



Criterion-1: Curricular Aspects

Key Indicator – 1.2: Academic Flexibility

Metric: 1.2.1

Programme: MBA (Health Care Administration)

Syllabus	https://www.du.ac.in/uploads/RevisedSyllabi1/Annexure-185%20updated%20%20MBA_Executive(HCA)_Course_Brochure_2019-20.pdf
Minutes of Executive Council	https://www.du.ac.in/index.php?page=annexures-of-meeting-of-executive-council-of-july-2021-2019
Annexure of the Executive Council Minutes	https://www.du.ac.in/uploads/executive_council/30082019/21072019/annexures/Annexure-185%20updated%20%20MBA_Executive(HCA)_Course_Brochure_2019-20.pdf
Highlighted Portions of Minutes and Syllabus where programme and courses were approved	Attached

MINUTES OF THE MEETING OF THE EXECUTIVE COUNCIL HELD ON SATURDAY, THE 20th JULY, 2019 at 11.00 A.M AND CONTINUED UPTO 11:00 P.M. ADJOURNED THEREAFTER AND RESUMED ON SUNDAY, THE 21st July 2019 at 11:30 A.M. IN THE COUNCIL ROOM, UNIVERSITY OF DELHI, DELHI-110007

No. 2

P R E S E N T

- | | | |
|-----|----------------------------|-----------------------------------------------|
| 1. | Prof. Yogesh Kumar Tyagi | Vice-Chancellor - Chairman |
| 2. | Prof. J.P. Khurana | Director, South Campus |
| 3. | Prof. C.S. Dubey | Officiating Director, Campus of Open Learning |
| 4. | Sh. T. S. Kripanidhi | Treasurer |
| 5. | Prof. Neeta Sehgal | Officiating Proctor |
| 6. | Prof. Namita Ranganathan | |
| 7. | Prof. Sathyabhama Das Biju | |
| 8. | Prof. Syed Ali Karim | |
| 9. | Dr. Anula Maurya | |
| 10. | Dr. I. S. Bakshi | |
| 11. | Dr. InderJeet Singh | |
| 12. | Dr. J. L. Gupta | |
| 13. | Dr. Rajesh Kumar Jha | |
| 14. | Dr. V.S. Negi | |
| 15. | Sh. Rajesh Gogna | |
| 16. | Sh. Yogender Singh Mathur | |
| 17. | Ms. Indira Chandrasekhar | |

SPECIAL INVITEES

1. Prof. Kavita Sharma
2. Prof. M.K. Pandit
3. Prof. Pankaj Arora
4. Prof. Rajeev Gupta
5. Prof. Vinay Gupta
6. Dr. Payal Mago
7. Dr. Satish Kumar

Prof. Tarun Kumar Das - Registrar - Secretary

WELCOME

28/- At the outset, the Council welcomed the following who have become members of the Executive Council:-

STATUTE 5(1)(viii)(b)	-	Dean of the Faculties
1. Prof. Syed Ali Karim	-	Dean, Faculty of Arts

APPRECIATION

29/- The Council placed on record its deep sense of appreciation of the services rendered by the following as member of the Executive Council:-

STATUTE 5(1)(viii)(b)	-	Dean of the Faculties
1. Prof. Mohan	-	Dean, Faculty of Arts

30/- The Council expressed condolence on the sad demise of Smt. Sheila Dixit, former Chief Minister, Govt. of NCT of Delhi, and Prof. G.K. Das, Professor of English (Retd.) and former Director, South Delhi Campus, University of Delhi. The Council observed silence as a mark of respect for the departed souls.

31/- The Minutes of the meeting of the Executive Council held on 01-02.07.2019 (**Appendix-I**) were confirmed.
(Six Members dissented on the date of eligibility for promotion of faculty members)

32/- The Action Taken Report on the decisions made by the Executive Council at its meeting held on 01-02.07.2019 was noted. (**Appendix-II**). Following matter was considered and approved:

32-1/ Disciplinary Matter with respect to E.C. Resolution No. 21-VII dated 01-02.07.2019.

32-2/ No matter was raised for discussion in Matter arising out of the Minutes of the Executive Council meeting held on 01-02.07.2019.

33/- The Executive Council approved the following recommendations made by the Academic Council at its meeting held on 15/16.07.2019. The Council further resolved that the consequential amendments to the relevant Ordinance of the University be made accordingly:

33-1/ the recommendations of the Standing Committee on Academic Matters made at its meeting held on 20.08.2018 under the Chairmanship of Prof. J.P. Khurana, Pro-Vice-Chancellor, University of Delhi in respect of the following faculties regarding revision of courses under Choice Based Credit System (CBCS) be accepted.

Sr. No.	Faculty	Courses
1.	Commerce & Business Studies	<p>Department of Commerce</p> <ol style="list-style-type: none"> 1. Master of Commerce (M.Com.) (Annexure-1) 2. Master of Business Administration (International Business) MBA(IB) (Annexure-2) 3. Master of Business Administration (Human Resource Development) MBA(HRD) (Annexure-3) <p>Department of Financial Studies</p> <ol style="list-style-type: none"> 1. Change of the nomenclature of the course from MBA (Financial Management) to MBA (Finance) and 2. Master of Business Administration (Finance) (MBA) (Finance) (Annexure-4)
2.	Applied Social Sciences and Humanities	<ol style="list-style-type: none"> 1. MBA (Business Economics) (Annexure-5) 2. Conversion formula for the award of Diploma/ Advance Diploma/ Degree/ B. Voc. Course be modified in consultation with the Examination. (Annexure-5A) 3. Introduction of new course curriculum of Bachelor of Business Administration (Entrepreneurship) (BBA (Entrepreneurship)). (Annexure-6)
3.	Music & Fine Arts	<p>Department of Music</p> <ol style="list-style-type: none"> 1. M.A. Hindustani Music (Vocal/Instrumental-Sitar/ Sarod/ Guitar/ Violin/ Santoor) (Annexure-7) 2. M.A. Karnatak Music (Vocal/ Instrumental (Veena/ Violin) (Annexure-8) 3. M.A. Percussion Music (Table/Pakhawaj) (Annexure-9) 4. Scheme of Examination 2 year Diploma Course in Harmonium (Annual Mode). (Annexure-10) 5. Revision of syllabus of subsidiary subject of BFA Applied Arts course. (Annexure-11)

33-2/ the recommendations of the Standing Committee on Academic Matters made at its meeting held on 24.08.2018 under the Chairmanship of Prof. J.P. Khurana, Pro-Vice-Chancellor, University of Delhi in respect of the following faculties regarding revision of courses under Choice Based Credit System (CBCS) be accepted.

Sr. No.	Faculty	Courses
1.	Science	<p>Department of Anthropology</p> <ol style="list-style-type: none"> 1. M.Sc. Anthropology (Annexure-12) 2. M.Sc. Forensic Science (Annexure-13)
		<p>Dr. B.R. Ambedkar Centre for Biomedical Research</p> <ol style="list-style-type: none"> 1. M.Sc. Biomedical Science Course (Annexure-14)
		<p>Department of Botany</p> <ol style="list-style-type: none"> 1. M.Sc. Botany (Annexure-15)
		<p>Department of Environmental Studies</p> <ol style="list-style-type: none"> 1. M.A./M.Sc. Environmental Studies (Annexure-16)
		<p>Department of Geology</p> <ol style="list-style-type: none"> 1. M.Sc. Geology (Annexure-17)
		<p>Department of Physics & Astrophysics</p> <ol style="list-style-type: none"> 1. M.Sc. Physics (Annexure-18)

		<p><u>Department of Zoology</u> 1. M.Sc. Zoology (Annexure-19)</p>
		<p><u>Department of Home Science</u> 1. M.Sc. Food and Nutrition (Annexure-20) 2. M.Sc. Human Development and Childhood Studies (Annexure-21) 3. M.Sc. Development Communication and Extension (Annexure-22) 4. M.Sc. Resource Management and Design Application (Annexure-23) 5. M.Sc. Fabric and Apparel Science (Annexure-24) 6. Post-Graduate Diploma in Dietetics and Public Health Nutrition – PGDDPHN (Annexure-25) 7. Post-Graduate Diploma in Health and Social Gerontology – PGDHSG (Annexure-26)</p>
		<p><u>Pt. Deendayal Upadhyaya National Institute for Persons with Physical Disabilities (Divyangjan)</u> 1. Master in Prosthetics and Orthotics (MPO) two year duration (Annual) (Annexure-27) 2. Bachelor in Prosthetics and Orthotics (BPO) 4½years duration (Annual) (Annexure-28) 3. Introduction of new course curriculum of Part Time Bachelor in Prosthetics and Orthotics condensed course (only for three batches) two years duration (Annual) excluding internship. (Annexure-29)</p>
2.	Inter-disciplinary & Applied Sciences	<p><u>Department of Bio-Chemistry</u> 1. M.Sc. Biochemistry (Annexure-30)</p>
		<p><u>Department of Electronics</u> 1. Master of Science (Electronics). (Annexure-31)</p>
		<p><u>Department of Genetics</u> 1. Master of Science (Genetics) (Annexure-32)</p>
		<p><u>Institute of Informatics & Communication (IIC)</u> 1. Master of Science in Informatics (M.Sc. Informatics) (Annexure-33)</p>
		<p><u>Department of Plant Molecular Biology</u> 1. Master of Science in Plant Molecular Biology and Biotechnology (PMBB) course. (Annexure-34)</p>
		<p><u>Department of Microbiology</u> 1. Master of Science in Microbiology. (Annexure-35)</p>
		<p><u>Department of Biophysics</u> 1. M.Sc. Biophysics (Annexure-36)</p>
3.	Mathematical Sciences	<p><u>Department of Mathematics</u> 1. M.A./ M.Sc. Mathematics (Annexure-37)</p>
		<p><u>Department of Operational Research</u> 1. Master of Operational Research course (MOR) (Annexure-38)</p>
		<p><u>Department of Computer Science</u> 1. Introduction of new elective course MCS-210 (Deep</p>

		Learning) (Annexure-39) and MCA-526 (Deep Learning) (Annexure-40) in M.Sc. Computer Science, MCA courses 2. Master of Computer Applications (Annexure-41) 3. M.Sc. Computer Science (Annexure-42)
		<u>Department of Statistics</u> 1. M.A./M.Sc. Statistics (Annexure-43)

33-3/ the recommendations of the Standing Committee on Academic Matters made at its meeting held on 28.08.2018 under the Chairmanship of Prof. J.P. Khurana, Pro-Vice-Chancellor, University of Delhi in respect of the following faculties regarding revision of courses under Choice Based Credit System (CBCS) be accepted.

Sr. No.	Faculty	Courses
1.	Arts	<u>Department of English</u> 1. M.A. English (Annexure-44)
		<u>Department of Persian</u> 1. M.A. Persian (Annexure-45)
		<u>Department of Hindi</u> 1. M.A. Hindi (Annexure-46)
		<u>Department of Psychology</u> 1. M.A. Psychology (Annexure-47) 2. M.A. Applied Psychology (Annexure-48)
		<u>Department of MIL & Literary Studies</u> 1. M.A. in Tamil (Annexure-49) 2. M.A. in Bengali (Annexure-50) 3. M.A. in Comparative Indian Literature (Annexure-51)
		<u>Department of Philosophy</u> 1. M.A. Philosophy (Annexure-52)
		<u>Department of Germanic & Romance Studies</u> 1. M.A. in Italian Studies (Annexure-53) 2. M.A. in French Studies (Annexure-54) 3. M.A. in German Studies (Annexure-55) 4. M.A. in Hispanic Studies (Annexure-56)
		<u>Department of Slavonic & Finno Ugrian Studies</u> 1. M.A. Russian (Annexure-57)
		<u>Department of Library & Information Science</u> 1. Post-Graduate courses B.LISc. and M.LISc. (Annexure-58)
		<u>Department of Urdu</u> 1. M.A. Urdu (Annexure-59)
		<u>Department of Arabic</u> 1. M.A. Arabic (Annexure-60)
		<u>Department of Sanskrit</u> 1. M.A. Sanskrit (Annexure-61)
		<u>Department of Buddhist Studies</u> 1. M.A. Buddhist Studies (Annexure-62)
2.	Social Science	<u>Department of Adult Continuing Education & Extension</u> 1. M.A. Lifelong Learning & Extension (Annexure-63)

		<p><u>Department of East Asian Studies</u></p> <p>1. M.A. East Asian Studies (Annexure-64)</p> <p>2. Passing criteria of part time Certificate/ Diploma/ Advance Diploma course: (Annexure-65)</p> <p>a. Certificate Course in Chinese Language (part-time) (CP-1)</p> <p>b. Certificate Course in Japanese Language (part-time) (JP-1)</p> <p>c. Certificate Course in Korean Language (part-time) (KP-1)</p> <p>d. Diploma Course in Chinese Language (part-time) (CP-2)</p> <p>e. Diploma Course in Japanese Language (part-time) (JP-2)</p> <p>f. Diploma Course in Korean Language (part-time) (KP-2)</p> <p>g. Advanced Diploma Course in Chinese Language (part-time) (CP-3)</p> <p>h. Advanced Diploma Course in Japanese Language (part-time) (JP-3)</p> <p>i. Advanced Diploma Course in Korean Language (part-time) (KP-3)</p>
		<p><u>Department of Geography</u></p> <p>1. M.A. Geography (Annexure-66)</p>
		<p><u>Department of History</u></p> <p>1. M.A. History (Annexure-67)</p>
		<p><u>Department of Political Science</u></p> <p>1. M.A. Political Science (Annexure-69)</p>
		<p><u>Department of Social Work</u></p> <p>1. M.A. Social Work (Annexure-70)</p>
		<p><u>Department of Sociology</u></p> <p>1. M.A. Sociology (Annexure-71)</p>
		<p><u>Department of Economics</u></p> <p>1. Introduction of syllabus of Basic Computational Techniques for Data Analysis paper of Department of Economics in B.A. Programme (CBCS) SEC IV (6th Semester). (Annexure-72)</p>
3.	Law	1. Bachelor of Law (LL.B.) (Annexure-73)

33-4/ the recommendations of the Standing Committee on Academic Matters made at its meeting held on 11th July, 2019 and 14th July, 2019 under the Chairmanship of Prof. J.P. Khurana, Pro-Vice-Chancellor, University of Delhi in respect of the following faculties/ Centre regarding revision/introduction of courses under Choice Based Credit System (CBCS) be accepted.

Sr. No.	Faculty	Courses
1.	Mathematical Sciences	<p><u>Department of Mathematical Sciences</u></p> <p>1. B.Sc. (Hons.) Mathematics (Annexure-74)</p> <p>2. B.Sc. (Programme) Physical Sciences/Mathematical Sciences. (Annexure-75)</p> <p>3. B.A. (Programme) Mathematics based papers. (Annexure-76)</p> <p>4. B.Sc. (Programme) Analytical Chemistry. (Annexure-77)</p>

		<p>5. Generic Elective (GE) for Honours Courses. (Annexure-78)</p> <p>6. Generic Elective (GE) for B.A./ B.Com. Courses. (Annexure-79)</p> <p><u>Department of Statistics</u></p> <p>1. B.Sc. (Hons.) Statistics. (Annexure-80)</p> <p>2. B.A. (Programme) Statistics based papers. (Annexure-81)</p> <p>3. B.Sc. (Programme) Mathematical Sciences. (Annexure-82)</p> <p><u>Department of Computer Science</u></p> <p>1. B.Sc. (Hons.) Computer Science Programme. (Annexure-83)</p> <p>2. B.Sc. Programme Physical/ Mathematical Sciences. (Annexure-84)</p> <p>3. B.A. (Programme) Discipline Course in Computer Application. (Annexure-85)</p> <p>4. General Electives for Hons./ Non-Hons. Programs. (Annexure-86)</p> <p>5. MCA – Deep Learning MCA-410. (Annexure-87)</p> <p>6. M.Sc. – Deep Learning MCS-210. (Annexure-88)</p> <p><u>Department of Operational Research</u></p> <p>1. O.R. papers for B.Sc. Mathematical Sciences. (Annexure-89)</p> <p>2. O.R. papers for B.A. Programme. (Annexure-90)</p> <p>3. General Elective courses for B.A. (Hons.)/ B.Com. (Hons.)/B.Sc. (Hons.). (Annexure-91)</p>
2	Faculty of Commerce & Business Studies	<p><u>Department of Commerce</u></p> <p>1. B.Com. (Hons.) (Annexure-92)</p> <p>2. B.Com. (Pass). (Annexure-93)</p> <p>3. B.A. (Programme) Commerce based papers. (Annexure-94)</p>
3.	Faculty of Science	<p>1. B.Sc. (Hons.) Polymer Science. (Annexure-95)</p> <p>2. B.Sc. (Hons.) Biological Science. (Annexure-96)</p> <p><u>Department of Botany</u></p> <p>1. B.Sc. (Hons.) Botany. (Annexure-97)</p> <p>2. B.Sc. Programme Applied Life Sciences with Agrochemicals and Pest Management (Botany Component) . (Annexure-98)</p> <p>3. B.Sc. Programme in Life Sciences (Botany Component). (Annexure-99)</p> <p><u>Department of Anthropology</u></p> <p>1. B.Sc. (Hons.) Anthropology. (Annexure-100)</p> <p><u>Department of Environmental Studies</u></p> <p>1. Six month Ability Enhancement compulsory course (AECC-I), Environmental Studies. (Annexure-101)</p> <p><u>Department of Home Science</u></p> <p>1. B.Sc. (Hons.) Home Science. (Annexure-102)</p> <p>2. B.Sc. (Hons.) Food Technology. (Annexure-103)</p> <p>3. B.Sc. (Prog.) Home Science. (Annexure-104)</p> <p>4. B.A. Programme Home Science based papers:</p> <p>(a) Nutrition Health Education. (Annexure-105)</p> <p>(b) Food Technology. (Annexure-106)</p> <p>(c) Apparel Design & Construction. (Annexure-107)</p> <p>(d) Human Development & Family Empowerment. (Annexure-108)</p> <p><u>Department of Zoology</u></p> <p>1. B.Sc. (Hons.) Zoology. (Annexure-109)</p>

		<p>2. B.Sc. (Programme) Life Sciences. (Annexure-110)</p> <p>3. B.Sc. (Programme) Applied Life Science with Agrochemicals & Pest Management. (Annexure-111)</p> <p>Ambedkar Centre for Biomedical Research</p> <p>1. B.Sc. (Hons.) Biomedical Science. (Annexure-112)</p> <p>Department of Geology</p> <p>1. B.Sc. (Hons.) Geology. (Annexure-113)</p> <p>Department of Physics & Astrophysics</p> <p>1. B.Sc. (Hons.) Physics. (Annexure-114)</p> <p>2. B.Sc. Physical Sciences (Discipline Physics). (Annexure-115)</p> <p>3. B.Sc. Physical Sciences (Discipline Electronics). (Annexure-116)</p>
4.	Faculty of Music & Fine Arts	<p>Department of Music</p> <p>1. B.A. (Hons.) Hindustani Music (Vocal/ Instrumental). (Annexure-117)</p> <p>2. B.A. (Hons.) Karnatak Music (Vocal/ Instrumental). (Annexure-118)</p> <p>3. B.A. (Hons.) Hindustani Music – Percussion (Tabla/ Pakhawaj). (Annexure-119)</p> <p>4. B.A. (Prog.) Hindustani Music based paper. (Annexure-120)</p> <p>5. Generic Elective (GE) – Hindustani Music for other Hons. Courses. (Annexure-121)</p>
5.	Inter-disciplinary & Applied Sciences	<p>Department of Biochemistry</p> <p>1. B.Sc. (Hons.) Biochemistry. (Annexure-122)</p> <p>Department of Microbiology</p> <p>1. B.Sc. (Hons.) Microbiology. (Annexure-123)</p> <p>Department of Electronic Science</p> <p>1. B.Sc. (Hons.) Electronic Science. (Annexure-124)</p> <p>2. B.Sc. (Hons.) Instrumentation. (Annexure-125)</p> <p>3. Change of scheme of examination for the curriculum in M.Tech.(Microwave Electronics).(Annexure-126)</p> <p>Department of Physical Education & Sports Sciences</p> <p>1. B.Sc. (P.E., H.E.& S.) Programme. (Annexure-127)</p>
6.	Applied Sciences & Social & Humanities	<p>1. B.A. (Hons.) Multi Media and Mass Communication. (Annexure-128)</p> <p>2. Bachelor of Management Studies (BMS). (Annexure-128A)</p> <p>3. Bachelor of Business Administration (Financial Investment Analysis) BBA(FIA). (Annexure-129)</p> <p>4. Bachelor of Business Economics. (Annexure-130)</p> <p>5. B.Voc. (Retail and Logistics Management).* (Annexure-131)</p> <p>6. B.Voc. (E-Taxation and E-Accounting).* (Annexure-132)</p> <p>7. B.Voc. (Applied Computer Sciences).* (Annexure-133)</p> <p>8. B.Voc. (Forensic Science Techniques).* (Annexure-134)</p> <p>9. B.Voc. (Communication and Mass Media Production).* (Annexure-135)</p> <p>10. B.Voc. (Multimedia, e-Learning and m-Learning).* (Annexure-136)</p> <p>* <i>Ref.: A.C. Resolution No. 11 dated 2/16 January, 2019.</i></p>
7.	Arts	<p>Department of Arabic</p> <p>1. B.A. (Hons.) Arabic. (Annexure-137)</p>

		2. B.A. (Programme) Arabic. (Annexure-138) <u>Department of Buddhist Studies</u> 1. B.A. (Prog.) Buddhist Studies. (Annexure-139)
		<u>Department of Germanic & Romance Studies</u> 1. B.A. (Hons.) French. (Annexure-140) 2. B.A. (Hons.) German. (Annexure-141) 3. B.A. (Hons.) Italian. (Annexure-142) 4. B.A. (Hons.) Spanish. (Annexure-143) 5. B.A. (Prog.) French. (Annexure-144) 6. B.A. (Prog.) German. (Annexure-145) 7. B.A. (Prog.) Spanish. (Annexure-146)
		<u>Department of Linguistics</u> 1. B.A. Programme Linguistics. (Annexure-147) 2. M.A. Linguistics. (Annexure-148)
		<u>Department of Modern Indian Languages and Literary Studies</u> 1. B.A. (Hons.) Bengali. (Annexure-149) 2. UG Course Bengali. (Annexure-150) 3. UG Course Sindhi. (Annexure-151) 4. UG Course Tamil. (Annexure-152) 5. UG Course Telugu. (Annexure-153) 6. MIL core Courses (Assamese, Gujrati, Kannada, Malayalam, Manipuri, Marathi, Odia). (Annexure-154)
		<u>Department of Persian</u> 1. B.A. (Hons.) Persian. (Annexure-155) 2. B.A. Programme Persian. (Annexure-156)
		<u>Department of Philosophy</u> 1. B.A. (Hons.) Philosophy. (Annexure-157) 2. B.A. Programme Philosophy. (Annexure-158)
		<u>Department of Psychology</u> 1. B.A. (Hons.) Psychology. (Annexure-159) 2. B.A. (Hons.) Applied Psychology. (Annexure-160)
		<u>Department of Punjabi</u> 1. B.A. (Hons.) Punjabi. (Annexure-161) 2. And Other Honours Courses. (Annexure-162)
		<u>Department of Sanskrit</u> 1. B.A. (Hons.) Sanskrit. (Annexure-163) 2. Undergraduate Course for Sanskrit. (Annexure-164)
		<u>Department of Urdu</u> 1. B.A. (Hons.) Urdu. (Annexure-165) 2. B.A. (Prog.)/B.Com. (Prog.) Urdu. (Annexure-166)
8.	Cluster Innovation Centre	<u>Cluster Innovation Centre</u> 1. B. Tech. (Information Technology & Mathematical Innovations). (Annexure-167) 2. B.A. (Hons.) (Humanities & Social Sciences). (Annexure-168) 3. M.Sc. (Mathematics Education) (Annexure-169)
9.	Social Sciences	<u>Department of Economics</u> 1. B.A. (Hons.) Economics. (Annexure-170) 2. B.A. (Prog.) Economics. (Annexure-171) 3. B.Com. (Prog.) General Elective Course. (Annexure-172) 4. M.A. Economics (Annexure-173)

		<p><u>Department of Social Work</u> 1. B.A. (Hons.) Social Work. (Annexure-174)</p> <p><u>Department of Adult Continuing Education & Extension</u> 1. Generic Elective Courses for B.A. (Hons.) Journalism. (Annexure-175)</p> <p><u>College of Vocational Studies</u> 1. B.A. (Vocational Studies) Human Resource Management (Annexure-176) 2. B.A. (Vocational Studies) Management and Marketing of Insurance. (Annexure-177) 3. B.A. (Vocational Studies) Marketing Management and Retail Business. (Annexure-178) 4. B.A. (Vocational Studies) Material Management. (Annexure-179) 5. B.A. (Vocational Studies) Office Management & Secretarial Practice. (Annexure-180) 6. B.A. (Vocational Studies) Small and Medium Enterprises. (Annexure-181) 7. B.A. (Vocational Studies) Tourism Management. (Annexure-182)</p>
10.	Education	1. B.A. (Prog.) Education. (Annexure-183)
11.	Management Studies	1. Master of Business Administration (MBA) (Full Time) (Annexure-184) 2. Master of Business Administration (Health Care Administration) (Annexure-185) 3. Master of Business Administration (Executive) (Annexure-186)
12.	Medical Sciences	1. Change of nomenclature of M.Ch. Plastic Surgery to M.Ch. (Plastic & Reconstructive Surgery) (Annexure-187) 2. Change of nomenclature of MD (Radio-therapy) to MD (Radiation Oncology) (Annexure-188) 3. Amendment in the MDS Ordinance. (Annexure-189)

33-5/ the recommendations of the Standing Committee on Academic Matters made at its meeting held on 20.08.2018, 24.08.2018, 28.08.2018 and 11.07.2019 under the Chairmanship of Prof. J.P. Khurana, the Pro-Vice-Chancellor, University of Delhi in respect of the following faculties regarding revision of courses under Choice Based Credit System (CBCS) be accepted:

Sr. No	Faculty	Courses
1.	Arts	<p><u>Department of Punjabi</u> 1. M.A. Punjabi. (Annexure-191)</p> <p><u>Department of Hindi</u> 1. B.A. (Prog.) Hindi. (Annexure-192) 2. B.Com. (Prog.) Hindi. (Annexure-193) 3. B.A. (Prog.) Prayojanmoolak Hindi. (Annexure-194) 4. B.A. (Hons.) Hindi. (Annexure-195) 5. B.A. (Hons.) Hindi Patrakarita evam Jansanchar. (Annexure-196)</p>
2.	Law	1. LL.M. (2year/3year) (Annexure-197)

3.	Science	<u>Department of Chemistry</u> 1. M.Sc. Chemistry (Annexure-198) 2. B.Sc. (Programme) Life Science. (Annexure-200) 3. B.Sc. (Programme) Physical Science. (Annexure-201) 4. B.Sc. Applied Life Sciences with Agrochemicals and Pest Management. (Annexure-202) 5. B.Sc. Analytical Chemistry. (Annexure-203) 6. B.Sc. Industrial Chemistry. (Annexure-204)
4.	Social Sciences	<u>Department of Geography</u> 1. B.A. (Hons.) Geography and B.A./B.Sc. (Prog.) Geography. (Annexure-205)

(The above Resolution No. 33-1, 33-2, 33-3, 33-4 and 33-5 have been minuted separately also on 21.07.2019).

33-6/ The Council accepted the recommendations of Academic Council to constitute an Oversight Committee for addressing matters related to revision of Courses, if any, and other related matters.

(Four Members dissented)

33-7/ Resolved that B.Sc. (Hons.) Chemistry syllabi be approved, except Skill Enhancement Course (SEC) titled “Reactions, Reagents and Chemical Process” be referred back to the Department of Chemistry for further consideration by the Committee of Courses and Faculty of Science and the revised version of the SEC be then submitted to the ‘Oversight Committee’ for further necessary action.

33-8/ Syllabi of Undergraduate Courses of Department of English, Department of Sociology, Department of History and Department of Political Science, after incorporating suggestions of the members of the Academic Council by the respective Head of the Departments, were placed on the table. After due deliberations, it was resolved that these syllabi be referred back to the respective Departments for further consideration by the Committee of Courses and respective faculties and the revised version of the syllabi be then submitted to the ‘Oversight Committee’ for further necessary action.

(Two Members dissented)

33-9/ Resolved that NCTE letter No. NCTE-Reg/011/59/2019-US(Regulation)HQ/79745 dated 20.06.2019 from the Under Secretary, NCTE, Delhi containing NCTE Regulation 2014 and NCTE Amendments Regulations 2017, be accepted (**Annexure-206**).

33-10/ Resolved that proposed Modifications in the Ordinance IX (8) regarding Post-Graduate Courses (M.A./ M.Sc./ M.Com.) governed under the scheme of Examinations of the Choice Based Credit System (CBCS) recommended by the Committee under Co-Chairperson Prof. Kavita Sharma constituted vide University Notification No. Acad.I/Admissions/2018/456 dated 22nd February, 2018 be accepted. It was further resolved that consequential amendments to the relevant Ordinances of the University be made accordingly. (**Annexure-207**)

33-11/ Resolved that the revised curriculum of the Under-graduate and Post-graduate courses shall also be applicable for School of Open Learning and Non-Collegiate Women Education Board (NCWEB) w.e.f. academic session 2019-2020. Accordingly, the examination scheme for Under-graduate and Post-graduate shall also be applicable to both School of Open Learning and Non-Collegiate Women Education Board. Director, COL, and Chairman, NCWEB, in consultation with Dean (Examination) will work out the modalities about the conduct of examinations in semester mode and present a proposal before the Executive Council.

34/- The Executive Council considered the panel of names duly approved by the Hon'ble Dy. Chief Minister, Govt. of NCT of Delhi for nomination to the Governing Bodies of 28 Govt. of NCT of Delhi Sponsored Colleges of the University of Delhi. The panel received vide letter no. DHE-33(2)/G.B./28/Colleges/2019/2738 dated 28.06.2019 and DHE-33(2)/G.B./28/Colleges/2019/3185-88 dated 18.07.2019 Govt. of NCT of Delhi are placed at **Appendix-III**.

Members noted several discrepancies in the panel of names recommended by the Govt. of NCT (from their list), which are not as per norms and also lacked some details essential for consideration by the Executive Council. It was thus resolved to constitute a Committee to review the panel of names and make appropriate suggestions for communication to the Govt. of NCT to revise the list at the earliest.

35/- Resolved that the following panel of persons for election of the Treasurer of the University under provision of Statute (11)(J) be approved.

1. Dr. Subhash Chandra Pandey
2. Shri P.K. Mishra
3. Shri K. Satheesh Babu

(Copies of the CV/Resume are enclosed as Appendix-IV)

36/- The following decision/action taken by the Vice-Chancellor in exercise of his powers/delegated powers vest upon him other than emergency powers in the following matters were reported, recorded and confirmed:

1. Accord of approval on 17.06.2019 to the constitution of the Editorial Board consisting of the following to prepare the 96th Annual Report, (period from 1st April 2018 to 31st March 2019) of the University.
 1. Prof. Pami Dua, Dean Academic Activities & Projects - Chairperson
 2. Prof. Tarun Kumar Das, Registrar
 3. Dr. Payal Mago, Joint Dean Colleges
 4. Prof. Yogendra Singh, Dean Research, Life Sciences
 5. Prof. T. R. Seshadri, Dean Research, Physical & Mathematical Sciences
 6. Prof. Suman Kundu, Department of Biochemistry
 7. Prof. Reetesh Kumar Singh, Dean, Faculty of Commerce
 8. Prof. Sunita Singh Sengupta, Dean, Faculty of Management Studies
 9. Prof. Neera Agnimitra, Head, Department of Social Work
 10. Prof. Arun Jaganath, Department of Botany
 11. Prof. Sanjay Kapoor, Department of Plant Molecular Biology
 12. Prof. Vandana Roy, Dean, Faculty of Medical Sciences

13. Prof. Ajay Kumar, Department of Mathematics
14. Prof. Nandita Babu, Department of Psychology
15. Prof. Shormishtha Panja, Department of English
16. Dr. Mukesh Mehlawat, Department of Operational Research
17. Dr. Asani Bhaduri, Cluster Innovation Centre
18. Dr. K. Ratnabali, Faculty of Law
19. Capt. Parminder Sehgal, NSS Coordinator
20. Dr. Uma Chaudhry, Bhaskaracharya College of Applied Science
21. Dr. Surinder Kaur, SGTB Khalsa College
22. Dr. Renu Baweja, Shivaji College
23. Dr. Sudhir Sharma, Joint Registrar, Council

2. Accord of approval on 06.07.2019 to the extension of deputation to Dr. Sugata Bag as Visiting Professor of Economics Chair at University of Colombo, Colombo, Sri Lanka for a period of six months i.e. till 13.01.2020.

37/- Ref.: E.C. Resolution No. 4 (12) dated 28.05.2015

Resolved that the receipt of letter No. 4-11/2017-CU-II, Government of India, Ministry of Human Resource Development, Department of Higher Education dated 26th June, 2019 received from Sh. P.K. Singh, Under Secretary to the Government of India regarding amendment to Statute 9-B of the Statutes of the University related to the merger of Department of Business Economics and Department of Financial Studies into a single department named as “*Department of Finance and Business Economics*” be reported and recorded. (Copy of letter is placed at Appendix-V)

38/- The action taken by the Vice-Chancellor in appointing/ re-appointing/ nominating/ re-nominating, in the following matters were reported, recorded and confirmed:-

38-1/- In appointing the Teacher Representatives on the Governing Bodies of the colleges for a period of one year as per provisions of Ordinance-XVIII of the University. The details are placed at **Appendix-VI**.

38-2/- In appointing/Re-appointing/Extension of term of appointment in respect of Chairman/Chairperson/E.C. Nominee/Special Invitee/Ex-Officio Member/Members of the Governing Bodies of University Maintained Institution/Colleges.

For Governing Body of Dyal Singh College for a period of one year w.e.f. 04.07.2019:

1. Mr. Rajiv Nayan as Chairman
2. Dr. Varun Veer as Member
3. Prof. Shobha Sinha, as Member

38-3/- University Representatives on the Governing Body of the various Colleges for a period of one year as per details placed at **Appendix-VII**.

Any other item with the permission of Chair.

39/- Serious concern was expressed about the status of the facilities and availability of infrastructure in a few of the Trust Maintained Colleges, and it was pointed out that some of these Trusts do not regularly contribute their mandatory 5% share towards the budget of the college concerned. It is, thus, imperative that any trust that has failed to contribute its share, the process of getting 100% grant-in-aid from the UGC and converting that Trust Maintained College into a University maintained institution may be initiated.

The meeting ended with a vote of thanks to the Chair.

Sd/-
(Prof. Tarun Kumar Das)
Registrar – Secretary

Sd/-
(Prof. Yogesh Kumar Tyagi)
Vice-Chancellor – Chairman

UNIVERSITY OF DELHI
MASTER OF BUSINESS ADMINISTRATION
(EXECUTIVE)
HEALTH CARE ADMINISTRATION
(MBA - Executive HCA)
(Effective from Academic Year 2019-20)

PROGRAMME BROCHURE



FACULTY OF MANAGEMENT STUDIES

UNIVERSITY OF DELHI

DELHI – 110007

2019

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I. About the Department

Established in 1954 under the aegis of the University of Delhi, Faculty of Management Studies (FMS), Delhi is one of the oldest Business Schools in the country. The institute was started as a part of the Delhi School of Economics and has evolved into a full-fledged management institute. While being a part of the University system, FMS has been contributing to the industry, business, government and social sector at a level commensurate with the leading management institutes of the country.

Having started with an evening Masters Programme in Management in 1954, it commenced its MBA (Full-Time) Programme in 1967. FMS went on to establish Shanti Prasad Jain Advanced Management Research Centre at University of Delhi-South Campus to promote research and training of managers from India and abroad in the year 1982. The institute over the years has gained prominence for its learned faculty and students who today occupy coveted positions in the corporate world, both in India and abroad.

FMS has the unique privilege of being a part of one of the premier universities of the world - the University of Delhi - with some of the finest departments of Economics, Law, Sociology, Psychology, Anthropology, Commerce and Operations Research. Our collaborative approach involves inputs from various departments that give the benefit of a much wider view and deeper understanding of the concepts as well as the context. Our frequent industry interactions, strong industry interface and mentorship programmes consistently add to knowledge of the relevant tools and enhance the ability to decisively think through problems and opportunities. Our excellent placement record, over the years, only reiterates the fact that at FMS pursuit of excellence, striving for perfection and relentless perseverance are the cornerstones of our rich cultural legacy.

II. Introduction to CBCS (Choice Based Credit System)

Choice Based Credit System:

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enables the potential employers to assess the performance of the candidates.

Definitions:

- i. 'Academic Programme' means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/ Centre.
- ii. 'Course' means a segment of a subject that is part of an Academic Programme.
- iii. 'Programme Structure' means a list of courses (Core, Elective, Open Elective) that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission.
- iv. 'Core Course' means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course.
- v. 'Elective Course' means an optional course to be selected by a student out of such courses offered in the same or any other Department/Centre.
- vi. 'Open Elective' means an elective course which is available for students of all programmes, including students of same department. Students of other Department will opt these courses subject to fulfilling of eligibility of criteria as laid down by the Department offering the course.
- vii. 'Credit' means the value assigned to a course which indicates the level of instruction; One-hour lecture per week equals 1 Credit, 2 hours practical class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course.
- viii. 'SGPA' means Semester Grade Point Average calculated for individual semester.
- ix. 'CGPA' is Cumulative Grade Points Average calculated for all courses completed by the students at any point in time. CGPA is calculated each year for both the semesters clubbed together.
- x. 'Grand CGPA' is calculated in the last year of the course by clubbing together of CGPA of two years, i.e., four semesters. Grand CGPA is being given in Transcript form. To benefit the student a formula for conversation of Grand CGPA into %age marks is given in the Transcript.

III. MBA – Executive HCA Programme Details:

Programme Objectives (POs):

The objective of the Executive Health Care Administration programme is to comprehend the health management challenges and discuss the frameworks for finding an effective solution. The course enables the mid-level health care professionals to gain insights into the health care institutions' governance and organization structure, the functioning of various health care service providers, significance of social and preventive health, ethics and governance in health care sector, along with various managerial aspects like organizational behavior, health communication, human resource management, finance, operation, analytics, research, etc.

Program Specific Outcomes (PSO):

- PSO1. Lay down a strong conceptual foundation in key functional areas and thereby enabling a high degree of academic flexibility that would allow the students to handcraft their HCA experiences.
- PSO2. Elaborate on different facets of Health Care Management and prepare health care professionals to design effective programs catering to institutions and social health
- PSO3. Understand the disruptions in the health care industry and design effective process for Hospital Administration and other healthcare mediums
- PSO4. Conduct research on the emerging trends and ongoing business challenges in medical administration, to formulate a practical approach, and the solution with critical thinking and insights borrowed from general management
- PSO5. Inculcate leadership and multidisciplinary team management competencies and expertise at individual and organizational level, fostering a culture of boundary less, learning organization.

Programme Structure:

The MBA – Executive HCA programme is a two-year evening course divided into four-semester. A student is required to complete **112** credits for the completion of course and the award of degree.

Course Credit Scheme:

The Master of Business Administration (Executive) HCA Programme is divided into two semesters, to be known as Semester-1 and Semester-2, as mentioned below:

Table 1: Semester Pattern

		Semester - Odd	Semester- Even
Part I	First Year	Semester - 1	Semester - 2
Part II	Second Year	Semester - 3	Semester - 4

Table 2: Course Credits

Semester	Core Courses			Elective Course			Open Elective Course			Total Credits
	No. of papers	Credits (L+T/P)	Total Credits	No. of papers	Credits (L+T/P)	Total Credits	No. of papers	Credits (L+T/P)	Total Credits	
I	7	4*	28	0	0	0	NA	NA	NA	28
II	7	4	28	0	0	0	NA	NA	NA	28
III	7	4	28	0	0	0	NA	NA	NA	28
IV	7	4	28	0	0	0	NA	NA	NA	28
Total Credits for the Course			112			28				112

Note: - 10 Hours = 1 Credit

1. Students will receive an input of 40 contact hours in each paper.
2. For each Core and Elective Course, there will be 2 hour 40 minutes of class-room lecture time per week.
3. For each paper the examination duration shall be 3 hours.
4. Each paper will be of 100 marks out of which 70 marks shall be reserved for semester examination and 30 marks for internal assessment.

Table 3: Semester I

Semester I				
Number of Core Courses	Credits in each core course			
Course	Theory	Practical	Tutorial	Credits
MBAEX H – 101	4	NA	NA	4
MBAEXH – 102	4	NA	NA	4
MBAEX H – 103	4	NA	NA	4
MBAEX H – 104	4	NA	NA	4
MBAEX H – 105	4	NA	NA	4
MBAEX H – 106	4	NA	NA	4
MBAEX H – 107	4	NA	NA	4
Total credits in core course	28			28

Table 4: Semester II

Semester II				
Number of Core Courses	Credits in each core course			
Course	Theory	Practical	Tutorial	Credits
MBAEX H – 201	4	NA	NA	4
MBAEX H – 202	4	NA	NA	4
MBAEX H – 203	4	NA	NA	4
MBAEX H – 204	4	NA	NA	4
MBAEX H – 205	4	NA	NA	4
MBAEX H – 206	4	NA	NA	4
MBAEX H – 207	4	NA	NA	4
Total credits in core course	28			28

Table 5: Semester III

Semester III				
Number of Core Courses	Credits in each core course			
Course	Theory	Practical	Tutorial	Credits
MBAEX H – 301	4	NA	NA	4
MBAEX H – 302	4	NA	NA	4
MBAEX H – 303	4	NA	NA	4
MBAEX H – 304	4	NA	NA	4
MBAEX H – 305	4	NA	NA	4
MBAEX H – 306	4	NA	NA	4
MBAEX H – 307	4	NA	NA	4
Total credits in core course	28			28

Table 6: Semester IV

Semester IV				
Number of Core Courses	Credits in each core course			
Course	Theory	Practical	Tutorial	Credits
MBAEX H – 401	4	NA	NA	4
MBAEX H – 402	4	NA	NA	4
MBAEX H – 403	4	NA	NA	4
MBAEX H – 404	4	NA	NA	4
MBAEX H – 405	4	NA	NA	4
MBAEX H – 406	4	NA	NA	4
MBAEX H – 407	4	NA	NA	4
Total credits in core course	28			28

Teaching:

The Department faculty is responsible for organizing lectures for MBA-Executive HCA. The course instructions will be provided by the faculty members under the Department's guidance. Faculty from other Departments and partner institutes are also associated with lectures as guest faculty.

There shall be 15 instructional weeks excluding examination per semester.

Project Study (MBA EX H – 407)

In the fourth semester, a candidate has the choice to undertake a Project Study or a Seminar Paper, each will be of 100 marks

A supervisor will guide the students during the Project Study period, helping them to structure and design the research objectives, methodology, questionnaire and data collection. The student is expected to gain insight from review of literature, field work and discussions to work on the research objectives. The student will be assessed at the year-end by a panel of experts. The project carries separate marks distribution for the project report presentation and viva.

Assessment of Students' Performance and Scheme of Examinations:

1. English shall be the medium of instruction and examination.
2. Written examinations shall be conducted at the end of each semester as per the Academic Calendar notified in advance.
3. Each course will carry 100 marks of which 30 marks shall be reserved for internal assessment and the remaining 70 marks for written examination.
4. The duration of written examination for each paper shall be three hours.

The allocation of 30 internal assessment marks shall be based as under: *

(A) Class Tests/Quizzes

(B) Case Studies/Group Assignments/Projects

(C) Individual Class Assignments/Term Papers/Viva-Voce

(D) Class Attendance

*As per the recommendations of the Committee constituted to standardize and streamline the internal assessment marks process of various MBA and Ph.D. Programmes. The recommendations of the Committee will be placed on the table for consideration and approval.

1. Each of the three components mentioned against A, B and C shall carry at least 5 and at most 10 marks.
2. Class attendance shall have maximum of 5 marks and the allocation of marks shall be as under:

71% - 80%	2 Marks
81% - 90%	3 Marks
91% - 99%	4 Marks
100%	5 Marks
3. Students who fail to secure a minimum of 40% in internal assessment, which is minimum requirement to pass a course, he/she shall be given another chance for remedial within two weeks of the last date of the dispersal of the classes of the respective semester. However, such students will not be awarded more than 60% marks in the internal assessment in that/ those course(s).
4. The internal assessment marks should be submitted in a columnized form, and before submitting to the Dean's office, the same may be shown to the students for clarifications/ errors, if any.

The scheme of evaluation of Seminar Paper/ Project Study shall be as follows:

- It shall commence from the Fourth Semester and report shall be submitted towards the end of the Fourth Semester.

Pass Percentage & Promotion Criteria:

The minimum marks for passing the examination for each semester shall be 45% in aggregate and a minimum of 40% marks in the semester-end examination in each theory paper, and 40% in internal assessment marks of each subject. Numerical Scores in each paper will be awarded to both the evaluation components: internal assessment and final semester examination. Internal assessment score will be based on the average of the numerical scores of the consisting components such as quizzes, assignments, project work, class participation, mid-semester exams, etc. The total score in a paper will be obtained by adding the internal assessment marks and the end semester examination marks.

Admission to the Second Year of the programme shall be open to only those students who have successfully **cleared at least 10 papers out of the 14 papers** offered during First Year of the programme, combining the one taken in 1st and 2nd Semester.

Conversion of Marks into Grades:

In each paper, numerical scores will be awarded to both the evaluation components: internal assessment and final semester examination. Internal assessment scores will be based on the average of the numerical scores obtained in various components such as quizzes, assignments, project work, class participation, mid-semester exams, etc. The total score in a paper is obtained by adding the internal assessment marks and the end semester examination marks. The total score

obtained in a paper is converted to a letter grade in a ten-point grading scale as given below:

A+	A	A-	B+	B	B-	C+	C	D	F
10	9	8	7	6	5	4	3	2	1

Relative Grading Method based on Standard Deviation shall be used for the conversion of the numeric scores to the letter grades. The following points should be kept in mind while letter grades are awarded:

- A. The normal cut-off for the F grade is less than 40% marks. The lower cut-off for the A+ grade should not be very low (preferably should be at least 80%). The score range for the remaining letter grades should form *natural clusters*.
- B. Total of A category grades (A+, A and A-) should come under 25% of the total number of students in the class.
- C. The distribution of grades should be *approximately* normal. While slight deviation from normality is expected and natural, major deviations, in either direction, should be remedied as far as possible.
- D. When two or more faculty members teach in different sections of the same course, the grade distribution for internal assessment should not be *radically* different. The concerned faculty members must share and discuss the internal assessment grades before submitting to the Dean's Office.
- E. When a course is taught jointly by two or more faculty members, the grading should be done *jointly* by the concerned teachers.
- F. In the relative grading system individual, student's grades are based on the distance of their score from the mean score of the class. The standard deviation, mean and median is computed after creating the frequency distribution of the total scores (internal assessment marks plus end semester marks) so that cut-off points for each grade level can be determined. If the mean and median are similar in value then mean should be used for further computations of cut-off of grades. In case, mean and median are not similar then the median should be used for computation of cut-off of grades. The details are given in Table-7:

Table 7: Marks Interval

Letter Grade	Marks Interval
A+	Total Score > Mean + 2.0 S. D.
A	Mean + 1.5 S. D. < Total Score < Mean + 2.0 S. D.
A-	Mean + 1.0 S. D. < Total Score < Mean + 1.5 S. D.

B+	Mean + 0.5 S. D. < Total Score < Mean + 1.0 S. D.
B	Mean < Total Score < Mean + 0.5 S. D.
B-	Mean - 0.5 S. D. < Total Score < Mean
C+	Mean – 1.0 S. D. < Total Score < Mean - 0.5 S. D.
C	Mean -1.5 S. D. < Total Score < Mean - 1.0 S. D.
D	Mean - 2.0 S. D. < Total Score < Mean - 1.5 S. D. or Total score > 40 %
F	Total Score < 40 %

Grade Points:

As per University Examination rule.

CGPA Calculation:

As per University Examination rule.

SGPA Calculation:

As per University Examination rule.

Grand SGPA Calculation:

As per University Examination rule.

Conversion of Grand CGPA into Marks:

As per University Examination rule.

Submission of Marks and Declaration of Result

The final result, containing the marks of internal assessment and end-semester examination shall be submitted to the University of Delhi in the standard format.

The degree shall be awarded to the successful candidates fulfilling all the requirements to pass the First Year and Second Year Examination. The Division mentioned below will be given on the basis of the combined results of the First Year and Second Year examinations:

Table 8: Division of Degree

Candidates securing 60% and above	First Division
Candidates securing above 50% but less than 60%	Second Division
Candidates securing above 45% but less than 50%	Third Division

Attendance Requirement:

No candidate shall be considered to have pursued a regular course of study unless he/she is certified by the Dean, Faculty of Management Studies, University of Delhi to have attended 75% of the total number of classroom sessions conducted in each semester during his/her course of study. Any student not complying with this requirement shall not be allowed to appear in the semester examinations. However, the Dean may condone the required percentage of attendance by not more than 10 percent during a semester on very genuine grounds. But a student so permitted shall not be deemed to have completed the course of the study in the next succeeding semester unless he/ she makes up the shortage so condoned as per rules. A student not allowed to appear in the preceding semester examinations due to shortage of attendance may appear in the papers of the preceding semester along with the papers of the current semester after making up the shortfall in the attendance. No remedial/ special classes shall be arranged by the Faculty for the purpose of making up the attendance shortfall.

Re-Examination:

A candidate who has secured the minimum marks to pass each paper but has not secured the minimum marks to pass in aggregate (45%) or has secured the minimum marks in aggregate but has not secured the minimum 40% marks in the semester-end examination in any paper, may take re-examination in that/those paper/s in order to be able to secure the minimum marks prescribed to pass the semester, any time during the span period of the programme. A student shall be allowed to re-appear in any paper in any of the semesters. However, the total number of attempts in a paper shall not exceed more than four during the span period of the programme.

Special Provision:

A special chance will be given to students who fail in Semester-4, Part II, to re-appear in a maximum of two papers of Part-II in the month of August/September immediately after the declaration of Final Semester results so as to enable them to clear the remaining papers of Semester-4 at an early date.

Span Period:

The span period of the programme is four years from the date of registration in the programme. A student to be eligible for award of degree has to clear all the papers offered during the two-year programme within the span period.

Course Structure for the MBA (Executive) HCA

Compulsory Courses

Semester - 1:	MBAEX H-101 to MBAEX H-107
Semester - 2:	MBAEX H-201 to MBAEX H-207
Semester - 3:	MBAEX H-301 to MBAEX H-307
Semester - 4:	MBAEX H-401 to MBAEX H-408

Semester -1 MBAEX H 101-107

MBAEX H-101	Organizational Behavior
MBAEX H-102	Quantitative Methods in Health Care
MBAEX H-103	Health Economics
MBAEX H-104	Accounting for Health Sector Managers
MBAEX H-105	Marketing Management in Health Care
MBAEX H-106	Financial Management for Health Care Managers
MBAEX H-107	IT in Health Care Management

Semester -2 MBAEX H 201-207

MBAEX H-201	Human Resource Management in Health Care
MBAEX H-202	Operations Management in Health Care
MBAEX H-203	Project Management in Healthcare
MBAEX H-204	Hospital Planning
MBAEX H-205	Health Systems Research
MBAEX H-206	Health Communication: Skills and Processes
MBAEX H-207	Analytics for Healthcare Management

Year 2

Semester – 3 MBAEX H 301-307

MBAEX H-301	Health Care Ethics, Governance and Society
MBAEX H-302	Strategic Analysis in Health Care
MBAEX H-303	Hospital Operations and Control
MBA EX H-304	Total Quality Management and Accreditation for Health Care
MBAEX H-305	Management of Hospital Support Services
MBAEX H-306	Supply Chain Management in Health Care
MBA EX H-307	Public Health Management

Semester 4 MBAEX H 401-407

MBAEX H-401	Innovations in Health Care
MBAEX H-402	Regulation and Laws in Health Sector
MBAEX H-403	Health Care Entrepreneurship and Innovation
MBAEX H-404	International Health Systems
MBAEX H-405	Health Financing and Insurance
MBAEX H-406	Strategic Management in Health Care
MBA EX H-407	Contemporary Issues in Health Sector: Seminar Paper / Project Study

All the courses are compulsory.

Semester -1 MBAEX H 101-107

MBAEX H-101: Organizational Behavior

Course Objectives:

The objective of the course is to help students develop an understanding of the basic management concepts and behavioral processes in organizations that are important for them to adapt to the changing corporate environment especially in the context of Health Care Organizations.

Course Learning Outcomes:

- Understanding the concept of organizational behavior in the context of Health Care Organizations
- Developing an understanding of managerial functions, skills and roles of a health care professional
- Strengthening the foundations of individual behavior with an understanding of human personality, perception, learning and emotions
- Understanding the basic process of interpersonal relationship in Health Care Systems
- Understanding how health care managers can use the models to enhance motivational levels of employees
- Understand the concept of stress and learn to manage it
- Understanding the behavioral approach to Managerial decision-making
- Develop an understanding of teams and groups in organizations
- Understanding the process of leadership in health care organizations
- Understanding the various organization structures and their usefulness.

Contents:

Unit I: Introduction to Organizational Behaviour; Management Functions, Skills and Roles

Unit II: Introduction to Individual Behaviour: Personality: Determinants, Measurement, Different Traits; Perception: Process, Factors, Attribution Theory; Learning: Approaches, Measurement; Attitudes, Values and Emotions

Unit III: Interpersonal Relationship: Transactional Analysis: Ego States, Transactions, Life Positions, Stroke Analysis, Games Analysis; Johari Window

Unit IV: Motivation at Work: Introduction, Content Models of Motivation, Process Models of

Motivation, Use of Motivation

Unit V: Leadership and followership: Introduction, Trait, Behavioral and Contingency Approaches to leadership, Transactional and Transformational leadership

Unit VI: Work teams and Groups: Introduction, Reasons for joining groups, Types of groups, Group Cohesiveness, Group Think and Risky Shift

Unit VII: Decision Making: Introduction, Types of Decision, Process of Decision, Individual and Group Decision Making Models

Unit VIII: Stress and Well -being at work: Introduction, Sources, Reaction and

Unit IX: Organization Structure and Design:

Suggested Readings:

1. Borkowski, N. (2005). *Organizational Behavior in Health Care*. Jones & Bartlett Learning.
2. Körner M., Ansmann, L., Schwarz B. & Kowalski C. (Eds.) (2018). *Organizational Behaviour in Healthcare: Theoretical Approaches, Methods and Empirical Results*, published by LIT Verlag
3. Luthans, F. (2015). *Organizational Behaviour: An Evidence Based Approach* (13th ed.). McGraw-Hill Irwin.
4. Mark A. & Dopson S. (1999). *Organizational Behaviour in Health Care: The Research Agenda*. Published by McMillan Business.
5. Nelson, D L, Quick, J.C., & Khandelwal, P, (2013). *Organizational Behaviour: A South Asian Perspective* (7th ed.). Cengage Learning India Pvt. Ltd.
6. Nelson, D. L., Quick, J.C. & Khandelwal, P. (2016). *ORGB: A South Asian Perspective* (2nd ed.). Cengage Learning India Pvt. Ltd.
7. Pareek, U. and Khanna, S. (2016). *Understanding Organizational Behaviour* (4th ed.). New Delhi: Oxford University Press.
8. Robbins, S. P., & Judge, T.A. & Vohra, N. (2015). *Organizational Behaviour* (16th ed.). New Delhi: Pearson Education.
9. Singh, K. (2015). *Organizational Behaviour: Text and Cases* (3rd ed.). New Delhi: Vikas Publication.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I.	Introduction to Organizational Behaviour; Management Functions, Skills and Roles	Presentation on different aspects of organization behaviour and discussion on managerial roles and responsibilities	Exercise and quiz

II.	Introduction to Individual Behaviour: Personality; Perception; Learning; Attitudes, Values and Emotions	Measuring human personality, cues on perception; identifying learning styles; and analyzing different emotions with the help of discussions and presentations	Case, diagnostic test to examine personality, exercise and quiz
III.	Interpersonal Relationship: Transactional Analysis; Johari Window	Presentation and discussion on TA Model and Johari Window and assessment of ego states	Exercise and cases
IV.	Motivation at Work	Content and Process models of motivation with the help of presentation and discussion of case and situation analysis	Exercise, cases situation analysis and quiz
V.	Leadership and followership	Trait, behavioral and contingency models of leadership with the help of presentation and discussion of case and situation analysis	Exercise, cases and quiz
VI.	Work teams and Groups;	Video on group dynamics and discussion to understand group roles; role plays to understand the concepts of teams.	Videos, Exercise, cases and quiz
VII	Decision Making	Exercise on decision making; role plays to understand the concepts of teams, groups and decision making	Exercise, cases and quiz
VIII.	Stress and Well -being at work	Exercise on identifying stressors and presentation on stress management strategies	Situation analysis, Exercise, cases and quiz
IX.	Organization Structure and Design	Case on organization structure and design with the help of presentation and discussion	Exercise, cases and quiz

The list of cases and other specific references including recent articles will be announced by the instructor at the time of launching the course.

MBAEX H-102: Quantitative Methods in Health Care

Course Objectives:

This course will outline the tools and techniques associated with quantitative methods useful for healthcare administration / management. An appreciation of collection and analysis of data will be

developed, as well as use of quantitative techniques in better decision making. This course places emphasis on competency skill building through the use of hands on exercises, case studies and thoughtful assignments. The course has two components. In the first, basic statistical tools would be introduced. With the second component participants would learn how to build decision models in health care settings.

Course Learning Outcomes:

The participants would learn how to:

- Collect and apply data and statistical methods in health care administration.
- Interpret, create, and critically evaluate graphical and numerical summaries.
- Understand appreciate probability, chance, randomness, and probability distributions.
- Formulate and test hypotheses using appropriate research methods.
- Develop basic skills on using spreadsheet software.
- Formulate managerial problems in health care as mathematical programming models. Solve the models using spreadsheet software.
- Perform sensitivity analysis to derive new insights
- Solve specialized linear programming problems like the transportation and assignment problems
- Summarize the results of quantitative analyses and use these to support decision making.

Contents:

Unit 1: Introduction to data and statistics: Data collection and management through spreadsheet for use in healthcare administration, Descriptive statistics measures. Creating tables and charts using health data sets.

Unit 2: Probability and Probability Distributions: What is Probability? Terminologies, Probability Rules, Joint and Conditional probability and Bayes' theorem.

Unit 3: Random variables: Concept, Discrete and continuous probability distributions. Binomial and Normal distributions. Identifying distribution in health data to make predictions

Unit 4: Inference from Samples: Sampling from a Population, Sampling Distribution of the Sample Mean, Central Limit Theorem, Point Estimation, Estimators and their properties. Confidence Interval for the Population mean and Proportion, Introduction to Hypothesis Testing, Type I and Type II Errors, Hypothesis testing the population mean and proportion using confidence intervals. Hypothesis testing for comparison of two populations. Analysis of Variance.

Unit 5: Covariance and Correlation, Introduction to Regression: what is linear regression, fitting of linear model, using Regression for prediction.

Unit 6: Introduction to Linear Programming (LP): Quantitative analysis and decision making, Formulation of LP models, meaning of solution, Graphical method for solving LP problems, Duality, Sensitivity analysis.

Unit 7: Applications of LP to health care management problems.

Unit 8: Transportation problem and transshipment problem. Assignment problem.

Suggested Readings:

1. Anderson, D., Sweeney, D., Williams, T., Camm, J., & Cochran, J. (2014). *Statistics for Business & Economics* (12th ed.). India: Cengage Learning.
2. Brandeau, M.L. Sainfort, F. and Pierskalla, W.P. (2004) ‘Operations Research and Health Care: A handbook of methods and applications’: Kluwer’s Series.
3. Denton, B. T. (2013). Handbook of healthcare operations management. New York: Springer, 10, 978-1.
4. Horton, L. A. (2016). Calculating and reporting healthcare statistics. 6th Edition, AHIMA Press.
5. Kros, J.F. & Rosenthal, D.A. (2015) *Statistics for Health Care Management and Administration: Working with Excel*, 3rd Edition, Wiley.
6. Langabee, J.R. (2007): *Health Care Operations Management: A Quantitative Approach to Business and Logistics*, Jones & Bartlett Publishers.
7. Ozcan, Y.A. (2005): *Quantitative Methods in Health Care Management - Techniques and Applications*, Jossey-Bass
8. Stine, R.E., & Foster, D. (2013). *Statistics for Business: Decision Making and Analysis* (2nd ed.). India: Pearson Education.

Teaching plan: A detailed teaching plan would be shared before the start of the semester.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I.	Collect and apply data and statistical methods in health care administration.	Theory and concepts would be explained in lectures Analysis of short cases / reports selected from	Short quiz to evaluate conceptual understanding

II.	Interpret, create, and critically evaluate graphical and numerical summaries.	published sources, recent developments in economy, business and industry etc.	<p>Homework exercises to evaluate the student's skill with the tools and techniques discussed in the class and ability to implement them</p> <p>Assignment questions would evaluate ability to understand use reports from package software tools</p> <p>Assignments would evaluate report writing skill</p> <p>Mid-term written test</p> <p>End term written test</p>
III.	Understand appreciate probability, chance, randomness, and probability distributions.	Tutorials and lab sessions Numerical examples and exercises to explain concepts and develop skills	
IV.	Formulate and test hypotheses using appropriate research methods. Develop basic skills on using spreadsheet software.	Individual and group work for skills training on implementation of tools and communication of results	
V.	Formulate managerial problems in health care as mathematical programming models. Solve the models using spreadsheet software.		
VI.	Perform sensitivity analysis to derive new insights		
VII.	Solve specialized linear programming problems like the transportation and assignment problems		
VIII.	Summarize the results of quantitative analyses and use these to support decision making.		

MBAEX H-103: Health Economics

Course Objectives:

The objective of this course is to equip the students to use concepts, theories, tools and techniques evolved by economists in the decision-making process of health service providers in public and

private health sector. Focus is also on understanding Government policies and regulations and how that impacts the quality and quantity of the services. Issues related to funding and insurance will also be discussed.

Course Learning Outcomes:

- Understanding of Macroeconomic environment for decision making in Health-Care Organizations.
- Applying Microeconomic tools in Health Care Organizations
- Understanding Health Policies, pricing of Health services and health insurance.
- Analyzing the economics of operating of for-profit and non-profit health service providers
- Analyzing the scope for private public partnership

Contents:

Unit I: Concept of Health Capital and Health Care. Macroeconomic Environment and Externality associated with the Health Care Sector. Regulatory Environment. Economic and Social Environment. Cross Country Comparison.

Unit II: Theories of Demand Supply in Health Care, Elasticities of Health Care services, Access to Health Care. Relevant Market Structures and Theory of Firm. Value-Based Competition Theory

Unit III: Insurance and its Associated Incentive Problems. Funding of Public and Private Health Care Services. Role of Government. Role of non-profit Organizations and NGOs. Learning from other Countries.

Unit IV: Private Public Partnership.

Suggested Readings:

1. Culyer, A.J. & Newhouse, J.P. (2000). *Handbook of Health Economics* (Vol.I and II). North Holland.
2. Folland, S., Goodman, A. C. & Stano, M. (2013). *Economics of Health and Health Care* (7th ed.). Pearson International
3. Govindarajan, V. and R. Ramamurti (2018). *Reverse Innovation in Health Care: How to make Value-Based Delivery Work* (1st ed.). Harvard Business Review.
4. Henderson, J. W. (2011). *Health Economics and Policy* (5th ed.). South-Western College Publishing.
5. Philips, J. & Rapoport, J. (200). *Economics of Health and Medical Care* (5th ed.). Jones and Bartlett Publishers.
6. Porter, M. E. and E. O. Teisberg (2006). *Redefining Health Care: Creating Value-Based Competition on Results* (1st ed.). Harvard Business Review Press.
7. Rao, K. S. (2017). *Do We Care: India's Health System* (1st ed.). OUP India.

8. Todd, M. K. (2009). *The Managed Care Contracting Handbook* (2nd ed.). Productivity Press.
9. Venkat Raman, A & Bjorkman, J.W. (2009) *Public Private Partnership in Health Care in India: Lessons for Developing Countries* (1st ed.). Routledge.

List of other specific references including recent articles will be announced by the instructor at the time of launching the course

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I.	Understanding of Macroeconomic environment for decision making	Lectures, in-class discussion of cross-country evidence	Evaluation of in-class participation and discussion
II.	Applying Microeconomic tools	Lectures, discussion of caselets, demand & elasticity estimations	Short quiz. In-class problem solving. Exercises to derive and estimate demand functions
III.	Understanding Health Policies, Regulations, role of Government and NGOs	Lectures, discussing regulations and policies, in-class discussions	Presentations by students on pre-determined topics, in-class participation
IV.	Analyzing the scope for private public partnership	Lectures, discussion of cases	Short Reports

MBAEX H-104: Accounting for Health Sector Manager

Course Objectives:

The basic purpose of this course is to develop a strategic and policy perspective with respect to the principles of Accounting and utilisation of accounting information for decision making in a health sector organisation. The emphasis is on core ideas and techniques with reinforced understanding using practical examples. This course provides the foundation for a variety of other courses, like finance, marketing, and strategy.

Course Learning Outcomes:

- Strengthening the foundations of the analytical approach to Accounting
- Understanding depreciation & inventory valuation

- Understanding preparation, presentation & analysis of accounting information
- Understanding cost behaviour
- Understanding how managers make a variety of decisions
- Understanding the relevance of budgeting and computing variances to undertake performance evaluation

Contents:

Unit I: Accounting Theory: Concept, Importance, Scope, Generally Accepted Principles of Accounting, Indian Accounting Standards, IFRS, and Harmonization of Accounting Standards, Preparation of Financial Statements, Health Sector Companies Balance Sheet–Terms, Contents and Format.

Unit II: Depreciation Accounting and Inventory Valuation: Meaning and Techniques of Depreciation, Methods employed by Health Sector Companies, Inventory valuation, Methods, Policies of Health Sector Companies.

Unit III: Presentation and Disclosure of Accounting Information: Presentation of Financial Position. Financial Statements of Health Sector Companies.

Unit IV: Analysis of Accounting Information: Financial Statement Analysis. Interpretation of Accounting information, Cash Flow Statement, preparing a statement of cash flows, Cost Analysis for Decision making: Classification of costs, Cost Sheet

Unit V: Cost-Volume-Profit analysis: Relevance of costs and Marginal costing, using marginal costing for managerial decision making, Budgeting: Framework of Budgetary Control, Types of Budgets, Zero-Base Budgeting.

Unit VI: Standard Costing and Variance Analysis: Variance Computation and its attribution, Responsibility Accounting, Criteria for divisional performance measurement, Recent developments in the field of Accounting.

Suggested Readings:

1. Anthony, R.N., Hawkins, F.D., & Merchant, K.A., “*Accounting: Text and Cases*”, 2010, McGraw Hill.
2. Belverd, E., Needles, Jr and Powers, M. (12e), *Principles of Financial Accounting*, Cengage Learning.
3. Narayanaswamy, R., “*Financial Accounting: A Managerial Perspective*”, 2014, 5th edition, Prentice Hall of India.
4. Horngren, T. C., Datar, S. M., Rajan, M. V. (2015). *Cost Accounting: A Managerial Emphasis* (15th ed.): Pearson
5. Horngren, T. C., Sundem, G. L., Stratton, W. O., Schatzberg, J., Burgstahler. D. (2014). *Introduction to Management Accounting* (16th ed.): Pearson.
6. Khan, M. Y., & Jain, P. K. (2017). *Management Accounting (7e)*: McGraw Hill.
7. Pandey, I. M. (2007). *Management Accounting* (3rd ed.). New Delhi
8. Vij, M. (2009). *Management Accounting*. New Delhi: MacMillan India.

The list of cases and other specific references including recent articles will be announced by the instructor at the time of launching the course.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I.	Accounting Theory	Lectures, discussion and Case Studies	Short quiz; In class problem solving; case studies
II.	Depreciation Accounting and Inventory Valuation	Lectures, discussion and Case Studies	Solving depreciation & inventory problems; case studies
III.	Presentation and Disclosure of Accounting Information	Lectures, discussion and Case Studies	Solving problems; case studies
IV.	Analysis of Accounting Information	Lectures, discussion and Case Studies	Short notes/reports; case studies
V.	Cost-Volume-Profit analysis	Lectures, discussion and Case Studies	Problem solving & quizzes; case studies
VI.	Standard Costing and Variance Analysis	Lectures, discussion and Case Studies	Short notes/reports; problems, case studies

MBAEX H-105: Marketing Management in Health Care

Course Objective:

To introduce the students to marketing concepts and their application in health care sector. The course provides an understanding of factors that distinguish marketing within the health sector from other marketing application areas.

Course Learning Outcomes:

- Understanding the nature and scope of marketing and marketing environment for healthcare sector
- Developing an understanding of health service mix
- Understanding segmentation, targeting and positioning
- Understanding healthcare buyer behavior
- Developing an understanding of decisions concerning price, place and promotion

Course Contents

Unit I: Introduction to Marketing: Nature and Scope of Marketing, Marketing Concepts, Marketing Philosophies, Customer Value, Holistic Marketing, Role of Marketing in Health Care Organizations.

Unit II: The Health Care Industry and Marketing Environment: Environmental monitoring, Understanding the impact of Macro and Micro environment on Marketing, Global Marketing.

Unit III: Identifying and Selecting Markets: Choice Behaviour of Health Care Buyers, Segmentation, Targeting and Positioning for Hospitals, Marketing Research and Market Information.

Unit IV: Strategic Marketing Management in Hospitals: Competitor analysis, Marketing Warfare Strategies, Marketing Planning Process.

Unit V: Managing Product and Service Offerings: Designing and Managing Health Services Mix, Product Life Cycle, Branding, Packaging and Labeling, Brand Equity, Health Service Quality.

Unit VI: Pricing Strategies and Decisions in Health Care: Setting Price, Factors influencing Price Determination, Adapting the Price.

Unit VII: Designing and Managing Health Care Marketing Channels: Health Care Delivery, Distribution and Retailing Perspective, Managing Conflicts and Controls in Channels, channel Integration & Systems and Logistics.

Unit VIII: Marketing Communication: Role of Promotion in Marketing, Determining Promotional Mix, Media Relations, Advertising and Patient Satisfaction.

Suggested Readings:

1. Etzel, M. J., Bruce, J. W., Stanton, W. J., & Pandit, A. (2011). *Marketing* (14thed.). New Delhi: Tata McGraw-Hill.
2. Perrault, W.D (Jr.), Cannon, J.P., & McCarthy, E.J. (2010). *Basic Marketing*. New Delhi: Tata McGraw-Hill.
3. Kotler, P., Shalowitz, J. & Stevens, R.J. (2008). *Strategic Marketing for Health Care Organisations-Building a Customer Driven Health System*. Jossey-Bass.
4. Thomas, R.K. & Calhoun, M. (2008). *Marketing Matters- A Guide for Healthcare Executives*. PHI Learning Pvt. Ltd.
5. Berkowitz, E. N. (2010). *Essentials of Health Care Marketing* (3rd ed.). Jones & Bartlett Learning.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks

I.	Introduction to Marketing	Presentation and discussion on Nature and Scope of Marketing, Role of Marketing in Healthcare, Marketing Philosophies, Holistic Marketing.	Active learning and application with the help of small group exercises, quiz
II.	The Health Care Industry and Marketing Environment	Discussion on Environmental monitoring, Understanding the impact of Macro and Micro environment on Marketing with the help of case study	Case analysis, Exercise and quiz
III.	Identifying and Selecting Markets	Presentation and discussion on Healthcare Buyer, Segmentation, Targeting and Positioning for Hospitals using cases	Exercise, quiz and analysis of Case study on buyer/consumer behaviour
IV.	Strategic Marketing Management in Hospitals	Presentation and discussion on Competitor analysis, Marketing Warfare Strategies, Marketing Planning Process	Exercise and quiz
V.	Managing Product and Service Offerings	Presentation and discussion on Health Service Mix, Product Life Cycle, Branding, Packaging and Labeling.	Case study on Health Service Quality
VI.	Pricing Strategies and Decisions in Health Care	Case discussion on Setting Price, Factors influencing Price Determination	Case analysis and quiz
VII.	Designing and Managing Health Care Marketing Channels	Case discussion on Distribution and Retailing Perspective, Channel Conflicts and Logistics	Case study and quiz
VIII.	Marketing Communication	Presentation and discussion on Promotional Mix, Advertising Health Services, Media Relations and Health Care Advertising,	Case study and quiz, Short exercises on various tools

The list of cases and other specific references including recent articles will be announced by the instructor at the time of launching the course.

MBAEX H-106: Financial Management for Health Care Managers

Course Objectives:

The course is designed to provide an understanding of the essential elements of financial management and the financial environment in which the health care organizations function. The paper will examine the objective of wealth maximization which encompasses much of modern corporate finance and its implication for decision making with a special focus on the hospitals and how to improve quality of patient care with reducing costs in the present context.

Course Learning Outcomes:

- Understanding the evolution and growth of the finance function. The objective of wealth maximization of the firm.
- Make Strategic Investment decisions with the help of NPV, IRR and PB techniques. Calculating and interpreting the cost of capital for companies with a special focus on the health care sector.
- Financing options available to firms, Trade-off between debt and equity, Criteria for deciding the optimal financing mix.
- How do managers decide how much to reinvest and how much to return to owners as dividends? This allows health care organizations to plan for the future.
- Understand the concept of working capital and the working capital policies to manage cash and account receivable for a hospital.

Contents:

Unit I: Financial Management – An Overview: Evolution of Finance, The Basic Goal: Creating Shareholder Value, Agency Issues, Corporate Governance and Social Responsibility, Concept of Time Value of Money.

Unit II: Investment Decisions – Evaluation and planning for long term investment decisions in health care organizations with the help of Capital Budgeting and Cost of Capital decisions, Techniques of Capital Budgeting - Payback Period, NPV, IRR, Profitability Index, Estimation of Cash Flows, NPV v/s IRR, Cost of Capital - Meaning and Concept, Calculation of WACC, The CAPM Approach.

Unit III: Financing Decisions – Sources of funds for healthcare organisations, Theories and Value of the firm - Net Income Approach, Net Operating Income Approach, Traditional Approach, Modigliani Miller Model, Costs of Bankruptcy and Financial Distress. EBIT-EPS Analysis - Concept of Leverage, Types of Leverage: Operating Leverage, Financial Leverage, Combined Leverage, Determining the optimal Capital Structure, Checklist for Capital Structure Decisions.

Unit IV: Dividend Decisions- Factors determining dividend policy and the decision to pay dividends by health sector organizations, Theories of Dividend- Gordon Model, Walter Model,

MM Hypothesis, Forms of Dividend- Cash Dividend, Bonus Shares, Stock Split, Stock Repurchase, Dividend Policies in practice.

Unit V: Working Capital Management – Management of working capital and the challenges in the health care sector, Policies, Risk-Return trade-off, Cash management, Receivables management.

Suggested Readings:

1. Brealey, Myers, Allen and Mohanty. *Principles of Corporate Finance*. McGraw Hill Education, 2018.
2. Brigham and Houston. *Fundamentals of Financial Management*. South-Western College Pub, 2019.
3. Gapenski and Pink. *Understanding Healthcare Financial Management*. Health Administration Press, 2015.
4. Khan and Jain. *Basic Financial Management*. McGraw Hill Education. 2017
5. Michael Nowicki. *Introduction to the Financial Management of Healthcare Organizations*. Health Administration Press, 2017.
6. Prasanna Chandra. *Financial Management*. McGraw Hill, 2019
7. Reiter and Song: *Gapenski's Fundamentals of Healthcare Finance*. Health Administration Press, 2018
8. Ross, Westerfield and Jordan: *Fundamentals of Corporate Finance*. McGraw Hill, 2018.
9. Steven Berger. *Fundamentals of Health Care Financial Management*. Jossey-Bass, 2014.
10. Van Horne and Wachowicz: *Fundamentals of Financial Management*, Pearson Education, 2008.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I.	Understanding the evolution and growth of finance function	The objective of the firm – Shareholders' wealth maximization	Concept questions and Quiz
II.	Make Strategic Investment decisions with the help of Payback, NPV, IRR, and PI techniques. Calculating and Interpreting the cost of capital for health care companies.	Calculating after-tax cash flows for proposals and applying the various techniques like Payback, NPV, IRR, PI, for selecting projects. Calculating marginal weighted average cost of capital.	Problem-based learning, Numerical questions, Critical Thinking exercise, Case Lets and Case studies, Quiz,
III.	Financing options available to firms,	Understanding the theories of capital structure, Designing the	Real life understanding of capital structure of health care

	Trade-offs between debt and equity, Criteria for deciding the optimal financing mix.	capital structure for hospitals, EBIT/EPS understanding, Types of Leverage.	companies, Practical exercises, Student presentations.
IV.	How do managers decide how much to reinvest and how much to return to owners as dividends?	Factors determining dividend decisions of companies, Theories and forms of dividends	Getting information on dividend policy of companies across health care companies, how companies decide the trade-off on dividend policy, Critical thinking exercises,
V.	Understand the concept of working capital and the working capital policies to manage cash and account receivable.	Working capital policies of hospitals, cash management models, different accounts receivable policies of organisations	Problem solving and concept questions, classroom exercises,

MBAEX H-107: IT in Health Care Management

Course Objectives:

The objective of this course is to develop micro-level individual competency amongst the Health Care Professionals with regard to contemporary Information Technology Tools and to develop an understanding of the data processing systems existing in a health care system.

Course Learning Outcomes:

- Developing an appreciation of IT in General and Elements of IT Systems Setup for organizations and discussions on emerging information technology
- Familiarizing the participants with Indian IT Industry and health sector.
- Providing hands-on dexterity to the students with regard to an executive software suite
- Understanding the application of IT Tools in the Indian Health Care Industry
- Developing an understanding of information systems, analytics and emerging technologies in health care organizations.

Course Contents:

Unit I: Computers: An Introduction; Computers in Business Organizations; Personal Computers in Business; Elements of Information Technology: Hardware, Software, Data, Telecommunications and People; Planning an Information Technology set up for an organization.

Unit II: Indian Computing Environment: Growth of IT Sector in India; Trends in IT and ITES sectors; Applications of information technology in health care sector – private and government sector. E-Commerce and E-Governance. Latest developments in IT applications in health care systems.

Unit III: PC-Software Packages: An Introduction - Operating System and Windows; Text Processing Software. Introduction to spreadsheet software; Creation of spreadsheet applications; Data Base Functions in spreadsheet; Graphics on Spreadsheet. Presentation Graphics - Creating a Presentation on a PC.

Unit IV: Role of IT in transforming health sector. Electronic Health Records and Health Information Systems. National Health Schemes and IT. Major applications of IT in Health Sector. Study of potential of Digital Health. Healthcare IT in India.

Unit V: Management Information Systems and Integration of Applications. Role of Big Data and Analytics in managing health. Emerging health technologies such as IoT, Robotics, Social Media, Block Chain and Machine Learning.

Suggested Readings:

1. Bill, H., & Jaffe, B. D. (2012). *IT manager's handbook* (3rd ed.). New York: Morgan Kauffman.
2. Efraim, T., & Wetherbe, J. (2014). *Information technology for management: Transforming organizations in the digital economy introduction to information technology* (7th ed.). NY: John Wiley & Sons.
3. Lambert, J.& Frye, C. (2015). *Microsoft Office 2016 Step by Step*. Washington: Microsoft Press.
4. Reddy, Chandan K., Charu C. Aggarwal (Eds) (2015). *Healthcare Data Analytics*. Chapman and Hall/CRC.
5. Scott, James (2014). *The Book on Healthcare IT: What you need to know about HIPAA, Hospital IT, and Healthcare Information Technology*. New Renaissance Corporation
6. Wachter, Robert (2015). *The Digital Doctor: Hope, Hype, and Harm at the Dawn of Medicine's Computer Age*. McGraw Hill Education.
7. Wager, Karen A., Frances W. Lee, and John P. Glaser (2017). *Health Care Information Systems: A Practical Approach for Health Care Management*. John Wiley & Sons.
8. Williams, B. K., & Sawyer, S. C. (2014). *Using information technology: A practical introduction to computers & communications* (11thed.). McGraw Hill Education.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I.	Developing an appreciation of IT in General and Elements of IT Systems Setup for organizations and discussions on emerging information technology	Lectures thru small caselets and presentations	A Field Study to be attempted by a Group of Students

II.	Familiarizing the participants with Indian Industry and health sector.	Lectures and presentations from industry	Students participation in the class room discussions and a term paper
III.	Providing hands-on dexterity to the students with regard to an executive software suite	Hands-on practice on the latest release of an Office Suite	Hands-on quiz in the class for all the students on commands learned by the students
IV.	Understanding the application of IT Tools in the Indian Health Care Industry	Lecture and Discussions	Field Study by Group of Students in a chosen organization
V.	Developing an understanding of information systems, analytics and emerging technologies in health care organizations	Case Studies and discussions	Individual attempt for solving the case studies

The list of cases and other specific references including recent articles will be announced by the instructor at the time of launching the course.

Semester -2 MBAEX H 201-207

MBAEX H-201: Human Resource Management in Health Care

Course Objective:

The objective of the course is to develop an appreciation to the systems and strategies in managing people professionally, in view of the rapidly evolving nature of health care organizations and the aspirations of health care staff. The course is designed to familiarize participants with human resource management systems and provide illustrations of best practices not only in health care industry but also from other sectors. The course emphasizes the need for well-designed human resource management systems that promote employee motivation and performance in achieving organizational objectives. The course will provide basic concepts, techniques, and practices of human resource management in diverse contexts.

Course Content:

Module 1: Foundations and Principles of Managing People in Organizations: Concepts and Perspectives. Contemporary issues and challenges in managing human resources in health sector.

Module 2: Job Analysis: Developing a job profile. Human Resource Planning: Demand Supply analysis & Staff scheduling. Talent Acquisition and Retention: Recruitment, Selection and Induction.

Module 3: Performance Management: Systems and Strategies. Learning, Training and Development: Process and methods. Compensation Management: Incentives, perks and benefits.

Module 4: Industrial (Employee) Relations in health care settings: Dynamics of relationship between employer, employee and the state. Labour laws related to health care industry; Trade unions in hospitals and health care organizations.

Module 5: Handling Staff Grievances, Discipline, Disputes and Conflict Management; Employee Engagement in health care organizations; Employee motivation and patient centric care.

Learning Outcome:

- Participants will be able to understand the challenge of managing human resources in the context of constantly evolving nature of health care delivery, complexity of health care organizations and the aspirations of care givers;
- Participants will be able to understand the foundations of managing people in organizations, in terms of concepts, systems, strategies, and practices;
- Participants will be able to appreciate the need for well-designed HR policies that enhances employee motivation and organizational performance;
- Participants will learn about tools and techniques of human resource management systems;
- The entire course is based on case studies and students will be able to understand the dynamics of managing people from real world examples.

Suggested Readings:

1. Armstrong, M. and S. Taylor. (2017). *Armstrong's Handbook of Human Resource Management Practice* (14thed.). London: Kogan Page.
2. Cascio, W. (2015). *Managing Human Resources: Productivity, Quality of Work Life, Profits* (10thed.). New York: McGraw Hill.
3. DeCenzo, D.A., S.P. Robbins, and S.L. Verhulst. (2016). *Human Resource Management* (12th ed) Wiley.
4. Dessler, G. and B. Varkkey. (2015). *Human Resource Management* (14th ed.). New Delhi: Pearson.
5. Fleming Jr., F.L. and C.R. McConnell. (2013). *Human Resource Management in Health Care: Principles and Practice*. (2nd Ed.). MA: Jones & Bartlett.
6. Fried, B.J. and M.D. Fottler. (2015). *Human Resources in Healthcare: Managing for Success*. (4th Ed). Health Administration Press.
7. Fried, B.J. and M.D. Fottler. (2017). *Fundamentals of Human Resources in Health Care: Managing for Success*. (2nd Ed.). Health Administration Press.

8. Gomez-Mejia, L.R., D.B. Balkin and R.L. Cardy. (2016). *Managing Human Resources* (8thed.). Essex: Pearson.
9. Hernandez, S.R. and S. J. O’Conner (2009) *Strategic Human Resource Management in Health Services Organisations*. 3rd Ed. New York. Cengage Learning.
10. Ivancevich, J.M. (2017). *Human Resource Management* (11thed.). New York: McGraw Hill.
11. McConnell, C.R. (2012) *The Health Care Manager's Human Resources Handbook*. MA. Jones and Bartlett. (2ndRev.ed.)
12. Sharma, R.C. (2016). *Industrial Relations and Labour Legislation*. New Delhi. Prentice Hall.
13. VenkatRatnam, C.S., & Dhal, M. (2017). *Industrial Relations* (2nded.). New Delhi: Oxford University Press.

Teaching Plan: A session wise teaching plan with the list of cases and other specific references including recent articles will be announced by the instructor at the time of launching the course.

Facilitating the Achievement of Course Learning Outcomes

Intended Learning Outcome	Teaching/ Learning Activity	Mode of Assessment
Module 1: Understanding the foundations of managing people in organizations. Contemporary issues and challenges in managing human resources in health sector.	Case study-based discussion; Anecdotes of best practices	Quiz & Exercise
Module 2: Job Analysis; Human Resource Planning. Talent Acquisition	Case study-based discussion; Paper-pencil exercise;	Term Paper 1 (Home)
Module 3: Performance Management. Learning and Development. Compensation Management.	Case study-based discussion; Industry Practices; Paper-pencil exercise	Term Paper 2 (Home)
Module 4: Employee Relations in health care settings: Labour laws related to health care industry; Trade unions in hospitals.	Case study-based discussion	Term Paper 3 (Home)
Module 5: Handling Grievances, Discipline, Disputes; Employee Engagement.	Case study-based discussion; Industry practices-presentation	End term Test

MBAEX H-202: Operations Management in Healthcare

Course objectives:

This course is designed to help the students understand the role of operations in improving the efficiency of a health care organization and also help them appreciate the linkage of operations with corporate strategy and other functional domains including marketing and finance. It would help them understand the health care challenges relating to operations and equip them with the application of appropriate tools and techniques for addressing the same. The course would also seek to familiarize the students with the contemporary challenges being faced by the health care organizations in the domain of operations and supply chain.

Course Learning Outcomes:

- Understand the role of operations in health care organizations and the significance of health care operations/service strategy in overall business.
- Understand the importance of health care facilities location decision in the whole supply chain in globalized operations and learn the tools relating to health care facilities location.
- Understand the elemental processes involved in the design and development of health care service.
- Understand the processes involved in delivering health care services and the facility layout suitable for delivering health care services and how different processes could be analyzed with the help of process flow charts.
- Understand the need for forecasting in health care operations and the relevant forecasting models utilized in estimating the demand of patient loads.
- Understand the challenges in matching supply with demand the strategies for managing demand capacity in health care.
- Develop a thorough understanding on a range of inventory models available as also the suitability of a particular inventory model in a particular context of a health care organization.
- Learn different quality tools and the tools of statistical process control for analyzing a health care service delivery process in terms of quality and also develop an understanding about six sigma quality.

Course Contents:

Unit I: Nature and Scope of Operations Management in Healthcare. Service Strategy in Health Care: Linkage with Competitive Strategy and Formulation of Competitive Health Care Strategy.

Unit II: Health Care Facilities Location: Factors affecting location decisions of health care facilities, Location planning methods and models relevant to health care facilities.

Unit III: Design and Development of Services in Health Care: Principles and Tools of Service Design, Service Design Process.

Unit IV: Facility Layout in Health Care, Process design and analysis in Health Care.

Unit V: Forecasting Demand for Health Care Services: Forecasting as a basis for Health Care operations planning, Factors affecting the choice of forecasting method. Quantitative forecasting tools: Time series models, Causal models.

Unit VI: Managing Capacity and Demand in Health Care: Challenges in matching supply with demand in Health Care, Strategies for managing demand in Health Care, Strategies for managing capacity in Health Care.

Unit VII: Inventory Management in Health Care: Selective Inventory Models, Deterministic Models, Multi-period (Fixed-Quantity and Fixed-Period) Models, Single period (News vendor) model.

Unit VIII: Quality in Health Care: Quality Management, Statistical Process Control (SPC), Process capability and Six Sigma.

Suggested Readings:

1. Borolo S., Fitzsimmons, J.A., Fitzsimmons, M.J. ‘Service Management: Operations, Strategy and Information Technology’, McGraw Hill, 9th edition, New Delhi 2019.
2. Brandeau, M.L., Sainfort, F. and Pierskalla, W.P., ‘Operations Research and Health Care: A Handbook of Methods and Applications’ (Ed. Book), Springer, Massachusetts, 2004.
3. Cachon, G. and Terwiesch, ‘Matching supply with demand’, McGraw Hill, 2nd edition, New Delhi, 2013.
4. Denton, Brian T., ‘Handbook of Health Care Operations Management: Methods and Applications’ (Ed. Book), Springer, New York, 2013.
5. Haksever, C., Render, B., ‘Service Management: An integrated approach to supply chain management and operations’ Pearson Education, New Jersey, 2013.
6. Hollins, B., Shinkins, S., ‘Managing Service Operations: Design and Implementation’, Sage Publications, London, 2013.
7. Metters, R., King-Metters, K., Pullman, M., Walton, S., ‘Successful Service Operations Management’, Cengage Learning, 2nd edition, New Delhi, 2007.
8. Ozcan, Y.A., ‘Quantitative Methods in Health Care Management: Techniques and Applications’, Jossey-Bass, A Wiley imprint, 2nd edition, San Francisco, 2009.

Teaching Plan: A detailed teaching plan would be announced before the commencement of the semester.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I.	Understand the role of operations in health care organizations and the significance of health care operations/service strategy in	Theory, concepts and relevant examples would be introduced through lecture and experience sharing. Cases on health care	

	overall business.	Operations/Service strategy would be handled through participant-centered learning.	<p>Assessment of different units constituting the whole course outline would be carried out through following components:</p> <ul style="list-style-type: none"> • Group projects • Case Analysis • Quiz • Mid-term test
II.	Understand the importance of health care facilities location decision in the whole supply chain in globalized operations and learn the tools relating to health care facilities location.	Concepts, location models, real-life examples of health care organizations would be discussed. In addition, cases on health care facility location would be handled.	
III	Understand the elemental processes involved in the design and development of health care service.	Concepts and the tools on the design of health care service would be discussed with the help of relevant examples.	
IV	Understand the processes involved in delivering health care services and the facility layout suitable for delivering health care services and how different processes could be analyzed with the help of process flow charts.	Relevant examples and exercises would be introduced to explain health care delivery processes and facility layout. In addition, small cases would be handled to cover process analysis.	
V	Understand the need for forecasting in health care operations and the relevant forecasting models utilized in estimating the demand of patient loads.	Relevant numerical exercises from health care organizations would be introduced to elucidate the process of forecasting demand through different forecasting models.	
V	Understand the challenges in matching supply with demand the strategies for managing demand capacity in health care.	Cases/exercises relevant to the challenges in matching supply with demand would be discussed.	
VI	Develop a thorough understanding on a range of inventory models available as also the suitability of a particular inventory model in a particular context of a health care organization.	Relevant exercises and small cases relating to health care operations would be introduced to discuss different types of inventory models.	
VII	Learn different quality tools and the tools of statistical process control for analyzing a health care service delivery process in terms of quality	Exercises and small cases would be introduced to discuss the concepts and tools of quality, SPC, process capability and six	

	and also develop an understanding about six sigma quality.	sigma pertaining to health care operations.	
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MBAEX H-203: Project Management in Healthcare

Course Objectives:

The aim is to provide a suitable framework for gaining insight in the process of preparation, appraisal, monitoring and control of a project within a healthcare organization. The role project management techniques and how to mobilize finance for domestic and international projects shall be highlighted.

Course Learning Outcomes:

- Strengthening the foundations of the analytical approach to Project Planning & Management
- Understanding project preparation
- Understanding the history, approaches, framework and processes of projects
- Understanding the project appraisal techniques
- Understanding the project financing and implementation

Contents:

Unit I: Healthcare Project Preparation: Meaning and importance of Project; Types of project; Project life cycle; Project planning & implementation; Management action; Investment returns; Corporate strategy; Objectives of Project Planning, monitoring and control of investment projects. identification of investment opportunities; Pre-feasibility Studies; Project Preparation: Technical feasibility, estimation of costs, demand analysis and commercial viability, risk analysis, collaboration arrangements; Planning Overview Strategy and Resource Allocation Generation and Screening of Project Ideas; financial planning; Estimation of fund requirements, sources of funds; Loan syndication for the projects. Tax considerations in project preparation and the legal aspects. Project management tools, process, plans and project planning tips; Balanced scorecard, design project management; Project Management Templates

Unit II: History of project management; Project management approaches: Traditional Approach, Critical Chain Project Management, Extreme Project Management, Event Chain Methodology; Process-based management; Project development stages; Project control systems; Project Management Framework; International Project Management Standards; Project Planning Strategies and Tools; Project Management Frameworks; Project Phases and Milestones; Project Goals; Project Processes.

Unit III: Project Appraisal in Healthcare: Business criterion of growth, liquidity and profitability, social cost benefit analysis in public and private sectors, investment criterion and choice of techniques: Estimation of shadow prices and social discount rate. Financial evaluation: Project rating index; Time Value of Money; Investment Criteria; Project Cash Flows; Cost of Capital; Project Risk Analysis; Project Rate of Return; Special Decisions Situations. Mathematically modeling for multiple projects: Mathematical techniques for project evaluation; Network technique for project management; Multiple projects and constraints Project Appraisal for financial institution; Preparation of project report.

Unit IV: Healthcare Project Financing and Implementation: Judgmental, Behavioral, Strategic and Organizational Considerations; Financing of Project: Raising finance in domestic market and international market; Infrastructure financing; Tax planning while financing for projects; Implementation. Project Management: Network Techniques for Project Management; Project Review and Administrative aspects. Contemporary issues in project appraisal: Project evaluation in healthcare non-profit sector; mergers and acquisitions; Project management principles by project management institute USA; Project management software.

Suggested Readings:

1. Shenhar, A. J. and Dvir, D. (2007). *Reinventing Project Management: The Diamond Approach to Successful Growth and Innovation*, Harvard Business School Publishing
2. Chandra, P. (2014). *Projects: Planning analysis, selection, financing, implementation and review* (8th ed.): McGraw Hill.
3. Clifford, F. G., & Larson, E. W. (2018). 7th edition, *Project management the managerial process*: McGraw-Hill.
4. Clifford, F. G., & Larson, E. W. 6th edition, *Project management the managerial process with MS Project*: McGraw-Hill.
5. Mantel, S. J., Meredith, J. R., Shafer, S. M., & Sutton, M. M. (2011). *Project management (4e)*: John Wiley & Sons.

The list of cases and specific references including recent articles will be announced in the class at the time of launching of the course.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I.	Strengthening the foundations of the analytical approach to Project Planning & Management	Lectures, discussion and Case Studies	Short quiz. In class problem solving; case studies
II.	Understanding project preparation in health sector	Lectures, discussion and Case Studies	Solving problems; case studies
III.	Understanding the history,	Lectures, discussion and	Solving different

	approaches, framework and processes of projects with special reference to healthcare	Case Studies	dimensions of project related problems; case studies
IV.	Understanding the healthcare project appraisal techniques	Lectures, discussion and Case Studies	Problem solving & quizzes; case studies
V.	Understanding the healthcare project financing and implementation	Lectures, discussion and Case Studies	Short notes/reports; case studies

MBAEX H-204: Hospital Planning

Course Objectives:

The objectives of the course are to enable the participants to - develop a basic understanding of the hospital planning and designing process; enable them to understand functional requirements; layout parameters in planning of the departments of the hospital; to learn new concepts in designing of healthcare facilities; and, to understand safety issues in hospital buildings and legal compliances. The course will provide both basic and modern concepts in hospital planning.

Course Learning Outcomes:

At the end of the course, the learner should be able to:

- Enlist the steps involved hospital planning and designing process
- Understand the leading role and responsibilities of the hospital administrator in the planning process
- Describe the functional requirements and layout of various departments of the hospital.
- Have adequate knowledge of space and equipment planning for the departments of the hospital.
- Evaluate the legal compliances for hospital buildings
- Develop understanding of safety issues in hospital buildings
- Understand the modern and emerging trends in hospital architecture.
- To develop an understanding for efficient and economic hospital designs.

Course Content:

Unit I- Overview of hospital Planning Process architecture and design;

Unit II-Special consideration and layout parameters in planning and designing of the Departments and services of hospital

Unit III- Legal compliance and safety issues in hospital buildings

Unit-IV- Emerging trends and issues in hospital architecture

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I.	Unit I: Overview of hospital Planning Process Architecture and design;	Lecture and discussion on Overview of hospital architecture and design; Project design and execution of a hospital design; Need Assessment and Feasibility Analysis of the Hospital:	Group discussion
II.	Unit II: Special consideration and Layout parameters in planning and designing of the departments and Services of Hospital	Lecture and discussion on Planning of department in a hospital; Layout parameters in planning of the departments; OPD, IPD, Day Care Services, OT Complex, Diagnostic Services, Blood Transfusion Services, Mortuary Services, Stores, MRD, Laundry, CSSD, F&B, HAVVC	Class Presentation and discussions
III.	Unit III- Legal Compliance for Building the Hospitals and Safety issues in Hospital Building	Lecture and discussion on various Legal Compliance for Building the Hospitals; Licenses for commissioning of the Hospital; – Fire Safety, Lighting, Disaster Management Issues; etc.	Class Presentation and discussions
IV.	Unit-IV- Emerging Trends and Issues in Hospital Architecture	Reading and discussion on Best practices in medical architecture; Energy conservation in hospitals: Building green hospitals; healing architecture: Infection control designs in hospital; Hospital for tomorrow, etc.	Class Presentation and discussions

Suggested Readings:

1. Acanyi, Laszlo., & Goldman, Lary L. (1980). Design of Long-Term Care Facilities. NY: Vain Nostrand Rein hold.
2. AIA. (2006). Guidelines of construction and design of hospitals.
3. Australian Victorian department of human services. (2008). Design Guidelines for hospitals and day care centers.
4. Grubb, Reba. D., & Ondor, Geraldine (1979). Planning Ambulatory Surgery Facilities. St. Louis Hosby.

6. Huss, Carol. Ann. (1975). Study of Planned Organizational Change in Structure and Functioning of Indian Hospitals. New Delhi: VHAI.
7. Sakharkar, B. M. (2008). Principles of Hospital Administration and Planning. Japjee Brothers.
8. Whitaker, Allen. Rex. & Karolyi, Honaven. (1976). Hospital Planning Hand Book. New York: Wiley.

MBAEX H-205: Health Systems Research

Course Objectives:

The objective of the course is to provide theoretical and analytical foundation to research in health systems. The course will enable participants with necessary skills in conducting systematic research on a wide range of issues - from health policy, health service delivery, organizational and management issues, as well as community-based research. The course will also enable the participants to understand the linkage between research and evidence-based decisions.

Course Learning Outcomes:

- Participants will be able to understand the overall scope and purpose of health systems research; and how research is critical for effective, evidence-based decisions both at the policy level as well at the operational / organizational level.
- Participants will be able to understand a stepwise approach to conducting research in health systems, from problem identification stage till collecting relevant data and report writing stage.
- Participants will to be able to conduct or supervise independent research by themselves, including an ability to design data collection tools, compile and analyze data, and be able to write policy briefs, technical and academic reports.
- Participants will be able to develop concise research project proposals for grant applications.

Course Contents:

Unit I: Introduction to Health Systems Research: Overall process and scope. Formulating Research Topic: Identifying and defining research problem and research questions.

Unit II: Review of Literature: Systematic review and meta-analysis; Formulating research objectives, hypotheses and variables.

Unit III: Research Design: Qualitative and Quantitative Designs; Exploratory, Descriptive, Causal, Quasi-Experimental designs, and other methods.

Unit IV: Data collection: Primary and Secondary data; Identifying Sources of data and stakeholders. Designing tools for data collection: Designing Questionnaire, Measurement and Scaling; Pre-testing of tools for reliability and validity. Developing checklist for in-depth interviews, focused group discussion, observation, Delphi method, etc.; Compiling secondary data.

Unit V: Sampling and Field Work: Sampling methods and sample size; Planning and conducting fieldwork for data collection. Data coding and compilation; Cross validation and data triangulation.

Unit VI: Data Analysis: Tabulation; Descriptive analysis; Statistical analysis (Parametric and Non-parametric), Use of Statistical Software; Inferences and interpretation;

Unit VII: Report Writing: Structure and Format of academic and non-academic reports. Writing policy briefs and technical notes. Dissemination. Writing research proposal. Ethical issues in Health Systems Research. Big Data and Health Systems Research.

Suggested Readings:

1. Bowling, A. (2014). *Research Methods in Health: Investigating Health and Health Services*. (4th Ed.). London: Open University Press.
2. Bowling, A and S Ebrahim (2005) *Handbook of Health Research Methods: Investigation, Measurement and Analysis*. Berkshire: Open University Press-McGraw Hill.
3. Chatburn, R.L. (2011). *Handbook for Health Care Research*. (2nd Ed.). Jones & Bartlett Learning.
4. Crombie, I.K. (1996). *Research in Health Care: Design, Conduct and Interpretation of Health Services Research*. Sussex: John Wiley.
5. Crosby, R.A, R.J. DiClemente, and L.F. Salazar (2006) *Research Methods in Health Promotion*. New York: John Wiley.
6. De Savigny, D., K. Blanchet, and T. Adam. (2017). *Applied Systems Thinking for Health Systems Research*. London: Open University Press.
7. Gareth Hagger-Johnson (2013). *Introduction to Research Methods and Data analysis in the Health Sciences*. Pearson.
8. Goyal, R.C. (2013) *Research Methodology for Health Professionals*. New Delhi: Jaypee.
9. Green, J. and N. Thorogood. (2004). *Qualitative Methods in Health Research*. London: Sage.
10. Jacobsen, K.H. (2017). *Introduction to Health Research Methods* (2nd Ed.). Jones & Bartlett Learning.
11. Liamputtong, P. (2013). *Research Methods in Health: Foundations for Evidenced Based Practice*. (2nd Ed.). London: Oxford University Press.
12. Ramachandran, P. (2012). *Survey Research in Public Health*. New Delhi: Prentice Hall.
13. Sim J and C Wright (2000) *Research in Health Care: Concepts, Designs and Methods*. London: Stanley Thomas.

14. Varkevisser CM, I Pathmanathan and A Brownlee (2003) Designing and Conducting Health Systems Research Projects. Vol. 1 and Vol. 2. KIT-IDRC. Accessible at http://www.idrc.ca/en/ev-33013-201-1-DO_TOPIC.html
15. Walker, D.M. (2014). An Introduction to Health Services Research: A Practical Guide. London: Sage.

Teaching Plan: The course will be taught in an activity-based learning mode. Session wise plan with the list of exercises, class presentation, and supplementary reading will be announced by the instructor at the time of launching the course.

Facilitating the Achievement of Course Learning Outcomes

Intended Learning	Teaching and Learning Activity	Assessment Tasks
Unit I: Health Systems Research- Scope and Process: Identifying research problem	Lecture Cum Discussion; Identification of research topic by groups	Group exercise on a research topic (Home)
Unit II: Literature: review; Research objectives, hypotheses and variables.	Lecture cum Discussion based on sample scientific papers	Exercise & class presentation
Unit III: Research Design	Lecture cum discussion	Group Task (Home)
Unit IV: Data collection: Designing tools for data collection: Compiling secondary data.	Lecture cum Discussion and Demonstration; Video presentation on field work for data collection	Group Task on designing data collection tool; and Presentation (Home task and class exercise)
Unit V: Sampling and Field Work: Data coding and compilation	Lecture cum Discussion	Case & Exercise on sample size estimation
Unit VI: Data Analysis and Presentation	Class demonstration on the use of Statistical Software and making inferences	Group Task and Presentation
Unit VII: Report Writing: Writing policy briefs; Writing research proposal.	Presentation and discussion on report writing and developing policy briefs; Proposal writing exercise	Group Task and final oral presentation; Research project report submission

MBAEX H- 206: Health Communication: Skills and Processes

Course Objectives:

Health communication is a health discipline that facilitates the delivery of high-quality healthcare by disseminating vital health information to the public. The mass media, particularly the internet, play a primary role in this regard. Moreover, health communication is concerned with fostering strong links between health professionals and patients. The aim of the course is to develop skills and competencies in participants to enhance health professional-patient communication for the well-being of the as well as healthcare.

This course will make the participants conversant with the basic forms, formats and techniques of health communication so that they would be thoroughly prepared to communicate effectively in all contexts. Sensitivity towards cross cultural communication will be developed with familiarity with global business etiquette and protocols. The pedagogical focus of the course will be lecture cum workshop- based format with emphasis on practice and skills development.

Course Learning Outcomes:

- Understanding the challenges to effective health communication & potential improvements
- Understanding the role of culture in health communication
- Strengthening the importance of interpersonal communication in healthcare delivery
- Developing an understanding about the role of community in disseminating health information
- Understanding how health care managers can use the models to enhance motivational levels of employees
- Understand the use of mass media as a health promotion tool
- Stressing the necessity of proper health informatics systems in efficient healthcare delivery
- Understanding the importance of Risk Communication in health education and promotion
- Understanding the process of leadership in health care organizations

Contents:

Unit I: Introduction to Health Communication; Health Communication Strategies

Characteristics of Effective Health Communication, Barriers to Effective Health Communication, Strategies to Improve Health Communication

Unit II: Culture and its Influence on Health Communication

What is Culture, Understanding Culture to Promote Effective Health Communication, Engaging Strategically with Culture

Unit III: Interpersonal Communication; Risk Communication

Features of Effective IPC, Impediment to a Sound Provider-Patient Relationship: Social Distance, Enhancing IPC: Diagnostic Role Play, Enhancing IPC: Visual Aids as Teaching Tools, Case in Point: A Conversation Between A Doctor & A Patient

Unit IV: Information and Communication

Information Education and Communication (IEC); Approaches of IEC: Diffusion Theory, Social Marketing, Behavioral Analysis, Instructive Design; IEC Strategy and its Implementation; Role of Media: Mass Media: Expanding Reach & Health Promotion, Reaching Out to Rural Communities: Radio Spots, The Internet Revolution, Printed Media, Choice of Media; Risk Communication

Unit V: Social and Behavior Change Communication

Developing Community Understanding for Diseases; Anticipating and Managing Resistance to Change; Behavioral Change Interventions: Preparation, Implementation, Monitoring, Evaluation and Impact Analysis; Engagement of Community Influence Groups in Behavioral Change, Consolidation of Behavioral Change in Communities

Suggested Readings:

1. Allen, Judy; Brock, Susan A. (2003). *Health Care Communication Using Personality Type: Patients Are Different!* London and Philadelphia: Routledge.
2. Berry, Dianne C. (2004). *Risk, Communication and Health Psychology*. Maidenhead, England: Open University Press.
3. Berry, Dianne. (2007). *Health communication: Theory and practice*. Maidenhead, England: Open University Press.
4. Brown, Brian; Crawford, Paul; Carter, Ronald. (2006). *Evidence-Based Health Communication*. Maidenhead, England: Open University Press.
5. Hertzberg, M.A.; Bedney, Steve (2002). *The Most Unhealthy Relationship of All: A Guide to Better Doctor-Patient Communication*. New York: Marqu 1.
6. Hornik, R.C. (2002). *Public Health Communication: Evidence for Behavior Change*. London: Lawrence Erlbaum Associates.
7. Pagano, M.P. (2016). *Health Communication for Health Care Professionals: An Applied Approach*. Springer Publishing, NY
8. Parvanta, C & Bass, S. (2018). *Health Communication: Strategies and Skills for a New Era*. Jones and Bartlett Learning. NY
9. Ray, Eileen Berlin. (1993). *Case Studies in Health Communication*. New Jersey Hove and London: Lawrence Erlbaum Associates, 1993
10. Robinson, Mark (2002). *Communication and Health in a Multi-Ethnic Society*. Bristol, England: Policy Press.
11. Roter, Debra L.; Hall, Judith A. (1993). *Doctors Talking with Patients/Patients Talking with Doctors: Improving Communication in Medical Visits*. London: Auburn House.
12. Thompson, T.L. (2014). *Encyclopedia of Health Communication*. Sage. CA
13. Wilkins, K. G., Tufte, T., & Obregon, R. (2014). *The handbook of Development Communication and Social Change*, John Wiley & Sons.

Facilitating the achievement of Course Learning Outcomes

Health Communication

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
Unit I: Introduction to Health Communication; Health Communication Strategies	Introduction to the scope and basics of health communication. Students will be familiarized with the barriers and strategies to overcome them	Lecture, Case Study	Case Study Assessment
Unit II: Culture and its Influence on Health Communication	Understanding of the role of cultural alignment of communication with the target audience	Lecture, Case Study	Review of relevant papers
Unit III: Interpersonal Communication; Risk Communication	Understanding the importance of interpersonal communication in general and with various stakeholders of healthcare	Lecture, Case Study	Case Study Assessment
Unit IV: Information and Communication	Understanding Information Education and Communication. Understanding the role of mass media and necessity of health informatics in health communication	Lecture, Case Study	Midterm test
Unit V: Social and Behavior Change Communication	Developing Community Understanding for Diseases. Anticipating and Managing Resistance to Change Behavioral Change Interventions Preparation, Implementation, Monitoring, Evaluation Understanding of Engagement of Community Influence Groups in Behavioral Change	Lecture, Case Study	Term Paper

MBA EX H-207: Analytics for Health Care Management

Course Objectives:

In an environment where complexity is growing, decision makers in healthcare systems need to use data to make pertinent and accurate decisions. Their practices and policies should be supported and strengthened by data. Tools of analytics provide the capability to identify patterns in data and to implement this knowledge in developing strategies and improving performance. The objectives of this course are to enable the participants to develop an understanding of basic principles of data analysis and familiarize them with key tools and techniques that would enable them to take data-driven decisions in a hospital/healthcare delivery setting.

Course Learning Outcomes:

After the course, participants should be able to:

- Identify sources of data, suggest methods for collecting, sharing and analyzing data
- Understanding the issues involved in data quality and their management
- Discuss the difference between descriptive, predictive and prescriptive analytics
- Able to use basic data presentation and visualization tools and manipulate simple data-sets
- Discuss the basics of big-data, machine learning and artificial intelligence
- Able to identify decision problems amenable for analytics-based solutions. Understand how data analytics can provide potential solutions to improve quality and lower cost
- Able to lead team comprising of data scientists

Course Content

Unit I: Health Care Data: Data as an asset for health care organization; Data, information, knowledge and wisdom hierarchy; Types and sources of healthcare data; Data governance, methods for effective use of data analytics; Ethics, data ownership and privacy

Unit II: Working with Data: Common data analytics terms, Steps of data analytics; Enterprise data architecture as seen in health care organizations; Common data types; Selection, aggregation, querying and transformation of data; Descriptive and visual analytics; Common patterns or distributions in data.

Unit III: Healthcare analytics tools: Predictive analytics tools, classification, regression; Introduction to text mining, contextual analysis, social media analytics; Text mining, social media analytics; Basics of image Analysis; analysis of multimedia Data, big data Analysis

Unit IV: Decision analysis: Decision tree; Simulation in Decision Analysis; Select prescriptive analytics applications in health care operations management (scheduling, resource allocation, project management, waiting line management etc.)

Suggested Readings:

1. Anderson, D., Sweeney, D., Williams, T., Martin, R.K. (2012). An introduction to management science: quantitative approaches to decision making (13th edition). Cengage Learning, India.
2. Davenport, T. H., Harris, J. G., & Morison, R. (2010). Analytics at work: Smarter decisions, better results. Harvard Business Press.
3. Madsen, L. B. (2015). Data-driven healthcare: how analytics and BI are transforming the industry. Wiley India Private Limited.
4. Meier, Kenneth J., Jeffrey L. Brudney, and John Bohte. (2015) Applied Statistics for Public and Nonprofit Administration, 9th Edition, Cengage.
5. McLaughlin, Daniel B. and Hays Julie M. (2008) Healthcare Operations Management. Health Administration Press.
6. McNeill, D., & Davenport, T. H. (2013). Analytics in Healthcare and the Life Sciences: Strategies, Implementation Methods, and Best Practices. Pearson Education.
7. Reddy, C. K., & Aggarwal, C. C. (Editors.). (2015). Healthcare data analytics (Vol. 36). CRC Press.
8. Strome, T. L., & Liefer, A. (2013). Healthcare analytics for quality and performance improvement. Hoboken, NJ, USA: Wiley.
9. Veney, James E., John F. Kros, and David A. Rosenthal. (2009) Statistics for Health Care Professionals: Working with Excel, 2nd Edition, Jossey-bass.

Teaching plan: A detailed teaching plan would be shared before the start of the semester.

Facilitating the achievement of Course Learning Outcomes**Analytics for Health Care Management**

Serial No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Identify sources of data, suggest methods for collecting, sharing and analyzing data	Case study-based introduction to the course.	Quizzes to evaluate familiarity with concepts and terminologies.
2.	Understanding the issues involved in data quality and their management	Theory and concepts would be discussed in lectures	Homework to evaluate the student's skill with the tools and techniques discussed in the class and ability to implement them
3.	Discuss the difference between descriptive, predictive and prescriptive analytics	Standard problems and modelling frameworks	

4.	Able to use basic data presentation and visualization tools and manipulate simple data-sets	would be introduced through examples	Assignments would evaluate critical thinking and actionable report writing skill
5.	Discuss the basics of big-data, machine learning and artificial intelligence	Small cases would be used in most sessions for training on implementation of tools.	Minor project
6.	Able to identify decision problems amenable for analytics-based solutions.	Assignments that would require use of conceptual analysis and use of software tools.	Mid-term test
7.	Able to lead team comprising of data scientists	Practical sessions and exercises for skill development.	End-term test

Semester – 3 MBAEX H 301-307

MBAEX H-301: Health Care Ethics, Governance and Society

Course Objective:

The aim of the course is to help students gain understanding of how healthcare needs and delivery systems depend on the socio- cultural context of recipients of the society. The course contents focus on developing a People Centered Approach in health care professionals and creating health care delivery systems aligned with its principles. Finally, the course will sensitize participants towards ethics and regulation involved in private or public health care practice and engages in critical thinking to solve ethical dilemmas.

Course Learning Outcomes:

- To understand changing global trends with respect to disease and planning for the health care of the future in a progressively global, aging and urbanized context.
- Understanding what is culture and examining the elements of landmark and successful culture centered health interventions.

- To become familiar with elements of People Centered health care systems so that effective and equitable preventive, secondary and tertiary health care is available to all sections of the society.
- Special needs of marginalized sections of society like women, street children, those from war and disaster ravaged environments and others.
- Ethics involved in issues like surrogacy, organ donation, clinical trials, euthanasia and others.
- Governance, regulation and ethical protocols during practice for doctors and health practitioners and learning how to solve ethical dilemmas.

Course Contents:

Unit I: Global Burden of Disease and Globalization

Unit II: Role of culture in shaping health values. Culture based health interventions for prevention and eradication of disease.

Unit III: Importance of education for creating healthy societies. Impact of globalization, urbanization, aging, changing gender roles and life style changes on the health of society.

Unit IV: Alternate and indigenous approaches to health care. AYUSH

Unit V: Health issues in marginalized sections of society: street children, disaster and war-ravaged populations and women.

Unit VI: Ethical practices in medicine and health care delivery, Ethical issues in like surrogacy, transgender, privatization of health care, clinical trials, euthanasia etc.

Unit VII: People Centered Approach to Health Care (WHO)

Unit VIII: Governance and regulation in health care sector: Code of medical Ethics Regulations (MCI) in India and ICMR Guidelines (2017). Regulation of pricing, marketing and advertising of health care drugs and services. Biomedical ethics, Bio Pharmaceutical ethics and Accountability, Equity and quality of health care services.

Suggested Readings

1. Krishna Sunder, D, Garg S & Garg, I (Eds.) (2015). Public Health in India: Technology, Service Delivery. Routledge. 1st edition.
2. Gopalakrishnan, B. & Mercy Khauta (2016) Reflections on Medical Law. Eastern Law House .1st Edition.
3. Freudenberg, N., Klitzman, S. & Saegert, S. (Eds). (2009) Urban Health and Society: Interdisciplinary Approaches to Research and Practice: Jossey Bass
4. Report on People Centered Approach to Health (2008). World Health Organization
5. Report on Global Burden of Disease (2008), World Health Organization
6. George, D. Pozgar (2016). Legal and Ethical Issues for Health Professionals. Jones and Bartlett Learning, Burlington

7. Cash, R., Wickler D., Saxena, A., & Capron, D (2009). A Case book on International Health Research (eds.). World Health Organization.
8. Berry, J. W. Dasen, P.R., & Saraswati, T.S. (1997). Handbook of Cross-Cultural Psychology, Vol 2 (eds). Allyn Bacon.
9. Berry, J.W., Segal, M. H., &Kagitcibasi, C. (1997). Handbook of Cross-Cultural Psychology. Vol, 3 (eds.). Allyn Bacon.
10. Sobo, E.J. & Lee, K. (2009). Culture and Meaning in Health Services Research: A Practical Field Guide. Left Coast Press. California.
11. Hollins, S. (2009). Religions, Culture and Health Care: A Practical Handbook for Use of Health Care Environments, Radcliffe
12. Thomas Ockler, P. T. (2008). Case for Alternative Healthcare: Understanding, Surviving and Thriving in The Midst of Our Collapsing Health Care System, Author House, USA. Issues

Facilitating the achievement of course learning outcomes

Health Care Ethics, Governance and Society

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I.	Global Burden of Disease and Globalization	Exercise: Analyze your environment with respect to health	Field survey – health diagnostic survey of class
II.	Role of culture in shaping health values. Culture based health interventions for prevention and eradication of disease.	Health values of Indians – exercise	Develop a plan for nurturing health habits in family and self – intervention strategy
III.	Importance of education for creating healthy societies. Impact of globalization, urbanization, aging, changing gender roles, and life style changes on the health of society.	Discussion on changing work and leisure habits of Indians and impact on health	Life style analysis of my family and self

IV.	Alternate and indigenous approaches to health care.	Field visit – nature spa, centers of alternate health care	Interviews with alternate health care practitioner
V	Health issues in marginalized sections of society: street children, disaster and war-ravaged populations and women.	Lecture method followed by discussion	Project Report – Marginalized members of society and their health problems.
VI	Ethical practices in medicine and health care delivery. Ethical issues in like surrogacy, transgender, privatization of health care, clinical trial, Euthanasia etc.	Discussion with personal examples on ethics in health care delivery – dilemmas	Project: Ethics in private and public health care systems – social audit of a hospital.
VII	People Centered Approach to Health care	Concepts and methods through discussions and lecture method	Developing an indigenous and people centered health care system for slum dwellers
VIII	Governance and regulation in health care sector	Study of manuals on ethical codes and regulatory guidelines in India. Cases of best practices and corruption	Appraisal of ethical health and compliance of hospital or clinical practice where health care provider works

MBA EX H-302: Strategic Analysis in Health Care

Course Objectives:

The course is designed to cover the fundamentals of strategic analysis in health care. It aims to provide a holistic perspective of a health care enterprise, critical from the point of determining the strategic direction and scope of an organization functioning in the health care sector.

Course Learning Outcomes:

- Understand the concept of strategy formulation in the health care organizational context
- Be able to analyse the broad macro and industry specific external environment
- Gain the ability to analyse the internal resource and capability environment of the organization
- Understand how organizations can try to achieve sustainable competitive advantage in the health care domain
- Comprehend the distinction between different kinds of generic strategies.

Contents:

Unit I: Strategy as the science and art of creating value: Goals and means, deliberate versus emergent strategies, Influence of stakeholders, Strategic choices, Levels of strategy, Vision and mission, Strategic fit, leverage and stretch, The Balanced Scorecard, Specific applications in the health care context

Unit II: Analysis of the External Environment in Health Care: Demand competitor analysis, Macro models and industry models, Industry attractiveness, Defining industries, Segmentation Analysis, Strategic Groups

Unit III: Organizational resources and capabilities: Types and nature of resources and capabilities in health care enterprises, transforming resources into capabilities, Identifying and appraising resource and capabilities, Gap analysis

Unit IV: Competitive Advantage: The notion of core competence, Sustainability of competitive advantage, the role of innovation, Competencies as barriers to change, Value Chain analysis

Unit V: Generic Strategies in Health Care: Cost based versus differentiation-based strategies, Cost leadership and focus, Sources of cost advantage, Broad differentiation versus focus, Types of differentiation, Blue ocean strategies, Product and market diversification strategies, Portfolio models, Industry versus product life cycle, Static versus Dynamic Competitive Advantage

Suggested Readings

1. Besanko, D., Dranove, D., Shanley, M., & Schaefer, S. (2016). *Economics of strategy* (6th ed.), John Wiley
2. Grant, R. M. (2015). *Contemporary strategy analysis: Text and Cases*, Eighth Edition, Wiley.
3. Porter, M. E. (2004). *Competitive strategy*. (2004). New York: Simon & Schuster

4. Porter, M. E. (1998). *Competitive advantage of nations*. London: Macmillan Press.
5. Prahlad CK (2013). *The fortune at the bottom of the pyramid*. Pearson India

Note: The list of cases and other relevant references including the latest articles and papers will be announced by the teacher every year at the time of starting the course.

**Facilitating the achievement of Course Learning Outcomes
Strategic Analysis in Health Care**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I.	Understand the concept of strategy formulation in the health care context	Group based discussion, Lecture	Quiz
II.	Be able to analyse the broad macro and industry specific external environment	Individual and team-based tasks, Lecture	Application to specific industries
III.	Gain the ability to analyse the internal resource and capability environment of the health care organisation	Lecture, Brainstorming session	Class test/assessment
IV.	Understand how organizations can try to achieve sustainable competitive advantage in the health care sector	Use of web based audio-visual material, Lecture	Quiz
V.	Comprehend the distinction between cost based and differentiation strategies	Lecture, Discussion in small groups	Class test/assessment

MBAEX H-303: Hospital Operations and Control

Course Objectives:

The objectives of this course are to enable the participants to - develop an understanding of various aspects of hospital management; understand the concept and utility of hospital information management; and, understand organization structure of hospitals and their role in improving service efficiency and quality.

Course Learning Outcomes:

- Understanding the prevailing and emerging trends in hospital/healthcare industry and their impact of health services delivery in India
- Familiarization with Hospital Information Systems (HIS) and their role in hospital management
- Understanding Management Information Systems (MIS): various types of hospital statistics and reports and their importance in hospital management
- Understanding Financial, Operational & Clinical Indicators of hospital management
- Understanding organization structure of various types of hospitals and its effects on health services delivery and quality

Course Content

Unit I: Trends in Hospital/Healthcare Industry

Unit II: Information Management in Hospitals

Unit III: Management Information Systems (MIS)

Unit IV: Indicators of Hospital Performance

Unit V: Internal assessment – team assignment; presentation of data from different workplace settings; interpretation and discussion

Unit VI: Organization Structure in Hospitals

Suggested Readings

1. Charles, C. (2007). Encyclopedia of Hospital Administration and Management 10 volumes. Anmol Publisher.
2. Haux, R., Ammenwerth, E., &Brigl, B. (2010). Strategic Information Management in Hospitals: An Introduction to Hospital Information Systems (Health Informatics). Springer.
3. Sakharkar, B. M. (2009). Principles of Hospital Administration and Planning (2nd ed.). Jaypee Publishers.
4. Srinivasan, A. V. (2008). Managing a modern Hospital (2nd ed.). Sage Publications.
5. Walshe, K., & Smith. (2006). Healthcare Management (1st ed.). Open University Press.

Facilitating the achievement of Course Learning Outcomes

Hospital Operations and Control

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
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I.	Trends in Hospital/Healthcare Industry	Presentation on important trends influencing the healthcare industry and their impact	Awareness of global and national trends
II.	Information Management in Hospitals	Presentation on information needs and environment of hospitals. Discussion on Hospital Information System – structure and uses	Awareness about various HIS modules and their functions
III.	Management Information Systems (MIS)	Presentation various types of hospital statistics and MIS reports	Spot exercises and quiz
IV.	Indicators of Hospital Performance	Discussion and presentation on financial, operational and clinical indicators required in hospital management	Exercise and quiz
V.	Internal assessment	Assignment of group exercises in which various groups present MIS reports and their analyses from their work settings	Group presentation; Q&A by rest of the class moderated by the faculty
VI.	Organization Structure in Hospitals	Presentation on different types of organization structures in a hospital. Advantages and disadvantages of structures and their effect on operational efficiency and quality	Quiz

The list of cases and other specific references including recent articles will be announced by the instructor at the time of launching the course.

MBA EX H-304: Total Quality Management and Accreditation for Health Care

Course Objectives:

The key objective of this course is to acquaint the students with the conceptualization of Total Quality (TQ) from design assurance to processes' assurance to service assurance. TQM is to be linked with business excellence through management frameworks and award criteria. Additional objective is to give focus on Quality Management Systems (QMS) like ISO-9001. The course would also aim to closely link management of quality with that of reliability and maintainability for total product assurance. Integration of operations systems like ISO 14001 (EMS) and occupational safety and health (OSH) and total productive maintenance (TPM) is also to be analyzed. The dimensions of quality in services in the contemporary environment are also to be focused.

Course Learning Outcomes:

- Appreciate the nature, need and scope of total quality management and its relationship with operational and then business excellence.
- Appreciate the quality of design, off-line control, losses and costs of quality.
- Develop and analyses tools for hazard analysis
- Understand conceptual framework of TPM and study concept of OEE.
- Build knowledge about statistical process control through process capability studies.
- Deploy total quality principles in supply and vendor management
- Develop knowledge and skills about quality improvement tools.
- Develop total quality relationship with environment and safety systems.

Course Contents:

Unit 1: Concept of Total Quality and its evolution, Components of a Total Quality Loop. TQM and business excellence frameworks e.g. MBNQA, EFQM, Deming, TBEM etc.

Unit 2: Quality of Design; Taguchi's Loss Function, Costs of quality.

Unit 3: TPM; model, organization and implementation, losses and concept of OEE.

Unit 4: Critical-to-Quality Characteristics: Attributes and Variables, Statistical Process Control, Process Capability Studies, Concept of Six Sigma and lean operations.

Unit 5: Quality of Purchasing; Supplier qualification systems. TQM and JIT.,

Unit 6: Quality improvement tools; basic and advanced, Quality Function Deployment (QFD)

Unit 7: Total Quality, Environment and Occupational health and Safety: Introduction to relevant standards; their integration in implementation.

Unit 8: Health Care Quality criteria and metrics for hospitals, NABH criteria for assessment and accreditation for hospitals.

Suggested Readings

1. Besterfield, D. H., Besterfield-Michna, C., Besterfield, G. H., & Besterfield-Sacre, M. (2006). *Total quality management* (3rd ed.). New Delhi: Pearson Education.
2. Bhote, K. R. (2008). *The ultimate six sigma: Beyond quality excellence to total business excellence*. New Delhi: PHI Learning.
3. Dale, B. G. (2003). *Managing quality*. UK: Blackwell Publishing.
4. De Feo, J. A., & Barnard, W. W. (2005). *Juran's institute: six sigma breakthrough and beyond: Quality performance breakthrough methods*. New Delhi: Tata McGraw Hill.
5. NABH, Accreditation System, New Delhi.

6. Narayan, V., Wardhaugh, J. W., & Das, M. C. (2008). *100 years in maintenance and reliability*. New York: Industrial Press.
7. Oakland, J. S. (2003). *Total quality management: Text with cases*. Burlington: Butterworth-Heinemann.
8. Raghavachari, M., & Ramani, K. V. (Eds.). (2000). *Delivering service quality*. New Delhi: Macmillan.
9. Rath, Strong. (2003). *Six sigma leadership handbooks*. New Jersey: John Wiley & Sons
10. Sharma, Sunil (2018), TQM; Concepts, Strategy and Implementation for Operational Excellence', New Delhi, Sage Publications.
11. Willmott, P., & McCarthy, D. (2001). *TPM: A route to world class performance*. UK: Butterworth-Heinemann.
12. Woodside, G., & Aurrichio, P. (2000). *ISO 14001 auditing manual*. New York: McGraw Hill.

Teaching plan: A detailed teaching plan would be shared before the start of the semester.

Facilitating the achievement of Course Learning Outcomes

Total Quality Management and Accreditation for Health Care

Sl. No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Appreciate nature of total quality management and its relationship with operational and then business excellence.	Corporate snapshots	Quizzes to evaluate knowledge with concepts and terminologies.
2.	Appreciate the quality of design, off-line control and costs of quality and losses.	Case study. Numerical problems	Individual assignments
3.	Understand appreciate concepts of TPM and OEE	Use of Small cases	
4..	Build knowledge about statistical process control. Analyze process capability estimations and use it as tool of TQM.	Assignments requiring use of concepts and tools	Assignment questions Minor project works on real life managerial decision problems
5.	Deploy total quality principles in supply and vendor management.	Corporate Caselets	
6.	Build knowledge about Quality Improvement tools Particularly QFD application feasibility in health care	Exercise	Mid-term test Group assignments

7.	Develop total quality framework in integration with environment, occupational health and safety.	Corporate studies	Case analysis and discussion
8.	Analyze process of formulating health care quality metrics and accreditation criteria	Hospital examples and presentations	

MBAEX H-305: Management of Hospital Support Services

Course Objectives:

The objective of this course is to familiarize the participants with support services in the hospitals. It is aimed at enabling the participants to understand the framework of support services in hospital and their role in assisting clinical departments in the hospital to achieve clinical and service excellence. Support services under the purview of this course include Biomedical engineering department, Engineering department, clinical nutrition and dietetics, administration, human resource department, Front Office (OPD+IPD), laundry & housekeeping department, security department, food and beverages department, commercial department, medical records and Information technology department, etc.

Course Learning Outcomes:

At the end of the course, the learner should be able to know and understand:

- Major support services in the hospitals.
- Their contribution in achieving service excellence in hospital along with clinical excellence.
- Impact of support services on patient care.
- Impact of support services on the business of a hospital.
- Rationale of the support services- policies and procedures
- Roles and responsibilities of the managers and other functionaries in support services.
- Coordination among all the support services departments.

Course Content

Unit I: Overview of support services.

Unit II: Different departments and their functions.

Unit III: Impact of support services on hospital.

Unit IV: Class presentation and debates/discussions on support services departments.

Teaching/learning methods:

1. Presentation of various departments under support services.
2. Written assignments discussing structure, roles and responsibilities of departments of support services.
3. Group work for case studies on support services in hospital.
4. Midterm assessment.

Suggested Readings:

1. Essentials for Hospital Support Services and Physical Infrastructure by Madhuri Sharma (Jaypee Publications)
2. Hospital Support Services by S L Goel and R. Kumar
3. Hospital support services by Excel books

Facilitating the achievement of Course Learning Outcomes

Management of Hospital Support Services

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I.	Overview of support service departments.	Presentation of various departments under support services	Group discussion and debate
II.	Different departments and their functions	Written assignments discussing structure, roles and responsibilities of departments of support services.	Written Critical analysis
III.	Impact of support services on hospital	Group work for case studies on support services in hospital.	Discussion of case studies.
IV.	Class Presentation and debates/discussions on support services	Case studies/ Scenario discussion / court room role plays	Interactive debates and discussions

MBAEX H-306: Supply Chain Management in Health Care

Course objectives:

This course is designed to help the students understand the role of Supply Chain (SC) in improving the efficiency of a network of organizations, right from sourcing of inputs to the delivery of health care services, to ultimately delivering the best value to the patient. It would emphasize upon developing the conceptual clarity of the students for all important elements of a SC planning framework. The course would attempt to cover the important dimensions and enablers of SCM including strategic fit, inventory, logistics, coordination, outsourcing, pricing, information systems and data analytics in supply chain, buyer-supplier relationships, reverse logistics and

sustainability. The course shall also equip the candidates with appropriate systems and tools for analyzing SC related problems.

Course Learning Outcomes

- Develop an understanding of role of the supply chain in an organization and the significance of supply chain strategy in the overall business.
- Develop a framework for efficient customer response (ECR) and develop a scorecard for the same
- Learn various mechanisms available to manage demand fluctuations and risk and uncertainty in a supply chain.
- Learn about different trade-offs of costs involved in the supply chain.
- Understand the value of information sharing across the entire supply chain for improved supply chain coordination, resulting in better operational efficiency.
- Learn the framework of sourcing/out-sourcing decisions and different types of supply chain contracts.
- Understand the significance and typology of data analytics in supply chain
- Understand the importance of reverse logistics in both manufacturing and e-commerce firms.
- Develop an appreciation about the need of a sustainable and ethical supply chain in health care.

Course Contents

Unit I: Overview on SCM, Evolution of SCM, Key issues of SCM, Competitive strategy vis-à-vis supply chain strategy, Achieving strategic fit.

Unit II: Supply chain dimensions and enablers, Supply chain planning framework, Supply chain operations reference (SCOR) model

Unit III: Supply Chain dynamics, managing demand fluctuation, risk and uncertainty in a supply chain: Quick response/Efficient customer response (ECR) strategy, Global score card.

Unit IV: Supply chain coordination: Bullwhip effect - causes and consequences, Bullwhip effect quantification, Impact of centralized information on bullwhip effect, mitigating strategies, Information sharing and incentives.

Unit V: Framework for Make/buy decisions, Strategic Sourcing in SCM: Role of sourcing in a supply chain, Vendor rating and development, Supply contracts and supply chain performance, Purchasing in JIT environment, Purchasing for Health Care.

Unit VI: Selective Inventory Control in health care, Role of logistics and transportation in a health care supply chain, Modes of logistics, transportation and their performance characteristics, Trade-offs in transportation, Reverse logistics, Best practices in supply chain and logistics in health care

Unit VII: Supply chain data analytics, Data based Supply chain performance analysis and benchmarking.

Unit VIII: Challenges and opportunities in SCM, Managing sustainability and ethics in SC.

Suggested Readings

1. Ballou, H.B. and Srivastava, S.K. '*Business Logistics/Supply Chain Management*', Pearson Education, New Delhi, 5th edition, 2008.
2. Cachon, G. and Terwiesch, '*Matching supply with demand*', 2013, Tata McGraw Hill, New Delhi.
3. Chopra, S. and Meindl, P, '*Supply Chain Management: Strategy, Planning and Operation*', 2015, 6th edition, Pearson Education.
4. Rangaraj, N., Raghuram, G. and Srinivasan, M.M., '*Supply Chain Management for Competitive Advantage: Cases and Concepts*', Tata McGraw Hill, New Delhi, 2009.
5. Shah, Janat. '*Supply Chain Management: Text and Cases*', Pearson Education, 2nd edition, 2016.
6. Shapiro, J.F. '*Modeling the Supply Chain*', 2007, 2nd edition, Cengage Learning.
7. Sharma, Sunil, '*Supply Chain Management: Concepts, Practices and Implementation*', Oxford University Press, New Delhi, 2010.
8. Simchi-Levi, D., Kaminsky, P, Simchi-Levi, E and Shankar, R, '*Designing and Managing the Supply Chain*', 2008, 3rd edition, Tata McGraw Hill.
9. Simchi-Levi, D., '*Operations Rules*', MIT Press, Cambridge, 2010.
10. Webster, S. '*Principles & tools for Supply Chain Management*', 2008, McGraw Hill.

Teaching Plan: A detailed teaching plan would be announced before the commencement of the semester.

Facilitating the achievement of Course Learning Outcomes

Supply Chain Management in Health Care

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Develop an understanding about the role of supply chain in an organization and the significance of supply chain strategy in overall business.	Theory and concepts would be introduced through lecture and experience sharing. Supply chain strategy would be discussed through a case.	Assessment of different units constituting the whole course outline would be carried out through following components: <ul style="list-style-type: none"> • Group projects • Case Analysis • Quiz • Mid-term test
II	Understand the applicability of SCOR in supply chain of a health corporate.	Case would be introduced to develop an understanding about the applicability of SCOR at different levels.	
III	Learn various mechanisms to manage demand, risk and uncertainty in a supply chain	Cases and exercises would be introduced to develop an understanding on managing demand risk in a supply chain.	

IV	. Understand the value of information sharing across entire supply chain for improved supply chain coordination which would result in better operational efficiency of the supply chain	A case would be handled to explain the nuances of supply chain coordination Real-life examples would be introduced to explain the context of transportation in supply chain and the trade-offs between inventory costs and transportation costs.	<ul style="list-style-type: none"> • Corporate reports referencing
V	Learn the framework of Make/Buy decisions and different types of supply chain/purchasing contracts especially in health care.	Small cases/ exercises would be discussed for supply contracts.	
VI	Learn different principles and practices of selective inventory control in health care and analyze corresponding purchasing practices and modes of logistics and transportation including reverse logistics, their applicability and the trade-offs involved.	Real-life examples would be introduced to explain the logistics including reverse logistics and transportation in supply chain and the trade-offs involved particularly between inventory costs and transportation costs with respect to selective inventory control in health care.	
VII	Understand the significance of data analytics in supply chain and its use in SC performance analysis and benchmarking in health care.	Real life examples coupled with corporate/ consulting reports will be discussed.	
VIII	Develop an appreciation about the need of sustainable and ethical supply chain management in health care.	Various secondary data and reports would be discussed.	

MBA EX H-307: Public Health Management

Course Objective

The objective of this course is to enable the students develop an in-depth understanding of the public health system in India. The course will provide foundation for planning for, and management of public health services.

Course Learning Outcomes

- Understanding of planning processes for public health services
- Understanding of the national health policy
- Understanding of national health programs and schemes
- Understanding of public-private partnerships in health sector
- Exposure to various public health innovations in India
- Understanding the use of epidemiology by public health administrators
- Understanding crisis management

Course Content

Unit I: Planning processes for public health services

Unit II: National Health Policy 2017

Unit III: Flagship health programs/schemes of Government of India - Pradhan Mantri Jan Arogya Yojana; National Health Mission; AYUSH initiatives, Revised National Tuberculosis Control Programme; Integrated Disease Surveillance Project; National Programme for Prevention & Control of Cancer, Diabetes, Cardio-Vascular Diseases and Stroke; National Free Diagnostics Initiative; National Free Drugs Initiative etc.

Unit IV: Public-private partnerships in health sector – concept, types, case studies etc.

Unit V: Innovations in public health – Reproductive and child health portal, Mobile Kunji etc.

Unit VI: Overview of Epidemiology and its use in public health management

Unit VII: Crisis management

Unit VIII: Internal assessment – presentations by students on assigned topics.

Suggested Readings

1. Park, K. (2017). *Park's Textbook of Preventive & Social Medicine*. 24th edition.
2. Kishore, J. (2016). *National health programs of India*. 12th edition.
3. Bratati Banerjee. (2017). *DK Taneja's Health Policies & Programmes in India*. 15th edition.
4. Aschengrau, Ann., & Seage, George R. (2018). *Essentials of Epidemiology in Public Health* (4thed.). Jones & Bartlett.
5. Gordis, Leon. (2013). *Epidemiology* (5th ed.). Saunders Elsevier.
6. Kazimiera, Adamowski. *Creating Excellence in Crisis Care*. John Wiley & Sons Inc.
7. Kleinbaum, David. G., Sullivan, Kevin., & Barker, Nancy. (2007). *A Pocket Guide to Epidemiology*. Springer.
8. Mutchopadhyaya, A. K. (2005). *Crisis and disaster management Turbulence and aftermath*. New Delhi: Newage International Publications.
9. Peter, J. Fos., David, J. Fine., & Brian, W. Amy. (2005). *Managerial Epidemiology for Health Care Organization* (2nd ed.). Jossey-Bass.

Facilitating the achievement of course learning outcomes

Public Health Management

Unit	Course	Learning	Teaching and Learning	Assessment Tasks
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No.	Outcomes	Activity	
I.	Overview of the planning processes for public health services	Presentation on various types, approaches, models and triggers for public health planning; steps for health planning.	Discuss examples from relevant health programmes and experiences of students from different healthcare backgrounds
II.	National Health Policy 2017	Presentation of the salient features of the national health policy; comparison with previous policies; strengths and weaknesses of the latest policy; implementation of the relevant recommendations through various programmes.	Discuss examples from relevant health programmes
III.	Flagship health programmes/schemes of Government of India	Presentations on Pradhan Mantri Jan Arogya Yojana; National Health Mission; AYUSH initiatives; Revised National Tuberculosis Control Programme; Integrated Disease Surveillance Project; National Programme for Prevention & Control of Cancer, Diabetes, Cardio-Vascular Diseases and Stroke; National Free Diagnostics Initiative; National Free Drugs Initiative etc.	Discuss relevant experiences of students from different healthcare backgrounds with respect to implementation of these programmes
IV.	Public-private partnerships (PPP) in health sector	Presentation on the concept and types of public private partnerships; essentials for a successful partnership; case studies etc.	Discuss examples of health programmes implemented in PPP modality
V.	Innovations in public health	Presentations on various public health innovations including those from the compendium developed by Government of India.	Discuss relevant experiences of students from different healthcare backgrounds
VI.	Overview of Epidemiology and its use in public health management	Presentations and discussions on Epidemiology and its uses in public health management.	Case analysis
VII.	Crisis management	Presentation and discussion on crisis management, crisis	Case analysis

		management models, essential health services in crisis and planning for crisis management in public health.	
VIII.	Internal assessment	Assignment of topics to various groups on select themes.	Group presentation; Q&A by rest of the class, moderated by the faculty

Specific policy and programme documents and relevant Government and other reports will be announced by the Faculty in the class.

Semester 4 MBAEX H 401-407

MBAEX H-401: Innovations in Health Care

Course Objectives:

The objectives of this are to introduce the participants to a wide range of advances and innovations that are happening in healthcare services. The innovations relate to use of technology, information technology, business and service delivery models.

Course Learning Outcomes:

- Familiarization with innovations in healthcare technology – diagnostics, medical devices, etc., their impact on future of healthcare and their relevance to the Indian healthcare industry
- Introduction to the concepts of advances in Healthcare Information Technology like mHealth, Big Data, Artificial Intelligence, Genomics, etc.
- Introduction to newer models of service delivery like – telemedicine, remote health monitoring, home healthcare, etc., understanding opportunities and challenges posed by these models
- Introduction to newer business models in healthcare – mobile health apps, doctor discovery and networking platforms, understanding opportunities and challenges posed by these models
- Critically analyze issues involved in utilizing these advances in current and anticipated healthcare delivery models.

Course Content

Unit I: Advances in medical technology – sensors, digital medical treatment and diagnostic devices

Unit II: Advances in healthcare informatics related areas like big data, genomics, mobile health and cloud-based technologies

Unit III: Newer service delivery models – remote monitoring and telehealth

Unit IV: Newer internet-based healthcare business models

Unit V: Project work – preparation and presentation of new business models/plans in healthcare

Suggested Readings

1. <https://www.babylonhealth.com/>
2. *10 common applications of artificial intelligence in healthcare*: accessed at - <https://novatiosolutions.com/10-common-applications-artificial-intelligence-healthcare/>
3. *Telemedicine: A New Horizon in Public Health in India* - Indian J Community Med. 2008 Jan; 33(1): 3–8
4. *How mHealth can revolutionize the Indian healthcare industry*: PWC 2010

Facilitating the achievement of Course Learning Outcomes Innovations in Health Care

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I.	Advances in medical technology – sensors, digital medical treatment and diagnostic devices	Presentation on important technological advances in the healthcare industry at a global level	Quiz
II.	Advances in healthcare informatics related areas like big data, genomics, mobile health and cloud-based technologies	Presentation on advances in areas like Big Data and cloud-based technologies – basic understanding of concepts like cloud computing platforms like Amazon, and concepts of artificial intelligence in healthcare like Babylon	Awareness about newer platforms and computing technologies in healthcare
III.	Newer service delivery models – remote monitoring and telehealth	Presentation and discussion of newer service delivery models like telehealth and various companies in India like – IHO and introduction to concepts like e-ICU	Spot exercises and quiz
IV.	Newer internet-based healthcare business models	Discussion and presentation on Indian start-ups in the healthcare industry like Practo, Portea; e-pharmacies like Netmeds	Exercise and quiz

V.	Project work and internal assessment	Assignment of group exercises in which various groups research and prepare a business plan/model utilizing advances in healthcare	Group presentation; Q&A by rest of the class moderated by the faculty
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The list of cases and other specific references including recent articles will be announced by the instructor at the time of launching the course.

MBAEX H-402: Regulation and Laws in Health Sector

Course Objectives:

The objective of this course is to make the participants familiar with the laws that govern health care services in the country. The course is aimed at enabling the participant in understanding the rationale behind existing legal framework and its tenets in India to safeguard the interests of the health care service providers (organizations and individuals) and consumers.

Course Learning Outcomes:

- Understand the existing legal framework in India that governs health care delivery
- Understand expected standards of ethical behavior and promote standards of ethical behavior
- Analyze role of legal system in health policy and health care delivery
- Contribute to legal reasoning in running of a healthcare organization
- Understand the rationale of legal system in the country
- Interpret legal provisions under various laws related to health care system
- Have adequate knowledge of all the laws that are currently in force in matters related to health care delivery
- Critically evaluate the legal provisions and interpret the laws and byelaws
- Develop skills to judiciously exercise powers, responsibilities and protect one's own rights as health care provider

Course Content

Unit I: Overview of legal system in the country

Unit II: Overview of the laws that directly and indirectly affect the health care system

Unit III: Critical analysis of legal system and its components

Unit IV: Class Presentation and debates/discussions on legal aspects of clinical practice

Teaching/learning methods:

1. Presentation of various laws followed by discussion and debate
2. Written assignments discussing application of laws in various scenarios in health care settings
3. Group work for legal case studies
4. Midterm assessment

Suggested Readings

1. All bare acts relevant to medical services and health care systems
2. Medical Laws. Universal's Legal Manual. Delhi: 2014.
3. Poornima Advani. Doctor Patient & the Law. Books for All, Delhi. 1998
4. S.K. Tuteja. Business law for managers. Sultan Chand & Sons, Delhi: 1998

**Facilitating the achievement of Course Learning Outcomes
Regulation and Laws in Health Sector**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I.	Overview of legal system in the country	Presentation on the legal system, specifically the civil and criminal procedures, role of law in policy making and health care delivery	Group discussion and debate
II.	All the laws that directly and indirectly affect the health care system	Reading and discussion on various laws including but not restricted to MTP Act, TOHO Act, PCPNDT act, Factories Act, Workman's Compensation Act, Clinical Establishment Act, Consumer Protection Act, etc.	Written Critical analysis
III.	Critical analysis of legal system and its components	Case studies	Discussion of case studies
IV.	Class Presentation and debates/discussions on legal aspects of clinical practice	Case studies/ Scenario discussion / court room role plays	Interactive debates and discussions

Course Objectives:

The objective of this course is to help the executives develop an entrepreneurial mind set and gain an understanding of the entire entrepreneurial process through analysis of various situations in health care organizations. Additionally, the purpose of the course is also to gain insights about the critical role of creativity and innovation to the development of new products and services in entrepreneurial start-ups in the health care sector.

Course Learning Outcomes:

- Explain the meaning and significance of entrepreneurship and understand the process of entrepreneurial action.
- Understand the entrepreneurial mind set and personality.
- Understand the importance of idea generation, identifying opportunities and the value of a business plan.
- Understand the role of creativity and innovation in health entrepreneurship.
- Examine strategies for growth and identify the human resource challenges for managing growth.
- Understand the concept of social entrepreneurship in the health sector and appreciate how social entrepreneurs mobilize scarce resources to affect social change.
- Understand how established firms can develop an entrepreneurial culture and the challenges of doing so.

Contents:

Unit I: Entrepreneurship and the Entrepreneurial process

Unit II: The Entrepreneurial mind set and personality.

Unit III: Idea generation, identifying opportunities and evaluation.

Unit IV: Creativity and Innovation.

Unit V: Managing Growth

Unit VI: Social entrepreneurship and Innovation

Unit VII: Corporate Entrepreneurship

Suggested Readings

1. Barringer .B.R & R. D.Ireland (2013), *Entrepreneurship Successfully Launching New Ventures* .Pearson.
2. Drucker, P. F. (2006). *Innovation and entrepreneurship: Practice and Principles*. Elsevier.
3. Fagerberg, J., Mowery, D. C., & Nelson, R. R. (Ed.). (2006). *The Oxford Handbook of Innovation*. Oxford University Press.
4. Hisrich, R., M.J Manimala ,M.P.Peters , &, D. A. Shepherd (2015). *Entrepreneurship* (9th edition).Mc Graw Hill .
5. Kaplan, J. M. (2012). *Patterns of Entrepreneurship* (4 ed.). John Wiley & Sons.
6. Khandwalla, P. (2003). *Corporate creativity*. New Delhi: Tata Mc.Graw Hill

7. Kuratko.D.F &. RaoT.V. (2014). *Entrepreneurship: A South-Asian Perspective*. Cengage Learning.
8. Mullins, W. J. (2004). *New business road test*. Prentice Hall.
9. Mullins, W. J. & R. Komisar , (2009).*Getting to Plan B: Breaking Through to a Better Business Mode*. Harvard Business Press.
10. Roy, R. (2011) *Entrepreneurship* (2ed.). New Delhi: Oxford University Press.

The list of cases and other specific references including recent articles will be announced by the instructor at the time of launching the course

Facilitating the achievement of Course Learning Outcomes
Health Care Entrepreneurship and Innovation

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I.	Explain the meaning and significance of entrepreneurship and its relevance to the health care sector and understand the process of entrepreneurial action in health care organizations.	Group activity, presentation and discussion on the nature, importance, impact and approaches to entrepreneurship and a perspective on Indian entrepreneurs with cases based on real world situations in the health care sector. Videos about entrepreneurs.	Participation in group activities, quiz, case analysis
II.	Understand entrepreneurial mind set and personality.	Experiential exercises and case discussion on common characteristics associated with entrepreneurs. Videos about entrepreneurs from the health sector and their journey.	Case analysis, group activity and quiz.
III.	To understand the importance of Idea generation, Identifying opportunities and the value of a business plan.	Experiential exercises on idea generation, identifying opportunities and case discussion based on ventures from the health sector. Videos about entrepreneurs.	Group activity on idea generation and business plan preparation and evaluation. Participation in case analysis and quiz.
IV.	To understand the role of creativity and innovation in health entrepreneurship	Presentation and case discussion to examine the role of creativity and innovation in health entrepreneurship; Experiential small group activities and exercises and videos.	Case analysis, group activity and quiz.

V.	To examine strategies for growth and understand the human resource challenges for managing growth.	Presentation with case illustration from the health sector and discussion on the stages of a typical venture life cycle, transition from an entrepreneurial style to a managerial approach, key factors that play during the growth stage with videos on entrepreneurs.	Entrepreneur interview, case analysis, and quiz.
VI.	Understand the concept of social entrepreneurship and appreciate how social entrepreneurs mobilize scarce resources to affect social change.	Presentation and discussion on the concept and relevance of social entrepreneurship with cases from the health sector and videos based on real situations.	Case analysis and quiz.
VII.	Understand how established firms can develop an entrepreneurial culture and the challenges of doing so.	Discussion on the concept and challenges of corporate entrepreneurship and methods of developing managers for corporate entrepreneurship with case illustrations, experiential exercises and videos.	Case analysis and quiz.

MBAEX H-404: International Health Systems

Course Objectives:

The objectives of this course are to enable the participants to - develop an understanding of basic healthcare delivery models of various developed and developing countries; to understand in detail about different approaches to the organization, financing and delivery of health services in these countries; to understand the health care reform programs and perform a strengths, weaknesses, opportunities, and threats (SWOT analysis) of healthcare delivery system of a country; and, to develop and understanding of healthcare reform strategies in different countries.

Course Learning Outcomes:

- Understanding of the concept of various healthcare delivery models of countries both in developed and developing economics.
- Understanding demographic and macroeconomic indicators of various countries.
- Ability to evaluate health system performance of different countries in terms of efficiency and equity.
- Ability to identify specific health system strengths, weaknesses, opportunities, and threats

(SWOT analysis) employing comparative analysis as a research tool.

- To compare the health system performance of the one country with other economically similar and different country.
- Understanding health care reform programs of several countries and to apply these reforms for betterment of healthcare delivery in India.
- Discussion on newer initiatives and strategies of Govt. of India in healthcare delivery.

Course Content:

Unit I: Introduction to basic determinants of healthcare delivery model; understanding basic statistics (Population Statistics/ demographic indicators, Macroeconomic indicators), Healthcare providers, Healthcare Services, Organizational hierarchy, healthcare Reforms, SWOT analysis.

Unit II: Healthcare delivery models of India; understanding basic statistics (Population Statistics/ demographic indicators, Macroeconomic indicators), Healthcare providers, Healthcare Services, Organizational hierarchy, healthcare Reforms, SWOT analysis. Discussion on newer initiatives and strategies of Govt. of India in healthcare delivery to create a healthy, capable and content new India that includes Ayushman Bharat Yojana or National Health Protection Scheme.

Unit III: Healthcare delivery models of communist nations – China, Cuba and Russia; understanding basic statistics (Population Statistics/ demographic indicators, Macroeconomic indicators), Healthcare providers, Healthcare Services, Organizational hierarchy, healthcare Reforms, SWOT analysis.

Unit IV: Healthcare delivery models of developed nations - Canada, Germany, Sweden, UK and USA; understanding basic statistics (Population Statistics/ demographic indicators, Macroeconomic indicators), Healthcare providers, Healthcare Services, Organizational hierarchy, healthcare Reforms, SWOT analysis.

Unit V: World Health Organization (WHO); its composition and function.

Unit VI: Internal assessment – team assignment; presentation; interpretation and discussion

Suggested Readings

1. World Health Organization- <http://www.who.int/countries/en/>
2. The Organization for Economic Co-operation and Development (OECD)- <http://www.oecd.org/countries/>
3. Health systems around the world – a comparison of existing health system rankings: J Glob Health. 2018 Jun; 8(1): 010407; accessed at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5857204/>
4. Multinational Comparisons of Health Systems Data, 2017: accessed at: <https://www.commonwealthfund.org/publications/publication/2017/nov/multinational-comparisons-health-systems-data-2017>

**Facilitating the achievement of Course Learning Outcomes
International Health Systems**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I.	Introduction to basic determinants of healthcare delivery model; understanding basic statistics (Population Statistics/ demographic indicators, Macroeconomic indicators), Healthcare providers, Healthcare Services, Organizational hierarchy, healthcare Reforms, SWOT analysis.	Presentation on data analysis, data quality, various types of analyses commonly used	Discuss examples from relevant healthcare settings.
II.	Healthcare delivery models of India; understanding basic statistics (Population Statistics/ demographic indicators, Macroeconomic indicators), Healthcare providers, Healthcare Services, Organizational hierarchy, healthcare Reforms, SWOT analysis.	Presentation of use of spread-sheets for data analysis; demonstration of various commonly used techniques	Discuss examples from relevant healthcare settings. Exercise and quiz
III.	Healthcare delivery models of communist nations – China, Cuba and Russia; understanding basic statistics (Population Statistics/ demographic indicators, Macroeconomic indicators), Healthcare providers, Healthcare Services, Organizational hierarchy, healthcare Reforms, SWOT analysis.	Presentation of forecasting; discussion of its importance in management of hospital services	Discuss examples from relevant healthcare settings. Exercise and quiz
IV.	Healthcare delivery models of developed nations - Canada, Germany, Sweden, UK and USA; understanding basic statistics (Population Statistics/ demographic indicators, Macroeconomic indicators), Healthcare providers, Healthcare Services, Organizational hierarchy, healthcare Reforms, SWOT analysis.	Discussion and presentation on the underlying environment in which healthcare decisions are made; discussion of specific techniques for decision making	Discuss examples from relevant healthcare settings. Exercise and quiz
V.	World Health Organization (WHO); its composition and function	Presentation on different types of sensitivity analyses and its important	Discuss examples from relevant

		in pricing and provisioning of healthcare services	healthcare settings. Exercise and quiz.
VI.	Internal assessment – team assignment; presentation of data from different workplace settings; interpretation and discussion	Assignment of group exercises in which various groups analyze data from their respective work environments and present their interpretation.	Group presentation; Q&A by rest of the class moderated by the faculty

The list of cases and other specific references including recent articles will be announced by the instructor at the time of launching the course.

MBAEX H-405: Health Care Financing and Insurance

Course Objectives:

The objective of this course is to focus on the health financing functions of collecting revenue, pooling funds and purchasing services, as well as on understanding of various aspects of health insurance.

The course provides an overview of key health financing issues; the role of government and households in financing; understanding the fundamentals of health insurance, designing benefit package, strategic purchasing of services, challenges of moral hazard and regulation; provider payment mechanisms and its impact on health system; and the issue of financial sustainability.

Course Learning Outcomes:

- Understand the fundamental principles of healthcare financing and its role in bringing efficiency in health systems;
- Understand the role of national health accounts in the health system;
- Apprehend the concept of Universal Health Coverage;
- Familiarization with various aspects of health insurance – product development, marketing, customer relationship and grievance management, etc.
- Understand the opportunities, challenges and moral hazards exercised by the health insurance industry
- Understanding various public, private and community health insurance schemes in India
- Understanding various aspects involved in designing and managing health insurance package – designing benefit package, costing of health insurance, claims processing and business modelling

Course Content:

- Unit I:** Overview of Healthcare Financing – Global perspective, Issues and identified solutions;
Unit II: Overview of national healthcare financing systems, national health accounts
Unit III: Overview of Healthcare Financing from Universal Health Coverage perspective – Revenue Generation, Pooling, Designing Benefit Package, Strategic Purchasing & Regulation
Unit IV: Overview of Health Insurance Market in India; Types of Health Insurance; Designing Health Insurance Plans, Lifecycle approach to health insurance management; Costing of Health Insurance, Processing Claims and grievance redressal;
Unit V: Internal assessment – team assignment; presentation of project work by teams

Suggested Readings

1. World Health Organization: The World Health Report: health systems financing: the path to universal coverage. 2010, World Health Organization, Geneva
2. Boerma T, Eozenou P, Evans D, Evans T, Kieny M-P, Wagstaff A (2014) Monitoring Progress towards Universal Health Coverage at Country and Global Levels. PLoS Med 11(9): e1001731. <https://doi.org/10.1371/journal.pmed.1001731>
3. Implementing Health Financing Reform: Lessons from Countries in Transition, Chapter: Chapter 14: Implementing Health Financing Reform: Synthesis and Lessons Learned, Publisher: WHO - EURO European Observatory on Health Systems and Policies, Editors: Cheryl Chashin, Joseph Kutzin, Melitta Jakab
4. Understanding Insurance of Health: PC James 2017; PCJ Value Media
5. Medclaim and Health Insurance: Khsitij Patukale 2013 edition; Prabhat Prakashan
6. Health Insurance for Rich and Poor in India: Dr. L.P. Gupta 2014

Facilitating the achievement of Course Learning Outcomes Health Care Financing and Insurance

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I.	Overview of insurance and health insurance market and issues involved	Presentation on the concept of insurance and risk and market overview	Awareness of concept of insurance and risk and market size in India
II.	Overview of various parts of health insurance management lifecycle	Presentation on various aspects like – claim processing, TPAs, marketing, grievance redressal, etc.	Awareness about various aspects of health insurance and key players in these areas
III.	Overview and analysis of public, private and community health schemes in India	Presentation and critical analysis of various types of health insurance plans like – Yashaswini, RSBY, Ayushman	Spot exercises and quiz

		Bharat, ESIC, private health insurance plans	
IV.	Steps involved in developing health insurance plans and their management	Discussion and presentation on the role of health insurance regulator – IRDA, role of actuaries and aspects of health plan management	Exercise and quiz
V.	Internal assessment	Assignment of group exercises in which various groups present their research and analysis of important health insurance schemes / ideas on new product development	Group presentation; Q&A by rest of the class moderated by the faculty

The list of cases and other specific references including recent articles will be announced by the instructor at the time of launching the course.

MBAEX H406: Strategic Management in Health Care

Course Objectives:

The course is designed to cover fundamental issues with regard to corporate and business strategy, and the implementation and process aspects of strategic management, in the Health Care sector.

Course Learning Outcomes:

- Understand the relationship between strategic analysis and strategic implementation in health care.
- Comprehend the distinction between firms and markets
- Apply strategy principles to understand the benefits and costs of diversification in health care
- Understand the international dimensions of strategic management in health care
- Study the major contemporary trends in strategic management and its implications for the health care sector

Contents:

Unit I: From strategic analysis to strategic management in health care: The strategic design of organizational structures, processes and management systems, The role of culture, Strategic performance management, Feedback loops

Unit II: Firms versus markets: The nature of firms, when are firms superior to markets? Vertical and horizontal integration, The scope of the firm

Unit III: Diversification strategies in health care: Economies of scale and scope, Risk management, related versus unrelated diversification, Costs and benefits of diversification, Mergers and acquisitions, Franchising, alliances, joint ventures and networks

Unit IV: Global strategy: Analyzing competitive advantage in an international context, Global value chains, Global integration versus national differentiation in health care

Unit V: Current trends in strategic management: The rise of e-commerce, The networked organization, Artificial intelligence and strategic management, Implications for health care

Suggested Readings:

1. Besanko, D., Dranove, D., Shanley, M., & Schaefer, S. (2016). *Economics of strategy* (6th ed.), John Wiley
2. Grant, R. M. (2015). *Contemporary strategy analysis: Text and Cases*, Eighth Edition, Wiley
3. Porter, M. E. (2004). *Competitive strategy*. (2004). New York: Simon & Schuster
4. Porter, M. E. (1998). *Competitive advantage of nations*. London: Macmillan Press
5. Prahalad, C. K., & Krishnan, M. S. (2008). *The New Age of innovation: Driving co created value through global networks*. New York: McGraw Hill.

Note: The list of cases and other relevant references including the latest articles and papers will be announced by the teacher every year at the time of starting the course.

**Facilitating the achievement of Course Learning Outcomes
Strategic Management in Health Care**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I.	Understand the relationship between strategic analysis and strategic implementation in health care	Brain storming session, Lecture	Quiz
II.	Comprehend the distinction between firms and markets	Individual and team-based tasks, Lecture	Application to specific industries

III.	Apply strategy principles to understand the benefits and costs of diversification in health care	Lecture, Group discussion	Class test/assessment
IV.	Understand the international dimensions of strategic management In health care	Use of audio-visual material, Lecture	Quiz
V.	Study the major contemporary trends in strategic management in health care	Lecture, Discussion in small groups	Class test/assessment

MBA EX H-407: Contemporary Issues in Health Care: Seminar Paper

Course Objectives:

The objectives of this course are to introduce the participants to a wide range of advances and innovations that are happening in healthcare services. The innovations relate to use of technology, information technology, business and service delivery models.

Course Learning Outcomes:

- Familiarization with innovations in healthcare technology – diagnostics, medical devices, etc., their impact on future of healthcare and their relevance to the Indian healthcare industry
- Introduction to the concepts of advances in Healthcare Information Technology like mHealth, Big Data, Artificial Intelligence, Genomics, etc.
- Introduction to newer models of service delivery like – telemedicine, remote health monitoring, home healthcare, etc., understanding opportunities and challenges posed by these models
- Introduction to newer business models in healthcare – mobile health apps, doctor discovery and networking platforms, understanding opportunities and challenges posed by these models
- Critically analyze issues involved in utilizing these advances in current and anticipated healthcare delivery models.
- Ethical and regulatory challenges with the innovations and digital healthcare models
- Introduction to Predictive, Descriptive and Prescriptive health analytics

Course Content:

Unit I: Advances in medical technology – sensors, digital medical treatment, robotics and diagnostic devices

Unit II: Advances in healthcare informatics related areas like big data, genomics, mobile health and cloud-based technologies

Unit III: Newer service delivery models – remote monitoring and telehealth

Unit IV: Newer internet-based healthcare business models

Unit V: Project work – preparation and presentation of new business models/plans in healthcare

Suggested Readings

1. <https://www.babylonhealth.com/>
2. *10 common applications of artificial intelligence in healthcare*: accessed at - <https://novatiosolutions.com/10-common-applications-artificial-intelligence-healthcare/>
3. Telemedicine: A New Horizon in Public Health in India - Indian J Community Med. 2008 Jan; 33(1): 3–8
4. How mHealth can revolutionize the Indian healthcare industry: PWC 2010
 - a. Managing Innovation in Healthcare, James Barlow (Imperial College London, UK)

(Using real-life examples and case studies from around the world, this book introduces the latest thinking on understanding and managing healthcare innovation more effectively. It does this

from the perspective of governments responsible for shaping health policy, healthcare organizations providing services and juggling competing demands, and from the perspective of the industries that supply the new drugs, devices and other technologies.

Managing Innovation in Healthcare is the perfect accompaniment for MSc, PhD and MBA students on health policy, management and public health courses, as well as managers, consultants and policy makers involved in healthcare services in both the public and private sector.)

Facilitating the achievement of Course Learning Outcomes

Contemporary Issues in Health Sector: Seminar Paper

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I.	Advances in medical technology – sensors, digital medical treatment and diagnostic devices	Presentation on important technological advances in the healthcare industry at a global level	Quiz
II.	Advances in healthcare informatics related areas like big data, genomics, mobile health and cloud-based technologies	Presentation on advances in areas like Big Data and cloud-based technologies – basic understanding of concepts like cloud computing platforms like Amazon, and concepts of artificial intelligence in healthcare like Babylon	Awareness about newer platforms and computing technologies in healthcare
III.	Newer service delivery models – remote monitoring and telehealth	Presentation and discussion of newer service delivery models like telehealth and various companies in India like – IHO and introduction to concepts like e-ICU	Spot exercises and quiz
IV.	Newer internet-based healthcare business models	Discussion and presentation on Indian start-ups in the healthcare industry like Practo, Portea; e-pharmacies like Netmeds	Exercise and quiz
V.	Project work and internal assessment	Assignment of group exercises in which various groups research and prepare a business plan/model utilizing advances in healthcare	Group presentation; Q&A by rest of the class moderated by the faculty

The list of cases and other specific references including recent articles will be announced by the instructor at the time of launching the course.