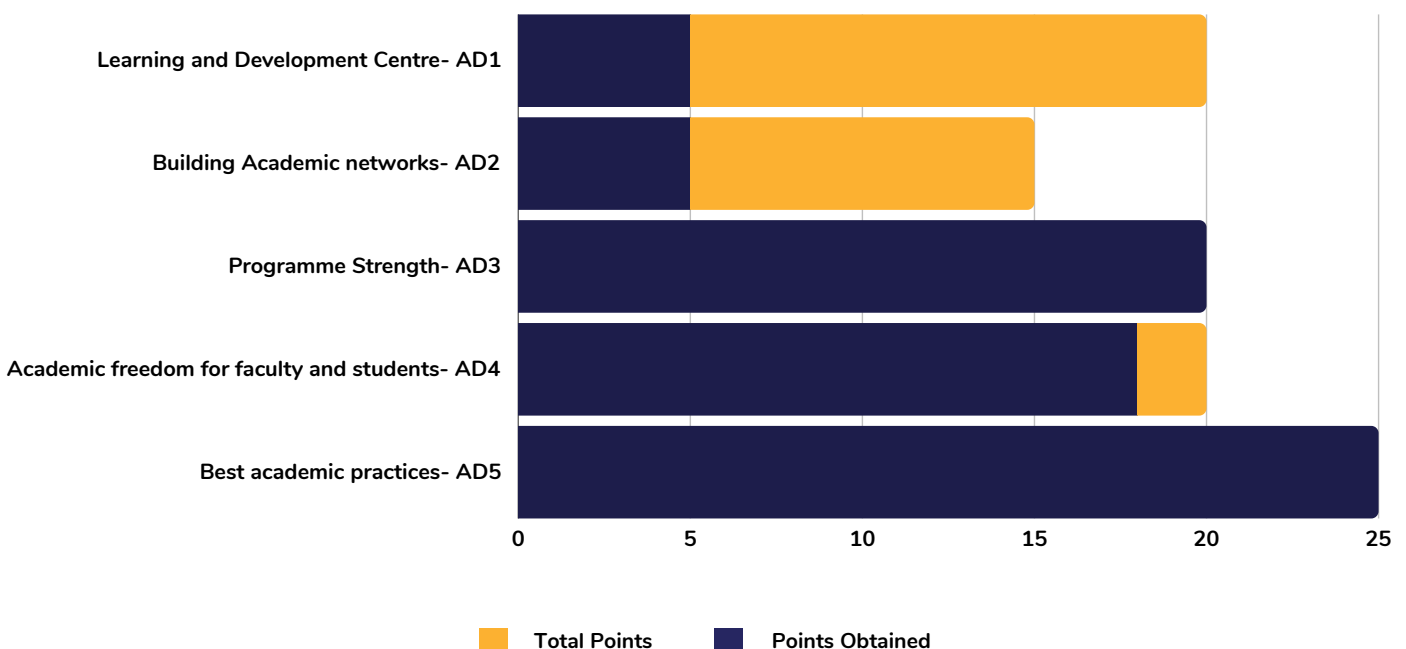
73/100  
Points

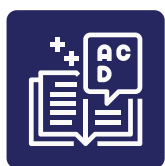
**GOLD**

The academic development comprises of activities focused on enhancing all dimensions of teaching and learning. The indicators described below focus on these activities and measure their performance against defined thresholds.

Indicator	Points
<b>AD1: Learning and Development Centre</b> Functional Centre for Continuous Professional Development for teachers, frequent faculty development activities, certifications and technology-enabled training for faculty.	(05/20)
<b>AD2: Building Academic networks</b> Institution being a recognised member of University/College academic network	(05/15)
<b>AD3: Programme Strength</b> Number of completed applications against total available seats in the last enrolment.	(20/20)
<b>AD4: Academic freedom for faculty and students</b> Academic freedom for faculty and students through institution policies encouraging students and faculty to engage in intellectual debate without fear of bias/ discrimination/ censorship	(18/20)
<b>AD5: Best academic practices</b> Educational policies/workshops to integrate essential skills on the importance of academic integrity, plagiarism and to increase academic engagements	(25/25)

## Institution's Overall Performance in Academic Development

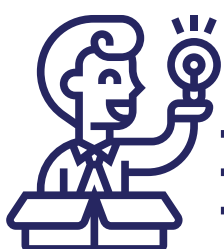




# ACADEMIC DEVELOPMENT

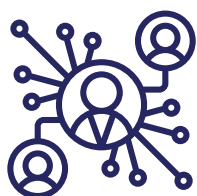
**GOLD**

## Learning and Development Centre



- Presence of Learning and Development Centre ✔
- Continuous Learning/Training Programmes for faculty ✘
- Implementation of Teaching, Learning and Feedback Questionnaire ✘
- Faculty Development Workshops based on TLFQ ✘

## Building Academic Networks



- International Level ✘
- National Level ✔
- Local/State Level ✘

## Programme Strength

Applications received against available seats

**1:18.39**

Best academic practices ✔

## Academic Freedom for Faculty and Students



- Engage in intellectual debate without fear of censorship ✔
- Pursue pedagogical methodology ✔
- Choose the courses of delivery or study ✔
- Disagree with administrative policies and proposal ✔
- Determine the mode of course delivery and assessment ✔

## Performance Overview and Recommendations

MGMIHS, Maharashtra has shown good performance in the Academic Development advanced criteria. The institution has a learning and development centre with adequate seating capacity for training facilitation. However, it is recommended that the institution train faculty stakeholders as part of the continuous learning and development process and conduct FDPs based on the Teaching and Learning Feedback Questionnaire (TLFQ). The institution has academic networking at national levels, with a scope to connect to international and regional level. The institution's programme strength is noteworthy.

After the evaluation process for assessment of the university, including both the campuses for qualitative and quantitative metrics. The rating process has identified a few areas of their **strengths, weaknesses, opportunities, and threats.**

Navi Mumbai Campus

- Teaching quality
- Faculty satisfaction with institution
- Safety Services

**S**

- Hygiene Facilities
- IT Facilities
- Library Services
- Completion rate
- Further studies

**W**

- Satisfaction with overall Teaching
- Career services
- On-campus catering
- IT Services

**O**

**T**

- Employment Rate
- International diversity
- Scholarships
- Faculty training programs
- Academic network

After the evaluation process for assessment of the university, including both the campuses for qualitative and quantitative metrics. The rating process has identified a few areas of their **strengths, weaknesses, opportunities, and threats.**

**Aurangabad Campus**

- Student satisfaction with Teaching quality
- Faculty satisfaction with the institution
- Student satisfaction with safety

**S**

- Hygiene facilities
- IT Services
- Library Services
- Completion rate
- Further studies

**W**

- Student satisfaction with overall Teaching
- Student satisfaction with career services
- Alumni Satisfaction with the institution
- Student satisfaction
- On-campus Catering
- Career Services

**O**

- Employment rate
- International diversity for faculty
- Scholarships
- Training programs for faculty
- Academic networks

**T**

# AREAS OF IMPROVEMENT

## Navi Mumbai Campus

**Completion rate:** The institution should enhance student graduation data by strengthening academic student progress tracking and offering targeted support services, such as advising and tutoring, to boost completion rates.

**LMS:** The institution has an active in-house LMS; however, it is recommended that various features like the timetable, feedback, attendance, curriculum, conducting online tutorials/lectures, etc., be incorporated.

**Employment Rate:** The institution should strengthen industry-academia partnerships by offering more internships and practical training opportunities aligned with market needs. The institution should also enhance career counselling services, focusing on skill development and job readiness while fostering alumni networks to provide mentorship and job placement support.

**Further studies:** Pursuing a post-graduate specialisation can open up opportunities for research and development in the medical field. Specialised doctors are often involved in research projects and clinical trials, which can lead to the development of new medical treatments and technologies. This can be a fulfilling and rewarding experience for doctors, as they can contribute to the advancement of medical science and help improve patient outcomes.

**Publication per faculty:** The institution can increase faculty publications by offering dedicated research time, grants, and incentives while promoting collaborations and workshops on research and publishing skills.

**International Diversity for Faculty:** The institution should recruit educators from different countries through global partnerships and exchange programs. Fostering an inclusive environment that supports cultural exchange and collaboration will help retain international faculty and enrich the academic experience.

**Facilities on campus:** The institution should consider investing in modern facilities like a swimming pool and a synthetic athletics track to promote the physical well-being of students. These amenities can help alleviate stress, encourage a balanced lifestyle, and improve overall student satisfaction, contributing to a healthier and more vibrant campus environment.

**Training/Workshops for Faculty:** The institution must establish a structured and regular faculty development program that includes workshops, seminars, and online courses. Collaborate with industry experts and academic professionals to provide diverse training opportunities that enhance teaching skills, research capabilities, and overall professional growth.

**Academic Network:** The institution needs to foster collaboration, resource sharing, and knowledge exchange among institutions, researchers, and students through academic networks. This network enhances the quality of education by providing access to a broader range of expertise, innovative teaching methods, and research opportunities, ultimately contributing to the overall academic and professional development of students and faculty.



# AREAS OF IMPROVEMENT

## Aurangabad Campus












**Employment Rate:** The institution should strengthen industry-academia partnerships by offering more internships and practical training opportunities aligned with market needs. The institution should also enhance career counselling services, focusing on skill development and job readiness while fostering alumni networks to provide mentorship and job placement support.

**LMS:** The institution has an active in-house LMS; however, it is recommended that various features like the timetable, feedback, attendance, curriculum, conducting online tutorials/lectures, etc., be incorporated.

**Facilities on campus:** The institution should consider investing in facilities like a synthetic athletics track to promote the physical well-being of students. These amenities can help alleviate stress, encourage a balanced lifestyle, and improve overall student satisfaction, contributing to a healthier and more vibrant campus environment.

**Training/Workshops for Faculty:** The institution must establish a structured and regular faculty development program that includes workshops, seminars, and online courses. Collaborate with industry experts and academic professionals to provide diverse training opportunities that enhance teaching skills, research capabilities, and overall professional growth.

## INDICATOR WISE OVERALL SUMMARY

INDICATOR	MAXIMUM POINTS	AWARDED POINTS	AWARDED BADGE
 Teaching and Learning	250	181	<b>GOLD</b>
 Faculty Quality	200	163	<b>DIAMOND</b>
 Employability	200	150	<b>DIAMOND</b>
 Diversity and Accessibility	150	105	<b>GOLD</b>
 Facilities	150	123	<b>DIAMOND</b>
 Social Responsibility	150	150	<b>PLATINUM</b>
 Governance and Structure	100	100	<b>PLATINUM</b>
 Arts and Culture	100	NOT OPTED	
 Entrepreneurship	100	NOT OPTED	
 Research	100	55	<b>GOLD</b>
 Innovation	100	NOT OPTED	
 Internationalisation	100	NOT OPTED	
 Academic Development	100	73	<b>GOLD</b>
<b>OVERALL</b>	<b>1400</b>	<b>1100</b>	<b>DIAMOND</b>

## CONCLUSION



MGM Institute of Health Sciences, Maharashtra has exhibited outstanding results in the rating and earned a **Diamond** rating with a score of **1100** points.

The institution has shown exceptional performance in the following criteria:

- Social Responsibility
- Governance & Structure

The institution has shown outstanding performance in the following criteria:

- Faculty Quality
- Employability
- Facilities

The institution has shown good performance in the following criteria:

- Teaching & Learning
- Diversity & Accessibility
- Research
- Academic Development

The institution should focus on enhancing its research capabilities.

The efforts of the institution's team in terms of data organisation are remarkable and played a crucial role in the successful completion of the rating.

## Pathway to Excellence





# I-GAUGE

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