REGULATIONS AND CURRICULUM GOVERNING

Masters of Hospital Administration (MHA)- Specialization

Implemented in Academic Year 2012-13

Revised in 2018, 2022 and 2024 (Specialization)

Amended up to 2025

Name of the Constituent Unit: Department of Hospital Administration

YENEPOYA
(DEEMED TO BE UNIVERSITY)

Deralakatte, Mangalore, Karnataka.

MHA NOTIFICATION FROM THE UNIVERSITY

Sl. No.	ACM with date	BOM/BOS with date	Decisions/Approvals
1.	32 ACM 11-08-2018		Starting of courses on choice based credit system
2.	49 ACM 13-12-2022	60 BOM 14-12-2025	Starting MHA (Medical Tourism) Program under the faculty of Commerce and Management
3.	56 ACM 15-05-2024	Executive Council 11-06-2024	Revision in Syllabus of MHA Program (MHA with 4 specialization)

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1. Preamble

In today's rapidly evolving healthcare landscape, a postgraduate degree in hospital administration serves as a transformative journey, offering indispensable skills for effective leadership. Hospital administrators occupy pivotal roles in strategic planning, resource allocation, and decision-making processes aimed at optimizing healthcare delivery. This interdisciplinary field necessitates collaborative efforts with diverse healthcare professionals, emphasizing the importance of effective teamwork and communication skills. The postgraduate program in Hospital Administration, with specialization in Quality Management in Healthcare, Operations Management in Healthcare, Medical Tourism, and Health management and Leadership, is meticulously designed to furnish students with the requisite knowledge, skills, and competencies to competently manage healthcare organizations across various capacities. Quality management is vital in healthcare, focusing on regulatory compliance, safety, and process improvement. Operations management involves understanding workflows, resource optimization, and logistics to enhance efficiency. In medical tourism, administrators attract international patients, ensuring global standards. Specializing in Health Management and Leadership through Charles Sturt University, Australia, offers comprehensive education that encompasses the intricacies of healthcare management, leadership principles, and global healthcare trends. Enrolling in hospital administration program with the aforementioned specializations, endows individuals with the expertise needed to excel in these critical areas. Beyond academia, these programs accentuate the cultivation of effective teamwork, communication, and leadership skills, equipping graduates to drive innovation, bolster operational efficiency, and uphold unwavering standards of quality and patient safety within healthcare organizations, both locally and globally. This program seamlessly integrates theoretical knowledge with practical application, ensuring graduates are well-prepared to navigate the complexities and confront the challenges inherent in the healthcare industry

2. Definition of Key Words

2.1 Academic Year: Two consecutive (one odd + one even) semesters constitute one academic year

2.2 Semesters

An academic year shall consist of two semesters.

Odd Semester 1st & 3rd	September/October to February/March
Even semester 2nd & 4th	March/April to July/August

2.3 Choice-Based Credit System: The CBCS provides a choice for students to select from the prescribed courses.

2.4 Course: usually referred to as 'papers', is a component of a programme. The courses shall define learning objectives and learning outcomes. A course shall comprise lectures/ tutorials / industrial training/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study, etc., or a combination of some of these. The courses can be of the following types, i.e., Core, Discipline-specific elective, Skill Enhancement Course, Multidisciplinary Elective, and Internship.

2.5 Credits: Credit defines the quantum of contents/syllabus prescribed for a course and determines the number of hours of instruction required per week. Thus, normally in each of the courses, credits will be assigned on the basis of the number of lectures/tutorial practical training, and other forms of learning required, to complete the course contents in a 15-week schedule. All courses do not need to carry the same credits.

	Lecture(L)	**Tutorial(T)**	**Practical (P)**	**Experiential Learning (E)**
1 credit	1 hour	1 hour	2 hours	3-5 hours
12 credits	Dissertation			

2.6 Credit hours for different types of courses

Each course may have only a lecture component or a lecture and tutorial component or a lecture and practicum component or a lecture, tutorial, and practicum component, or only practicum component. For example, a three-credit lecture course in a semester means three one-hour lectures per week with each one-hour lecture counted as one credit. In a semester of 15 weeks' duration, a three-credit lecture course is equivalent to 45 hours of teaching.

One credit for tutorial work means one hour of engagement per week. In a semester of 15 weeks duration, a one-credit tutorial in a course is equivalent to 15 hours of engagement.

A one-credit course in industrial training in a semester means three hours of engagement per week.

A one-credit internship means two-hour engagements per week. Accordingly, in a semester of 15 weeks' duration, one credit in these courses is equivalent to 30 hours of engagement.

A course can have a combination of lecture credits, tutorial credits, and practicum credits. For example, a 4–credit course with three credits assigned for lectures and one credit for practicum shall have three 1-hour lectures per week and one 2-hour duration field-based learning/project or workshop activities per week. In a semester of 15 weeks duration, a 4-credit course is equivalent to 45 hours of lectures and 30 hours of practicum. Similarly, a 3 –credit course with 3 credits assigned for lectures shall have three 1-hour lectures per week.

The credits assigned to the course is indicated as L: T:P (Lecture/Tutorial/Practical or Industrial training) format. For example, for a 3credit course format could be: 3:0:0 or 3:1:0

- Every Core course shall be of a minimum of 3 credits.
- Discipline-specific courses (DSC) shall be of a minimum of 3 credits.
- Skill Enhancement Courses (SEC) will be calculated as one credit for every 3 hours. A maximum of 24 hours of practical exposure per week is assigned, accounting
- Internship: will be calculated as one credit for every 2 hours. A maximum of 24 hours of practical exposure per week is assigned, accounting for 12 credits.
- The multidisciplinary elective course offered by the Yenepoya (Deemed to be)

University shall be restricted to a maximum of 3 credits.A candidate who is desirous to add more credits shall be permitted to do so during the academic duration. Extra credits earned by a candidate shall be included in the marks card on submission of the course completion certificate. However, it shall not be considered for awarding the grade in the PG programme.

2.7 Program: An educational programme leading to the award of a degree, diploma or certificate.

2.8 Grade Point: It is a numerical weight allotted to each letter grade on a 10-point scale.

2.9 Credit Point: It is the product of grade point and the number of credits for a course.

2.10 Letter Grade: It is an index of the performance of students in a given course. Grades are denoted by letters: O+, O, A+, A, B+, P, F.

2.11 Semester Grade Point Average (SGPA): It is a measure of the performance of work done in a semester. It is the ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

2.12 Cumulative Grade Point Average (CGPA): It is a measure of the overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

2.13 Transcript or Grade Card or Certificate: Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured) along with the SGPA of that semester. Semester System and Choice-Based Credit System.

2.14 Academic Bank Account: means an individual account with the Academic Bank of Credits opened and operated by a student, to which all academic credits earned by the student from course(s) of study are deposited, recognized, maintained, accumulated, transferred, validated or redeemed for the award of degree/diploma/certificates etc. by an awarding institution.

2.15 Academic Bank of Credits: means an academic service mechanism as a digital or virtual or online entity established by the Commission with the approval of the Central Government, to facilitate students to become its academic account holders, thereby paving the way for seamless student mobility between or within degree-granting Higher Educational Institutions through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible teaching-learning**.**

2.16 Credit-accumulation: means the facility created by the Academic Bank of Credits in the Academic Bank Account opened by students to transfer and consolidate the credits earned by them by undergoing Courses.

2.17 Credit-redemption: means the process of commuting the accrued credits in the Academic Bank Account of the students maintained in ABC for the purpose of fulfilling the credit requirements for the award of Degrees or Diplomas or Certificates or Coursework for Ph.D. programme etc., by the registered degree-awarding Higher Educational Institutions.

2.18 Credit-transfer: Means the mechanism by which the Registered Higher Educational Institutions can receive or provide prescribed credits to individual Academic Bank Accounts in adherence to the University Grants Commission credit norms for the ‘course/s’ undertaken by students enrolled in any Registered Higher Education Institution within India.

3. Eligibility for admission

To be eligible for admission, a candidate shall have obtained:

Bachelor degree in any one of the following - MBBS, BDS, B.Sc Nursing, B.Pharmacy, B.Sc. in Allied Health Sciences, Arts, Commerce, Law, Engineering or Management from an institution recognized by respective council as applicable, and is affiliated to Yenepoya (Deemed to be University) or from any other university established under law considered equivalent there to by Yenepoya (Deemed to be University). The candidate shall have obtained a minimum of 50% aggregate marks in all the years of university examination of the degree course. In case of SC/ST/OBC candidates, the minimum marks shall be 45%.

4. Duration of the program

The duration of the MHA programme is 2 years or 4 semesters. Each semester comprises a minimum of 15 weeks with a minimum of 90 actual working days of instruction. On successful completion of

The required credits, the student will be awarded a Master's Degree in Hospital Administration according to the chosen specialization.

5. Maximum period for completion of the program

A candidate shall complete the four semesters (two years) programme within four years from the date of admission.

The programme shall be pursued on a full-time basis. The courses offered for the specialization of Health Management & Leadership are provided online through Charles Sturt University.

6. Objectives/Outcomes of the program

(Knowledge/Skill/Attitude/Communication)

Upon completion of the Masters of Hospital Administration programme, the student will:

PO 1: Demonstrate proficiency in leadership and management principles, effectively shouldering responsibilities to lead healthcare organizations towards operational excellence and strategic success.

PO 2: Expertise in interdisciplinary collaboration, effectively working with diverse healthcare professionals to enhance teamwork, communication, and coordination within healthcare organizations.

PO 3: Understand governance structures, healthcare laws, and regulatory frameworks governing healthcare organizations.

PO 4: Demonstrate comprehensive understanding of the various departments and functions within a hospital, including clinical services, support services, and administrative operations.

PO 5: Demonstrate ethical decision-making skills in healthcare management, applying principles of ethics and professional integrity to address moral dilemmas, protect patient rights, and promote equitable access to healthcare services.

PO 6: Students specializing in quality management will possess the skills and knowledge to spearhead quality management initiatives within healthcare organizations, ensuring adherence to regulatory standards and continuously improving patient outcomes.

PO 7: Students specializing in healthcare operations management will optimize efficiency by streamlining workflows, allocating resources effectively, and implementing cost-saving measures to meet patient care demands.

PO 8: Students specializing in medical tourism will demonstrate expertise in attracting and serving international patients, devising global marketing strategies, ensuring seamless patient experiences, and adhering to international standards and regulations.

PO9: Students specializing in health management and leadership will demonstrate advanced skills in strategic planning, organizational development, and effective decision-making within healthcare settings.

Program structure

	Broad category of course	Hours / Credits	Course (Title)
1.	**Discipline Specific Courses (CC)**		
a)	**Theory**	**I Semester**	
		45 Hours / 3 Credits	Management Concepts and Organizational Behaviour
		45 Hours / 3 Credits	Research Methodology and Statistics
		45 Hours / 3 Credits	Accounting in Healthcare
		75 Hours / 4 Credits	Fundamentals of Hospital Services
		45 Hours / 3 Credits	Epidemiology and Public Health Administration
		60 Hours / 4 Credits	Governance, Laws, and Ethics in Healthcare Management
		45 Hours / 3 Credits	Human Resource Management in Healthcare
		II Semester	
		45 Hours / 3 Credits	Health Economics
		45 Hours / 3 Credits	Financial management in healthcare
		45 Hours / 3 Credits	Healthcare Services Marketing
		45 Hours / 3 Credits	Material Management in Healthcare
		45 Hours / 3 Credits	Quality Management systems and standards in healthcare
b)	**Practical (SEC)***	**I Semester**	
		30 Hours	Practical training (part of the core course- Fundamentals of Hospital Services)
		II Semester	
		30 Hours	Practical training (part of the core course- Fundamentals of Hospital Services)

	Broad category of course	**Hours / Credits**	**Course (Title)**
c)	**Skill Enhancement Course**	-	
d)	**Simulation-based (SEC)***	-	-
2.	Curriculum Enrichment Courses		
a)	**Field Visit**	15 working days	Externship
b)	**Practical Training**	-	
c)	**Industry / Clinical Internship**	**III Semester**	
		24 Hours/Week 8 Credits	24 Hours/Week 8 Credits
		VI Semester	
		40 Hours/Week 12 Credits	40 Hours/Week 12 Credits
d)	**Research Project**	12 credits	Dissertation
3.	**Electives**		
a)	**Discipline-Specific Electives**	II Semester	
		75 Hours / 4 Credits	**Discipline Specific Elective (DSE) I** Tools and Techniques in Quality Management/ Essentials of Hospital Operations Management/ Medical Tourism Management
		III Semester	
		45 Hours / 3 Credits per year	**Discipline Specific Elective (DSE)II** (Hospital Accreditation/ Operations Research and Project Management/ International Relations and Global Health)
		45 Hours / 3 Credits per year	**Discipline Specific Elective (DSE) III** (Patient safety and risk

	Broad category of course	Hours / Credits	Course (Title)
			management / Planning and Design Principles for Hospitals / Entrepreneurship in Medical Tourism)
		60 Hours / 4 Credits per year	**Discipline Specific Elective (DSE) IV** (Patient Safety Specialization (7-course series) through Coursera/ Hospital Operations (4-course series) through coursera / Introduction to Hospitality Management in the 21st Century through Coursera International Travel Preparation, Safety, & Wellness through Coursera)
b)	**Interdisciplinary Courses**	**II Semester**	
		45 Hours /3 Credits	(Coursera/Swayam)
		III Semester	
		45 Hours / 3 Credits	(Coursera/Swayam)
c)	**Value Added Courses**	-	
	Total	90 Credits	

Semester 2		
Discipline Specific Elective (DSE) I		
Code	**Specialisation**	**Course Name**
S1	Quality Management in Healthcare	Tools and Techniques in Quality Management
S2	Operations Management in Healthcare	Essentials of Hospital Operations Management
S3	Medical Tourism	Medical Tourism Management
S4	Health management and leadership	**

** Students pursuing a specialization in Health Management and Leadership at Charles Sturt University, Australia, are required to fulfil the core courses outlined in the Graduate Certificate in Health Management and Leadership curriculum.

Courses outlined in the Graduate Certificate in

Health Management and Leadership

HML401	Practising Health Management and Leadership with Resilience and Efficacy	4 credit pts
HML402	Re-visioning Health Services Through Reflective Practice	4 credit pts
HML403	Health Services and Their External Influences	4 credit pts
HML404	Health Services and Their Internal Influences	4 credit pts
HML405	Communication Practices for Health Managers and Leaders	4 credit pts
HML406	Collaboration Practices for Health Managers and Leaders	4 credit pts
HML407	Leadership Practice and Influence in Health Services	4 credit pts
HML408	Management Practice for Health Services	4 credit pts

Semester 3		
Discipline Specific Elective (DSE) II		
Code	**Specialisation**	**Course Name**
S1	Quality Management in Healthcare	Hospital Accreditation
S2	Operations Management in Healthcare	Operations Research and Project Management
S3	Medical Tourism	International Relations and Global Health
S4	Health management and leadership	***

Semester 3		
Discipline Specific Elective (DSE) III		
Code	**Specialisation**	**Course Name**
S1	Quality Management in Healthcare	Patient safety and risk management
S2	Operations Management in Healthcare	Planning and Design Principles for Hospitals
S3	Medical Tourism	Entrepreneurship in Medical Tourism

S4	Health management and leadership	***

***Students pursuing a specialization in Health Management and Leadership at Charles Sturt University, Australia, are required to fulfil the core courses outlined in the Graduate Diploma in Health Management and Leadership curriculum

Courses outlined in Diploma in
Health Management and Leadership

HML501	Managing People productively in health services	8 CPs
HML502	Improving Healthcare Quality	8 CPs
HML503	Governance Law and Ethical Leadership in Healthcare Management	8 CPs
IKC502	Critical Studies: Indigenous Australian Culture, Histories and Contemporary realities	8 CPs

Semester 3		
Discipline Specific Elective (DSE) IV		
Code	**Specialisation**	**Course Name**
S1	Quality Management in Healthcare	Patient Safety Specialization (7 course series) through Coursera
S2	Operations Management in Healthcare	Hospital Operations (4 course series) through coursera
S3	Medical Tourism	Introduction to Hospitality Management in the 21st Century through Coursera
		International Travel Preparation, Safety, & Wellness through Coursera

he MHA programme will consist of the following categories of courses and the minimum credit requirements are given in Table 1:

Table 1: Minimum Credit Requirements to Award MHA Degree

Sl.No	**Broad category of course**	**No of courses**	**Credits**
1	Core Course (CC)	12	38
2	Discipline Specific Elective (DSE)	04	14
3	Multidisciplinary Elective (ME)	02	06
4	Skill Enhancement Course (SEC) and Internship	02	20

6	Dissertation	01	12
	Total credits	**90**	

7.1. Specialization

A specialization refers to a focused area of study within the broader framework of the MHA program. It involves the concentration of coursework, practical training, and research efforts on a specific topic or field of interest related to the overall program objectives. Specializations provide students with the opportunity to deepen their understanding, develop specialized skills, and gain expertise in a particular aspect of the subject matter.

The MHA program focuses on four specializations:

Specialization 1 (S1): Quality Management in Healthcare (QMH)

Quality Management in Healthcare focuses on the principles and practices of quality management within healthcare settings. Students enrolled in this specialization delve into topics such as regulatory compliance, patient safety, process improvement methodologies, and quality assurance techniques. Through coursework, case studies, and practical projects, students will learn how to identify areas for improvement, implement quality initiatives, and measure outcomes to enhance the overall quality of care delivery.

Specialization 2 (S2): Operations Management in Healthcare (OMH)

Operations Management in Healthcare is centered on the efficient management of healthcare operations and resources. Students enrolled in this specialization explore concepts related to workflow optimization, resource allocation, logistics management, and capacity planning. They learn strategies for streamlining processes, maximizing resource utilization, and improving operational efficiency to meet the growing demands of patient care while minimizing costs and enhancing productivity within healthcare organizations.

Specialization 3 (S3): Medical Tourism (MT)

Medical Tourism focuses on providing students with a holistic understanding of medical tourism. They examine not only the economic, cultural, and ethical dimensions of medical tourism but also look into the operational aspects of healthcare services catering to international and domestic medical tourists. This comprehensive approach ensures that students are equipped to handle the diverse challenges and opportunities presented by the global medical tourism industry.

Specialization 4 (S4): Health Management & Leadership (HML)

Health Management & Leadership is a distinctive specialization offered in collaboration with Charles Sturt University, Australia, providing students with an unparallel opportunity to enhance their leadership and management skills within the global healthcare sector. This specialization emphasizes various aspects of healthcare administration, communication patterns for healthcare managers, collaboration practices tailored to the unique challenges of healthcare organizations. Leveraging the memorandum of understanding (MoU) between Yenepoya (deemed to be University) and Charles Sturt University, Australia, students benefit from online access to globally renowned faculty and resources, ensuring a high-quality learning experience.

The course is offered in an online mode, providing flexibility for students to choose between graduate certificate or graduate diploma in health management & leadership.

Students opting for graduate certificate in health management and leadership can register on a part time basis during the 2nd semester of MHA program and complete the coursework pathway specified by Charles Sturt University from one year of registration.

Core and multidisciplinary elective courses of 2nd semester of the MHA program, are required to be completed.

Students opting for diploma in health management and leadership, will complete the coursework pathway specified by Charles Sturt University on a full time basis and complete the courses as required, from one year of registration. Here the courses of the 2nd and 3rd semester of the MHA program will not be applicable.

The 4th semester will follow the program structure of the MHA program.

7.2. Types of Courses

a. **Core course (CC):** a course that should compulsorily be studied by a candidate as a core requirement is termed as a core course. This is the core requirement to complete Masters of Hospital Administration.

b. **Discipline Specific Elective (DSE):** These are courses chosen within a specific academic discipline that offers focused study on specialized topics relevant to that discipline.

The postgraduate program in hospital administration is structured around four groups of DSE for the specialization of S1, S2 and S3:

DSE I: to be completed in semester 2.

DSE II, III and IV: to be completed in semester 3.

NOTE:

1. S4 Discipline Specific Electives (DSE) will be completed as specified in the description provided for the graduate certificate/graduate diploma in the Health Management and Leadership of CSU.
2. DSE IV courses are offered in the form of online training resources (Coursera). Completion of online assignments or attainment of a certificate will be necessary for the continuous internal assessment in addition there will be semester end university level examinations conducted for this group of courses.

c. **Skill Enhancement Course (SEC):** These courses are aimed at imparting practical skills to enhance the employability of students.

In the MHA program, SEC is structured as industrial training in various departments of hospitals or healthcare centers, with a special focus on the student's chosen specialization. These industrial training occur in the 3rd semester and as an internship in the 4th semester.

d. **Multidisciplinary Elective (ME):** Generally, a course which can be chosen from a pool of courses and which may be very specific or

specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline or subject or domain or nurtures the candidate's proficiency skill.

- **Self-learning courses:** In accordance with the UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulation, 2021, New Delhi, dated 25th March 2021, and reference No.F.1-100/2016 (MOOCs/e-content), students are encouraged to augment their learning experience by opting for Massive Open Online Courses (MOOCs), Study Webs of Active Learning for Young Aspiring Minds (SWAYAM), and Coursera courses as part of the multidisciplinary elective.

- The Department of Hospital Administration will adhere to UGC regulations governing MOOCs/SWAYAM/Coursera courses, incorporating amendments as communicated by UGC over time. To facilitate the seamless completion of chosen courses, the department will appoint a designated course coordinator. The coordinator will guide and support students throughout the duration of the selected online courses.

- The evaluation process will adhere to predefined norms and parameters, which will be communicated in the course overview at the time of offering

In Coursera, the assessments are multifaceted and include quizzes or tests after each module, assignments or projects demonstrating the practical application of concepts, active participation in discussion forums, and peer-reviewed assessments. The culmination of each course involves final quizzes or capstone projects tailored to the course's content. Upon successful completion, students receive an online certificate, Yenepoya (Deemed to be University) will integrate the acquired credits into the student's official marks sheet.

In SWAYAM, Assessment will include formative continuous online assessments and end-of-course proctored exams, all of which are mandatory for successful completion

by the student. Yenepoya (Deemed to be University) will integrate the marks or grades achieved by the student, conveyed by the Host Institution through the PI of the SWAYAM course, into the student's official marks sheet. These marks contribute to the final award of the degree conferred by the University.

7.2.1 Credit Mobility of Online Courses

The Yenepoya (Deemed to be) University will give the equivalent credit weightage to the students for the credits earned through online learning courses as per the credit plan of the program.

In case a student fails to complete the online course he/ she may be allowed to complete the course requirements by registering for another online course in a subsequent semester or opt for a course offered at this Yenepoya (Deemed to be University).

- The elective course offered by the Yenepoya (Deemed to be University) shall be restricted to a maximum of 3 credits.

•A candidate shall compulsorily complete a total of 6 Credits of Multidisciplinary courses

•These courses shall be selected either from the electives offered by the Yenepoya (Deemed to be) university or from the SWAYAM/Coursera courses. A Candidate shall have the freedom to choose the courses of their own choice and learn at their own pace, and be required to complete a minimum of 3 credits before the second semester, 6 credits before the fourth semester end examination.

•A candidate who is desirous to add more credits shall be permitted to do so during the academic duration. Extra credits earned by a candidate shall be included in the marks card on submission of the course completion certificate. However, it shall not be considered for awarding the Grade in the MHA programme.

e. Industrial training

Industrial training in the third semester of the MHA program provides students with a unique opportunity to gain firsthand experience in the operational dynamics of healthcare organizations. This immersive learning experience is designed to supplement classroom knowledge with practical insights into the day-to-day

functioning of hospitals, clinics, wellness centres, and other relevant institutions. Through industrial training, students develop a comprehensive understanding of various departments, functions, and processes within healthcare settings.

During the industrial training period, students actively engage in diverse activities like engaging in observational learning, shadowing professionals, and participating in selected projects or activities. Under the guidance of experienced mentors and supervisors, students acquire valuable skills in leadership, teamwork, communication, and problem-solving. They also gain exposure to regulatory frameworks, quality management practices, and ethical considerations that govern healthcare delivery. The students maintain a logbook of the day to day learnings and activities done in relevance with the pre defined learning objectives set for the training. Assessment is conducted using a predefined evaluation rubric, providing students with constructive feedback for ongoing improvement and development.

f. Internship

The internship component of the MHA program is a mandatory requirement designed to bridge classroom learning with real-world application. To undergo the internship, the students must have successfully completed all courses from the preceding three semesters, ensuring they are equipped with the necessary foundation to maximize their learning during the internship. Scheduled during the final semester, the internship entails a rigorous commitment of 8 hours per day, 6 days a week, amounting to a minimum of 600 hours of postings. Students are posted at reputed healthcare organizations. These postings are tailored to students' career interests, specialization chosen, and academic performance.

Throughout the internship, students have the opportunity to apply their classroom learning to real-world scenarios, gaining practical insights and valuable hands-on experience under the guidance and feedback of experienced professionals. Upon completion, the students submit comprehensive reports summarizing their learning and achievements. This experiential learning not only enriches students' understanding of healthcare administration but also cultivates essential skills and competencies and fosters professional development essential for success in their future careers.

g. Dissertation

Through independent research, students critically evaluate literature, collect and analyze data, and draw conclusions. The dissertation showcases mastery of the subject, contributes new insights, and develops critical thinking skills, culminating in a valuable academic and professional contribution.

Each student is required to carry out dissertation on a selected topic under the guidance of a recognized post graduate teacher. The topic for the dissertation should be chosen based on the area of specialization. The data for the study will be collected in the hospital posted.

The synopsis shall be presented to the scientific review board (SRB) for approval following which ethics approval will have to be taken from the centre for ethics.

No change in the dissertation topic or change of guide shall be made without prior approval of the University.

Guide: The academic qualification and teaching experience required for recognition of guide shall be as given under:

Qualification:

Masters in Hospital Administration – MHA

M.Sc. in Hospital Administration / Hospital Management

M.B.A. in Hospital Administration / Hospital Management

(All the above degrees should have been granted by a UGC recognized University)

Experience: 3 years teaching / administrative experience after Masters programme Or

M.D.in Hospital Administration or equivalent as prescribed by NMC for recruitment of teachers for M.D. in Hospital Administration from an institution recognized by NMC.

Student guide ratio: A recognized guide shall supervise dissertation work of not more than five students per academic year. The age of guide shall not exceed 65 years.

Change of guide in the event of registered guide leaving the Institute/college due to any reason or in the event of death of the guide or any other valid

reasons, guide may be changed with prior permission from the university only.

7. Attendance

Every candidate shall have attended at least 80% of the total number of theory and industrial training classes conducted from the date of commencement of the term to the last working day, as notified by the university, in each of the courses prescribed for that semester separately, in both theory and industrial training. Only such candidates are eligible to appear for the university examination on their first attempt. A candidate lacking the prescribed percentage of attendance in any subject, either in theory or industrial training in the first appearance will not be eligible to appear for the University Examination in that particular subject.

8. Teaching - Learning methods course-wise

Teaching - Learning method	**Courses**
Interactive learning	• Financial Management in Healthcare • Healthcare Services Marketing
Problem-solving methodologies	• Research Methodology and Statistics • Accounting in Healthcare • Hospital Accreditation • Operations Research And Project Management
Self-directed learning	• Governance, Laws and Ethics In Healthcare Management • Operations Research And Project Management • Patient Safety and Risk Management • Planning And Design Principles for Hospitals • Entrepreneurship in Medical Tourism
Flipped Classroom	• Quality Management Systems and Standards in Healthcare • Essentials Of Hospital Operations Management

Teaching - Learning method	Courses
	• Planning And Design Principles For Hospitals • Entrepreneurship in Medical Tourism
Discussion	• Management Concepts and Organizational Behavior • Research Methodology and Statistics • Accounting in Healthcare • Epidemiology And Public Health Administration • Governance, Laws, and Ethics in Healthcare Management • Human Resource Management in Healthcare • Health Economics • Material Management In Healthcare • Tools And Techniques In Quality Management • Medical Tourism Management • Operations Research and Project Management • International Relations and Global Health • Patient Safety and Risk Management • Entrepreneurship in Medical Tourism
blended learning	• Management Concepts and Organizational Behavior • Accounting in Healthcare • Fundamentals of Hospital Services • Epidemiology And Public Health Administration • Governance, Laws and Ethics in Healthcare Management • Human Resource Management in Healthcare • Health Economics • Material Management In Healthcare • Quality Management Systems and Standards in

Teaching - Learning method	Courses
	Healthcare • Essentials Of Hospital Operations Management • Hospital Accreditation
Role-play	• Management Concepts and Organizational Behavior • Human Resource Management in Healthcare • Tools And Techniques In Quality Management
Case Scenario	• Governance, Laws and Ethics in Healthcare Management • Quality Management Systems and Standards in Healthcare • Essentials Of Hospital Operations Management • Planning And Design Principles for Hospitals
Reading Assignments	• Research Methodology and Statistics

9. Scheme of examination

a. Evaluation of a course shall be done based on the continuous internal assessment (CIA) mode, followed by the semester-end university examination (SEE) for each course.

b. Continuous internal assessment involves ongoing evaluation of students' academic performance and progress throughout the course. Utilizing a variety of assessment methods, such as quizzes, assignments, internal tests, and others, as mentioned in the table below, faculty provide formative feedback to students, facilitating their understanding and skill development.

c. The weightage for CIA and SEE shall be 50:50 and minimum pass marks for CIA shall be 50%, and SEE shall be 50%

d. There shall be examinations at the end of each semester, ordinarily during February/March for odd semesters and August/September for even semesters, conducted by the University.

e. The SEE duration for theory courses shall be two and a half hours (150 Minutes).

9.1 Theory

Distribution of weightage for Continuous Internal Assessment

Internal assessment components	Percentage
Average of two IA tests	20
Continuous comprehensive assessment (CCA)**	20
Assignments /seminar/ Case studies	10
Total marks	50

** CCA encompasses self-directed learning and assessment through online platforms, such as Coursera and other online courses, which are aligned with the relevant contents of the course syllabus

Question Paper Pattern for Semester-End Examination

MAXIMUM MARKS= 50				**Duration**
Type of question	**Number of questions**	**Marks for each question**	**Total**	
LONG ESSAY	**2**	**15**	**30**	
SHORT ESSAY	**2**	**10**	**20**	**150 minutes**
		Total	**50**	

9.2 Industrial training

Internal Assessment

The internal marks allocated for industrial training will primarily be based on the assessment conducted using the evaluation rubric outlined in the logbook, accounting for a total of 75 marks. The evaluation rubric serves as a structured framework for assessing various aspects of students' performance, competencies, and achievements during the industrial training period.

Semester-end examination

SI.NO	**Components**	**Marks**
1	MCQs	15
2	Case Scenario	30
3	Viva Voce	30

Total Marks	**75**

9 .3 Semester End Examination

- The University shall conduct SEE examinations in a year at an interval of not less than four to six months.

- Number of examiners for theory and viva voce shall be, comprising of one internal and one external examiner appointed by the university.

- Qualification and teaching experience required for appointment as an examiner for viva shall be the same as that prescribed for guide.

- Theory papers will be evaluated by subject experts who are on the approved panel of examiners in Yenepoya (Deemed to be University).

9.4 Evaluation Pattern

- Each theory examination shall be evaluated by one internal and one external examiner. There shall be a third evaluation if the difference is more than15%.
- Industrial training will be jointly conducted and evaluated by one internal examiner and one external examiner.
- Internship examination will be jointly conducted and evaluated by one internal examiner and one external examiner.

9.5 Evaluation and Certification of SAWAYAM/MOOCs/NPTEL:

The Yenepoya (Deemed to be) University incorporates the marks/grade obtained by the student, as communicated by the Host Institution through the PI of the SWAYAM/MOOC/NPTEL course, in the marks sheet of the student that counts for the final award of the degree by the University. The Yenepoya (Deemed to be University) will give the equivalent credit weightage to the students for the credits earned through online learning courses through the platform in the credit plan of the program. In case a student fails to complete the SWAYAM/MOOC course, he/ she may be allowed to

complete the course requirements as a supplementary candidate by registering for another course online in a subsequent semester or opt for a course offered at Yenepoya (Deemed to be University).

9.6 Assessment of Dissertation:

A declaration by the candidate that the work was done by him/her shall be included. The guide, Head of the Department and Head of the Institution shall certify the bona fide of the Project.

Total 200 marks shall be awarded for the Dissertation and the marks distribution as follows:

- 100 marks- Dissertation evaluation by Internal and External examiners
- 100 marks- Continuous Internal Assessment.

Distribution of CIA Marks

<table>
<tr><th>Marks</th><th colspan="2">Parameters</th></tr>
<tr><td>10</td><td colspan="2">Maintaining the timeline</td></tr>
<tr><td rowspan="4">40</td><td colspan="2">Presentation at Conference/CME/Publication(student can choose any of the criteria to avail 40 marks)</td></tr>
<tr><td>Criteria</td><td>Marks Allocated</td></tr>
<tr><td>Online Oral/offline Poster presentation</td><td>20</td></tr>
<tr><td>Offline oral presentation/ Review paper publication in an indexed journal</td><td>40</td></tr>
<tr><td>50</td><td colspan="2">Manuscript submission (Based on the dissertation) to the Indexed journals (SCOPUS/WOS) along with submission of final dissertation.</td></tr>
<tr><td>100</td><td colspan="2">Total</td></tr>
</table>

Dissertation shall be evaluated by 2 examiners, one external & one Internal from the panel of examiners approved by the Board of Studies and by the University. The criteria for the evaluation shall be as prescribed by the Board of Studies. Acceptance of the dissertation is a prerequisite for a candidate to be eligible to appear in the final examination. The written text of the dissertation should be neatly typed in double line spacing on one side of paper (A4 size) and should only be hardcover bound. A declaration by the candidate that the work was done by him/her shall be included. The co-guide (wherever applicable), guide, head of the department, and head of the institution shall certify the bona fide of the dissertation. Two copies of the dissertation

shall be submitted to the university through the proper channel, along with a soft copy (CD), one month before the final examination. The maximum credits for the Dissertation/project work shall be 12 (equal to 200 marks). The total average of the viva voce marks by both internal and external examiners will be considered for final calculation.

9.7 Assessment of Internship

In the fourth semester, the internship carries 12 Credits. The candidate needs to complete a minimum of 600 hours of training in the designated healthcare setting. Assessment comprises of Continuous Internal Assessment (CIA) and Semester End Examination (SEE), each contributing 100 marks. The candidate must submit a consolidated internship report outlining learning objectives and provide an attendance certificate. Additionally, maintaining a daily logbook is mandatory. The work done by the candidate is assessed by an authorized supervisor using a predetermined evaluation rubric.

CIA Assessment

50 marks: Evaluation of the externship

50 marks: Presentation of the work done with the faculty mentor

Semester-end examination shall be jointly conducted and evaluated by one internal examiner and one external examiner through viva voce.

10. Eligibility to appear for University Examination

- Candidates having a minimum 80% attendance in each of the Courses can only qualify to appear for the Semester End Examination. The Candidates with less than 80% of attendance shall be required to repeat that Course by attending the semester
- Candidates having a minimum of 50% IA marks in each course can appear for Semester-End Examinations

11. Criteria for passing

A candidate shall be declared to have passed the PG program if he/she secures at least a CGPA of

5.0 (Course Grade P) in the aggregate of both Internal Assessment and Semester End

Examination marks. The candidates who pass all the semester examinations in the first attempt in two years are eligible for ranks, provided they secure at least a CGPA of 8.0 (at least Grade A).

The results of the candidates who have passed the fourth semester examination but not passed the lower semester examinations shall be declared as NCL (Not Completed Lower semester examinations). Such candidates shall be eligible for the degree only after completion of all the lower-semester examinations. A candidate who passes the semester examinations in parts is eligible for only a CGPA, but not for ranking. A candidate who fails in any of the project work/project report/dissertation shall reappear for the same and pass the examination subsequently.

12. Declaration of Class

The results of successful candidates at the end of each semester shall be declared in terms of Grade Point Average (GPA). The results at the end of the fourth semester shall be classified based on the Cumulative Grade Point Average (CGPA) obtained in all four semesters.

Letter Grades and Grade Points:

Letter Grade	Grade point	Range of Marks
O+(Outstanding)	10	90–100
O(Excellent)	9	80–89.99
A+(Very Good)	8	70–79.99
A(Good)	7	60–69.99
B+(Average)	6	55–59.99
P(Pass)	5	50–54.99
F(Fail)	<5	<50

Cumulative Grade Point Average (CGPA):

The results at the end of the Fourth semester shall be classified based on the CGPA obtained in the four semesters and the corresponding overall Letter Grade. The Letter Grade, as described below, shall be adopted.

Letter Grade	CGPA Range
O+(Outstanding)	9.0–10.0
O(Excellent)	8.0–8.99
A+(Very Good)	7.0–7.99
A(Good)	6.0–6.99
B+(Average)	5.5–5.99
P(Pass)	5.0–5.49
F(Fail)	<5.0

13. Logbook

Practical Logbook

As per the curriculum for the Master of Hospital Administration, the students have to maintain a practical training logbook to record the activities undertaken during the practical training in various departments of the hospital

14. Any other information

15.1 Carry over provision

Carry over shall be allowed to the candidates up to the fourth semester.

15.2 Re-entry after the break of the study

Candidates admitted to the program abstaining for more than 3 months must seek readmission in the appropriate semester. The candidate shall follow the syllabus currently approved/ is being followed for the program. All re-admissions of candidates are subject to the approval of the Yenepoya (Deemed to be University).

15.3 Maximum period for completion of the programme:

A candidate shall complete the four semesters (two years) programme within four years from the date of admission.

15. Syllabus / Course contents

FIRST SEMESTER

MANAGEMENT CONCEPTS AND ORGANIZATIONAL BEHAVIOR

Course type: Core

Credits: 3 **Duration: 45 hours**

- **COURSE OUTCOMES**

At the end of the course, students will be able to:

1. Understand the definition, importance, and evolution of management, including its functions, levels, skills, and contemporary issues.
2. Learn the planning process, types of plans, decision-making models and techniques, and group decision-making methods.
3. Explore organizational structures, design elements, types of structures, organizational culture, and managing change within organizations.
4. Examine leadership theories, styles, motivation theories, employee empowerment, engagement, leadership development, and succession planning.
5. Gain insights into the importance of communication, types of communication, barriers to effective communication, team dynamics, and conflict resolution strategies in organizations.

➢ COURSE CONTENT

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
I	9	**Introduction to Management Concepts** 1.1 Definition and Importance of Management	✓			**Didactic Lecture, case discussion**	**10%**	SE
		1.2 Evolution of Management Thought		✓				
		1.3 Functions of Management: Planning, Organizing, Leading, Controlling	✓					
		1.4 Management Levels and Skills	✓					
		1.5Contemporary Management Issues and Challenges	✓					
II	9	**Planning and Decision Making** 2.1 The Planning Process: Setting Objectives, Developing	✓			Didactic lecture, case study discussi	30%	SE & LE

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		Strategies, Formulating Plans				on, blended learning		
		2.2 Types of Plans: Strategic, Tactical, Operational	✓					
		2.3 Decision Making: Rational Decision Making Model, Factors Influencing Decision Making	✓					
		2.4 Decision Making Techniques: Cost-Benefit Analysis, SWOT Analysis, Decision Trees	✓					
		2.5 Group Decision Making and Problem Solving	✓					
III	9	**Organizational Structure and Design** 3.1 Basic Elements of Organizational Structure		✓		Didactic lecture, case study	20%	SE & LE

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		3.2 Types of Organizational Structures: Functional, Divisional, Matrix, Network	✓			discussion, blended learning		
		3.3 Organizational Design: Mechanistic vs. Organic Structures		✓				
		3.4 Organizational Culture and its Impact	✓					
		3.5 Managing Change: Organizational Development, Resistance to Change	✓					
IV	9	**Leadership and Motivation** 4.1 Theories of Leadership	✓			Didactic lecture, case study discussion,	20%	SE & LE
		4.2 Leadership Styles	✓					
		4.3 Motivation Theories: Content	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		and Process Theories				blended learning, Roleplay		
		4.4 Employee Empowerment and Engagement		✓				
		4.5 Leadership Development and Succession Planning			✓			
V	9	**Communication and Team Dynamics** 5.1 Importance of Communication in Organizations	✓			Didactic lecture, case study discussion, blended learning, Roleplay	20%	SE & LE
		5.2 Types of Communication: Verbal, Nonverbal, Written, Electronic	✓					
		5.3 Barriers to Effective Communication	✓					
		5.4 Building and Managing Effective Teams	✓					
		5.5 Conflict Resolution Strategies	✓					

➢ REFERENCE:

1. Weihrich H. Harold Koontz, Management; A Global Perspective.

2. Gupta CB. Management: Principles and practice.

3. McGrathEH.Basicmanagerialskillsforall.PHILearningPvt.Ltd.;2011 Apr30.

4. RaoVS, KrishnaVH.Management: Textandcases.ExcelBooksIndia;2009.

5. Prasad LM. Principles and practice of management. Sultan Chand & Sons; 2020Oct1

6. Aswathappa K, Reddy GS. Organizational behavior. Mumbai: Himalaya Publishing House; 2009.

7. Luthans F, Luthans BC, Luthans KW. Organizational Behavior: An Evidence-Based Approach Fourteenth Edition.IAP;2021.

8. Stephen Robbins: Organizational Behaviour –Prentice Hall of India

RESEARCH METHODOLOGY AND STATISTICS

Course type: Core

Credits: 3 **Duration:**

45 hours

➢ COURSE OUTCOMES:

At the end of the course, students will be able to:

1. Understand the fundamental concepts of research methodology and its significance in healthcare studies.
2. Identify different types of research methodologies and comprehend the research process from problem identification to reporting.
3. Familiarize with sampling techniques, study designs, and ethical considerations crucial for conducting research in healthcare.
4. Gain a basic understanding of statistical concepts including measures of central tendency, probability distributions, and hypothesis testing.
5. Learn about correlation, regression analysis, and advanced statistical techniques relevant to healthcare research.

➢ COURSE CONTENT:

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
I	8	**Introduction to Research Methodology** 1.1Overview of research methodology and its importance in healthcare studies	✓			Didactic Lecture, Reading assignments	20%	SE & LE

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		1.2 Types of research: Descriptive, Analytical, Experimental	✓					
		1.3Understanding the research process: Problem identification, Literature review, Formulating hypotheses, Data collection, Analysis, Interpretation, and Reporting	✓					
		1.4 Introduction to study designs: Descriptive, Analytical, Experimental	✓					
		1.5 Ethical considerations in research						
II	9	**Sampling Techniques and Study Designs** 2.1 Population versus sample: Sampling methods and errors	✓			Didactic Lecture, case discussion, reading	20%	SE & LE

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		2.2 Random and non-random sampling techniques	✓			assignments		
		2.3 Different sampling techniques: simple random, stratified, systematic, cluster, and multistage	✓					
		2.4 Descriptive epidemiological methods: Case series analysis and prevalence studies	✓					
		2.5 Analytical epidemiological methods: Case-control and cohort studies		✓				
		2.6 Clinical trials/ intervention studies and their designs		✓				
III	3	**Format of Scientific Documentation and Ethics** 3.1 Structure of research protocols and thesis/research report	✓			Didactic Lecture, case	10%	SE

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		3.2 Formats of reporting in scientific journals	✓			discussion, reading assignments		
		3.3 Systematic review and meta-analysis: Importance and methodology		✓				
		3.4 Ethical considerations in research: Informed consent, Confidentiality, Conflict of interest, Data integrity, and Publication ethics	✓					
IV	7	**Basic Statistical Concepts** 4.1 Types of variables and scales of measurements	✓			Didactic Lecture, case discussion, reading assignments, problem solving sessions	20%	SE & LE
		4.2 Measures of central tendency and dispersion	✓					
		4.3 Understanding rates, ratios, proportions, incidence, and prevalence	✓					
		4.4 Parameter versus	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		statistic: Introduction to sampling distributions						
		4.5 Basic probability distributions: Normal, Poisson, and Binomial						
V	10	**Tests of Significance and Hypothesis Testing** 5.1 Basics of hypothesis testing: Null and Alternative hypothesis, type I and type II errors	✓			Didactic Lecture, case discussion, reading assignments, problem-solving sessions	20%	SE & LE
		5.2 Level of significance, power of tests, and p-value interpretation	✓					
		5.3 Confidence intervals and their significance	✓					
		5.4 Parametric tests: T test (paired and unpaired), Chi-square test, Test of proportion, One-way and Repeated	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		measures ANOVA						
		5.5 non-parametric tests: Mann-Whitney U Test, Wilcoxon Test, Kruskal-Wallis ANOVA, Friedman's ANOVA	✓					
VI	5	**Correlation, Regression, and Advanced Statistical Techniques** 6.1 Linear correlation by Karl Pearson and rank-order correlation by Spearman	✓			Didactic Lecture, case discussion, reading assignments, problem-solving sessions	20%	SE & LE
		6.2 Testing the significance of correlation coefficients	✓					
		6.3 Simple linear regression: Estimation, testing, and residual plots	✓					
		6.4 Multiple linear regression and its application in healthcare research	✓					
		6.5 Introduction to multivariate analysis: Logistic regression and	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		survival analysis						

➢ REFERENCE:

1. Taha HA. Operations Research: An Introduction.PearsonEducación;2003.
2. Kothari CR. Research methodology: Methods and techniques. New Age International, 2004.
3. Cooper DR, Schindler PS, Sun J. Business research methods. New York: McGraw-Hill, 2006.
4. Gupta SP. Statistical methods, Sultan Chand & Sons.NewDelhi.2001;21.
5. Golden-Biddle K, Locke K. Composing qualitative research. Sage Publications; 2006Aug3.
6. Luck M, Pocock R, Tricker M. Market research in health and social care. Routledge; 2003 Sep 2.

ACCOUNTING IN HEALTHCARE

Course type: Core **Credits: 3**

Duration: 45 hours

➢ COURSE OUTCOMES:

At the end of the course, students will be able to:

1. Understand the fundamentals of financial, cost, and management accounting specific to healthcare.
2. Grasp basic accounting concepts and principles essential for hospital administration.
3. Recognize the significance of financial statements in managerial decision-making processes.
4. Gain an introduction to the classification of expenditure, trial balance, and financial

accounts preparation in healthcare.

5. Explore financial reporting requirements, analysis of fixed assets, depreciation accounting, and inventory valuation unique to healthcare organizations.

➢ COURSE CONTENT:

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
I	8	**Foundations of Accounting in Healthcare** 1.1 Introduction to financial, cost, and management accounting in healthcare	✓			Didactic lectures, blended learning	20%	SE, LE
		1.2 Basic accounting concepts and principles applicable in hospital administration	✓					
		1.3 Overview of financial statements and their importance in managerial decision-making	✓					
		1.4 Introduction to classification of expenditure, trial balance, and financial accounts preparation	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
II	10	**Financial Reporting and Analysis in Healthcare** 2.1 Understanding financial reporting requirements specific to healthcare organizations	✓			Didactic lectures, blended learning	20%	SE,LE
		2.2 Analysis of fixed assets, depreciation accounting, and inventory valuation in hospitals	✓					
		2.3 Introduction to accounting controls and internal controls in healthcare settings	✓					
		2.4 Overview of computerized accounting systems and emerging trends in healthcare accounting		✓				
III	10	**Cost Accounting for Healthcare Services** 3.1 Basics of cost accounting and its relevance in healthcare	✓			Didactic lectures, blended learning,	20%	

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		administration				case discussion		SE
		3.2 Classification of costs in healthcare organizations: material, labor, and overheads	✓					
		3.3 Introduction to costing methods and systems in healthcare services	✓					
		3.4 Application of standard costing principles and activity-based costing in healthcare management	✓					
IV	9	**Budgeting and Financial Management in Hospitals** 4.1 Importance of budgeting and budgetary control in hospital administration	✓			Didactic lectures, blended learning, case discussi	20%	
		4.2 Role of management accounting in healthcare decision-		✓				

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		making				on		SE, LE
		4.3 Analysis of financial statements for effective budget preparation and monitoring	✓					
		4.4 Introduction to marginal costing and cost-volume-profit analysis in healthcare settings	✓					
V	8	**Service Costing and Pricing Strategies in Healthcare** 5.1 Understanding income generation from hospital services	✓			Didactic lectures, blended learning, case discussion	20%	SE, LE
		5.2 Pricing policies and strategies for hospital services, including demand-oriented and competition-oriented approaches	✓					
		5.3 Rate revision, hospital rate setting, and taxation	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		considerations						
		5.4 Pricing strategies for charitable hospitals and new equipment, including transfer pricing	✓					

➢ REFERENCE

1. Kulkarni, G. R, (2003) Managerial Accounting for Hospitals, Mumbai
2. Jawaharlal (2002), Accounting for Management, Himalaya Publishing House, Mumbai.
3. Khan & Jain (2001) Cost & Management Accounting, Prentice Hall, New Delhi.
4. Pandey, I. M, (2001) Financial Management, Vikas Publishing House, New Delhi.
5. IGNOU (2005) MS-4 Accounting and Finance for Managers, IGNOU, New Delhi.
6. Bhattacharya, S K & John Deardren(2001), Accounting for Mangament, Text & Cases, Vikas Publishing House Pvt Ltd. New Delhi.

FUNDAMENTALS OF HOSPITAL SERVICES

Course type: Core

Credits: 4 **Duration: 75 hours**

➢ COURSE OUTCOMES:

At the end of the course, students will be able to:

1. Define and classify hospital services.
2. Explore ambulatory and in-patient services.
3. Examine specialty services offered in hospitals.
4. Analyze support services integral to hospital operations.
5. Understand the role of utility services in maintaining hospital infrastructure.

➢ COURSE CONTENT:

Unit	Hours	Content	Must Know	Good to know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
I	7	**Introduction to Hospital Services** 1.1 Definition of service and types of service sectors, the healthcare service industry.				Didactic lecture	10%	SE
		1.2 Difference in hospital operations from other service and manufacturing organizations.						

Unit	Hours	Content	Must Know	Good to know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		1.3 Definition of the term Hospital Service and types of hospital services						
		1.4 Service characteristics of a hospital.						
II	8	**Ambulatory patient services** 2.1 Front office				Didactic lecture, blended learning	20%	SE, LE
		2.2 Out Patient Services						
		2.3 Day care services						
		2.4 Physiotherapy services						
		2.5 Occupational therapy unit						
		2.6 Accident and emergency services						
III	8	**In Patient Services** 3.1 Nursing service and ward management-medical and surgical services				Didactic lecture, blended learning	20%	SE, LE
		3.2 Intensive CareUnit						
		3.3 Operation theater						

Unit	Hours	Content	Must Know	Good to know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		3.4 Burns unit						
	10	**Specialty Services** 4.1 Pediatrics				Didactic lecture, blended learning	20%	SE, LE
		4.2 OBG & GYN						
		4.3 ENT, Ophthalmology						
		4.4 Orthopedic						
		4.5 Psychiatry						
		4.6 Anesthesia						
		4.7 Super-specialty: Cardiology, Thoracic Surgery, Neurology, Neurosurgery, Nephrology- Dialysis Unit, Transplantation Services.		✓				
V	10	**Support Services** 5.1 Diagnostic-Radiology & Imaging Services				Didactic lecture, blended learning	20%	
		5.2 Hospital Laboratory, Blood Bank & Transfusion Services						
		5.3 Ambulance Services						
		5.4 Pharmacy						

Unit	Hours	Content	Must Know	Good to know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		5.5 CSSD						SE, LE
		5.6 Dietary Service						
		5.7 Hospital Laundry and Linen						
		5.8 Hospital Administration						
		5.9 Security services						
VI	7	**Utility Services** 6.1 Housekeeping				Didactic lecture, blended learning	10%	SE
		6.2 Hospital Engineering and Maintenance						
		6.3 Biomedical Department						
		6.4 Central Stores and Purchase Department						
		6.5 Medical Records						
		6.6 Mortuary						

Hospital Services Practical exposure of 30 hours duration

➢REFERENCE:

1. Goel SL, Kumar R, editors. Management of hospitals: Hospital administration in the 21st century. Deep & Deep Publications; 2002.
2. Goel SL, Kumar R. Hospital core services. Deep & Deep Publications; 2002.
3. Goel SL, Kumar R. Hospital support services. Deep & Deep Publications; 2002.
4. Joshi DC, Joshi M. Hospital Administration. Jaypee Bros. Medical Publishers; 2009.

5. Sakharkar BM. Principles of hospital administration and planning. Jaypee Brothers Medical Publishers; 2009.

6. Srinivasan AV, editor. Managing a modern hospital. SAGE Publications India; 2008 Jun

7. Tabish SA. Hospital and health services administration: principles and practice. Oxford University Press, USA; 2001.

EPIDEMIOLOGY AND PUBLIC HEALTH ADMINISTRATION

Course type: Core

Credits: 3 **Duration: 45 hours**

➢ COURSE OUTCOMES:

At the end of the course, students will be able to:

1. Understand the significance of epidemiology in public health administration and its basic concepts.
2. Explore public health administration in India, including historical perspectives and current challenges.
3. Recognize the role of public health administrators in disease prevention, health promotion, and management principles.
4. Familiarize with epidemiological study types, designs, data collection methods, and ethical considerations.
5. Examine disease surveillance, outbreak investigation, major public health issues in India, and key public health policies and programs.

➢ COURSE CONTENT:

Unit	Hours	Content	Must Know	Good to know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
I	6	**Introduction to Epidemiology** 1.1.Overview of epidemiology	✓			Didactic Lecture, Group discussio	10%	

Unit	Hours	Content	Must Know	Good to know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		1.2 Basic concepts in epidemiology: Disease distribution, determinants, and outcomes, indicators of health	✓			ns		
		1.3 Concept of disease prevention and control	✓					
		1.4 Introduction to public health administration in India: Historical perspective and current challenges.		✓				SE
		1.5 Role of public health administrators in disease prevention and health promotion		✓				
II	8	**Epidemiological Methods and Study Designs** 2.1 Types of epidemiological studies: Descriptive, Analytical, Experimental	✓			Didactic Lecture, Group discussions, Blended learning	20%	
		2.2 Study designs in epidemiology: Cross-sectional, Case-control, Cohort studies	✓					SE, LE

Unit	Hours	Content	Must Know	Good to know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		2.3 Data collection methods: Surveys, Surveillance systems, Health records, etc.	✓					
III	8	**Disease Surveillance and Outbreak Investigation** 3.1 Principles of disease surveillance and monitoring systems in India	✓			Didactic Lecture, Case discussions, Blended learning	20%	SE, LE
		3.2 Identification and reporting of notifiable diseases, ICD coding	✓					
		3.3 Outbreak investigation: Steps and strategies for rapid response	✓					
		3.4 Role of public health administrators in coordinating outbreak investigations	✓					
		3.5 Case studies and real-world examples of disease surveillance and outbreak management in India		✓				

Unit	Hours	Content	Must Know	Good to know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
IV	7	**Epidemiology of Major Public Health Issues in India** 4.1 Epidemiology of communicable diseases and associated health programs: Tuberculosis, Malaria, Dengue, HIV/AIDS, etc.	✓			Didactic Lecture, Case discussions, Blended learning	20%	SE, LE
		4.2 Non-communicable diseases and their epidemiological trends and associated health programs: Diabetes, Cardiovascular diseases, Cancer, etc.	✓					
		4.3 Maternal and child health epidemiology and associated health programs: Infant mortality, Maternal mortality, Immunization coverage	✓					
		4.4 Environmental health issues and epidemiological aspects: Air pollution, Waterborne diseases, Sanitation		✓				

Unit	Hours	Content	Must Know	Good to know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
V	8	**Introduction to Public Health Administration** 4.1 History and evolution of Public Health		✓		Didactic Lecture, Case discussions, Blended learning	10%	SE
		4.2 Public health systems in India (Centre, State, District & Village level)	✓					
		4.3 Private health system in India	✓					
		4.4 Indian population trends and its impact on health		✓				
		4. 5 Organisations for Health- national and international agencies	✓					
VI	8	**Health Planning in India** 5.1 Committees on health services	✓			Didactic Lecture, Case discussions, Blended learning	20%	SE, LE
		5. 2 Health Services through Five-Year Plans	✓					
		5.3 Health for all and National health policy		✓				
		5.4 Overview of public health policies and	✓					

Unit	Hours	Content	Must Know	Good to know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		programs in India: National Health Mission, Ayushman Bharat, Swachh Bharat Abhiyan, etc.						

➢REFERENCE:

1. Park, K. Park's Textbook of Preventive and Social Medicine. India: Bhanot Publishers 2017

2. Mahajan & Gupta. Textbook of Preventive and Social Medicine. India: Jaypee Brothers

Medical Publishers Pvt. Limited;2013

3. Bhende, A. A., Kanitkar, T. Principles of Population Studies. India: Himalaya Publishing House;2017.

GOVERNANCE, LAWS AND ETHICS IN HEALTHCARE MANAGEMENT

Course type: Core

Credits: 4 **Duration: 60 hours**

➢ COURSE OUTCOMES:

At the end of the course, students will be able to:

1. Understand the healthcare governance framework in India and its importance in healthcare delivery.
2. Explore the regulatory bodies and laws governing healthcare practices, standards, and accreditation in India.
3. Recognize ethical principles in healthcare governance and their significance.
4. Appreciate the role of health information systems and data governance in ensuring the accuracy and security of health information.
5. Understand the importance of community participation, stakeholder engagement, and feedback mechanisms in improving healthcare services and governance.

➢ COURSE CONTENT:

Unit	Hours	Content	Must ✓	Good to ✓	Desirable ✓	Teaching Learning Method	Weightage	Type of Question
Unit	10	**Governance of Healthcare in India** 1.1 Overview of Healthcare Governance Framework in India • Introduction to governance structures in the Indian healthcare system • Roles and responsibilities of various stakeholders: Government bodies, regulatory		✓		**Didactic Lecture, Case discussion**	**20%**	SE & LE

		authorities, healthcare institutions, and healthcare professionals • Importance of governance in ensuring quality, accessibility, and equity in healthcare delivery						
		1.2 Regulatory Framework in Indian Healthcare • Overview of regulatory bodies: Central and State Governments, Ministry of Health and Family Welfare, National Medical Council, Nursing Council of India, etc. • Laws and regulations governing healthcare practices and institutions: Clinical Establishments Act, National Health Policy. • Role of regulatory bodies in setting standards, licensing, accreditation, and monitoring of healthcare facilities	✓					
		1.3. Ethical Considerations in Healthcare Governance •Ethical principles	✓					

		in healthcare governance: Integrity, accountability, transparency, and fairness • Importance of adherence to ethical and legal norms in ensuring trust and confidence in healthcare services						
		1.4.Health Information Systems and Data Governance • Importance of health information systems in healthcare governance • Role of data governance in ensuring accuracy, confidentiality, and security of health information • Challenges and opportunities in implementing health information systems and data governance frameworks in India	✓					
		1.5.Community Participation and Stakeholder Engagement • Importance of community participation in healthcare governance • Strategies for engaging	✓					

		stakeholders: Patients, families, community leaders, NGOs, etc. • Role of community feedback mechanisms in improving healthcare services and governance						
Unit II	10 hrs	**Legal Framework in Business and Healthcare** 2.1Overview of laws applicable to business and healthcare sectors	✓			Didactic Lecture, case discussion, SDL	10%	SE
		2.2 Sources of law: Statutory law, Case law, administrative regulations		✓				
		2.3 Judicial decisions by Supreme Courts and High Courts affecting healthcare administration		✓				
		2.4 Important provisions of Indian Contracts Act, Sale of Goods Act, Trade Union Act, Trust Act, Societies Registration Act	✓					
Unit III	10 hrs	**Medico-Legal Aspects in Healthcare** 3.1 Introduction to medico-legal procedures and medical jurisprudence	✓			Didactic Lecture, Case scenario study discussion,	20%	SE & LE
		3.2 Patient confidentiality and	✓					

		privacy laws						
		3.3 Law of Torts and its relevance in healthcare, including negligence and malpractice	✓					
		3.4 Laws on communicable diseases and notifiable diseases	✓					
Unit IV	10 hrs	**Healthcare Regulations and Patient Rights** 4.1 Overview of environment protection laws and occupational hazards in healthcare settings	✓			Didactic Lecture, Case scenario study discussion, blended learning	20%	SE & LE
		4.2 Drugs and Cosmetics Act, Drugs and Magic Remedies Act, Pharmacy Act	✓					
		4.3 Mental Health Act	✓					
		4.4 Birth and death registrations Act	✓					
		4.5 Biomedical Waste Management Act and its application in healthcare facilities	✓					
		4.6 Pre-Natal Diagnostic Test Act, Medical Termination of Pregnancy Act	✓					
		4.7 Organ Transplantation Act	✓					
		4.8Medical negligence and patient rights under the Consumer	✓					

		Protection Act						
Unit V	10 Hrs	5.1. Overview of Ethical theories and principles	✓			Didactic Lecture, Case scenario study discussion, blended learning	20%	SE & LE
		5.2. Code of conduct	✓					
		5.3. Informed Consent	✓					
		5.4. Privacy and Confidentiality	✓					
		5.5. Irrational drug therapy		✓				
		5.6 Defensive medicine		✓				
		5.8. Medical Negligence and Malpractice	✓					
Unit VI	10 Hrs	6.1. Care of terminally ill: Euthanasia	✓			Didactic Lecture, Case scenario study discussion, blended learning	10%	SE
		6.2. Universal accessibility – Equity and Social justice – human dignity.	✓					
		6.3. Distributive justice in health care	✓					
		6.4. Alternate medicine: Spiritual dimensions of healthcare, Holistic approaches to healthcare		✓				
		6.5. Ethics in - Organ transplantation, HIV/AIDS, Clinical Trials.		✓				

➢REFERENCE:

1. Saravanavel & Others – Labour laws- Himalaya Publishing House, Bangalore
2. Kuchhal M C(2001) – Business Laws, Vikas Publishing House Pvt Ltd, New Delhi
3. Goswani V G (1999) – Labour & Industrial Laws, Central Law Agency, Allahabad.
4. Kapur N D,(2005) A Handbook of Industrial Law, Sultan Chand and Sons New Delhi.
5. Rajkumar – Acts applicable to hospitals in India
6. Murthy C S V – Business Ethics: text & cases, Himalaya Publishing House, Bangalore
7. Knight Bernard – Legal Aspects of Medical Practice.
8. Francis C M .Medical Ethics – Jaypee Brothers, New Delhi

HUMAN RESOURCE MANAGEMENT IN HEALTHCARE

Course type: Core

Credits: 3 **Duration: 45 hours**

➢ COURSE OUTCOMES:

At the end of the course, students will be able to:

1. Understand the fundamentals of Human Resource Management (HRM) in healthcare, its evolution, challenges, and departmental organization.
2. Learn about the role and qualities of HR/personnel managers in healthcare and the development of personnel policies.
3. Explore HR planning, job analysis, recruitment, selection, and orientation processes specific to healthcare settings.
4. Examine training and development methods, performance management, competency mapping, and compensation design for healthcare professionals.
5. Gain insight into employee welfare, safety measures, grievance management, and the legislative framework governing HRM in India.

➢ COURSE CONTENT:

Unit	Hours	Content	Must Know	Good to know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
I	5	**Foundations of Human Resource Management** **1.1.** Introduction to Human Resource Management in Healthcare	✓			Didactic Lecture, Case discussion	5%	SE

Unit	Hours	Content	Must Know	Good to know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		1.2. Evolution of Human Resource Management in Healthcare Organizations		✓				
		1.3. Changing Environment and Challenges in Healthcare HRM	✓					
		1.4. Organization of Human Resource Department in Healthcare Settings		✓				
		1.5. Role and Qualities of Human Resource/Personnel Manager in Healthcare	✓					
		1.6. Developing Personnel Policies for Healthcare Organizations	✓					
II	8	**HR Planning Recruitment, Selection, and Orientation** 2.1 HR Planning- Job analysis, methods and techniques	✓			Didactic lecture, case discussion, Roleplay, blended learning	20%	SE &LE
		2.2 Developing Job Descriptions and Specifications in	✓					

Unit	Hours	Content	Must Know	Good to know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		Healthcare Settings						
		2.3 Recruitment and Selection in Healthcare: Purpose, Process, and Importance	✓					
		2.4 Factors Governing Recruitment and Selection in Healthcare	✓					
		2.5 Recruitment Sources and Techniques Specific to Healthcare Sector	✓					
		2.6 Selection Techniques, Testing, and Interviews in Healthcare Organizations	✓					
		2.7 Orientation Programme in Healthcare: Need, Importance, and Challenges	✓					
III	6	**Training and Development in Healthcare** 3.1 Training Needs Analysis in Healthcare Organizations	✓			Didactic Lecture, case discussion, roleplay	15%	SE & LE
		3.2 Process and Challenges of Training in	✓					

Unit	Hours	Content	Must Know	Good to know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		the Healthcare Sector						
		3.3 Training Methods and Techniques in Healthcare Settings	✓					
		3.4 Development Interventions for Healthcare Professionals	✓					
IV	6	**Performance Management and Compensation** 4.1 Performance Appraisal: Importance, Process, and Methods	✓			Didactic Lecture, case discussion, roleplay	20%	SE & LE
		4.2 Competency Mapping and Job Evaluation in Healthcare Organizations	✓					
		4.3 Designing Effective Compensation and Incentive Plans for Healthcare Professionals	✓					
		4.4 Transfer and Types		✓				
		4.5 HR audit	✓					
V	8	**Employee Welfare, Safety, and Grievance Management** 5.1Employee Welfare		✓		Didactic Lecture, case	20%	SE & LE

Unit	Hours	Content	Must Know	Good to know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		Activities: Merits, Types, and Approaches				discussion, roleplay		
		5.2Ensuring Safety and Health in Healthcare Organizations: Prevention of Accidents and Occupational Hazards	✓					
		5.3 Promoting Employee Health (Physical & Mental) in Healthcare Settings: Challenges and Solutions	✓					
		5.4 Discipline, Collective Bargaining, and Grievance Settlement: Processes and Strategies	✓					
VI	12	**Legislative Framework for Human Resource Management in India** 6.1 Introduction to Indian Labour Laws		✓		Didactic Lecture, case discussion	20%	SE & LE
		6.2 Occupational safety, health, and working conditions code 2020	✓					
		6.3 Employees' Provident Funds and Miscellaneous	✓					

Unit	Hours	Content	Must Know	Good to know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		Provisions Act, 1952						
		6.4 Employees' State Insurance Act, 1948	✓					
		6.5 Payment of Gratuity Act, 1972	✓					
		6.6 Code on Wages, 2019	✓					
		6.7 Industrial Disputes Act, 1947	✓					
		6.8 Prevention of Sexual Harassment Act, 2013	✓					
		6.9 Maternity Benefit Act, 1961	✓					

➢REFERENCE:

1. Srivastava SC. Industrial relations and labour laws. Vikas PublishingHouse;2012.
2. Beardwell.Ian & Holden. Len (1996) Human Resource Management, Macmillan India Ltd, New Delhi.
3. Aswathappa KE.Human resources and personnel management. Tata McGraw-Hill Education;
4. Monappa, Arun, (2000), Industrial Relations, Tata McGraw-Hill Publishing Company Limited, New Delhi.
5. Dessler G. Human resource management, twelfth edition. Pearson International Edition;2011

SECOND SEMESTER

HEALTH ECONOMICS

Course type: Core

Credits: 3 **Duration: 45 hours**

➢ COURSE OUTCOMES:

At the end of the course, students will be able to:

1. Understand basic economic concepts and apply them to analyze healthcare resource allocation.
2. Differentiate between positive and normative economics and recognize their impact on healthcare systems.
3. Explain the unique nature of health economics and identify factors affecting demand and supply in healthcare markets.
4. Analyze demand and supply dynamics, revenue concepts, and consumer behavior in healthcare.
5. Evaluate cost analysis, market structures, and pricing determination in healthcare delivery.

➢ COURSE CONTENT:

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
I	6	**Introduction to Economics and Health Economics** 1.1 Basic Economic Concepts: Scarcity, Production Possibility Curves, Opportunity Cost	✓			Didactic lectures, blended learning, Group	10%	

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		1.2 Nature of Economics: Positive and Normative Economics , Micro and Macro Economic Principles	✓			discussion		SE
		1.3 Circular Flow and Interdependence of Economic Activity		✓				
		1.4 Introduction to Health Economics: Unique Nature of Health, Health as a Consumer and Investment Good	✓					
		1.5 Valuation of Health, Externalities in Healthcare	✓					
II	7	**Demand and Supply Analysis in Healthcare** 2.1 Concept of Demand and Supply	✓			Didactic lectures, blended learning, Group discussion, Cases	20%	
		2.2 Market Equilibrium and Elasticity of Demand, Elasticity of Supply and Factors Affecting demand and Supply	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		2.3 Revenue Concepts: Total Revenue, Marginal Revenue, Average Revenue	✓					SE, LE
		2.4 Grossman's model of health capital	✓					
		2.5 Introduction to Healthcare Markets: Demand for Healthcare, Supply of Healthcare	✓					
III	9	**Cost Analysis and Market Structures** 3.1 Cost Concepts and Cost Analysis: Economic Costs, Short Run and Long Run Cost Analysis	✓			Didactic lectures, blended learning, Group discussion, Cases	20%	SE, LE
		3.2 Cost Curves: Fixed, Variable, Total, Average, and Marginal Costs	✓					
		3.3 Market Structures: Perfect Competition, Monopoly, Oligopoly, Monopolistic Competition	✓					
		3.4 Pricing Determination and Price Discrimination	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		in Healthcare Markets						
IV	9	**Health Policies and Healthcare Financing** 4.1 Concepts of National Income: GDP, NNP, GNP, PI, and their relationship with healthcare	✓			Didactic lectures, blended learning, Group discussion, Cases	20%	SE, LE
		4.2 Introduction to Health Policy: Planning, Implementation, People's Participation		✓				
		4.3 Healthcare Expenditure and Financing: Equity in healthcare–Financing of Healthcare, Allocations under 5 year plans-Health finance indicators	✓					
		4.4 Health Insurance: Types, Scope, Growth, Major Players	✓					
V	8	**Economic Evaluation in Healthcare** 5.1 Cost-Benefit Analysis (CBA), Cost-Minimization	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		Analysis (CMA), Cost-Effectiveness Analysis (CEA), Cost-Utility Analysis (CUA)				Didactic lectures, Case discussion	20%	SE, LE
		5.2 Utility, Preference, Quality Adjusted Life Years (QALY), Disability Adjusted Life Years (DALY)	✓					
		5.3 Healthy Years Equivalent (HYE), C/U Ratio	✓					
VI	6	**Trends in Healthcare** 6.1 Changing Demography and its Impact on Healthcare	✓			Didactic lectures, Case discussion	10%	SE
		6.2 Medical Technology and Escalating Health Costs		✓				
		6.3 Public-Private Partnership in Healthcare	✓					
		6.4 Effects of Globalization on Healthcare		✓				
		6.5 Emerging Trends and Future Directions in Healthcare		✓				

➢**REFERENCE:**

1. B P Tyagi. Public Economics

2. M L Jhingan. Advanced Macro economic Theory

3. V Raman Kutty. A Primer Of Health System Economics

4. Dwivedi DN. Principles of economics. Vikas Publishing House; 2009

5. Morris S, Devlin N, Parkin D, Spencer A. Economic analysis in healthcare. John Wiley & Sons; 2012 May 7.

6. Folland S, Goodman AC, Stano M. The economics of health and health care: Pearson new international edition. Routledge; 2016 May 23.

7. Bhattacharya J, Hyde T, Tu P. Health economics. Bloomsbury Publishing; 2018 Oct 19.

FINANCIAL MANAGEMENT IN HEALTHCARE

Course type: Core

Credits: 3 **Duration: 45 hours**

➢ COURSE OUTCOMES:

At the end of the course, students will be able to:

1. Understand the fundamental principles and functions of financial management within healthcare organizations, including its unique challenges.
2. Identify the specific goals and objectives of financial management in healthcare and their importance for organizational success.
3. Gain proficiency in financial planning and analysis techniques tailored to healthcare settings, including profit planning, cost of capital evaluation, and financial ratio

analysis.

4. Develop skills in working capital management, encompassing cash forecasting, accounts receivables and payables management, and inventory control.
5. Explore various financing options available to healthcare organizations and understand their implications for capital structure decisions, while also staying abreast of emerging trends and the role of technology in healthcare finance.

➢ COURSE CONTENT:

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
I	8	**Introduction to Financial Management in Healthcare** 1.1 Nature, Scope, and Functions of Financial Management	✓			Didactic lecture and Interaction	**15%**	SE
		1.2 Goals of Financial Management in Healthcare Organizations	✓					
		1.3 Organizing Finance: Functions, Risk and Return Tradeoff, Time Value of Money	✓					
		1.4 Financial Management in Healthcare: Unique Challenges and Considerations	✓					
II	10	**Financial Planning and Analysis in Healthcare**	✓			Didactic lecture and	25%	

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		2.1 Financial and Profit Planning: Objectives and Essentials				Interaction		
		2.2 Cost of Capital and its Importance in Healthcare	✓					
		2.3 Ratio Analysis for Financial Performance Evaluation		✓				LE
		2.4 Cash Flow and Fund Flow Analysis in Healthcare	✓					
		2.5 Capital Budgeting Techniques		✓				
III	9	**Working Capital Management in Healthcare** 3.1 Working Capital Management in Healthcare Organizations	✓			Didactic lecture and Interaction	25%	LE
		3.2 Cash Management: Cash Forecasting, Cash Budgets	✓					
		3.3 Accounts Receivable and Payable Management	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		3.4 Inventory Management and Credit Policy	✓					
		3.5 Control of Receivables and Payables in Healthcare	✓					
IV	9	**Financing Options and Capital Structure in Healthcare** 4.1 Short-term and Long-term Financing Options in Healthcare	✓			Didactic lecture and Interaction	20%	LE
		4.2 Issuance of Shares, Debentures, and Bonds		✓				
		4.3 Lease Financing and Other Modes of Financing	✓					
		4.4 Venture Capital and Angel Financing in Healthcare	✓					
		4.5 Capital Structure Decisions in Healthcare Organizations	✓					
V	9	**Strategic Financial Decision Making and Trends in Healthcare Finance** 5.1 Strategic Financial Decision Making in	✓			Didactic lecture and Interaction	15%	SE/LE

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		Healthcare Organizations						
		5.2 Financial Risk Management and Financial Engineering	✓					
		5.3 Financial Restructuring and Investors Selection		✓				
		5.4 Emerging Trends in Healthcare Finance	✓					
		5.5 Role of Technology in Financial Management	✓					

➢REFERENCE:

1. Kulkarni PV, Sathyaprasad BG. Financial Management. 14th ed. New Delhi, India: Himalaya Publishing House; 2015.
2. Bhalla VK. Financial management. S. Chand Publishing; 2014.
3. Pandey IM. Financial management. 11th ed. New Delhi, India: Vikas Publishing House Pvt Ltd; 2015.
4. Maheshwari SN. Financial management principles & practice .15th E.Ds. Chand Publishing, New Delhi: 2019.
5. Gupta S, Gupta N. Financial Management

HEALTHCARE SERVICES MARKETING

Course type: Core

Credits: 3 **Duration: 45 hours**

➢ COURSE OUTCOMES:

At the end of the course, students will be able to:

1. Learn marketing basics like market divisions and promotional tools.
2. Understand how marketing services differ from products.
3. Explore pricing strategies and customer attraction methods.
4. Discover customer satisfaction and problem-solving techniques.
5. Aim to improve service quality, gather feedback, and measure success.

➢ COURSE CONTENT:

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
I	9	**Introduction to Marketing Concepts** 1.1 Overview of Marketing	✓			Didactic lecture and Interaction	**15%**	SE
		1.2 Understanding Market Segmentation and Marketing Mix	✓					
		1.3 Analyzing the Marketing Environment	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		1.4 Definition of services, reasons for emergence of services marketing,	✓					
		1.5 Differences in goods and service in marketing,	✓					
		1.6 Characteristic of services	✓					
		1.7 Service marketing mix	✓					
II	9	**Building service models:** 2.1 The Servuction Model, The SOR Model, Servicescape	✓			Didactic lecture and Interaction	20%	LE
		2.2Managing service employees and consumers	✓					
		2.3 Concept of service marketing triangle,	✓					
		2.4 Consumer Behaviour-Consumer decision process model,	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		2.5 Molecular Model, building service brands.	✓					
III	8	**Marketing Strategy** 3.1 The strategic marketing planning process	✓			Didactic lecture and Interaction	15%	SE
		3.2 SWOT analysis- Corporate objectives and corporate strategies-	✓					
		3.3 Strategy formulation to attract and retain customers.	✓					
		3.4 Pricing of services.	✓					
IV	9	**Managing Customer Experience and Relationships** 4.1 Introduction to Customer Experience in Healthcare	✓			Didactic lecture and Interaction	20%	SE/LE
		4.2 Understanding Customer Insights and Priorities	✓					
		4.3 Building and	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		Managing Customer Relationships						
		4.4 Complaint Handling and Service Recovery in Healthcare	✓					
V	10	**Striving for Service Excellence** 5.1 Improving service quality	✓			Didactic lecture and Interaction	30%	LE
		5.2 Measuring service quality	✓					
		5.3 Learning from customer feedback	✓					
		5.4 Customer-driven approach to improve service productivity	✓					
		5.5 Importance of Evaluation: Understanding the Need for Assessing Marketing Efforts-Key Metrics, Indicators in Healthcare Marketing	✓					
		5.6 Overview of Evaluation Frameworks:	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		SWOT Analysis, Balanced Scorecard, ROI Analysis						
		5.7 Identifying Key Performance Indicators (KPIs) for Healthcare Marketing Campaign.	✓					

➢REFERENCE:

1. Services Marketing - Hoffman & Bateson, 4/e, Cenage Learning, 2007.
2. Services Marketing-Valarie A. Zeithaml & Mary Jo Bitner, 5/e, TMH, 2011.
3. Lovelock, Services Marketing: People, Technology and Strategy, Pearson Education, 5th edition, 2001.
4. Service Marketing – Jha S. M, HPH.
5. Kotler P, Armstrong GM. Principles of marketing. Pearson Education India, 2010.
6. Ramaswamy, Namakumari. Marketing Management: Indian Context Global Perspective. India: SAGE Publications; 2018.
7. Sherlekar, S.A. Marketing Management; Himalaya Publishing House Pvt. Ltd ; 2009

MATERIAL MANAGEMENT IN HEALTHCARE

Course type: Core

Credits: 3 **Duration: 45 hours**

➢ COURSE OUTCOMES:

At the end of the course, students will be able to:

1. Understand the fundamentals of material management, including its definition, scope, and importance in healthcare settings.
2. Learn the principles and techniques of material planning, including forecasting, demand planning, and inventory optimization.
3. Explore procurement and purchasing processes in healthcare, including procurement procedures, vendor analysis, and documentation requirements.
4. Gain knowledge of inventory control and distribution techniques, such as EOQ, ABC analysis, and quality control measures, to efficiently manage hospital stores.
5. Understand condemnation, disposal, and documentation processes in material management, as well as recent trends and technologies in hospital equipment management

➢ COURSE CONTENT:

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
I	8	**Introduction to Material Management** 1.1 Introduction to Material Management: Definition, Scope, and Importance	✓			Didactic lecture, discussion	10%	

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		1.2 Basics of Material Planning: Forecasting, Demand Planning, and Inventory Optimization	✓					SE
		1.3 Role of Stores Management in Material Management	✓					
		1.4 Integration of Material Management with Other Healthcare Functions	✓					
II	10	**Procurement and Purchasing** 2.1 Procurement Procedure in Healthcare: Tender System, and Vendor Analysis	✓			Didactic lecture, case discussion, blended learning	30%	LE & SE
		2.2 Purchase Cycle and Functions of Purchase Department	✓					
		2.3 Purchase Committee: Selection, Audit, and Approval Process	✓					
		2.4 Receipt and Inspection of Stores: Quality Assurance and Asset	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		Accounting						
		2.5 Documentation and Record-Keeping in Procurement		✓				
Unit III	11 hrs	**Inventory Control and Distribution** 3.1 Inventory Control Techniques: EOQ, Safety Stock, Lead Time Management	✓			Didactic lecture, case discussion, blended learning	30%	LE & SE
		3.2 ABC Analysis and VED Analysis for Inventory Classification	✓					
		3.3 Distribution, Codification, and Classification of Hospital Stores		✓				
		3.4 Standardization, Simplification, and Variety Reduction in Inventory Management		✓				
		3.5 Quality Control Measures and Value Analysis in Material Management.	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit IV	7 hrs	**Condemnation, Disposal, and Stores Documentation** 4.1 Introduction to Customer Experience in Healthcare	✓			Didactic lecture, case discussion, blended learning	10%	SE
		4.2 Condemnation and Disposal Procedures: Condemning Board and Stock Outs Management	✓					
		4.3 Prevention of Pilferage and Preservation of Stores	✓					
		4.4 Documentation and Record-Keeping in Stores Management		✓				
		4.5 Role of Computers in Stores Management: Inventory Systems and Software		✓				
		4.6 Stock Verification and Implementation of Perpetual Inventory Systems	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit V	9 hrs	**Hospital Equipment Management and Recent Trends** 5.1 Hospital Equipment Planning and Selection: Feasibility Study and Capital Equipment Purchasing	✓			Didactic lecture, case discussion, blended learning	20%	LE & SE
		5.2 Import of Goods and Equipment: Documentation, Clearance, and Letter of Credit	✓					
		5.3 Hospital Equipment Repair and Maintenance Strategies	✓					
		5.4 Recent Trends in Hospital Stores Management: Automation, RFID, and Inventory Optimization		✓				

➢ REFERENCE:

1. Gupta SM, Kant S. Hospital stores management: An integrated approach. Jaypee Brothers Medical Publishers (P) Limited; 2004.
2. Nair NK–Purchasing and Materials Management

3. Dutta AK- Integrated Materials Management
4. HymanS. Supplies Management for Health Services.Routledge;2022

QUALITY MANAGEMENT SYSTEMS AND STANDARDS IN HEALTHCARE

Course type: Core

Credits: 3 **Duration: 45 hours**

➢ COURSE OUTCOMES:

At the end of the course, students will be able to:

1. Understand quality management principles, including key definitions, historical evolution, and their significance in healthcare.
2. Explore quality philosophies such as Deming, Juran, Crosby, and Total Quality Management (TQM), along with relevant tools and techniques for process improvement.
3. Differentiate between quality assurance and quality control, establish standards, and apply statistical techniques for monitoring and enhancing healthcare quality.
4. Recognize the importance of regulatory and accreditation standards in healthcare, including ISO 9001, NABH, and JCI, for ensuring patient safety and quality care.
5. Learn the basics of implementing quality management systems in healthcare, including setting objectives, documenting procedures, conducting training, and preparing for audits and surveys

➢ COURSE CONTENT:

Unit	Hours	Content	Must Know	Good to	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit I	8 hrs	**Introduction to Quality Management** 1.1 Understanding Quality: Definitions, Dimensions, and Importance	✓			Didactic lecture, Case scenario	15%	

		1.2 Evolution of Quality Management Principles and Concepts		✓				
		1.3 Quality Philosophies: Deming, Juran, Crosby, and Total Quality Management (TQM)	✓					SE, LE
		1.4 Quality Tools and Techniques: Pareto Analysis, Cause-and-Effect Diagrams, etc.	✓					
Unit II	8hrs	**Quality Assurance and Control** 2.1 Quality Assurance vs. Quality Control: Concepts and Differences	✓			Didactic lecture, Case scenario	20%	
		2.2 Establishing Quality Standards and Specifications	✓					
		2.3 Statistical Quality Control Techniques: Control Charts, Sampling Methods	✓					SE, LE

		2.4 Continuous Improvement and Total Quality Management (TQM) Principles	✓					
Unit III	7	**Regulatory and Accreditation Standards in Healthcare** 3.1 Importance of Regulatory Compliance in Healthcare Quality Management	✓			Didactic lecture, Blended learning, flipped classroom	20%	SE, LE
		3.2 Overview of International Quality Management Standards: ISO 9001	✓					
		3.3 Introduction to Healthcare-Specific Quality Standards: NABH, JCI, etc.	✓					
		3.4 Role of Accreditation in Ensuring Quality and Patient Safety in Healthcare	✓					

Unit IV	7 hrs	**Basic Implementation of Quality Management Systems in Healthcare** 4.1 Introduction to Quality Management Systems (QMS) Implementation in Healthcare	✓			Didactic lecture, Blended learning, flipped classroom	15%	SE, LE
		4.2 Establishing Basic Quality Policy and Objectives in Healthcare Settings	✓					
		4.3 Overview of Documenting Basic Procedures and Records for QMS	✓					
		4.4 Introduction to Training Programs for Basic QMS Implementation in Healthcare		✓				

Unit V	8 hrs	**Introduction to Auditing and Assessment in Healthcare Quality Management** 5.1 Understanding the Basics of Internal Audits in Healthcare Settings	✓			Didactic lecture, Blended learning, flipped classroom	15%	SE, LE
		5.2 Introduction to Compliance and Documentation for Accreditation Surveys in Healthcare	✓					
		5.3 Basics of Corrective and Preventive Action (CAPA) Management in Healthcare	✓					
		5.4 Introduction to Basic Continual Improvement Concepts in Healthcare Quality Management		✓				

Unit VI	7 hrs	**Fundamentals of Safety Practices in Healthcare Settings** 6.1 Introduction to Patient Safety Culture and Its Importance in Hospitals	✓			Didactic lecture, Blended learning, flipped classroom	15%	SE, LE
		6.2 Basics of Infection Control and Prevention Measures in Healthcare Facilities	✓					
		6.3 Understanding Medication Safety Protocols and Error Reduction Strategies	✓					
		6.4 Introduction to Emergency Preparedness and Response Plans in Hospital Settings	✓					

➢ REFERENCE:

1. Johnson RH, Schmidt R, Trumbo J. Quality Assurance in Health Care Services. Asq Press; 1992.
2. Parsley K, Corrigan P. Quality Improvement in Healthcare: Putting evidence into practice. Nelson Thornes; 1999.
3. Lighter D, Fair DC. Quality management in health care: principles and methods. Jones & Bartlett Learning; 2004 Feb 24

TOOLS AND TECHNIQUES IN QUALITY MANAGEMENT

Course type: DSE

Credits: 4 **Duration: 75 hours**

➢ COURSE OUTCOMES:

At the end of the course, students will be able to:

1. Understand the importance and application of quality management tools in healthcare settings, including basic tools like Pareto Analysis and Cause-and-Effect Diagrams.
2. Learn statistical tools such as Statistical Process Control (SPC) Charts and Measurement System Analysis (MSA) to monitor and improve variation and measurement accuracy in healthcare processes.
3. Develop proficiency in problem-solving techniques like Root Cause Analysis (RCA), Failure Mode and Effects Analysis (FMEA), and Corrective and Preventive Actions (CAPA) for identifying and addressing issues in healthcare delivery.
4. Explore Lean and Six Sigma methodologies and tools such as Value Stream Mapping and DMAIC for process optimization and performance improvement in healthcare.
5. Gain insight into advanced quality tools like Quality Function Deployment (QFD) and Failure Analysis, and understand their implementation in healthcare settings.

➢ COURSE CONTENT:

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit I	8 hrs	**Introduction to Quality Management Tools** 1.1 Overview of Quality Management Tools: Importance and Application in Healthcare	✓			Didactic lecture, case based discussion		

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		1.2 Basic Quality Tools: Pareto Analysis, Histograms, Check Sheets	✓				20%	SE, LE
		1.3 Cause-and-Effect Diagrams (Fishbone Diagrams) for Root Cause Analysis	✓					
		1.4 Process Flowcharts and Process Mapping Techniques	✓					
Unit II	8hrs	**Statistical Tools for Quality Improvement** 2.1 Statistical Process Control (SPC) Charts: Control Charts for Monitoring Variation	✓			Didactic lecture, case based discussion	15%	SE, LE
		2.2 Measurement System Analysis (MSA): Assessing the Accuracy and Precision of Measurement Systems	✓					
		2.3 Design of Experiments (DOE) for Process Optimization		✓				

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		2.4 Regression Analysis: Identifying Relationships between Variables		✓				
Unit III	8 hrs	**Problem-Solving Techniques** 3.1 Root Cause Analysis (RCA) Methods: 5 Whys, Ishikawa Diagrams	✓			Didactic lecture, case based discussion	25%	SE, LE
		3.2 Failure Mode and Effects Analysis (FMEA) for Risk Assessment	✓					
		3.3 Corrective and Preventive Actions (CAPA) Planning and Implementation	✓					
		3.4 Brainstorming and Creative Problem-Solving Techniques	✓					
		3.5 Hazard Identification and Risk Assessment (HIRA) Methodologies in Healthcare	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit IV	8 hrs	**Lean and Six Sigma Tools** 4.1 Lean Tools: Value Stream Mapping, 5S Methodology, Kanban Systems	✓			Didactic lecture, case based discussion, blended learning	20%	SE, LE
		4.2 Six Sigma Methodology: DMAIC (Define, Measure, Analyze, Improve, Control)	✓					
		4.3 Process Capability Analysis: Assessing Process Performance and Variation		✓				
		4.4 Control Charts for Attribute and Variable Data	✓					
Unit V	8 hrs	**Advanced Quality Tools and Implementation** 5.1 Advanced Problem-Solving Techniques: TRIZ, A3 Thinking		✓		Didactic lecture, case based discussion, blended learning		
		5.2 Quality Function Deployment (QFD) for	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		Translating Customer Requirements into Product Design					20%	SE, LE
		5.3 Failure Analysis and Root Cause Corrective Action (RCCA)	✓					
		5.4 Implementing Quality Tools and Techniques in Healthcare Settings: Challenges and Best Practices		✓				

Practical Training of 30 hours

➢REFERENCE:

1. Johnson RH, Schmidt R, Trumbo J. Quality Assurance in Health Care Services. Asq Press; 1992.
2. Parsley K, Corrigan P. Quality Improvement in Healthcare: Putting evidence into practice. Nelson Thornes; 1999.
3. Lighter D, Fair DC. Quality management in health care: principles and methods. Jones & Bartlett Learning; 2004 Feb 24
4. Graban M. Lean hospitals: improving quality, patient safety, and employee engagement. Productivity Press; 2018 Oct 8.

ESSENTIALS OF HOSPITAL OPERATIONS MANAGEMENT

Course type: Core

Credits: 4 **Duration: 75 hours**

- **COURSE OUTCOMES:**

At the end of the course, students will be able to:

1. Understand the role and importance of operations management in healthcare, including key concepts like capacity planning, resource allocation, and quality management.
2. Explore different healthcare delivery models and analyze hospital departments and units, focusing on patient flow and the integration of technology.
3. Learn about capacity planning strategies, including forecasting patient demand, capacity assessment, and utilization metrics, as well as the integration of technology solutions and performance measurement.
4. Gain proficiency in operational scheduling techniques for staff, patient appointments, and operating rooms, along with the utilization of technology solutions for scheduling optimization.
5. Understand resource allocation in hospital operations as well as performance measurement and optimization strategies for continuous improvement in resource utilization and efficiency.

- **COURSE CONTENT:**

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
I	8	**Introduction to Hospital Operations Management** 1.1 Overview of Hospital Operations: Functions, Challenges, and Objectives	✓			Didactic lecture, Case scenario	15%	

		1.2 Importance of Operations Management in Healthcare		✓				SE, LE
		1.3 Key Concepts in Hospital Operations: Capacity Planning, Resource Allocation, Quality Management	✓					
		1.4 Role of Operations Managers in Healthcare Settings	✓					
II	8	**Healthcare Service Delivery Models** 2.1 Understanding Different Healthcare Delivery Models: Inpatient, Outpatient, Emergency Care	✓			Didactic lecture, Case scenario	20%	SE, LE
		2.2 Analysis of Hospital Departments and Units: Clinical vs. Non-clinical Services	✓					
		2.3 Patient Flow and Process Mapping in Healthcare Settings	✓					
		2.4 Integration of Technology and Telemedicine in Healthcare Service		✓				

		Delivery						
III	7	**Capacity Planning in Hospital Operations** 3.1 Introduction to Capacity Planning: Importance, Challenges	✓			Didactic lecture, Blended learning, flipped classroom Didactic lecture, Blended learning, flipped classroom	20% 15%	SE, LE SE, LE
		3.2 Forecasting Patient Demand: Methods, Influencing Factors	✓					
		3.3 Capacity Assessment and Analysis: Determining Capacity, Utilization Metrics	✓					
		3.4 Capacity Management Strategies: Staffing, Flexibility, External Collaborations	✓					
		3.5 Technology Solutions: HIS, EHR Utilization, Real-time Monitoring	✓					
		3.6 Performance Measurement: KPIs, Feedback, Case Studies	✓					
IV	7	**Operational Scheduling in Hospital Operations**	✓					

		4.1 Introduction to Operational Scheduling- Importance and Challenges				Didactic lecture, Blended learning, flipped classroom	15%	SE, LE
		4.2 Staff Scheduling Techniques-Shift Methods, Ratio Calculation, Workload Balancing	✓					
		4.3 Patient Appointment Scheduling- Systems, Prioritization, Flow Optimization	✓					
		4.4 Operating Room Scheduling- Block Scheduling, Prioritization, Utilization Maximization	✓					
		4.5 Technology Solutions- Software Integration, Real-time Monitoring, Implementation Benefits		✓				
V	8	**Resource Allocation in Hospital Operations** 5.1Introduction to Resource Allocation- Importance and Objectives, Types of Resources: Personnel, Equipment, Facilities, Budgets	✓			Didactic lecture, Blended learning, flipped classroom	15%	SE,

		5.2 Resource Assessment and Planning-Identifying Resource Needs: Demand Analysis, Service Requirements, Assessing Available Resources: Staffing Levels, Equipment Inventory, Facility Capacity, Developing Resource Allocation Plans: Short-term and Long-term Strategies	✓					LE
		5.3 Personnel Allocation and Staffing Models-Staffing Ratios and Requirements: Nurse-Patient Ratio, Physician-Patient Ratio, Staffing Models: Fixed, Flexible, and Float Pools, Skill Mix and Staffing Optimization: Matching Skills to Patient Needs	✓					
		5.4 Equipment and Facility Allocation-Equipment Utilization and Maintenance Scheduling, Facility Space Planning: Room Allocation, Bed Management, Resource Sharing and Collaboration:	✓					

		Interdepartmental and Inter-hospital Cooperation						
		5.5 Budget Allocation and Financial Planning- Budgeting Methods: Incremental, Zero-based, Activity-based, Allocating Funds for Personnel, Equipment, and Facility Maintenance, Financial Forecasting and Contingency Planning	✓					
		5.6 Performance Measurement and Optimization- Key Performance Indicators (KPIs) for Resource Allocation, Monitoring Resource Utilization and Efficiency, Continuous Improvement Strategies: Adjusting Allocation Plans Based on Performance Data	✓			Didactic lecture, Case scenario	15%	SE, LE
VI		**Revenue Cycle Management in Hospital Operations** 6.1 Introduction to Revenue Cycle Management-Importance and Objectives, Key	✓			Didactic lecture, Case scenario	20%	

		Stakeholders and Processes Involved						
		6.2 Patient Registration and Insurance Verification- Importance of Accurate Patient Registration, Insurance Verification Process: Eligibility and Benefits Verification, Ensuring Compliance with Regulatory Requirements and Payer Guidelines	✓					SE, LE
		6.3 Charge Capture and Coding- Charge Capture Process: Capturing Billable Services and Procedures, Medical Coding: ICD-10, CPT, HCPCS Coding Systems, Documentation Requirements for Accurate Coding and Billing	✓					
		6.4 Claims Submission and Processing- Claims Submission Methods: Electronic vs. Paper Claims, Understanding Claim Forms, Claims Scrubbing and Rejection Management	✓					

		6.5 Payment Posting and Denial Management-Posting Payments: Electronic Remittance Advice (ERA), Explanation of Benefits (EOB), Managing Denials and Appeals: Root Cause Analysis, Corrective Action Plans, Strategies for Minimizing Denials and Maximizing Reimbursements	✓					
		6.6 Revenue Cycle Analytics and Performance Improvement-Key Performance Indicators (KPIs) for Revenue Cycle Management, Analyzing Revenue Cycle Metrics: Days in Accounts Receivable (AR), Net Collection Rate, Implementing Process Improvements Based on Performance Data.		✓				

Practical Training of 30 hours

➢ REFERENCE:

1. McLaughlin DB, Olson JR. Healthcare Operations Management. 1st ed. Chicago: Health Administration Press; 2008.
2. Langabeer II JR. Operations Management in Healthcare: Strategy and Practice. 1st ed. Burlington: Jones & Bartlett Learning; 2016.
3. Slack N, Brandon-Jones A, Johnston R. Operations Management in Context. 4th ed. Harlow: Pearson; 2019.

MEDICAL TOURISM MANAGEMENT

Course type: DSE

Credits: 4 **Duration: 75 hours**

➢ COURSE OUTCOMES:

At the end of the course, students will be able to:

1. Understand the fundamentals of tourism, including definitions, concepts, and the significance of medical tourism as an industry.
2. Explore tourism management and infrastructure, including organizations, tourism products, economic effects, and supporting services development for medical tourism.
3. Learn tour planning and packaging concepts, including the importance of tour planning, tour packaging, costing, and pricing in medical tourism.
4. Gain knowledge of travel arrangements and documentation requirements for medical tourism trips.
5. Develop skills in relationship management and communication strategies for medical tourists.

➢ COURSE CONTENT:

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
I	10	**Fundamentals of Tourism** 1.1 Introduction to Tourism: Definitions and Concepts	✓			Didactic lecture, Case discussion		
		1.2 Geographic Components of Tourism	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		1.3 Types of Tourists: Visitor, Traveler, and Excursionist	✓				15%	SE
		1.4 Differentiation between Tourism, Recreation, and Leisure	✓					
		1.5 Significance of Medical Tourism	✓					
		1.6 Medical Tourism as an Industry	✓					
		1.7 Types and Flow of Medical Tourists	✓					
		1.8 Factors Influencing Choice of Medical Tourism Destinations		✓				
Unit II	10hrs	**Tourism Management and Infrastructure** 2.1 Tourism Management: Organizations and Infrastructure	✓			Didactic lecture, Case discussion		
		2.2 Tourism Products and Types, including Medical Tourism	✓					
		2.3 Alternative Forms of	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		Tourism for Healthcare						
		2.4 Business Planning for Medical Tourism	✓				25%	
		2.5 Economic Effects of Medical Tourism		✓				SE, LE
		2.6 Supporting Services Development for Medical Tourism Management	✓					
		2.7 Role of Government, Private Sector, and Voluntary Agencies in Promotion	✓					
Unit III	10 hrs	**Tour Planning and Packaging** 3.1 Tour Planning: Importance and Classification	✓			Didactic lecture, Case discussion	20%	SE,
		3.2 Tour Packaging and Costing	✓					
		3.3 Components of Tour Packages	✓					
		3.4 Concept of Costing and Preparation of Cost Sheet		✓				

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		3.5 Tour Pricing and Calculation	✓					LE
		3.6 Components of Tour Cost	✓					
Unit IV	10 hrs	**Travel Arrangements and Documentation** 4.1Travel Management: Role of Travel Agencies in Medical Tourism	✓			Didactic lecture, Case discussion	20%	SE, LE
		4.2 Collaboration with Medical Tourism Facilitators	✓					
		4.3 Certifications and Accreditation of Medical Travel Agencies	✓					
		4.4 Essential Travel Arrangements for Medical Tourism Trips	✓					
		4.5 Travel Insurance and Documentation Requirements	✓			Didactic lecture, Case discussion		SE, LE
		4.6 Passport and Visa Arrangements	✓					
		4.7 Compliance with Travel Laws and	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		Regulations					20%	
Unit V	5 hrs	**Relationship Management and Communication** 5.1 Integrated Communication Strategies for Medical Tourists	✓			Didactic lecture, Case discussion	20%	SE, LE
		5.2 Online and Offline Communication Channels	✓					
		5.3 Relationship Management with Medical Tourists	✓					
		5.4 Understanding Medical Tourist Satisfaction	✓					
		5.5 Protection of Stakeholder Interests in Medical Tourism		✓				

Practical Training of 30 hours

➢ REFERENCE:

1. Milica Z., Bookman Karla R. Bookman, Medical Tourism in Developing Countries, Palgrave Macmillan, 2007.
2. Raj Pruthi, Medical Tourism in India, Arise Publishers & Distributors, 2006.
3. RNCOS, Opportunities in Medical Tourism in India (2007), RNCOSE-Services Pvt.

Ltd., 2006.

4. Michael D. Horomitz, Jeffrey A. Rosensweig, Medical Tourism – Healthcare in The Global Economy (Trends), American College of Physician Executive, 2007.

THIRD SEMESTER

HOSPITAL ACCREDITATION

Course type: DSE

Credits: 3 **Duration: 45 hours**

➢ COURSE OUTCOMES:

At the end of the course, students will be able to:

1. Understand the importance and principles of hospital accreditation.
2. Compare accreditation bodies and standards globally and in India.
3. Analyze accreditation criteria and compliance measures.
4. Develop strategies to prepare hospitals for accreditation through readiness assessments and quality improvement initiatives.
5. Implement continuous improvement strategies to maintain accreditation standards.

➢ COURSE CONTENT:

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
I	8	**Introduction to Hospital Accreditation** 1.1 Understanding Accreditation: Concepts, Principles, and Importance in Healthcare	✓			Didactic lecture, blended learning,	10%	SE
		1.2 Overview of Hospital Accreditation Bodies and Agencies in India and Internationally	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		1.3 Comparative Analysis of Accreditation Systems: NABH, JCI, ISO, etc.	✓					
		1.4 Legal and Regulatory Frameworks Governing Hospital Accreditation in India and Internationally		✓				
II	10	**Accreditation Standards and Criteria** 2.1 In-depth Study of Accreditation Standards: NABH, JCI, Digital health standards, NABL	✓			Didactic lecture, blended learning, problem-based learning	25%	SE, LE
		2.2 Interpretation of Accreditation Criteria: Clinical, Operational, and Organizational Standards	✓					
		2.3 Assessing Compliance and Performance Measures for Accreditation	✓					
		2.4 Benchmarking and Best Practices in Meeting Accreditation Standards	✓					
III	9	**Accreditation Process**	✓			Didactic		

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		and Preparation 3.1 Preparing for Hospital Accreditation: Organizational Readiness Assessment				lecture, blended learning, problem based learning		
		3.2 Developing Accreditation Policies, Procedures, and Documentation	✓				25%	SE, LE
		3.3 Quality Improvement Initiatives to Meet Accreditation Requirements	✓					
		3.4 Conducting Mock Surveys and Simulation Exercises	✓					
IV	10	**Survey Readiness and Site Visits** 4.1 Understanding the Accreditation Survey Process: On-Site Visits and Interviews	✓			Didactic lecture, blended learning, problem-based learning		
		4.2 Managing Survey Logistics and Communication	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		4.3 Responding to Survey Findings and Recommendations	✓				20%	SE, LE
		4.4 Post-Survey Activities: Corrective Action Plans and Continuous Improvement	✓					
V	8	**Accreditation Maintenance and Continuous Improvement** 5.1 Continuous Compliance Monitoring and Performance Measurement	✓			Didactic lecture, blended learning, problem based learning	20%	SE, LE
		5.2 Implementing Quality Improvement Projects Based on Accreditation Feedback		✓				
		5.3 Staff Training and Education for Sustaining Accreditation Standards		✓				
		5.4 Accreditation Renewal and Recertification Processes	✓					

➢ REFERENCE:

1. National Accreditation Board for Hospitals & Healthcare Providers (NABH). NABH standards for hospitals. India: National Accreditation Board for Hospitals & Healthcare Providers (NABH)
2. Joint Commission International (JCI). JCI accreditation standards for hospitals.
3. National Accreditation Board for Testing and Calibration Laboratories (NABL). NABL standards for testing and calibration laboratories.

OPERATIONS RESEARCH AND PROJECT MANAGEMENT

Course type: DSE

Credits: 3 **Duration: 45 hours**

➢ COURSE OUTCOMES

At the end of the course, students will be able to:

1. Gain an understanding of the history and development of operations research, including its stages of evolution and significant milestones.
2. Acquire knowledge of elementary concepts and objectives of operations research, including its role in decision-making processes.
3. Identify and differentiate between various types of models used in operations research, and understand their applications in solving complex problems.
4. Explore the applications of operations research techniques in healthcare decision-making, including resource allocation, service design, process improvement, and risk management.
5. Develop proficiency in scheduling techniques relevant to healthcare operations.

COURSE CONTENT:

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
I	4	**Introduction to Operations Research** 1.1 History of operations research & stages of development.	✓			Didactic lecture, self-directed learning	10%	SE
		1.2 Elementary concepts and objectives of operations research	✓					
		1.3 –Types and models in operations research		✓				

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		1.4 Applications of operations research in decision making	✓					
II	10	**Operations Research Techniques for Healthcare Management** 2.1 Linear Programming Models for Healthcare Resource Allocation	✓			Didactic lecture, self-directed learning, Problem based learning	20%	SE, LE
		2.2 Queuing Theory and its Applications in Healthcare Service Design	✓					
		2.3 Simulation Modeling for Healthcare Process Improvement	✓					
		2.4 Decision Analysis and Risk Management in Healthcare Operations	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
III	10	**Scheduling Techniques in Healthcare Operations** 3.1 Gantt Charts: Understanding and Creating Gantt Charts for Healthcare Projects	✓			Didactic lecture, self-directed learning, Problem based learning	20%	SE, LE
		3.2 PERT (Program Evaluation and Review Technique)	✓					
		3.3 CPM (Critical Path Method): Critical Path Analysis, Identifying Critical Paths, and Optimizing Project Timelines	✓					
		3.4 Appointment Scheduling: First-Come, First-Served (FCFS), Shortest Processing Time (SPT), Earliest Due Date (EDD) Scheduling	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
IV	8	**Introduction to Project Management in Healthcare** 4.1 Overview of Project Management: Principles and Practices	✓			Didactic lecture, self-directed learning, case discussion	20%	SE, LE
		4.2 Importance of Project Management in Healthcare Operations		✓				
		4.3 Project Lifecycle: Initiation, Planning, Execution, Monitoring, and Closure	✓					
		4.4 Stakeholder Identification and Management in Healthcare Projects	✓					
V	8	**Tools and Techniques for Project Management** 5.1 Work	✓			Didactic lecture, self-directed		

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		Breakdown Structure (WBS)				learning, problem-based learning	20%	SE, LE
		5.2 Project Scheduling	✓					
		5.3 Resource Allocation and Optimization in Healthcare Projects	✓					
		5.4 Risk Management Strategies in Healthcare Project Planning	✓					
		5.5 Project Monitoring and Control Techniques in Healthcare Operations	✓					
		5.6 Project estimation methods (analogous, parametric, three-point)	✓					
VI	5	**Advanced Topics in Healthcare Project Management**	✓			Didactic lecture,		

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		6.1 Quality Management and Continuous Improvement in Healthcare Projects				self-directed learning	10%	SE
		6.2 Change Management Strategies for Implementing Healthcare Projects	✓					
		6.3 Team Collaboration and Leadership in Healthcare Project Environments		✓				

➢ REFERENCE:

1. Kalavathy S. Operations research. Vikas Publishing House; 2002 Aug 1.
2. Sharma JK, Sharma JK. Operations Research Problems and Solutions. Macmillan India Limited; 2004.
3. Kapoor VK. Operations Research Quantitative Techniques for Management. New Delhi, New Delhi: Sultan Chand & Sons; 2014.
4. Goel BS, Mittal SK. Pragati's Operations Research. Meerut India, UP: K.K. Mittal for PragatiPrakashan; 2001.
5. Taha HA. Operations research an introduction. Boston, US: Pearson; 2017.

6. Joy PK. Total Project Management: The Indian Context. Macmillan India Limited; 1993.
7. Gopalakrishnan P, Ramamoorthy V E. Textbook Of Project Management. 1st ed. India: Laxmi Publications; 2022.
8. KERZER H. Project Management: A systems approach to planning schedule and planning.
9. Desai V. Project management and Entrepreneurship. Himalaya Publishing House; 2020.

INTERNATIONAL RELATIONS AND GLOBAL HEALTH

Course type: Core

Credits: 3 **Duration: 45 hours**

- **COURSE OUTCOMES:**

At the end of the course, students will be able to:

1. Understand the intersection of international relations and global health, including key concepts, theories, and actors involved.
2. Analyze global health governance frameworks and the roles of various stakeholders such as international organizations, states, and NGOs.
3. Explore the impact of global health issues and challenges on international relations through case studies and real-world examples.
4. Investigate the role of health systems in international development, including financing, access to healthcare, and the influence of medical tourism.
5. Examine emerging trends in international relations and global health, including technological innovations, climate change, and efforts to address health inequalities and social determinants of health.

- **COURSE CONTENT:**

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit I	8 hrs	**Introduction to International Relations and Global Health** 1.1 Understanding International Relations: Concepts, Theories, and Actors	✓			Didactic Lecture and case discussion	20%	SE/LE
		1.2 Overview of Global Health: Key Issues and Challenges	✓					
		1.3 Intersection of International Relations and Global Health: Importance and Implications	✓					
		1.4 Global Health Governance Frameworks: WHO, UN, and Other International Organizations		✓				
		1.5 Importance of diplomacy and collaboration in addressing global health issues		✓				
		1.6 Role of States, NGOs, and Multinational Corporations in Global Health	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit II	16 hrs	**Global Health Policy and Economics** 2.1 Understanding global health policies and their impact on healthcare systems	✓			Didactic Lecture and case discussion	30%	LE
		2.2 Policy Analysis Frameworks: Understanding Health Policy Processes	✓					
		2.3 Health Policy Formulation and Implementation Challenges	✓					
		2.4 Evaluating the Impact of Global Health Policies	✓					
		2.5 Policy Advocacy and Stakeholder Engagement in Global Health		✓				
		2.6 Analysis of health economics and its implications for global health outcomes	✓					
		2.7 Examination of funding mechanisms and international aid in global	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		health						
		2.8 Case studies on successful global health policies and their implementation		✓				
Unit III	8 hrs	**Health Systems and International Development** 3.1 Comparative Health Systems around the world: Models and Challenges	✓			Didactic Lecture and case discussion	20%	SE/LE
		3.2 Health Financing and Access to Healthcare Services. Understanding health system strengthening and capacity building initiatives	✓					
		3.3 International Aid and Development Assistance for Health	✓					
		3.4 The Role of International collaborations and Medical Tourism in Health Systems: Opportunities	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		and Risks						
Unit IV	7 hrs	**Global Health Security and Humanitarian Interventions** 4.1 Global Health Security Threats: Pandemics, Bioterrorism, and Infectious Diseases	✓			Didactic Lecture and case discussion	15%	SE
		4.2 Humanitarian Interventions in Health Crises: Ethical and Legal Considerations		✓				
		4.3 Role of International Organizations in Responding to Health Emergencies	✓					
		4.4 Case Studies: Evaluating Global Responses to Recent Health Crises		✓				
Unit V	6 hrs	**Emerging Trends in International Relations and Global Health** 5.1 Technological Innovations and Their Impact on Global Health	✓			Didactic Lecture and case discussion	15%	SE

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		5.2 Climate Change, Environmental Health, and International Cooperation	✓					
		5.3 Addressing Health Inequalities and Social Determinants of Health	✓					
		5.4 Future Directions in International Relations and Global Health	✓					

➢ REFERENCE:

1. McInnes C, Lee K. Global health and international relations. Polity; 2012 Oct 29.
2. Jacobsen KH. Introduction to global health. Jones & Bartlett Learning; 2022 Oct 10.
3. Merson MH, Black RE, Mills AJ. Global health: Diseases, programs, systems, and policies. Jones & Bartlett Publishers; 2011 Aug 19.

PATIENT SAFETY AND RISK MANAGEMENT

Course type: DSE

Credits: 3 **Duration: 45 hours**

➢ COURSE OUTCOMES:

At the end of the course, students will be able to:

1. Understand patient safety principles, including program establishment, roles, goals, issues, and patient engagement.
2. Develop skills in risk management, covering identification, analysis, prioritization, mitigation, and monitoring.
3. Recognize and manage risks associated with statutory compliance, medico-legal issues, and human capital.
4. Foster a culture of safety, including incident management, healthcare worker safety, disaster preparedness, and infection control.
5. Learn to manage facility and safety-related risks in supply chain, utilities, clinical support, environment, IT systems, and finance.

➢ COURSE CONTENT:

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
I	10	**Introduction to patient safety** 1.1 Establishing patient safety program	✓			Didactic lecture, self directed learning, case based learning		
		1.2 Roles and responsibilities (Patient safety Officer, Clinical Safety Officer, Champions)	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		1.3 International and national patient safety goals	✓				25%	SE, LE
		1.4 Patient Safety issues	✓					
		1.5 Patient engagement in safety	✓					
II	10	**Overview of Risk Management framework** 2.1 Introduction to Risk Management	✓			Didactic lecture, self directed learning, case based learning	20%	SE, LE
		2.2 Role of Risk Manager		✓				
		2.3 Risk Identification	✓					
		2.4 Risk Analysis	✓					
		2.5 Risk Prioritization	✓					
		2.6 Risk mitigation, control and monitoring	✓					
III	8	**Risk attributed to Statutory and regulatory**				Didactic	10%	

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		compliances 3.1 Medico Legal Issues and risks	✓			lecture, self directed learning,		SE
		3.2 Compliances to Statutes and Licenses	✓					
		3.3 Human Capital and compliance risk		✓				
IV	8	**Building a culture of safety** 4.1 Incidents related to risk management	✓			Didactic lecture, self directed learning, case based learning	25%	SE, LE
		4.2 Culture of safety	✓					
		4.3 Risks to healthcare workers	✓					
		4.4 Internal and external disaster preparedness	✓					
		4.5 Prevention and control of infection	✓					
V	9	**Facility and Safety related risk management** 5.1 Risk mapping in supply chain	✓			Didactic lecture,	20%	

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		management				self directed learning, case based learning		SE
		5.2 Utility services and risks	✓					
		5.3 Clinical support services and risks	✓					
		5.4 Environment and waste	✓					
		5.5 IT systems and risks		✓				
		5.6 Risk financing and contract management		✓				

➢ REFERENCE:

1. Donaldson L, Ricciardi W, Sheridan S, Tartaglia R. Textbook of patient safety and clinical risk management.
2. Vincent C. Patient safety. John Wiley & Sons; 2011 Jul 20.
3. Hopkin P. Fundamentals of risk management: understanding, evaluating and implementing effective risk management. Kogan Page Publishers; 2018 Jul 3.
4. Wang L. Research on risk management for healthcare supply chain in hospital. Liverpool John Moores University (United Kingdom); 2018.

PLANNING AND DESIGN PRINCIPLES FOR HOSPITALS

Course type: DSE

Credits: 3 **Duration: 45 hours**

➢ COURSE OUTCOMES:

At the end of the course, students will be able to:

1. Understand the historical evolution of hospital design and the significance of evidence-based design principles in modern healthcare facilities.
2. Identify the roles, classifications, and functions of hospitals, and recognize the pivotal role hospital administrators play in planning and design.
3. Apply knowledge of hospital planning processes, including governance structures, architect involvement, site selection criteria, and facility master planning.
4. Analyze space requirements, circulation patterns, and equipment planning to optimize operational efficiency in hospital environments.
5. Evaluate utility systems, infrastructure requirements, building codes, safety standards, and infection control measures essential for effective hospital planning and design.

➢ COURSE CONTENT:

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
I	10	**Introduction to hospital planning** 1.1 Historical evolution of hospital design		✓		Didactic lectures, self directed learning		
		1.2 Importance of evidence-based design	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		1.3 Definition and classification of hospitals	✓					
		1.4 Role and functions of hospitals	✓				10%	
		1.5 Role of hospital administrators in planning and design	✓					SE
		1.6 Hospital as a system: understanding the Interconnectedness of hospital Components	✓					
II	10	**Hospital Organization and Planning** 2.1 Process of hospital planning-need assessment	✓			Didactic lectures, self directed learning, flipped classroom		
		2.2 Governing board: composition and responsibilities	✓					
		2.3 Role and functions of architects in hospital planning including architect brief	✓				25%	SE, LE
		2.4 Choosing a site and conducting site surveys	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		2.5 Facility master plans, space requirements, Circulation patterns and operational planning	✓					
		2.6 Equipment planning	✓					
Unit III	5 hrs	**Utility systems and infrastructure requirements** 3.1 HVAC (Heating, Ventilation, and Air Conditioning) systems	✓			Didactic lectures, self directed learning,	15%	SE
		3.2 Electrical systems and backup power supply	✓					
		3.3 Water supply and sanitation	✓					
Unit IV	8 hrs	**Standards, Safety, and Security**				Didactic lectures, self directed learning	20%	SE, LE
		4.1 Building codes and regulations	✓					
		4.2 Fire safety and emergency preparedness	✓					
		4.3 Infection control measures in designing a hospital	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		4.4 Accessibility and universal design principles		✓		, case scenarios		
Unit V	12 hrs	**Planning and Designing Clinical, Supportive, and Utility Services** 5.1 Planning and designing clinical services: OPD, inpatient department, emergency, critical services, surgical and medical departments, specialty, and super-specialty services	✓			Didactic lectures, self directed learning, case scenarios, flipped classroom	30%	SE, LE
		5.2 Planning and designing supportive services: diagnostic services, blood bank, pharmacy, CSSD dietary, laundry.	✓					
		5.3 Planning and designing utility services: housekeeping, hospital engineering and maintenance department, central stores, MRD, entrance and lobby area,	✓					

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		administrative services.						

➢ REFERENCE:

1. KKunders GD. Facilities Planning and Arrangement in Healthcare. Bangalore: Prism Books Pvt Ltd; 2004.
2. Davies Llewellyn R, Macaulay HMC. Hospital Planning and Administration. New Delhi: Jaypee Brothers; 1995.
3. Charney William. Handbook of Modern Hospital Safety. London: Lewis Publishers Pvt Ltd; 1999.
4. Sakharkar BM. Principles of Hospital Administration & Planning. New Delhi: Jaypee Publishers; 1998.
5. Satpathy S, Reddy AR. Role of Planning and Designing in Hospital Management. Textbook of Hospital Administration. 2013 Dec 31:51.
6. Garg A, Dewan A. Manual of hospital planning and designing: for medical administrators, architects and planners. Springer Nature; 2022 Jan 29.

ENTREPRENEURSHIP IN MEDICAL TOURISM

Course type: DSE

Credits: 3 **Duration: 45 hours**

➢ COURSE OUTCOMES:

At the end of the course, students will be able to:

1. Identify and analyze entrepreneurial opportunities within the medical tourism industry, including market gaps and needs.
2. Understand the legal and ethical considerations inherent in establishing and operating a medical tourism venture.
3. Develop strategic plans for sustainable growth, incorporating market research, competitive analysis, and value proposition development.
4. Implement effective marketing and branding strategies tailored to the medical tourism sector, targeting international patients and managing reputation.
5. Master financial management and funding strategies specific to medical tourism enterprises, including budgeting, pricing, and accessing various financing options.

➢ COURSE CONTENT:

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
I	8	**Introduction to Entrepreneurship in Medical Tourism** 1.1 Understanding Medical Tourism: Definitions, Trends, and Market Dynamics				**10%**	Didactic lecture	

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		1.2 Entrepreneurial Opportunities in Medical Tourism: Identifying Market Gaps and Needs						
		1.3 Business Models in Medical Tourism: Agency, Facilitator, Provider Perspectives						SE
		1.4 Legal and Ethical Considerations in Entrepreneurship in Medical Tourism						
II	8	**Market Analysis and Strategic Planning** 2.1 Market Research Techniques for Medical Tourism Ventures				15%	Didactic lecture group discussion, case presentation	
		2.2 Competitive Analysis and Positioning Strategies						
		2.3 Developing a Value Proposition for Medical Tourism Enterprises						SE/LE
		2.4 Strategic Planning for Sustainable Growth in Medical Tourism						

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		Businesses						
III	8	**Marketing and Branding Strategies** 3.1 Marketing Strategies for Medical Tourism Businesses				20%	Didactic lecture self directed learning	SE/LE
		3.2 Building a Strong Brand Identity in the Medical Tourism Industry		✓				
		3.3 Targeting International Patients: Segmenting, Targeting, and Positioning						
		3.4 Reputation Management and Customer Relationship Management						
IV	8	**Operations Management in Medical Tourism** 4.1 Patient Experience Management: Ensuring Quality Care and Satisfaction				20%	Didactic lecture, self directed learning, case discussio	LE
		4.2 Logistics and Supply Chain Management in Medical Tourism						

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		4.3 Managing Partnerships and Collaborations with Healthcare Providers					n	
		4.4 Risk Management and Crisis Preparedness in Medical Tourism Ventures						
V	8	**Financial Management and Funding Strategies** 5.1 Financial Planning and Budgeting for Medical Tourism Enterprises				20%	Didactic lecture, flipped classroom	LE
		5.2 Pricing Strategies for Medical Tourism Services						
		5.3 Accessing Financing Options: Loans, Investments, and Grants						
		5.4 Financial Performance Metrics and Analysis for Medical Tourism Ventures						
VI	5	**Innovation and Future Trends in Medical Tourism Entrepreneurship** 6.1 Innovations in Healthcare Technology and Their Impact on				15%	Didactic lecture, self directed learning	SE

Unit	Hours	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		Medical Tourism						
		6.2 Emerging Trends in Destination Development and Service Offerings						
		6.3 Sustainable Practices and Corporate Social Responsibility in Medical Tourism		✓				
		6.4 Future Challenges and Opportunities for Entrepreneurs in Medical Tourism		✓				

➢ REFERENCE:

1. Smith M, Puczkó L. Health, tourism and hospitality: Spas, wellness and medical travel. Routledge; 2014 Feb 3.
2. Hisrich RD, Peters MP, Shepherd DA. Entrepreneurship. McGraw-Hill Education; 2017.
3. Kearney C. Leading innovation and entrepreneurship in healthcare: A global perspective. Edward Elgar Publishing; 2022 Jan 13.
4. Wilden R, Garbuio M, Angeli F, Mascia D, editors. Healthcare Entrepreneurship. Routledge; 2018.
5. DeMicco F, Poorani AA. Medical travel brand management: success strategies for hospitality bridging healthcare (H2H). 2023.

DISSERTATION

Course type: Research Project

Credits: 12

➢ Course Outcomes:

At the end of the course, students will be able to:

1. Demonstrate the ability to conduct independent research, critically evaluate literature, collect and analyze data, and draw meaningful conclusions.
2. Apply critical thinking skills to assess existing knowledge, identify research gaps, and contribute new insights to their area of specialization.
3. Deepen their understanding and expertise in their chosen area of specialization through the dissertation, showcasing mastery of the subject matter.

➢ Guidelines:

- Each candidate is required to carry out a dissertation on a selected topic under the guidance of a recognized postgraduate guide.
- The topic for the dissertation should be chosen based on the area of specialization. The data for the study will be collected in the hospital/healthcare organization posted.
- Students shall use scientific methods of research, which could be quantitative/qualitative/mixed methods. A student selects the tentative research topic in the second semester, in consultation with the guide.
- The synopsis shall be presented to the scientific review board (SRB) for approval, following which ethics approval will have to be taken from the Centre for Ethics.
- No change in the dissertation topic or change of guide shall be made without prior approval of the University.
- The candidate should start collecting data only after getting Scientific Review Board (SRB) and Institutional Ethics Committee (IEC) Approval.

The dissertation should be structured under the following suggested headings:

- Title
- Abstract
- Introduction
- Review of literature
- Rationale /Need of the study
- Research question/Hypothesis
- Aim/Objectives of the study
- Methodology
- Results/Findings
- Discussion
- Conclusion
- Limitations of the study
- Recommendations
- Summary
- References/Bibliography
- Annexure

The written text of the dissertation should be neatly typed in double line spacing on one side of paper (A4 size) and should be bound, Spiral binding should be avoided.

A declaration by the candidate that the work was done by him/her shall be included. The co-guide (where ever applicable), guide, head of the department and head of the institution shall certify the bonafide of the dissertation.

Two copies of the dissertation shall be submitted to the university through proper channel along with a soft copy (CD). Acceptance of the dissertation is a pre-requisite for a candidate to be eligible to appear in the final examination.

15. Annexures

Annexure-1

MHA 1st Internal QP Pattern
Subject:

Total Marks: 25 **Duration: 1 Hour**

Part I

Long Essays: **1X10=10 Marks**

1.

Part II

Short Answer: **3x5=15Marks**

3.

4.

5.

Annexure-II

MHA 2nd Internal Assessment QP Pattern

Total marks- 50 **Duration: 2.5 Hours**

Subject:

(Long essay) **2X15=30 marks**

1.
2.

(Short essay) **2X10=20 marks**

3.

4.

****

Annexure-III

MHA Semester End Examination QP Pattern

Total marks- 50 **Duration: 2.5 Hours**

Subject:

(Long essay) **2X15=30 marks**

1.
2.

(Short essay) **2X10=20 marks**

3.

4.

****

YENEPOYA
(DEEMED TO BE UNIVERSITY)

Annexure-IV

JOURNAL CLUB PRESENTATION EVALUATION FORM

Topic:

Name:

PARTICULARS	1	2	3
Article/ Study Selected			
Genuinity of the study			
Concept Clarity			
Personal analysis presentation			
Details provided related to the Study			
Reference provided			
Implement ability of data			
Creativity			
Data representation			
Use of Audio Visual Aids			
Total score:50			
Total score in percentage			
Signature of the invigilator			

Rating Scale

1. = **Very Poor**
2. = **Improvement Required**
3. = **Average**
4. = **Good**
5. = **Excellent**

Grading

Above 80% - Excellent
70-79% -Very Good
60-69% -Good
50-59% -Average
Below 50% -Below Average

Overall Remarks by the Invigilator:

1

2

3

Annexure-V

POSTING PRESENTATION EVALUATION FORM

Date:

Name of the Student

Sr. No.	Area of posting	Cycle No.
1		
2		
3		

PARTICULARS	Max: 10 marks for each parameter
Completeness of Logbook	
Set objectives	
Work done to attain the objectives	
Presentation skills	
Question and Answer	
Total score: 50	

REMARKS

Name and signature of the Evaluator

YENEPOYA
(DEEMED TO BE UNIVERSITY)

Annexure-VI

SEMINAR PRESENTATION EVALUATION FORM

Topic:

1

2

3

4

PARTICULARS	**1**	**2**	**3**	**4**
Content				
Loud and clear				
Understandable				
Vocabulary				
Well organized and followed a logical order				
Interesting facts and examples included				
Helped in understanding the topic better				
Data Representation				
Creativity				
Use of audio visual aids				
Total score :50				
Total score in percentage				
Signature of the invigilator				

Rating scale

1 = Very poor
2 = Improvement required
3 = Average
4 = Good
5 = Excellent

Grading

Above 80% - Excellent
70-79% - Very good
60-69% - Good
50-59% - Average
Below 50% - Below average

Course Coordinator

Annexure-VII
Postgraduate Assignment Assessment Criteria

Name of the student:

Course:

Department:

Date:

Name of the Evaluator:

Assessment Criteria			Marks Awarded
1	**Organization of Assignment** **(Marks: 2)**	The assignment is logically organised and demonstrates a high level of reasoning of points. The reader is clearly led to the conclusion by the overall unity of ideas.	
2	**Level of content** **(Marks: 3)**	The content demonstrates an in-depth understanding of the topic, and the evidences supporting the topic are well presented.	
3	**Development** **(Marks: 3)**	Main points are well developed with supporting details. Reveals high degree of critical thinking.	
4	**Grammar, style and Format** **(Marks: 2)**	Assignment is free of spelling, punctuation, and grammatical errors;Sentence variety used effectively; Meets all assignment requirements; all margins, spacing and indentations are correct; is neat and correctly assembled with professional look.	
	Remarks if any:		
		Total marks (10)	
