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

PROGRAMME BROCHURE

FACULTY OF MANAGEMENT STUDIES
UNIVERSITY OF DELHI
DELHI – 110007
2019
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I. About the Department

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

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

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

Choice Based Credit System:

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

Definitions:

i. ‘Academic Programme’ means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/Centre.

ii. ‘Course’ means a segment of a subject that is part of an Academic Programme.

iii. ‘Programme Structure’ means a list of courses (Core, Elective, Open Elective) that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission.

iv. ‘Core Course’ means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course.

v. ‘Elective Course’ means an optional course to be selected by a student out of such courses offered in the same or any other Department/Centre.

vi. ‘Open Elective’ means an elective course which is available for students of all programmes, including students of same department. Students of other Department will opt these courses subject to fulfilling of eligibility of criteria as laid down by the Department offering the course.

vii. ‘Credit’ means the value assigned to a course which indicates the level of instruction; One-hour lecture per week equals 1 Credit, 2 hours practical class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course.

viii. ‘SGPA’ means Semester Grade Point Average calculated for individual semester.

ix. ‘CGPA’ is Cumulative Grade Points Average calculated for all courses completed by the students at any point in time. CGPA is calculated each year for both the semesters clubbed together.

x. ‘Grand CGPA’ is calculated in the last year of the course by clubbing together of CGPA of two years, i.e., four semesters. Grand CGPA is being given in Transcript form. To benefit the student a formula for conversation of Grand CGPA into %age marks is given in the Transcript.
III. MBA – Executive HCA Programme Details:

Programme Objectives (POs):

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

Program Specific Outcomes (PSO):

PSO1. Lay down a strong conceptual foundation in key functional areas and thereby enabling a high degree of academic flexibility that would allow the students to handcraft their HCA experiences.

PSO2. Elaborate on different facets of Health Care Management and prepare health care professionals to design effective programs catering to institutions and social health

PSO3. Understand the disruptions in the health care industry and design effective process for Hospital Administration and other healthcare mediums

PSO4. Conduct research on the emerging trends and ongoing business challenges in medical administration, to formulate a practical approach, and the solution with critical thinking and insights borrowed from general management

PSO5. Inculcate leadership and multidisciplinary team management competencies and expertise at individual and organizational level, fostering a culture of boundary less, learning organization.

Programme Structure:

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

Course Credit Scheme:

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

<table>
<thead>
<tr>
<th>Part</th>
<th>Semester - Odd</th>
<th>Semester- Even</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>First Year</td>
<td>Semester - 1</td>
</tr>
<tr>
<td>II</td>
<td>Second Year</td>
<td>Semester - 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester - 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester - 4</td>
</tr>
</tbody>
</table>

Table 2: Course Credits

<table>
<thead>
<tr>
<th>Semester</th>
<th>Core Courses</th>
<th>Elective Course</th>
<th>Open Elective Course</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of papers</td>
<td>Credits (L+T/P)</td>
<td>No. of papers</td>
<td>Credits (L+T/P)</td>
</tr>
<tr>
<td>I</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>II</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>III</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>IV</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>112</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

Note: - 10 Hours = 1 Credit
1. Students will receive an input of 40 contact hours in each paper.
2. For each Core and Elective Course, there will be 2 hour 40 minutes of classroom lecture time per week.
3. For each paper the examination duration shall be 3 hours.
4. Each paper will be of 100 marks out of which 70 marks shall be reserved for semester examination and 30 marks for internal assessment.

Table 3: Semester I

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Number of Core Courses</th>
<th>Credits in each core course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course</td>
<td>Theory</td>
</tr>
<tr>
<td></td>
<td>MBAEX H – 101</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MBAEXH – 102</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MBAEX H – 103</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MBAEX H – 104</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MBAEX H – 105</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MBAEX H – 106</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MBAEX H – 107</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total credits in core course</td>
<td>28</td>
</tr>
</tbody>
</table>
Table 4: Semester II

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits in each core course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Theory</td>
<td>Practical</td>
</tr>
<tr>
<td>MBAEX H – 201</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>MBAEX H – 202</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>MBAEX H – 203</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>MBAEX H – 204</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>MBAEX H – 205</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>MBAEX H – 206</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>MBAEX H – 207</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Total credits in core course</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

Table 5: Semester III

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits in each core course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Theory</td>
<td>Practical</td>
</tr>
<tr>
<td>MBAEX H – 301</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>MBAEX H – 302</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>MBAEX H – 303</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>MBAEX H – 304</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>MBAEX H – 305</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>MBAEX H – 306</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>MBAEX H – 307</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Total credits in core course</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

Table 6: Semester IV

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits in each core course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Theory</td>
<td>Practical</td>
</tr>
<tr>
<td>MBAEX H – 401</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>MBAEX H – 402</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>MBAEX H – 403</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>MBAEX H – 404</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>MBAEX H – 405</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>MBAEX H – 406</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>MBAEX H – 407</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Total credits in core course</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>
Teaching:

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

There shall be 15 instructional weeks excluding examination per semester.

Project Study (MBA EX H – 407)

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

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

Assessment of Students’ Performance and Scheme of Examinations:

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

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

(A) Class Tests/Quizzes
(B) Case Studies/Group Assignments/Projects
(C) Individual Class Assignments/Term Papers/Viva-Voce
(D) Class Attendance

*As per the recommendations of the Committee constituted to standardize and streamline the internal assessment marks process of various MBA and Ph.D. Programmes. The recommendations of the Committee will be placed on the table for consideration and approval.
1. Each of the three components mentioned against A, B and C shall carry at least 5 and at most 10 marks.

2. Class attendance shall have maximum of 5 marks and the allocation of marks shall be as under:

   - 71% - 80%  2 Marks
   - 81% - 90%  3 Marks
   - 91% - 99%  4 Marks
   - 100%        5 Marks

3. Students who fail to secure a minimum of 40% in internal assessment, which is minimum requirement to pass a course, he/she shall be given another chance for remedial within two weeks of the last date of the dispersal of the classes of the respective semester. However, such students will not be awarded more than 60% marks in the internal assessment in that/ those course(s).

4. The internal assessment marks should be submitted in a columnized form, and before submitting to the Dean’s office, the same may be shown to the students for clarifications/ errors, if any.

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

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

**Pass Percentage & Promotion Criteria:**

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

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

**Conversion of Marks into Grades:**

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Marks Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Total Score &gt; Mean + 2.0 S. D.</td>
</tr>
<tr>
<td>A</td>
<td>Mean + 1.5 S. D. &lt; Total Score &lt; Mean + 2.0 S. D.</td>
</tr>
<tr>
<td>A-</td>
<td>Mean + 1.0 S. D. &lt; Total Score &lt; Mean + 1.5 S. D.</td>
</tr>
</tbody>
</table>

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

A. The normal cut-off for the F grade is less than 40% marks. The lower cut-off for the A+ grade should not be very low (preferably should be at least 80%). The score range for the remaining letter grades should form natural clusters.

B. Total of A category grades (A+, A and A-) should come under 25% of the total number of students in the class.

C. The distribution of grades should be approximately normal. While slight deviation from normality is expected and natural, major deviations, in either direction, should be remedied as far as possible.

D. When two or more faculty members teach in different sections of the same course, the grade distribution for internal assessment should not be radically different. The concerned faculty members must share and discuss the internal assessment grades before submitting to the Dean’s Office.

E. When a course is taught jointly by two or more faculty members, the grading should be done jointly by the concerned teachers.

F. In the relative grading system individual, student’s grades are based on the distance of their score from the mean score of the class. The standard deviation, mean and median is computed after creating the frequency distribution of the total scores (internal assessment marks plus end semester marks) so that cut-off points for each grade level can be determined. If the mean and median are similar in value then mean should be used for further computations of cut-off of grades. In case, mean and median are not similar then the median should be used for computation of cut-off of grades. The details are given in Table-7:

**Table 7: Marks Interval**
<table>
<thead>
<tr>
<th>Grade</th>
<th>Mean ± Standard Deviation Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>Mean + 0.5 S. D. &lt; Total Score &lt; Mean + 1.0 S. D.</td>
</tr>
<tr>
<td>B</td>
<td>Mean &lt; Total Score &lt; Mean + 0.5 S. D.</td>
</tr>
<tr>
<td>B-</td>
<td>Mean - 0.5 S. D. &lt; Total Score &lt; Mean</td>
</tr>
<tr>
<td>C+</td>
<td>Mean – 1.0 S. D. &lt; Total Score &lt; Mean - 0.5 S. D.</td>
</tr>
<tr>
<td>C</td>
<td>Mean -1.5 S. D. &lt; Total Score &lt; Mean - 1.0 S. D.</td>
</tr>
</tbody>
</table>
| D     | Mean - 2.0 S. D. < Total Score < Mean - 1.5 S. D.  
  or Total score > 40 % |
| F     | Total Score < 40 % |

**Grade Points:**
As per University Examination rule.

**CGPA Calculation:**
As per University Examination rule.

**SGPA Calculation:**
As per University Examination rule.

**Grand SGPA Calculation:**
As per University Examination rule.

**Conversion of Grand CGPA into Marks:**
As per University Examination rule.

**Submission of Marks and Declaration of Result**

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

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

**Table 8: Division of Degree**

<table>
<thead>
<tr>
<th>Candidates securing 60% and above</th>
<th>First Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates securing above 50% but less than 60%</td>
<td>Second Division</td>
</tr>
<tr>
<td>Candidates securing above 45% but less than 50%</td>
<td>Third Division</td>
</tr>
</tbody>
</table>
Attendance Requirement:

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

Re-Examination:

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

Special Provision:

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

Span Period:

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

### Compulsory Courses

<table>
<thead>
<tr>
<th>Semester -</th>
<th>MBAEX H 101-107</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester - 1:</td>
<td>MBAEX H-101 to MBAEX H-107</td>
</tr>
<tr>
<td>Semester - 2:</td>
<td>MBAEX H-201 to MBAEX H-207</td>
</tr>
<tr>
<td>Semester - 3:</td>
<td>MBAEX H-301 to MBAEX H-307</td>
</tr>
<tr>
<td>Semester - 4:</td>
<td>MBAEX H-401 to MBAEX H-408</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester -1</th>
<th>MBAEX H 101-107</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAEX H-101</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>MBAEX H-102</td>
<td>Quantitative Methods in Health Care</td>
</tr>
<tr>
<td>MBAEX H-103</td>
<td>Health Economics</td>
</tr>
<tr>
<td>MBAEX H-104</td>
<td>Accounting for Health Sector Managers</td>
</tr>
<tr>
<td>MBAEX H-105</td>
<td>Marketing Management in Health Care</td>
</tr>
<tr>
<td>MBAEX H-106</td>
<td>Financial Management for Health Care Managers</td>
</tr>
<tr>
<td>MBAEX H-107</td>
<td>IT in Health Care Management</td>
</tr>
</tbody>
</table>

<table>
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### Year 2

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### Semester 4  MBAEX H 401-407
Course Objectives:

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

Course Learning Outcomes:

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

Contents:

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

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

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

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

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

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

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

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

**Unit IX:** Organization Structure and Design:

**Suggested Readings:**


**Facilitating the Achievement of Course Learning Outcomes**

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Introduction to Organizational Behaviour; Management Functions, Skills and Roles</td>
<td>Presentation on different aspects of organization behaviour and discussion on managerial roles and responsibilities</td>
<td>Exercise and quiz</td>
</tr>
</tbody>
</table>
The list of cases and other specific references including recent articles will be announced by the instructor at the time of launching the course.

**MBAEX H-102: Quantitative Methods in Health Care**

**Course Objectives:**

This course will outline the tools and techniques associated with quantitative methods useful for healthcare administration / management. An appreciation of collection and analysis of data will be
developed, as well as use of quantitative techniques in better decision making. This course places emphasis on competency skill building through the use of hands on exercises, case studies and thoughtful assignments. The course has two components. In the first, basic statistical tools would be introduced. With the second component participants would learn how to build decision models in health care settings.

**Course Learning Outcomes:**

The participants would learn how to:

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

**Contents:**

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

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

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

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

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

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

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

Suggested Readings:


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

Facilitating the Achievement of Course Learning Outcomes

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Collect and apply data and statistical methods in health care administration.</td>
<td>Theory and concepts would be explained in lectures Analysis of short cases / reports selected from</td>
<td>Short quiz to evaluate conceptual understanding</td>
</tr>
</tbody>
</table>
II. Interpret, create, and critically evaluate graphical and numerical summaries.  
   published sources, recent developments in economy, business and industry etc.  
   Homework exercises to evaluate the student’s skill with the tools and techniques discussed in the class and ability to implement them

III. Understand appreciate probability, chance, randomness, and probability distributions.  
   Tutorials and lab sessions  
   Numerical examples and exercises to explain concepts and develop skills  
   Assignment questions would evaluate ability to understand use reports from package software tools  
   Assignments would evaluate report writing skill  
   Mid-term written test  
   End term written test

IV. Formulate and test hypotheses using appropriate research methods.  
   Develop basic skills on using spreadsheet software.  
   Individual and group work for skills training on implementation of tools and communication of results

V. Formulate managerial problems in health care as mathematical programming models. Solve the models using spreadsheet software.

VI. Perform sensitivity analysis to derive new insights

VII. Solve specialized linear programming problems like the transportation and assignment problems

VIII. Summarize the results of quantitative analyses and use these to support decision making.

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**MBAEX H-103: Health Economics**

**Course Objectives:**

The objective of this course is to equip the students to use concepts, theories, tools and techniques evolved by economists in the decision-making process of health service providers in public and
private health sector. Focus is also on understanding Government policies and regulations and how that impacts the quality and quantity of the services. Issues related to funding and insurance will also be discussed.

Course Learning Outcomes:

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

Contents:


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


Unit IV: Private Public Partnership.

Suggested Readings:


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

### Facilitating the Achievement of Course Learning Outcomes

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

### MBAEX H-104: Accounting for Health Sector Manager

**Course Objectives:**

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

**Course Learning Outcomes:**

- Strengthening the foundations of the analytical approach to Accounting
- Understanding depreciation & inventory valuation
• Understanding preparation, presentation & analysis of accounting information
• Understanding cost behaviour
• Understanding how managers make a variety of decisions
• Understanding the relevance of budgeting and computing variances to undertake performance evaluation

Contents:

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

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


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

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

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

Suggested Readings:

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

Facilitating the Achievement of Course Learning Outcomes

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

MBAEX H-105: Marketing Management in Health Care

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

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

Course Contents

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

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


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


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

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

Suggested Readings:


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

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

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

Course Learning Outcomes:

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

Contents:


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


**Suggested Readings:**


### Facilitating the achievement of Course Learning Outcomes

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<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
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</thead>
<tbody>
<tr>
<td>I.</td>
<td>Understanding the evolution and growth of finance function</td>
<td>The objective of the firm – Shareholders’ wealth maximization</td>
<td>Concept questions and Quiz</td>
</tr>
<tr>
<td>II.</td>
<td>Make Strategic Investment decisions with the help of Payback, NPV, IRR, and PI techniques. Calculating and Interpreting the cost of capital for health care companies.</td>
<td>Calculating after-tax cash flows for proposals and applying the various techniques like Payback, NPV, IRR, PI, for selecting projects. Calculating marginal weighted average cost of capital.</td>
<td>Problem-based learning, Numerical questions, Critical Thinking exercise, Case Lets and Case studies, Quiz,</td>
</tr>
<tr>
<td>III.</td>
<td>Financing options available to firms,</td>
<td>Understanding the theories of capital structure, Designing the</td>
<td>Real life understanding of capital structure of health care</td>
</tr>
<tr>
<td>IV.</td>
<td>How do managers decide how much to reinvest and how much to return to owners as dividends?</td>
<td>Factors determining dividend decisions of companies, Theories and forms of dividends</td>
<td>Getting information on dividend policy of companies across health care companies, how companies decide the trade-off on dividend policy, Critical thinking exercises,</td>
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<tr>
<td>V.</td>
<td>Understand the concept of working capital and the working capital policies to manage cash and account receivable.</td>
<td>Working capital policies of hospitals, cash management models, different accounts receivable policies of organisations</td>
<td>Problem solving and concept questions, classroom exercises,</td>
</tr>
</tbody>
</table>

**MBAEX H-107: IT in Health Care Management**

**Course Objectives:**

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

**Course Learning Outcomes:**

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

**Course Contents:**

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

**Unit II:** Indian Computing Environment: Growth of IT Sector in India; Trends in IT and ITES sectors; Applications of information technology in health care sector – private and government sector. E-Commerce and E-Governance. Latest developments in IT applications in health care systems.
**Unit III:** PC-Software Packages: An Introduction - Operating System and Windows; Text Processing Software. Introduction to spreadsheet software; Creation of spreadsheet applications; Data Base Functions in spreadsheet; Graphics on Spread sheet. Presentation Graphics - Creating a Presentation on a PC.

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

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

**Suggested Readings:**


**Facilitating the achievement of Course Learning Outcomes**

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Developing an appreciation of IT in General and Elements of IT Systems Setup for organizations and discussions on emerging information technology</td>
<td>Lectures thru small caselets and presentations</td>
<td>A Field Study to be attempted by a Group of Students</td>
</tr>
<tr>
<td></td>
<td>II. Familiarizing the participants with Indian IT Industry and health sector.</td>
<td>Lectures and presentations from industry</td>
<td>Students participation in the class room discussions and a term paper</td>
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<tr>
<td>III.</td>
<td>Providing hands-on dexterity to the students with regard to an executive software suite</td>
<td>Hands-on practice on the latest release of an Office Suite</td>
<td>Hands-on quiz in the class for all the students on commands learned by the students</td>
</tr>
<tr>
<td>IV.</td>
<td>Understanding the application of IT Tools in the Indian Health Care Industry</td>
<td>Lecture and Discussions</td>
<td>Field Study by Group of Students in a chosen organization</td>
</tr>
<tr>
<td>V.</td>
<td>Developing an understanding of information systems, analytics and emerging technologies in health care organizations</td>
<td>Case Studies and discussions</td>
<td>Individual attempt for solving the case studies</td>
</tr>
</tbody>
</table>

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

**Semester -2 MBAEX H 201-207**

**MBAEX H-201: Human Resource Management in Health Care**

**Course Objective:**

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

**Course Content:**


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

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

Learning Outcome:

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

Suggested Readings:


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

### Facilitating the Achievement of Course Learning Outcomes

<table>
<thead>
<tr>
<th>Intended Learning Outcome</th>
<th>Teaching/ Learning Activity</th>
<th>Mode of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Understanding the foundations of managing people in organizations. Contemporary issues and challenges in managing human resources in health sector.</td>
<td>Case study-based discussion; Anecdotes of best practices</td>
<td>Quiz &amp; Exercise</td>
</tr>
<tr>
<td>Module 2: Job Analysis; Human Resource Planning. Talent Acquisition</td>
<td>Case study-based discussion; Paper-pencil exercise;</td>
<td>Term Paper 1 (Home)</td>
</tr>
<tr>
<td>Module 4: Employee Relations in health care settings: Labour laws related to health care industry; Trade unions in hospitals.</td>
<td>Case study-based discussion</td>
<td>Term Paper 3 (Home)</td>
</tr>
<tr>
<td>Module 5: Handling Grievances, Discipline, Disputes; Employee Engagement.</td>
<td>Case study-based discussion; Industry practices-presentation</td>
<td>End term Test</td>
</tr>
</tbody>
</table>
MBAEX H-202: Operations Management in Healthcare

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

Course Learning Outcomes:

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

Course Contents:


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

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

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

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

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


Suggested Readings:


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

Facilitating the Achievement of Course Learning Outcomes

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Understand the role of operations in health care organizations and the significance of health care operations/service strategy in</td>
<td>Theory, concepts and relevant examples would be introduced through lecture and experience sharing. Cases on health care</td>
<td></td>
</tr>
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</table>
| overall business. | Operations/Service strategy would be handled through participant-centered learning. | Assessment of different units constituting the whole course outline would be carried out through following components:  
- Group projects  
- Case Analysis  
- Quiz  
- Mid-term test |
| II. | Understand the importance of health care facilities location decision in the whole supply chain in globalized operations and learn the tools relating to health care facilities location. | Concepts, location models, real-life examples of health care organizations would be discussed. In addition, cases on health care facility location would be handled. |
| III | Understand the elemental processes involved in the design and development of health care service. | Concepts and the tools on the design of health care service would be discussed with the help of relevant examples. |
| IV | Understand the processes involved in delivering health care services and the facility layout suitable for delivering health care services and how different processes could be analyzed with the help of process flow charts. | Relevant examples and exercises would be introduced to explain health care delivery processes and facility layout. In addition, small cases would be handled to cover process analysis. |
| V | Understand the need for forecasting in health care operations and the relevant forecasting models utilized in estimating the demand of patient loads. | Relevant numerical exercises from health care organizations would be introduced to elucidate the process of forecasting demand through different forecasting models. |
| V | Understand the challenges in matching supply with demand and the strategies for managing demand capacity in health care. | Cases/exercises relevant to the challenges in matching supply with demand would be discussed. |
| VI | Develop a thorough understanding on a range of inventory models available as also the suitability of a particular inventory model in a particular context of a health care organization. | Relevant exercises and small cases relating to health care operations would be introduced to discuss different types of inventory models. |
| VII | Learn different quality tools and the tools of statistical process control for analyzing a health care service delivery process in terms of quality | Exercises and small cases would be introduced to discuss the concepts and tools of quality, SPC, process capability and six |
and also develop an understanding about six sigma quality.

| sigma pertaining to healthcare operations. |

MBAEX H-203: Project Management in Healthcare

Course Objectives:

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

Course Learning Outcomes:

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

Contents:

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

**Unit II:** History of project management; Project management approaches: Traditional Approach, Critical Chain Project Management, Extreme Project Management, Event Chain Methodology; Process-based management; Project development stages; Project control systems; Project Management Framework; International Project Management Standards; Project Planning Strategies and Tools; Project Management Frameworks; Project Phases and Milestones; Project Goals; Project Processes.
Unit III: Project Appraisal in Healthcare: Business criterion of growth, liquidity and profitability, social cost benefit analysis in public and private sectors, investment criterion and choice of techniques: Estimation of shadow prices and social discount rate. Financial evaluation: Project rating index; Time Value of Money; Investment Criteria; Project Cash Flows; Cost of Capital; Project Risk Analysis; Project Rate of Return; Special Decisions Situations. Mathematically modeling for multiple projects: Mathematical techniques for project evaluation; Network technique for project management; Multiple projects and constraints Project Appraisal for financial institution; Preparation of project report.

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

Suggested Readings:


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

### Facilitating the Achievement of Course Learning Outcomes

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

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MBAEX H-204: Hospital Planning

Course Objectives:

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

Course Learning Outcomes:

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

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

Course Content:

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

Unit II-Special consideration and layout parameters in planning and designing of the Departments and services of hospital
Unit III- Legal compliance and safety issues in hospital buildings

Unit-IV- Emerging trends and issues in hospital architecture

Facilitating the Achievement of Course Learning Outcomes

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

Suggested Readings:

MBAEX H-205: Health Systems Research

Course Objectives:

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

Course Learning Outcomes:

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

Course Contents:


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

Unit III: Research Design: Qualitative and Quantitative Designs; Exploratory, Descriptive, Causal, Quasi-Experimental designs, and other methods.
Unit IV: Data collection: Primary and Secondary data; Identifying Sources of data and stakeholders. Designing tools for data collection: Designing Questionnaire, Measurement and Scaling; Pre-testing of tools for reliability and validity. Developing checklist for in-depth interviews, focused group discussion, observation, Delphi method, etc.; Compiling secondary data.

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

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


Suggested Readings:


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

### Facilitating the Achievement of Course Learning Outcomes

<table>
<thead>
<tr>
<th>Intended Learning</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit I:</strong> Health Systems Research- Scope and Process: Identifying research problem</td>
<td>Lecture Cum Discussion; Identification of research topic by groups</td>
<td>Group exercise on a research topic (Home)</td>
</tr>
<tr>
<td><strong>Unit II:</strong> Literature: review; Research objectives, hypotheses and variables.</td>
<td>Lecture cum Discussion based on sample scientific papers</td>
<td>Exercise&amp; class presentation</td>
</tr>
<tr>
<td><strong>Unit III:</strong> Research Design</td>
<td>Lecture cum discussion</td>
<td>Group Task (Home)</td>
</tr>
<tr>
<td><strong>Unit IV:</strong> Data collection: Designing tools for data collection: Compiling secondary data.</td>
<td>Lecture cum Discussion and Demonstration; Video presentation on field work for data collection</td>
<td>Group Task on designing data collection tool; and Presentation (Home task and class exercise)</td>
</tr>
<tr>
<td><strong>Unit V:</strong> Sampling and Field Work: Data coding and compilation</td>
<td>Lecture cum Discussion</td>
<td>Case &amp; Exercise on sample size estimation</td>
</tr>
<tr>
<td><strong>Unit VI:</strong> Data Analysis and Presentation</td>
<td>Class demonstration on the use of Statistical Software and making inferences</td>
<td>Group Task and Presentation</td>
</tr>
<tr>
<td><strong>Unit VII:</strong> Report Writing: Writing policy briefs; Writing research proposal.</td>
<td>Presentation and discussion on report writing and developing policy briefs; Proposal writing exercise</td>
<td>Group Task and final oral presentation; Research project report submission</td>
</tr>
</tbody>
</table>
MBAEX H- 206: Health Communication: Skills and Processes

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

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

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

Contents:

Unit I: Introduction to Health Communication; Health Communication Strategies

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

Unit II: Culture and its Influence on Health Communication

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

Unit III: Interpersonal Communication; Risk Communication

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

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

Unit V: Social and Behavior Change Communication

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

Suggested Readings:


Facilitating the achievement of Course Learning Outcomes
<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I: Introduction to Health Communication; Health Communication Strategies</td>
<td>Introduction to the scope and basics of health communication. Students will be familiarized with the barriers and strategies to overcome them</td>
<td>Lecture, Case Study</td>
<td>Case Study Assessment</td>
</tr>
<tr>
<td>Unit II: Culture and its Influence on Health Communication</td>
<td>Understanding of the role of cultural alignment of communication with the target audience</td>
<td>Lecture, Case Study</td>
<td>Review of relevant papers</td>
</tr>
<tr>
<td>Unit III: Interpersonal Communication; Risk Communication</td>
<td>Understanding the importance of interpersonal communication in general and with various stakeholders of healthcare</td>
<td>Lecture, Case Study</td>
<td>Case Study Assessment</td>
</tr>
<tr>
<td>Unit IV: Information and Communication</td>
<td>Understanding Information Education and Communication. Understanding the role of mass media and necessity of health informatics in health communication</td>
<td>Lecture, Case Study</td>
<td>Midterm test</td>
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</tbody>
</table>
MBA EX H-207: Analytics for Health Care Management

Course Objectives:

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

Course Learning Outcomes:

After the course, participants should be able to:

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

Course Content

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

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

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

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


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

Facilitating the achievement of Course Learning Outcomes

Analytics for Health Care Management

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identify sources of data, suggest methods for collecting, sharing and analyzing data</td>
<td>Case study-based introduction to the course.</td>
<td>Quizzes to evaluate familiarity with concepts and terminologies.</td>
</tr>
<tr>
<td>2.</td>
<td>Understanding the issues involved in data quality and their management</td>
<td>Theory and concepts would be discussed in lectures</td>
<td>Homework to evaluate the student’s skill with the tools and techniques discussed in the class and ability to implement them</td>
</tr>
<tr>
<td>3.</td>
<td>Discuss the difference between descriptive, predictive and prescriptive analytics</td>
<td>Standard problems and modelling frameworks</td>
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4. Able to use basic data presentation and visualization tools and manipulate simple data-sets
   would be introduced through examples
   Small cases would be used in most sessions for training on implementation of tools.
   Assignments would evaluate critical thinking and actionable report writing skill

5. Discuss the basics of big-data, machine learning and artificial intelligence
   Minor project

6. Able to identify decision problems amenable for analytics-based solutions.
   Mid-term test
   Assignments that would require use of conceptual analysis and use of software tools.
   End-term test
   Practical sessions and exercises for skill development.

7. Able to lead team comprising of data scientists

Semester – 3 MBAEX H 301-307

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

Course Objective:

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

Course Learning Outcomes:

- To understand changing global trends with respect to disease and planning for the health care of the future in a progressively global, aging and urbanized context.
- Understanding what is culture and examining the elements of landmark and successful culture centered health interventions.
To become familiar with elements of People Centered health care systems so that effective and equitable preventive, secondary and tertiary health care is available to all sections of the society.

Special needs of marginalized sections of society like women, street children, those from war and disaster ravaged environments and others.

Ethics involved in issues like surrogacy, organ donation, clinical trials, euthanasia and others.

Governance, regulation and ethical protocols during practice for doctors and health practitioners and learning how to solve ethical dilemmas.

Course Contents:

Unit I: Global Burden of Disease and Globalization

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

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

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

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

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

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


Suggested Readings


Facilitating the achievement of course learning outcomes

Health Care Ethics, Governance and Society

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

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### Course Objectives:

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Methods</th>
<th>Projects/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV.</td>
<td>Alternate and indigenous approaches to health care.</td>
<td>Field visit – nature spa, centers of alternate health care</td>
<td>Interviews with alternate health care practitioner</td>
</tr>
<tr>
<td>VI.</td>
<td>Ethical practices in medicine and health care delivery. Ethical issues in like surrogacy, transgender, privatization of health care, clinical trial, Euthanasia etc.</td>
<td>Discussion with personal examples on ethics in health care delivery – dilemmas</td>
<td>Project: Ethics in private and public health care systems – social audit of a hospital.</td>
</tr>
<tr>
<td>VII.</td>
<td>People Centered Approach to Health care</td>
<td>Concepts and methods through discussions and lecture method</td>
<td>Developing an indigenous and people centered health care system for slum dwellers</td>
</tr>
<tr>
<td>VIII.</td>
<td>Governance and regulation in health care sector</td>
<td>Study of manuals on ethical codes and regulatory guidelines in India. Cases of best practices and corruption</td>
<td>Appraisal of ethical health and compliance of hospital or clinical practice where health care provider works</td>
</tr>
</tbody>
</table>
The course is designed to cover the fundamentals of strategic analysis in health care. It aims to provide a holistic perspective of a health care enterprise, critical from the point of determining the strategic direction and scope of an organization functioning in the health care sector.

**Course Learning Outcomes:**

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

**Contents:**

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

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

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

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

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

**Suggested Readings**

5. Prahlad CK (2013). *The fortune at the bottom of the pyramid*. Pearson India

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

### Facilitating the achievement of Course Learning Outcomes

#### Strategic Analysis in Health Care

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

### MBAEX H-303: Hospital Operations and Control

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

Course Learning Outcomes:

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

Course Content

Unit I: Trends in Hospital/Healthcare Industry
Unit II: Information Management in Hospitals
Unit III: Management Information Systems (MIS)
Unit IV: Indicators of Hospital Performance
Unit V: Internal assessment – team assignment; presentation of data from different workplace settings; interpretation and discussion
Unit VI: Organization Structure in Hospitals

Suggested Readings


Facilitating the achievement of Course Learning Outcomes

Hospital Operations and Control

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
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<tbody>
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</tbody>
</table>

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| I. | Trends in Hospital/Healthcare Industry | Presentation on important trends influencing the healthcare industry and their impact | Awareness of global and national trends |
| II. | Information Management in Hospitals | Presentation on information needs and environment of hospitals. Discussion on Hospital Information System – structure and uses | Awareness about various HIS modules and their functions |
| III. | Management Information Systems (MIS) | Presentation various types of hospital statistics and MIS reports | Spot exercises and quiz |
| IV. | Indicators of Hospital Performance | Discussion and presentation on financial, operational and clinical indicators required in hospital management | Exercise and quiz |
| V. | Internal assessment | Assignment of group exercises in which various groups present MIS reports and their analyses from their work settings | Group presentation; Q&A by rest of the class moderated by the faculty |
| VI. | Organization Structure in Hospitals | Presentation on different types of organization structures in a hospital. Advantages and disadvantages of structures and their effect on operational efficiency and quality | Quiz |

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

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

**Course Objectives:**

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

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

Course Contents:

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

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

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


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

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

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

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

Suggested Readings

5. NABH, Accreditation System, New Delhi.

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

**Facilitating the achievement of Course Learning Outcomes**

**Total Quality Management and Accreditation for Health Care**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Appreciate nature of total quality management and its relationship with operational and then business excellence.</td>
<td>Corporate snapshots</td>
<td>Quizzes to evaluate knowledge with concepts and terminologies.</td>
</tr>
<tr>
<td>3.</td>
<td>Understand appreciate concepts of TPM and OEE</td>
<td>Use of Small cases</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Build knowledge about statistical process control. Analyze process capability estimations and use it as tool of TQM.</td>
<td>Assignments requiring use of concepts and tools</td>
<td>Assignment questions</td>
</tr>
<tr>
<td>5.</td>
<td>Deploy total quality principles in supply and vendor management.</td>
<td>Corporate Caselets</td>
<td>Minor project works on real life managerial decision problems</td>
</tr>
<tr>
<td>6.</td>
<td>Build knowledge about Quality Improvement tools Particularly QFD application feasibility in health care</td>
<td>Exercise</td>
<td>Mid-term test</td>
</tr>
</tbody>
</table>

Group assignments
MBAEX H-305: Management of Hospital Support Services

Course Objectives:

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

Course Learning Outcomes:

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

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

Course Content

Unit I: Overview of support services.
Unit II: Different departments and their functions.
Unit III: Impact of support services on hospital.
Unit IV: Class presentation and debates/discussions on support services departments.

Teaching/learning methods:
1. Presentation of various departments under support services.
2. Written assignments discussing structure, roles and responsibilities of departments of support services.
3. Group work for case studies on support services in hospital.

Suggested Readings:

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

Facilitating the achievement of Course Learning Outcomes

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<tr>
<td><strong>Unit No.</strong></td>
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<td>I.</td>
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<td>II.</td>
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<td>III.</td>
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<td>IV.</td>
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</table>

MBAEX H-306: Supply Chain Management in Health Care

Course objectives:

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

**Course Learning Outcomes**

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

**Course Contents**

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

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

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

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

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

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

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

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


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

Facilitating the achievement of Course Learning Outcomes

Supply Chain Management in Health Care

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>Develop an understanding about the role of supply chain in an organization and the significance of supply chain strategy in overall business.</td>
<td>Theory and concepts would be introduced through lecture and experience sharing. Supply chain strategy would be discussed through a case.</td>
<td>Assessment of different units constituting the whole course outline would be carried out through following components: Group projects, Case Analysis, Quiz, Mid-term test</td>
</tr>
<tr>
<td>II</td>
<td>Understand the applicability of SCOR in supply chain of a health corporate.</td>
<td>Case would be introduced to develop an understanding about the applicability of SCOR at different levels.</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Learn various mechanisms to manage demand, risk and uncertainty in a supply chain</td>
<td>Cases and exercises would be introduced to develop an understanding on managing demand risk in a supply chain.</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>Understand the value of information sharing across entire supply chain for improved supply chain coordination which would result in better operational efficiency of the supply chain.</td>
<td>A case would be handled to explain the nuances of supply chain coordination. Real-life examples would be introduced to explain the context of transportation in supply chain and the trade-offs between inventory costs and transportation costs.</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>Learn the framework of Make/Buy decisions and different types of supply chain/purchasing contracts especially in health care.</td>
<td>Small cases/exercises would be discussed for supply contracts.</td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>Learn different principles and practices of selective inventory control in health care and analyze corresponding purchasing practices and modes of logistics and transportation including reverse logistics, their applicability and the trade-offs involved.</td>
<td>Real-life examples would be introduced to explain the logistics including reverse logistics and transportation in supply chain and the trade-offs involved particularly between inventory costs and transportation costs with respect to selective inventory control in health care.</td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td>Understand the significance of data analytics in supply chain and its use in SC performance analysis and benchmarking in health care.</td>
<td>Real life examples coupled with corporate/consulting reports will be discussed.</td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>Develop an appreciation about the need of sustainable and ethical supply chain management in health care.</td>
<td>Various secondary data and reports would be discussed.</td>
<td></td>
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</table>

**MBA EX H-307: Public Health Management**

**Course Objective**

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

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

Course Content

Unit I: Planning processes for public health services
Unit II: National Health Policy 2017
Unit III: Flagship health programs/schemes of Government of India - Pradhan Mantri Jan Arogya Yojana; National Health Mission; AYUSH initiatives, Revised National Tuberculosis Control Programme; Integrated Disease Surveillance Project; National Programme for Prevention & Control of Cancer, Diabetes, Cardio-Vascular Diseases and Stroke; National Free Diagnostics Initiative; National Free Drugs Initiative etc.
Unit IV: Public-private partnerships in health sector – concept, types, case studies etc.
Unit V: Innovations in public health – Reproductive and child health portal, Mobile Kunji etc.
Unit VI: Overview of Epidemiology and its use in public health management
Unit VII: Crisis management
Unit VIII: Internal assessment – presentations by students on assigned topics.

Suggested Readings


Facilitating the achievement of course learning outcomes

Public Health Management

<table>
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<tr>
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<th>Course Learning</th>
<th>Teaching and Learning</th>
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<table>
<thead>
<tr>
<th>No.</th>
<th>Outcomes</th>
<th>Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Overview of the planning processes for public health services</td>
<td>Presentation on various types, approaches, models and triggers for public health planning; steps for health planning.</td>
<td>Discuss examples from relevant health programmes and experiences of students from different healthcare backgrounds</td>
</tr>
<tr>
<td>II.</td>
<td>National Health Policy 2017</td>
<td>Presentation of the salient features of the national health policy; comparison with previous policies; strengths and weaknesses of the latest policy; implementation of the relevant recommendations through various programmes.</td>
<td>Discuss examples from relevant health programmes</td>
</tr>
<tr>
<td>III.</td>
<td>Flagship health programmes/schemes of Government of India</td>
<td>Presentations on Pradhan Mantri Jan Arogya Yojana; National Health Mission; AYUSH initiatives; Revised National Tuberculosis Control Programme; Integrated Disease Surveillance Project; National Programme for Prevention &amp; Control of Cancer, Diabetes, Cardio-Vascular Diseases and Stroke; National Free Diagnostics Initiative; National Free Drugs Initiative etc.</td>
<td>Discuss relevant experiences of students from different healthcare backgrounds with respect to implementation of these programmes</td>
</tr>
<tr>
<td>IV.</td>
<td>Public-private partnerships (PPP) in health sector</td>
<td>Presentation on the concept and types of public private partnerships; essentials for a successful partnership; case studies etc.</td>
<td>Discuss examples of health programmes implemented in PPP modality</td>
</tr>
<tr>
<td>V.</td>
<td>Innovations in public health</td>
<td>Presentations on various public health innovations including those from the compendium developed by Government of India.</td>
<td>Discuss relevant experiences of students from different healthcare backgrounds</td>
</tr>
<tr>
<td>VI.</td>
<td>Overview of Epidemiology and its use in public health management</td>
<td>Presentations and discussions on Epidemiology and its uses in public health management.</td>
<td>Case analysis</td>
</tr>
<tr>
<td>VII.</td>
<td>Crisis management</td>
<td>Presentation and discussion on crisis management, crisis</td>
<td>Case analysis</td>
</tr>
<tr>
<td>Unit</td>
<td>Internal assessment</td>
<td>Assignment of topics to various groups on select themes.</td>
<td>Group presentation; Q&amp;A by rest of the class, moderated by the faculty</td>
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Specific policy and programme documents and relevant Government and other reports will be announced by the Faculty in the class.

**Semester 4 MBAEX H 401-407**

**MBAEX H-401: Innovations in Health Care**

**Course Objectives:**

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

**Course Learning Outcomes:**

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

**Course Content**

**Unit I:** Advances in medical technology – sensors, digital medical treatment and diagnostic devices
Unit II: Advances in healthcare informatics related areas like big data, genomics, mobile health and cloud-based technologies
Unit III: Newer service delivery models – remote monitoring and telehealth
Unit IV: Newer internet-based healthcare business models
Unit V: Project work – preparation and presentation of new business models/plans in healthcare

Suggested Readings

1. https://www.babylonhealth.com/
4. *How mHealth can revolutionize the Indian healthcare industry*: PWC 2010

Facilitating the achievement of Course Learning Outcomes

Innovations in Health Care

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

Assignment of group exercises in which various groups research and prepare a business plan/model utilizing advances in healthcare

Group presentation; Q&A by rest of the class moderated by the faculty

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

MBAEX H-402: Regulation and Laws in Health Sector

Course Objectives:

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

Course Learning Outcomes:

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

Course Content

Unit I: Overview of legal system in the country
Unit II: Overview of the laws that directly and indirectly affect the health care system
Unit III: Critical analysis of legal system and its components
Unit IV: Class Presentation and debates/discussions on legal aspects of clinical practice
Teaching/learning methods:
1. Presentation of various laws followed by discussion and debate
2. Written assignments discussing application of laws in various scenarios in health care settings
3. Group work for legal case studies
4. Midterm assessment

Suggested Readings
1. All bare acts relevant to medical services and health care systems

Facilitating the achievement of Course Learning Outcomes

### Regulation and Laws in Health Sector

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

MBAEX H-403: Health Care Entrepreneurship and Innovation
Course Objectives:

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

Course Learning Outcomes:

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

Contents:

Unit I: Entrepreneurship and the Entrepreneurial process
Unit II: The Entrepreneurial mind set and personality.
Unit III: Idea generation, identifying opportunities and evaluation.
Unit IV: Creativity and Innovation.
Unit V: Managing Growth
Unit VI: Social entrepreneurship and Innovation
Unit VII: Corporate Entrepreneurship

Suggested Readings


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

### Facilitating the achievement of Course Learning Outcomes

**Health Care Entrepreneurship and Innovation**

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<th>Teaching and Learning Activity</th>
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</thead>
<tbody>
<tr>
<td>I.</td>
<td>Explain the meaning and significance of entrepreneurship and its relevance to the health care sector and understand the process of entrepreneurial action in health care organizations.</td>
<td>Group activity, presentation and discussion on the nature, importance, impact and approaches to entrepreneurship and a perspective on Indian entrepreneurs with cases based on real world situations in the health care sector. Videos about entrepreneurs.</td>
<td>Participation in group activities, quiz, case analysis</td>
</tr>
<tr>
<td>II.</td>
<td>Understand entrepreneurial mind set and personality.</td>
<td>Experiential exercises and case discussion on common characteristics associated with entrepreneurs. Videos about entrepreneurs from the health sector and their journey.</td>
<td>Case analysis, group activity and quiz.</td>
</tr>
<tr>
<td>III.</td>
<td>To understand the importance of Idea generation, Identifying opportunities and the value of a business plan.</td>
<td>Experiential exercises on idea generation, identifying opportunities and case discussion based on ventures from the health sector. Videos about entrepreneurs.</td>
<td>Group activity on idea generation and business plan preparation and evaluation. Participation in case analysis and quiz.</td>
</tr>
<tr>
<td>IV.</td>
<td>To understand the role of creativity and innovation in health entrepreneurship</td>
<td>Presentation and case discussion to examine the role of creativity and innovation in health entrepreneurship; Experiential small group activities and exercises and videos.</td>
<td>Case analysis, group activity and quiz.</td>
</tr>
</tbody>
</table>
V. To examine strategies for growth and understand the human resource challenges for managing growth.

Presentation with case illustration from the health sector and discussion on the stages of a typical venture life cycle, transition from an entrepreneurial style to a managerial approach, key factors that play during the growth stage with videos on entrepreneurs.

Entrepreneur interview, case analysis, and quiz.

VI. Understand the concept of social entrepreneurship and appreciate how social entrepreneurs mobilize scarce resources to affect social change.

Presentation and discussion on the concept and relevance of social entrepreneurship with cases from the health sector and videos based on real situations.

Case analysis and quiz.

VII. Understand how established firms can develop an entrepreneurial culture and the challenges of doing so.

Discussion on the concept and challenges of corporate entrepreneurship and methods of developing mangers for corporate entrepreneurship with case illustrations, experiential exercises and videos.

Case analysis and quiz.

MBAEX H-404: International Health Systems

Course Objectives:

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

Course Learning Outcomes:

- Understanding of the concept of various healthcare delivery models of countries both in developed and developing economics.
- Understanding demographic and macroeconomic indicators of various countries.
- Ability to evaluate health system performance of different countries in terms of efficiency and equity.
- Ability to identify specific health system strengths, weaknesses, opportunities, and threats.
(SWOT analysis) employing comparative analysis as a research tool.

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

Course Content:

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

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

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

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

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

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

**Suggested Readings**

2. The Organization for Economic Co-operation and Development (OECD)-http://www.oecd.org/countries/
Facilitating the achievement of Course Learning Outcomes  
International Health Systems

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<th>Teaching and Learning Activity</th>
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<tbody>
<tr>
<td>I.</td>
<td>Introduction to basic determinants of healthcare delivery model; understanding basic statistics (Population Statistics/ demographic indicators, Macroeconomic indicators), Healthcare providers, Healthcare Services, Organizational hierarchy, healthcare Reforms, SWOT analysis.</td>
<td>Presentation on data analysis, data quality, various types of analyses commonly used.</td>
<td>Discuss examples from relevant healthcare settings.</td>
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<td>II.</td>
<td>Healthcare delivery models of India; understanding basic statistics (Population Statistics/ demographic indicators, Macroeconomic indicators), Healthcare providers, Healthcare Services, Organizational hierarchy, healthcare Reforms, SWOT analysis.</td>
<td>Presentation of use of spread-sheets for data analysis; demonstration of various commonly used techniques.</td>
<td>Discuss examples from relevant healthcare settings. Exercise and quiz</td>
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<td>III.</td>
<td>Healthcare delivery models of communist nations – China, Cuba and Russia; understanding basic statistics (Population Statistics/ demographic indicators, Macroeconomic indicators), Healthcare providers, Healthcare Services, Organizational hierarchy, healthcare Reforms, SWOT analysis.</td>
<td>Presentation of forecasting; discussion of its importance in management of hospital services.</td>
<td>Discuss examples from relevant healthcare settings. Exercise and quiz</td>
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<td>IV.</td>
<td>Healthcare delivery models of developed nations - Canada, Germany, Sweden, UK and USA; understanding basic statistics (Population Statistics/ demographic indicators, Macroeconomic indicators), Healthcare providers, Healthcare Services, Organizational hierarchy, healthcare Reforms, SWOT analysis.</td>
<td>Discussion and presentation on the underlying environment in which healthcare decisions are made; discussion of specific techniques for decision making.</td>
<td>Discuss examples from relevant healthcare settings. Exercise and quiz</td>
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<td>V.</td>
<td>World Health Organization (WHO); its composition and function</td>
<td>Presentation on different types of sensitivity analyses and its important</td>
<td>Discuss examples from relevant</td>
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The list of cases and other specific references including recent articles will be announced by the instructor at the time of launching the course.

MBAEX H-405: Health Care Financing and Insurance

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

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

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

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

Suggested Readings

4. Understanding Insurance of Health: PC James 2017; PCJ Value Media
5. Mediclaim and Health Insurance: Khshitij Patukale 2013 edition; Prabhat Prakashan
6. Health Insurance for Rich and Poor in India: Dr. L.P. Gupta 2014

Facilitating the achievement of Course Learning Outcomes

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

MBAEX H406: Strategic Management in Health Care

Course Objectives:

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

Course Learning Outcomes:

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

Contents:

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

Unit II: Firms versus markets: The nature of firms, when are firms superior to markets? Vertical and horizontal integration, The scope of the firm
Unit III: Diversification strategies in health care: Economies of scale and scope, Risk management, related versus unrelated diversification, Costs and benefits of diversification, Mergers and acquisitions, Franchising, alliances, joint ventures and networks

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

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

Suggested Readings:


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

Facilitating the achievement of Course Learning Outcomes

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

Course Objectives:

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

Course Learning Outcomes:

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

Course Content:

Unit I: Advances in medical technology – sensors, digital medical treatment, robotics and diagnostic devices
Unit II: Advances in healthcare informatics related areas like big data, genomics, mobile health and cloud-based technologies
Unit III: Newer service delivery models – remote monitoring and telehealth
Unit IV: Newer internet-based healthcare business models
Unit V: Project work – preparation and presentation of new business models/plans in healthcare

Suggested Readings

1. https://www.babylonhealth.com/
2. 10 common applications of artificial intelligence in healthcare: accessed at https://novatiosolutions.com/10-common-applications-artificial-intelligence-healthcare/
4. How mHealth can revolutionize the Indian healthcare industry: PWC 2010
   a. Managing Innovation in Healthcare, James Barlow (Imperial College London, UK)

(Using real-life examples and case studies from around the world, this book introduces the latest thinking on understanding and managing healthcare innovation more effectively. It does this
from the perspective of governments responsible for shaping health policy, healthcare organizations providing services and juggling competing demands, and from the perspective of the industries that supply the new drugs, devices and other technologies.

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

**Facilitating the achievement of Course Learning Outcomes**

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<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
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<tbody>
<tr>
<td>I.</td>
<td>Advances in medical technology – sensors, digital medical treatment and diagnostic devices</td>
<td>Presentation on important technological advances in the healthcare industry at a global level</td>
<td>Quiz</td>
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<tr>
<td>II.</td>
<td>Advances in healthcare informatics related areas like big data, genomics, mobile health and cloud-based technologies</td>
<td>Presentation on advances in areas like Big Data and cloud-based technologies – basic understanding of concepts like cloud computing platforms like Amazon, and concepts of artificial intelligence in healthcare like Babylon</td>
<td>Awareness about newer platforms and computing technologies in healthcare</td>
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<td>III.</td>
<td>Newer service delivery models – remote monitoring and telehealth</td>
<td>Presentation and discussion of newer service delivery models like telehealth and various companies in India like – IHO and introduction to concepts like e-ICU</td>
<td>Spot exercises and quiz</td>
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<tr>
<td>IV.</td>
<td>Newer internet-based healthcare business models</td>
<td>Discussion and presentation on Indian start-ups in the healthcare industry like Practo, Portea; e-pharmacies like Netmeds</td>
<td>Exercise and quiz</td>
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<tr>
<td>V.</td>
<td>Project work and internal assessment</td>
<td>Assignment of group exercises in which various groups research and prepare a business plan/model utilizing advances in healthcare</td>
<td>Group presentation; Q&amp;A by rest of the class moderated by the faculty</td>
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The list of cases and other specific references including recent articles will be announced by the instructor at the time of launching the course.