



SRI RAMACHANDRA

INSTITUTE OF HIGHER EDUCATION AND RESEARCH

(Category - I Deemed to be University) Porur, Chennai.

CATEGORY 1 UNIVERSITY • ENTITLED, ONLINE MODE

Centre for Distance and Online Education (CDOE)

Programme Project Report (PPR), Regulations and Syllabus for

Master of Business

Administration in Hospital Management

Post Graduate Degree Programme

(Online mode)

Vide AICTE approval F.No. Southern/1-46226828138/2026/EOA

Dated 03-April-2026



April 2026-27

REGULATORY COMPLIANCE



मान-विकास नियुक्तो
प्रो. रजनीश जैन
सचिव

Prof. Rajnish Jain
Secretary



विश्वविद्यालय अनुदान आयोग
University Grants Commission

(मानव संसाधन विकास मंत्रालय, भारत सरकार)
(Ministry of Human Resource Development, Govt. of India)

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By Speed Post

No. F. 1-1/2018(CPP-I/DU)

June, 2018

The Vice-Chancellor
Sri Ramachandra Medical College and Research Institute
1, Ramachandra Nagar,
Porur, Chennai-600 116,
Tamil Nadu.

22 JUN 2018

Subject:- Categorization of the Deemed to be University under UGC [Categorization of Universities (only) for Grant of Graded Autonomy] Regulations, 2018.

Sir,

As you are aware, UGC is mandated to determine, promote and maintain the standards of higher education in the country. UGC is constantly striving to create an enabling environment whereby higher educational institutions in the country can become institution of global excellence. UGC is also aware that global excellence can be achieved by extending autonomy to better performing institutions for promoting and institutionalizing excellence in higher education.

In order to grant autonomy to the better performing institutions, UGC has notified UGC [Categorization of Universities (only) for Grant of Graded Autonomy] Regulations, 2018 on 12th February, 2018 in the Gazette of India.

The proposal received from **Sri Ramachandra Medical College and Research Institute** under the above UGC Regulations has been examined, processed and considered by the Commission in its 532nd meeting held on 24.05.2018. **The Commission has decided to grade the Sri Ramachandra Medical College and Research Institute as Category-I Deemed to be University as per the provisions of the above UGC Regulations.** The Deemed to be University shall now be eligible for all the benefits as stipulated under Clause 4 (Dimensions of Autonomy for Category-I Universities) of the above mentioned UGC Regulations. However, with respect to Clause 4.3 of the Regulations (pertaining to opening of constituent units/off-campus centres), the Commission is in a process of finalizing certain modalities related to its implementation. The same will be communicated separately.

The Deemed to be University shall inform the UGC about the benefits being implemented from the new academic session. In light of this, the Deemed to be University should acknowledge in writing that it shall strictly comply with all the regulations as mentioned in the provisions (Clause 4) of the University Grants Commission (Categorization of Universities (only) for Grant of Graded Autonomy) Regulations, 2018.

It is further informed that the Deemed to be University shall intimate the Commission about its changed status as per Clause 6 of the said regulations.

Yours faithfully,


(**Rajnish Jain**)
Secretary



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
is pleased to declare the*

Sri Ramachandra Institute of Higher Education and Research

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

Ramachandra Nagar, Porur, Chennai, Tamil Nadu as

Accredited

with CGPA of 3.53 on four point scale

at A⁺⁺ grade

valid up to January 24, 2028

Date : January 25, 2021



S.C. Sema
Director



Ministry of Education
Government of India



Certificate

NATIONAL INSTITUTIONAL RANKING FRAMEWORK

INDIA RANKINGS 2025

Sri Ramachandra Institute of Higher
Education and Research, Chennai
Ranked 60 in University Category

CHAIRMAN, NBA

MEMBER SECRETARY, NBA



Ministry of Education
Government of India



Certificate

NATIONAL INSTITUTIONAL RANKING FRAMEWORK

INDIA RANKINGS 2024

Sri Ramachandra Institute of Higher Education and Research, Chennai
Ranked 55 In University Category

CHAIRMAN, NBA

MEMBER SECRETARY, NBA



Ministry of Education
Government of India



Certificate

NATIONAL INSTITUTIONAL RANKING FRAMEWORK

INDIA RANKINGS 2023

Sri Ramachandra Institute of Higher Education and Research
Chennai

Ranked 57 in University Category

CHAIRMAN, NBA

MEMBER SECRETARY, NBA



**UNIVERSITY GRANTS COMMISSION
DISTANCE EDUCATION BUREAU**

F.No. 1-10/2025(DEB-SR)

03 October, 2025

List of Category-I Higher Educational Institutions entitled to offer Open and Distance Learning (ODL) programmes for academic year 2025-26, academic session beginning July-August, 2025.

- (I) UGC in its 563rd Commission meeting, held on 22nd November 2022, decided that Category-I HEIs (as notified by UGC as per the UGC (Categorization of Universities (only) for Grant of Graded Autonomy) Regulations, 2018 and its amendments) willing to offer programmes under Open and Distance Learning (ODL) mode from the academic session Jan-Feb 2023, shall submit information to the UGC. HEIs are also required to submit an affidavit ensuring compliance with all the provisions of the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and its amendments.
- (II) In accordance with the Commission's decision, all Category-I HEIs willing to offer Open and Distance Learning programmes for academic year 2025-26, academic session beginning July-August, 2025 and onwards, submitted the requisite information along with prescribed fees, affidavit and supporting documents to the UGC. The information collected from the HEIs is intended to ascertain conformity to the following provisions:
1. Verification of Category-I Higher Educational Institutions (HEIs) entitlement as notified by UGC.
 2. Permissibility of proposed programmes to be offered under ODL mode.
 3. Adherence to UGC Notification of Specification of Degrees, 2014 and its amendments.
 4. Prior approval of Regulatory Authority, wherever applicable.
- (III) As per the 578th Commission decision, Central or State or Private Universities don't require prior approval/recommendation/NOC from AICTE for offering of Undergraduate, Postgraduate and Postgraduate Diploma programmes falling under the disciplines of Management, Computer Applications and Travel and Tourism. However, Deemed to be Universities are required to seek prior approval/recommendation/ NOC from AICTE for offering such programmes in ODL and/or Online mode.
- (IV) The HEIs are entitled to offer the ODL programmes for the period, till they are Category-I HEIs as per the relevant UGC notifications /regulations. If an institution loses its Category-I status, it must discontinue these programmes and notify the UGC accordingly. Learners already enrolled in the entitled programmes shall be allowed to complete the programmes in the manner laid down as per the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020, and its amendments.
- (V) The programmes under the purview of other regulatory authorities have been considered on the basis of NOC/ approval/ recommendation received from the respective regulatory authority. The HEI must strictly comply with all the conditions specified in the relevant regulatory authority's letter, including but not limited to those related to the number of seats, approved academic year, and any other stipulated requirements.
- (VI) The Higher Educational Institution shall ensure the compliance of entry level qualification, mode of admission, duration of the programme (minimum & maximum) and number of credits as per UGC Notification on Specification of Degrees 2014 and its amendments, UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and other instructions/notices issued by UGC and other statutory/ regulatory bodies from time to time.
- (VII) The Higher Education Institution shall write 'UGC entitled as per University Grants Commission (Categorization of Universities (only) for Grant of Graded Autonomy) Regulations, 2018 and its amendment(s)' instead of 'UGC recognized' at all places.
- (VIII) The Higher Educational Institution shall scrupulously abide by all the terms and conditions as stipulated in the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and its amendments and shall take steps as stipulated under Annexure-I to Annexure-X of the said regulations.
- (IX) The Higher Educational Institution shall also adhere to the policy of Territorial Jurisdiction and Learner Support Centres (LSC) as specified in Annexure-III and VIII of University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and its amendments respectively.
- (X) UGC has decided **15th October, 2025** as the last date to admit learners by recognized/entitled HEIs in ODL/Online programmes and the date for submission of admission data on DEB Web portal for academic session beginning July-August 2025 via reverse API.
- (XI) The Higher Educational Institutions have submitted an affidavit to the effect that in case any information, documentary evidence submitted/produced by the Higher Educational Institution is found to be false or wrong at a later stage or in case there is any violation of University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and its amendments by the HEI, the Higher Educational Institution shall be solely liable and responsible for any such contravention/violation and for any consequences thereof (including career consequences of Learner). In such events, the HEI may also be subject to the consequences stipulated under regulation 7 of the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and its amendments.
- (XII) The list of Category- I Higher Educational Institutions that have submitted the affidavit ensuring compliance of UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and its amendments and have been found complying with above mentioned provision (as per point II above), for academic year 2025-26, academic session beginning July-August, 2025 is appended herewith.



(Prof. Manish R. Joshi)
Secretary

S.No	STATE	TYPE OF HEI	HEI NAME	NUMBER OF PROGRAMMES	NAME OF PROGRAMMES
93	TAMIL NADU	DEEMED-TO-BE UNIVERSITY	VEL'S INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)	02	1) BACHELOR OF BUSINESS ADMINISTRATION- 4 years 2) MASTER OF BUSINESS ADMINISTRATION
93.	TAMIL NADU	DEEMED-TO-BE UNIVERSITY	SRI RAMACHANDRA INSTITUTE OF HIGHER EDUCATION AND RESEARCH	01	1) BACHELOR OF SCIENCE (HONS) (DATA SCIENCE)
95.	TELANGANA	DEEMED-TO-BE UNIVERSITY	ICFAI FOUNDATION FOR HIGHER EDUCATION	02	1) BACHELOR OF BUSINESS ADMINISTRATION 2) MASTER OF BUSINESS ADMINISTRATION (GENERAL)
96.	TELANGANA	DEEMED-TO-BE UNIVERSITY	INTERNATIONAL INSTITUTE OF INFORMATION TECHNOLOGY	01	1) MASTER OF SCIENCE (DATA SCIENCE)
97.	UTTAR PRADESH	CENTRAL UNIVERSITY	ALIGARH MUSLIM UNIVERSITY	11	1) BACHELOR OF COMMERCE 2) BACHELOR OF ARTS (ECONOMICS, HISTORY, POLITICAL SCIENCE, ENGLISH, URDU, HINDI) 3) MASTER OF ARTS (ECONOMICS) 4) MASTER OF ARTS (HISTORY) 5) MASTER OF ARTS (POLITICAL SCIENCE)

PART A

**PROGRAMME PROJECT REPORT
FOR MBA ONLINE**

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PROGRAM PROJECT REPORT FOR MBA IN HOSPITAL MANAGEMENT (ONLINE)

1. Overview

The Programme Project Report (PPR) of the Centre of Distance and Online Education (CDOE), Sri Ramachandra Institute of Higher Education and Research, provides the online two-year Master of Business Administration in Hospital Management (MBA) programme in accordance with the guidelines of the University Grants Commission (UGC).

In an ever-changing, dynamic world, the multidisciplinary study of Management education aims at developing knowledge, skills and competencies needed in order to manage organisations successfully in an ever more complex and competitive global context. This MBA programme develops individuals to take up leadership roles as it equips them with analytical, strategic and decision-making skills in hospitals.

Changing business models, high rate of globalization and digitalisation have enhanced the importance of management education in recent years. Modern organisations are grappling with market volatility, technological disruption and evolving consumer behaviour. These challenges are predominant in all the industrial sectors. This results in the need for highly qualified management leaders who are able to adjust to these changes, find solutions and create sustainable growth in hospitals.

The MBA in Hospital Management programme is structured as an industry-specific course which combines theoretical background with practical exposure. It derives expertise and skills in various fields, including economics, finance, marketing, human resources and operations. The case studies, problem-solving, and real-world applications are focused on ensuring that learners can develop a holistic understanding of Hospital Management

Management education in hospitals, whether locally or globally, is relevant due to the following reasons:

- International trade and market expansion.
- The increasing importance of digital technologies and data analytics in business decision-making.
- The necessity of the effective management of resources and the effectiveness of the organisation.
- The need for entrepreneurial thinking and growth led by innovations in hospitals.
- The growing complexity of global business and supply chain operations in hospitals.

The programme offers courses, such as Hospital Management, Marketing, Finance and Human Resource Management. These majors allow students to acquire domain knowledge with a strong foundation in the fundamental principles of management.

The MBA course focuses on strategic thinking and ethical business, as well as developing and enhancing leadership skills. It develops professionals who can handle teams, make informed decisions, and drive organisational and societal growth. The curriculum focuses on communication abilities, critical thinking and problem-solving skills, which are vital in being a successful manager.

Management practices are created in alignment with business frameworks, regulatory standards, and industry best practices, confirming that graduates will develop strong competencies in compliance, governance, and ethical business operations.

This programme is promoting capacity building by preparing the learners for diverse roles across industries. This course incorporates the organised learning modules, hands-on exercises, and exposure to the current business tools and practices. This programme is offered through an adaptable online format, promoting accessibility and inclusivity, allowing learners worldwide, both professionals and aspiring students, to upskill their higher education without regional barriers.

In conclusion, the MBA in Hospital Management Online programme plays a crucial role in shaping competent business leaders who can navigate the complexities of hospital management. Beyond enhancing individual career prospects, it contributes to economic growth through innovation, entrepreneurship, and the application of sound management practices.

This programme is focused on strengthening managerial skills through the integration of knowledge across business fields, strategic decision-making, and leadership development. This equips learners to address real-world organisational challenges by combining theoretical insights with practical application.

The duration of the MBA. in Hospital Management Degree Program shall be two academic years, comprising four semesters. Aligned with the National Credit Framework (NCrF), this programme offers more than 1,200 learning hours and 40 credits annually at Level 6.5. This is the structure that ensures a rigorous, outcome-based academic pathway aligned with national higher education standards, which provides the learners with recognised and industry-relevant proficiencies.

2. Programme's Mission

This programme offers a unique syllabus and a significant set of opportunities for students to develop their management knowledge and leadership skills. The curriculum includes courses such as Hospital Management, Marketing, Finance and Human Resource Management.

The mission of the Online Master of Business Administration in Hospital Management (MBA) program at Sri Ramachandra Institute of Higher Education and Research (DU), Chennai, India is:

- To educate and develop individuals to be professionally ethical and socially responsible leaders in Hospital Management.
- To foster a culture of care and empathy, emphasising innovation and the adoption of advanced, cost-effective technologies.
- To engage in quality research, consultancy, and capacity-building programs aligned with industry needs.
- To collaborate with stakeholders to enhance education, service, outreach, and research initiatives.
- To contribute to the development of sustainable business practices that promote equity and inclusivity, with a focus on empowering underprivileged communities.

3. Program Objectives:

The programme is designed with the following objectives to develop competent professionals in Master of Business Administration in Hospital Management:

- To equip students with the ability to integrate management theories and practices to solve complex, real-world business problems in diverse and dynamic environments.
- To develop students' analytical and critical thinking skills for data-based decision-making, leveraging advanced digital tools and technologies.
- To instill a strong sense of ethics and values, fostering leadership qualities that promote sustainable business practices in virtual and global contexts.
- To provide students with a deep understanding of global, economic, legal, societal, environmental, and ethical challenges affecting businesses and encourage responsible management solutions.
- To prepare students to lead and contribute effectively to diverse teams, focusing on achieving organisational goals in a collaborative and digital workplace.
- To enhance students' ability to communicate clearly and professionally across digital platforms and manage information and knowledge efficiently in business environments.
- To nurture an entrepreneurial mindset that embraces innovation, adaptability, and resilience, enabling students to identify and seize business opportunities in a competitive market.
- To prepare students for continuous self-improvement and lifelong learning, emphasising adaptability to the ever-changing demands of technology-driven industries.

4. Relevance of the Programme with HEI's Mission and Goals

The MBA in Hospital Management programme is designed in alignment with the institutional mission and goals as it:

- Provides instructional facilities at national and international standards.
- Promotes research and knowledge upgradation in management education.
- Offers a flexible and innovative curriculum incorporating industry-relevant skills and lifelong learning opportunities.
- Prepares students to become competent managers contributing effectively to organisations.

- Supports the HEI's mission by reaching a wide range of learners and contributing to accessible and inclusive education.
- Allows regular updates with contemporary and industry-relevant topics, helping the institution maintain academic excellence and relevance.
- Enables interaction, collaboration, and knowledge sharing among students and peers, supporting the HEI's objective of holistic learning and academic engagement.

5. Nature of Prospective Target Group of Learners:

This programme caters to diverse learners, including:

- Working professionals seeking career advancement.
- Students from varied academic backgrounds aspiring for managerial roles.
- Individuals from rural and economically weaker sections.
- Women and minority groups have limited access to formal education.

6. Appropriateness of Programme to be conducted in Open Mode to Acquire Specific Skills and Competence:

The program is appropriate for

- Enhancing analytical, strategic, and decision-making skills.
- Covering business research, analytics, financial management, and corporate governance.
- Developing transferable skills applicable across industries.
- Aligning with academic and professional benchmarks.
- Supporting learners with minimal prior management exposure.

a. Flexible and Inclusive Learning Environment

The online mode enables learners to access course materials at their own pace and convenience, making it ideal for working professionals. It promotes inclusivity by reaching learners across different geographical regions, allowing them to pursue higher education without disrupting their employment. This flexibility also supports lifelong learning and professional upskilling.

b. Multimedia and Experiential Learning Integration

The programme incorporates a range of digital and experiential learning tools, including:

- Video lectures and self-learning materials (SLMs) for strong conceptual understanding.
- Case studies based on real industrial scenarios to enhance analytical and decision-making abilities.
- Workplace-based assignments enable learners to apply concepts in their own professional settings.
- Project work and video demonstrations to integrate knowledge and demonstrate professional competence.

c. Interactive Learning and Mentorship

The programme includes structured academic support through live sessions, discussion forums, peer interactions, and academic counselling. These components ensure continuous engagement, clarification of concepts, and collaborative learning, while also simulating real-world professional interactions.

d. Alignment with Modern Educational Practices

The online delivery aligns with the principles of NEP 2020, emphasising flexibility, skill-based learning, and digital education. The curriculum is designed in accordance with national and global occupational health and safety standards, ensuring relevance to current industry needs and emerging workplace challenges.

e. Professional Competence and Workplace Application

The programme develops managerial competencies in risk assessment, problem-solving and decision-making. Through practical and work-integrated learning, students can apply concepts in real-time contexts, thereby enhancing their ability to manage operations and contribute to overall business performance.

7. Instructional Design used for online programmes

The design of curriculum, content and delivery of Online Programmes at Centre for Distance and Online Learning (CDOE), Sri Ramachandra Institute of Higher Education and Research (Deemed University) involves rigorous and deliberate design based on scientific principles and learning theories founded in research.

- Curriculum Design has been structured with flexibility for students to complete the program within two years.
- The ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation) is used to understand learners, define needs, and create effective content and delivery systems.
- Bloom's Taxonomy is applied to develop clear instructional objectives and focused learning outcomes.
- Evidence-based learning practices are adopted to ensure academic rigour and quality.
- Constructive Alignment connects objectives, learning outcomes, content, resources, and assessments, with additional references for deeper learning.
- Multimedia Learning Theory (Richard Mayer) is used through videos, animations, images, and interactive presentations to enhance engagement. Multiple media are used, including SLM, audio, video, online platforms, and computer-aided learning tools.
- The ARCS Model (John Keller) has been used to support learner motivation—Attention, Relevance, Confidence, Satisfaction.
- Professional studios, trained faculty, and standardised templates/manuals have been used to ensure high-quality video content.

- The Four Quadrant Approach that includes PDFs/e-books, PowerPoint slides, video lectures, blogs, discussion forums and Assessments (assignments, quizzes) has been deployed to ensure a comprehensive and engaging learning experience.
- A state-of-the-art Learning Management System (LMS) have been used to provide a user-friendly and robust learning platform. It also includes proctoring mechanisms to ensure exam integrity and authenticity. LMS supports Content delivery, Virtual classrooms, Proctored examinations and Communication tools (chat, notifications)
- Interactive quizzes and e-books have been incorporated to enhance engagement and immersive learning.
- Virtual classrooms and online teaching tools support synchronous learning.
- Faculty blogs maintain teaching continuity and act as learning journals.
- Weekly learning plans and academic calendars guide learners systematically.
- Learner pathways and journey mapping ensure structured and authentic learning experiences.
- Keywords in SLMs have been used to help learners explore topics further online.
- Concept maps aid understanding and provide unit overviews.
- Notifications and alerts keep learners updated on academic activities.
- Activity-based and problem-based learning is implemented with exercises in every unit.
- Gagné's Nine Events of Instruction guide content presentation and delivery.
- Detailed session plans are shared to track syllabus coverage and progress.
- Standardised session structure ensures professional delivery of online classes.
- Review sessions are scheduled before exams for revision.
- Academic counselling sessions support learners and resolve queries each semester.
- A robust grievance redressal system addresses student issues effectively.

Faculty and Support Staff

The Online MBA in Hospital Management Program is supported by a team of highly qualified faculty members and dedicated support staff, ensuring a seamless and enriching learning experience for students. The program is delivered by experienced faculty members with strong academic backgrounds, including PhD holders, industry professionals, and research scholars. Faculty members have expertise in various management disciplines such as Finance, Marketing, Human Resource Management, Operations, Healthcare Management, and Business Analytics. To facilitate the effective delivery and management of the Online MBA program, a well-structured support team is in place, including:

Program Coordinator – Oversees academic planning, faculty coordination, and student engagement.

LMS Administrator – Manages the Learning Management System (LMS) and ensures seamless access to online resources.

Technical Support Team – Assists in virtual classrooms, webinars, and online examinations.

Student Support and Helpdesk – Dedicated personnel to address academic queries, course guidance, and administrative assistance.

Content Development Team – Experts in instructional design, multimedia content creation, and e-learning materials.

Examination and Evaluation Team – Responsible for conducting online assessments, grading, and academic compliance.

8. Procedure for Admissions, Curriculum Transaction and Evaluation

The Higher Educational Institution (HEI) has established a comprehensive and transparent framework for admission, curriculum delivery, and evaluation for the MBA in Hospital Management (Master of Business Administration) (Online) programme, in alignment with UGC Online Regulations.

a) Admission Policy

- The admission policy is designed to ensure inclusivity, transparency, and accessibility. The programme is open to learners with an appropriate academic background in commerce, management, science, engineering, environmental health, or related disciplines, in accordance with the prescribed eligibility criteria.
- Admissions are conducted through an **online application process**, based on merit and fulfilment of eligibility requirements. The HEI follows applicable **reservation norms** as per the Government of India guidelines.
- The **fee structure** is clearly notified on the institutional website and prospectus. The HEI also provides information regarding **financial assistance**, including scholarships, fee concessions, and flexible payment options, wherever applicable, to support learners from diverse socio-economic backgrounds.

b) Curriculum Transaction

The program will be delivered **ONLINE** through a learning management system (LMS). The delivery methods will include live synchronous lectures, online videos and online digital content.

The curriculum and the syllabus for the program of study shall be as prescribed by the Academic Council of the Deemed to be University on the recommendations of the Board of Studies and as may be modified from time to time.

The term 'Credit unit' is used to describe the quantum of syllabus for various programs in terms of hours of study. It indicates differential weightage given according to the contents and duration of the courses in the curriculum design.

The curriculum transaction includes:

- **Self-Learning Materials (SLMs)** in digital formats
- **Multimedia e-content**, including recorded lectures, videos, and interactive modules
- **Live and recorded online sessions**, webinars, and virtual classrooms
- **Discussion forums and peer learning platforms**

The HEI utilises web-based tools and digital platforms to facilitate interactive and learner-centric education. Academic support is provided through academic counselling sessions, faculty interaction, and learner support services, ensuring effective engagement and learning.

c) Activity Planner

The HEI prepares and notifies a detailed activity planner (academic calendar) at the beginning of each academic session. The planner includes:

- Admission schedule
- Course delivery timeline
- Webinar and Live session details
- Assignment submission deadlines
- Project work
- Examination schedule

This ensures structured progression and timely completion of academic activities.

d) Evaluation Policy

The HEI adopts a continuous and comprehensive evaluation system to assess learner progress. The evaluation framework includes:

- **Continuous Internal Assessment (CIA)** through assignments, quizzes, and case studies.
- **End Semester Examination (ESE)** for theoretical and project components

Appropriate **weightage** is assigned to internal and external assessments as per institutional norms. Evaluation is conducted using both **LMS-based tools and conventional methods**, ensuring reliability and transparency. Learners are provided with **timely feedback**, and provisions for **re-evaluation and grievance redressal** are available as per institutional policy.

9. Library Resources

- Upon enrollment, learners are provided with an official **institutional email ID**, through which they gain access to the digital library resources of Sri Ramachandra Institute of Higher Education and Research (SRIHER). This includes access to e-books, e-journals, databases, institutional repositories and other scholarly resources, enabling learners to engage in self-directed learning, research, and evidence-based practice.
- These provisions ensure that learners receive adequate academic, practical, and research support in alignment with the requirements of the programme and UGC Online Regulations.
- Overall, case-based learning, industry-supported research, and digital library resources ensure effective acquisition of practical skills and competencies in Business Administration.

10. Cost Estimate of the Programme and the Provisions

The estimated cost for developing and implementing the online MBA in Hospital Management programme is structured across the following. The estimated annual cost per course is as follows:

- **Programme Development**
- Content development: ₹3,00,000 per course per year
- **Programme Delivery**
- Delivery (teaching-learning activities): ₹1,00,000 per course per year
- Evaluation (assessments and examinations): ₹50,000 per course per year
- **Programme Maintenance and Support**
- Software maintenance and LMS support: ₹20,000 per course per year

These provisions ensure the effective design, delivery, continuous updating, and quality assurance of the programme in online mode.

11. Quality Assurance Mechanism and Expected Programme Outcomes

The Centre for Distance and Online Education, SRIHER (CDOE) follows a high standard of Quality Assurance Mechanism to ensure its processes are fit to deliver learner satisfaction and experience. The norms and standards set by the regulatory bodies, such as UGC, AICTE, and accreditation agencies, such as NAAC and NBA, are followed strictly.

- The CDOE works in close association with the conventional campus departments in terms of curriculum formulation and examination systems. Industry and subject matter experts are engaged to provide contemporary inputs on the state of the industry and the currency of topics taught.
- **Professional subject matter experts** are engaged to deliver online classes in addition to qualified faculty members who are employed full-time to put in the necessary effort and diligence in design, development and delivery of the curriculum to the online learners.
- A series of **process standardisation** actions, such as creating templates, guidelines, manuals, training materials for the design and development of content for teaching and learning, stage-wise reviews, walk-throughs, peer assessments, committees, and working groups, ensure that the content developed and processes of delivery are kept fit to deliver learner satisfaction at all times.
- **Learner guidance** in terms of orientation programs, manuals are provided to ensure the right expectations are set for the learners.
- **Periodical feedback** obtained in a structured and systematic manner and individual student and stakeholder feedback, ensure constant corrections and modifications to ensure proper care and timely delivery to the learners.
- **Regular communication, according to a predetermined calendar**, to the learners about the academic activities and requirements ensures adequate clarity and guidance to the learners in their study effort and examination processes.

- **Engagement of industry experts** and subject matter specialists to deliver **special webinars** on current topics keeps the learners informed and capable enough to appreciate the needs of the industry and their job requirements.
- Stringent processes of the **Centre for Internal Quality Assurance** and University committees ensure that proper data collection on relevant processes and analysis of the same for any improvements are taken up promptly.
- **Co-option of faculty members** of the CDOE with the academic forums of the conventional campus departments maintains the alignment of curriculum and delivery standards to the online learners.
- **Adoption of Quality circles** internally and regular meetings to discuss the issues arising in the design, development and delivery of academic materials and processes enables prompt channelling of any concerns and challenges to be addressed internally.
- **Multi-level reviews** are conducted on the self-learning materials and videos before releasing them to the learners.
- Use of standard, industry-level software to check plagiarism avoids errors in the materials that help in producing world-standard content for the learners.
- Use of the **state of the art technologies and eLearning tools** helps in the creation of engaging content to create and maintain the interest of the learners.
- **A systematic analysis** of the student progression parameters enables identification of slow learners and students requiring assistance in learning, thereby reducing dropouts and discontinuation rates among the learners.
- **Systematic and structured review and guidance** of the academic projects, dissertation and internship components ensure that the learners can relate their learning to real-time industry practices. **Industry professionals are empanelled as co-guides** for such components to ensure practical work is conducted to meet industry rigour.

Expected Programme Outcomes

After the course, the students will be able to

- PO1: Apply knowledge of management theories and practices to solve business problems.
- PO2: Foster analytical and critical thinking abilities for data-based decision-making.
- PO3: Develop Value-based Leadership.
- PO4: Analyse, validate and communicate global, economic, legal, societal, environmental and ethical aspects of business.
- PO5: Lead themselves and others in the achievement of organisational goals, contributing effectively in a team environment.
- PO6: Communicate effectively and use information and knowledge effectively.
- PO7: Inculcate entrepreneurship ability.
- PO8: Recognise the need for and have the preparation and ability to engage in independent and life-long learning.

This structured PPR aligns with academic and industry standards to ensure a robust and impactful MBA in Hospital Management (OL Mode) program at Sri Ramachandra Institute of Higher Education and Research.

PART B

**REGULATIONS AND SYLLABUS
FOR MBA ONLINE PROGRAM IN
HOSPITAL MANAGEMENT**

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MBA IN HOSPITAL MANAGEMENT POST GRADUATE DEGREE PROGRAM (ONLINE)

INTRODUCTION

Preamble

The Master of Business Administration in Hospital Management Online Program offers flexible, industry-focused learning for aspiring business leaders. With courses in Hospital Management, Marketing, Finance, Human Resources, which blends theoretical knowledge with practical applications, students develop expertise in healthcare operations, strategic marketing, financial decision-making, talent management, and data-driven strategies, innovation and global business practices. The program equips graduates with critical thinking, leadership, and global business acumen to excel in diverse industries and drive organisational success.

Program Mission:

The Mission of the MBA Online Program are:

- To educate and develop individuals to be professionally ethical and socially responsible leaders in business and management.
- To foster a culture of care and empathy, emphasising innovation and the adoption of advanced, cost-effective technologies.
- To engage in quality research, consultancy, and capacity-building programs aligned with industry needs.
- To collaborate with stakeholders to enhance education, service, outreach, and research initiatives.
- To contribute to the development of sustainable business practices that promote equity and inclusivity, with a focus on empowering underprivileged communities.

Program Objectives:

The programme is designed with the following objectives to develop competent professionals in the field of management.

- To equip students with the ability to integrate management theories and practices to solve complex, real-world business problems in diverse and dynamic environments.
- To develop students' analytical and critical thinking skills for data-based decision-making, leveraging advanced digital tools and technologies.
- To instil a strong sense of ethics and values, fostering leadership qualities that promote sustainable business practices in virtual and global contexts.
- To provide students with a deep understanding of global, economic, legal, societal, environmental, and ethical challenges affecting businesses and encourage responsible management solutions.

- To prepare students to lead and contribute effectively to diverse teams, focusing on achieving organisational goals in a collaborative and digital workplace.
- To enhance students' ability to communicate clearly and professionally across digital platforms and manage information and knowledge efficiently in business environments.
- To nurture an entrepreneurial mindset that embraces innovation, adaptability, and resilience, enabling students to identify and seize business opportunities in a competitive market.
- To prepare students for continuous self-improvement and lifelong learning, emphasising adaptability to the ever-changing demands of technology-driven industries.

Program Outcomes:

- PO1: Apply knowledge of management theories and practices to solve business problems.
- PO2: Foster Analytical and critical thinking abilities for data-based decision-making.
- PO3: Develop Value-based Leadership.
- PO4: Analyse, validate and analyse and communicate global, economic, legal, societal, environmental and ethical aspects of business.
- PO5: Lead themselves and others in the achievement of organisational goals, contributing effectively to a team environment.
- PO6: Communicate effectively and use information and knowledge effectively.
- PO7: Inculcate entrepreneurship ability.
- PO8: Recognise the need for and have the preparation and ability to engage in independent and life-long learning.

Program Specific Outcomes

- **PSO1:** Apply integrated knowledge of management functions to solve complex business problems in Hospital Management.
- **PSO2:** Use data analytics, statistics, and business intelligence for effective decision-making in Hospital Management.
- **PSO3:** Manage healthcare and service organizations with a focus on quality, compliance, and patient/customer satisfaction.
- **PSO4:** Apply financial and investment concepts for risk management and value creation.
- **PSO5:** Demonstrate strategic leadership, innovation, and entrepreneurial skills with ethical and sustainable practices.

PROGRAM DESCRIPTION AND STRUCTURE

Program Description

The MBA in Hospital Management Online program adopts an outcome-based and industry-oriented approach, integrating management theory with practical business applications, digital learning tools, and experiential learning. The curriculum is structured into multiple course categories to ensure a comprehensive and holistic development of managerial competencies:

- **Core Theory (CT):**
These courses build a strong foundation in key management domains such as management, finance, marketing and human resource management. They provide essential conceptual and analytical knowledge required for effective decision-making in organisations.
- **Discipline Electives (DE):**
These courses enable specialisation in hospital management. Students can tailor their learning to align with career goals and industry requirements.
- **Internship (IN)** – The Internship gives learners practical industry exposure. It helps them apply online learning to real-world professional settings.
- **Research Project (RP):**
This component provides an opportunity to apply management concepts to real-world business problems. Students undertake industry-based projects or research assignments that enhance their analytical, strategic, and problem-solving abilities.

Program structure

The MBA in Hospital Management (Master of Business Administration) is designed in a **progressive and outcome-based manner**, enabling students to build competencies from foundational knowledge to advanced application.

In **Semester I (20 credits)**, students are introduced to the fundamental principles of management through courses such as Management and Organisational Behaviour, Managerial Economics, Financial Analysis and Reporting, Legal Aspects of Business, and Research Methodology. This semester establishes a strong conceptual foundation in managerial thinking, economic analysis, financial literacy, legal awareness, and research skills. Research Methodology equips students with essential competencies in data collection, analysis, and interpretation, which later support strategic decision-making and the successful completion of their dissertations.

Semester II (20 credits) builds upon these foundations by strengthening core functional competencies across key management domains. Courses such as Marketing Management, Financial Management, Human Resource Management, and Operations Management provide in-depth knowledge of business functions, while Innovation, Entrepreneurship and Design Thinking foster creativity, problem-solving, and an entrepreneurial mindset. Together, these courses enhance analytical abilities, managerial effectiveness, and readiness for dynamic business environments.

In **Semester III (20 credits)**, the curriculum advances to strategic and application-oriented learning through Business Environment and Strategic Management and an Internship. The internship provides experiential learning, allowing students to apply theoretical knowledge in real-world organisational settings.

During this semester, students also begin specialising in Hospital Management

- **Hospital Management:** Includes Hospital Management, Total Quality Management in Hospitals, and Healthcare Accreditation and Laws

These courses enable students to gain specialised knowledge and skills aligned with industry demands and career goals.

Semester IV (20 credits) focuses on advanced managerial perspectives and professional practice through Ethics, Governance and Sustainability, along with a Dissertation. The dissertation serves as a research project where students integrate knowledge from all previous semesters to analyse business problems, apply analytical tools, and propose data-driven solutions.

Additional Discipline Electives further deepen specialisation.

- **Hospital Management:** Hospital Planning, Facility and Infrastructure Management, Healthcare Technology and Analytics

Alignment with National Credit Framework (NCrF Level 6.5):

This MBA in Hospital Management (Master of Business Administration) is aligned with the National Credit Framework (NCrF) 2023 (Postgraduate Degree Level).

- Duration: 2 Years (4 Semesters)
- Total Credits: 80

Academic Bank of Credits (ABC)

This program is compatible with the **Academic Bank of Credits (ABC)** system. Credits earned are eligible for deposit, accumulation, transfer, and redemption as per UGC norms.

Higher education qualification	Total learning hours/year	Total learning hours (Programme)	Total credits/year	National credit framework (NCrF) credit levels	Credits points
C-1	C-2	C-3	C-4	C-5	C-6 = (C-4 x C5)
Master of Business Administration in Hospital Management (MBA)	1200	2400	40	6.5	260

Reference: National Curriculum and Credit Framework 2023.

Summary Scheme for Online Mode Semester System

Master of Business Administration in Hospital Management Degree Program

Vide AICTE approval F.No. Southern/1-46226828138/2026/EOA

Dated 03-April-2026

Category of Course

Semester	Course Code	Core Theory (CT) Credits	Internship (IN) Credits	Dissertation (RP) Credits	Discipline Specific (DE) Credits	Generic Elective (GE) Credits	Skill Enhancement (SE) Credits	Total credits
1	CT1	4						
	CT2	4						
	CT3	4						
	CT4	4						
	CT5	4						
	SEM-1		20					
2	CT6	4						
	CT7	4						
	CT8	4						
	CT9	4						
	CT10	4						
	SEM-2		20					
3	CT11	4						
	DE1				4			
	DE2				3			
	DE3				3			
	IN1		6					
	SEM-3	4	6		10			
4	CT12	4						
	DE4				4			
	DE5				4			
	RP1			8				
	SEM-4	4		8	8			

Distribution of Credits

Course	CT	IN	RP	DE	GE	SE	Total
Credits	48	6	8	18	-	-	80
Weightage (%)	100%				-		100%

REGULATIONS & SYLLABUS

MASTER OF BUSINESS ADMINISTRATION IN HOSPITAL MANAGEMENT DEGREE PROGRAM (ONLINE)

(Online Semester System)

In exercise of the powers conferred by clause 19 of the Memorandum of Association & Rules and clause 2 (cc) of Bye-Laws of Sri Ramachandra Institute of Higher Education and Research (Deemed to be University), Porur, Chennai-600 116, the Academic Council of the Deemed University hereby makes the following Regulations:

1. SHORT TITLE AND COMMENCEMENT

These regulations may be called “THE REGULATIONS FOR THE MBA IN HOSPITAL MANAGEMENT (MASTER OF BUSINESS ADMINISTRATION) – ONLINE MODE offered by SRI RAMACHANDRA INSTITUTE OF HIGHER EDUCATION AND RESEARCH (DEEMED TO BE UNIVERSITY), PORUR, CHENNAI – 600116”.

These regulations shall come into force from the academic year 2026 – 2027 and are subject to such modifications as may be approved by the Academic Council from time to time.

2. ELIGIBILITY FOR ADMISSION

A candidate who seeks admission for MBA in Hospital Management (Online Mode) must have a Bachelor’s degree of a minimum 3 years duration.

Admission Process

Admission shall be conducted in accordance with the norms of the University Grants Commission (UGC) and the Distance Education Bureau (DEB).

Applicants shall mandatorily obtain a valid DEB ID and ABC ID before enrolment.

- Eligible applicants shall submit the online application along with the prescribed documents.
- Admission shall be granted to programs for verification of eligibility and submitted credentials.
- The prescribed fee shall be paid through the institution’s approved online payment system.
- Admission shall be confirmed upon successful verification and fee payment.
- Admitted learners shall be informed regarding programme commencement and orientation.



3. REGISTRATION

A candidate admitted to the program shall register his/her name with Sri Ramachandra Institute of Higher Education and Research (Deemed to be University) by submitting the prescribed application form for registration, duly filled in, along with the prescribed fees, within the stipulated time.

4. DURATION OF THE PROGRAM

The duration of the MBA. in Hospital Management (Master of Business Administration) Degree Program shall be two academic years, comprising four semesters.

5. COMMENCEMENT OF PROGRAM

The program will commence every year in January and July.

6. COMMENCEMENT OF THE EXAMINATIONS

There shall be two sessions of University Examinations in an academic year, viz., June and December.

7. MEDIUM OF INSTRUCTION

The medium of instruction for all subjects shall be conducted only in English for both study and for examination.

8. DURATION OF A SEMESTER

Each semester shall consist of 15 weeks.

9. MODE OF DELIVERY

The program will be delivered **ONLINE** through a learning management system (LMS).

9.1 Learning Management System (LMS) Compliance and Regulatory Alignment

The Online MBA in Hospital Management (Master of Business Administration) Degree Program shall be delivered through a Learning Management System in compliance with the provisions of the University Grants Commission and the requirements prescribed under the UGC ODL and Online Regulations 2020, as amended from time to time.

Key LMS provisions under the UGC (ODL and Online Programmes) regulations include

- **Content Delivery:** Provides structured e-learning materials such as video lectures, notes, and presentations.
- **Learner Interaction:** Enables communication through discussion forums, live sessions, and messaging.
- **Accessibility:** Offers 24/7 access to course content across multiple devices.
- **Assessment:** Supports online assignments, quizzes, and feedback mechanisms.
- **Monitoring:** Tracks student participation, progress, and performance.
- **Data Security:** Ensures secure storage and maintenance of academic records.
- **Proctoring mechanism:** Ensure the integrity and authenticity of the examinations conducted online.

Centre for Distance and Online Education

B.Sc. (Hons) Data Science

Year / Semester : I / 1st Course: B.Sc. Communicative English Date: 22/02/2026

Registration No	Full Name	official email id	Attendance
✓ O0525001	Mr. Jeswin L ✓	o0525001@sriramachandradigilearn.edu.in	Present
✓ O0525002	Dr. Leena Pavitha ✓	o0525002@sriramachandradigilearn.edu.in	Present
AB O0525003	Mr. Kaushal Shanker ✓	o0525003@sriramachandradigilearn.edu.in	Discontinued
✓ O0525004	Mr. mohammed afrid azami ✓	o0525004@sriramachandradigilearn.edu.in	Present
✓ O0525005	Mr. Abishek Kumaran Balaji ✓	o0525005@sriramachandradigilearn.edu.in	Present
AB O0525006	Mr. Adhithya N. S. G. ✓	o0525006@sriramachandradigilearn.edu.in	ABSENT
✓ O0525007	Dr. Manimekhalai Narayanan ✓	o0525007@sriramachandradigilearn.edu.in	Present
✓ O0525008	Mr. Ramkumar Santhanakrishnan ✓	o0525008@sriramachandradigilearn.edu.in	Present
✓ O0525009	Mr. Aswin T ✓	o0525009@sriramachandradigilearn.edu.in	Present
✓ O0525010	Mr. PRAVEEN M ✓	o0525010@sriramachandradigilearn.edu.in	Present
✓ O0525011	Mr. Ansar Ahammed P V ✓	o0525011@sriramachandradigilearn.edu.in	Present
✓ O0525012	Mr. Prathyush Ayyappan ✓	o0525012@sriramachandradigilearn.edu.in	Present
✓ O0525013	Ms. JANIKA M ✓	o0525013@sriramachandradigilearn.edu.in	Present
✓ O0525014	Ms. N. Akshaya ✓	o0525014@sriramachandradigilearn.edu.in	Present
✓ O0525015	Mr. S. Prayag ✓	o0525015@sriramachandradigilearn.edu.in	Present
AB O0525016	Mr. Rhushikesh Omprakash Rai ✓	o0525016@sriramachandradigilearn.edu.in	ABSENT
✓ O0525017	Mr. Jayasrman M ✓	o0525017@sriramachandradigilearn.edu.in	Present
✓ O0525018	Mrs. Safrin A ✓	o0525018@sriramachandradigilearn.edu.in	Present
✓ O0525019	Mr. PAWANKUMAR MOTWANI ✓	o0525019@sriramachandradigilearn.edu.in	Present
✓ O0525020	Ms. Aisha Siddika A ✓	o0525020@sriramachandradigilearn.edu.in	Present
✓ O0525021	Mrs. Murshidha Sheerin ✓	o0525021@sriramachandradigilearn.edu.in	Present
✓ O0525022	Ms. Yeluri hema sindhu ✓	o0525022@sriramachandradigilearn.edu.in	Present
✓ O0525023	Ms. Navneet Sharma ✓	o0525023@sriramachandradigilearn.edu.in	Present
✓ O0525024	Mr. Shaikh owaiz ✓	o0525024@sriramachandradigilearn.edu.in	Present

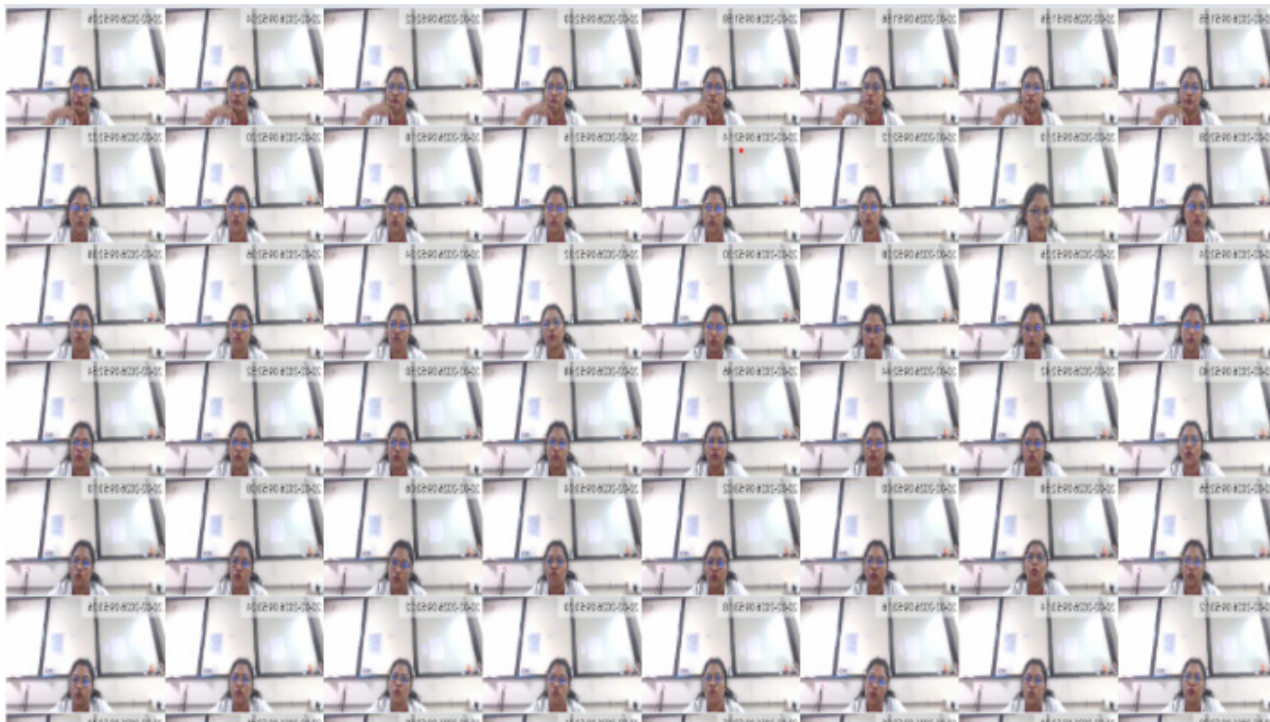
No. of Present: 21 No. of Absent: 2 Total no. of Students: 24
 Discontd. 1

A. Dew
 Academic Co-ordinator
 [A NIRMALA DEVI]
 (22.2.26)



Proctor Signature:
L. S. Priya
 22/02/2026
 Dr. L. SANKARI PRIYA
 ASSISTANT PROFESSOR
 CDOE.

Manual Proctoring



AI Proctoring

9.2 Components of the Structured Program

The program shall be delivered through a structured and learner-centric approach using the following components:

Component	Brief Description
Orientation Program	An induction session at the beginning of the program covering objectives, credit structure, assessment pattern, academic regulations, and student support services.
LMS Demonstration	Guided session on accessing course materials, submitting assignments, participating in forums, attending live classes, and tracking progress.
Academic Calendar	Semester-wise schedule outlining course timelines, submission dates, contact sessions, and examination schedules.
Structured Self-Learning Plan	Week-wise learning roadmap with unit outcomes, reading schedule, and milestone activities for systematic self-study.
Online Interactive Classes	Live online sessions for conceptual clarity and discussion; recordings made available for later access.
Webinars & Expert Sessions	Periodic expert lectures to enhance industry exposure and contemporary knowledge.
Formative Continuous internal Assessment	Continuous evaluation through assignments, quizzes, case studies, and discussions.
Review & Remedial Sessions	Scheduled sessions to reinforce learning and address academic gaps before exams.

Component	Brief Description
Feedback & Counselling	Timely academic feedback and mentoring support for learner progression.
End Semester Examination	Summative assessment conducted as per university and regulatory norms.
Archival of Records	Secure digital storage of academic records with audit trails and backup.
Plagiarism Compliance	Mandatory plagiarism screening of research and project submissions as per UGC regulations.

MBA PROGRAM (Online mode) LEARNING PLAN FOR SEMESTER – 1

CT 1 – Management and Organisational Behaviour – Credits 4									
Start Date	Week	Module	SLM	PPT	Video	Practice Quiz	Discussion Forum	Blogs	
03 Jan 2026	Week 1	Unit 1	1	1	3	10	1	1	
10 Jan 2026	Week 2	Unit 2	1	1	3	10	1	1	
17 Jan 2026	Week 3	Unit 3	1	1	3	10	1	1	
24 Jan 2026	Week 4	Unit 4	1	1	3	10	1	1	
31 Jan 2026	Week 5	Unit 5	1	1	3	10	1	1	
07 Feb 2026	Week 6	Unit 6	1	1	3	10	1		
14 Feb 2026	Week 7	Review Session 1 – Live							
22 Feb 2026	Week 8	Internal Assessment							
28 Feb 2026	Week 9	Unit 7	1	1	2	10	1	1	
01 Mar 2026	Week 10	Unit 8	1	1	2	10	1	1	
07 Mar 2026	Week 11	Unit 9	1	1	2	10	1	1	

9.3 Visual Depiction of Digital Content

ACADEMIC CALENDAR 2025

1st Semester				
Start Date	Day	Week	Activity	Timing
Oct 19 2025	Sunday		Commencement of Semester Program Orientation Learning Plan & LMS Orientation	10 AM -12 PM
Oct 24 2025	Friday	Week 1	Live Sessions	7 PM-9 PM
Oct 25 2025	Saturday		Live Sessions	7 PM-9 PM
Oct 26 2025	Sunday		Live Sessions	10 AM -12 PM and 1 PM-2 PM
Oct 31 2025	Friday	Week 2	Live Sessions	7 PM-9 PM
Nov 1 2025	Saturday		Live Sessions	7 PM-9 PM
Nov 2 2025	Sunday		Live Sessions	10 AM -12 PM and 1 PM-2 PM
Nov 7 2025	Friday	Week 3	Live Sessions	7 PM-9 PM
Nov 8 2025	Saturday		Live Sessions	7 PM-9 PM
Nov 9 2025	Sunday		Live Sessions	10 AM -12 PM and 1 PM-2 PM
Nov 14 2025	Friday	Week 4	Live Sessions	7 PM-9 PM
Nov 15 2025	Saturday		Live Sessions	7 PM-9 PM

Academic Calendar Learning Plan

→ BSc Data Science

Dashboard Courses Events My Activity Group Project Assessment

Select Semester:

Semester 1

Select Course:

Mathematics

Learning Plan

Self-Learning Materials

View PPTs

View Videos

Practice Quiz

Discussion Forum

Blog

Question Bank

Live Sessions

Feedbacks

Week 1

PPTs (2)

Video (3)

Googlemeet (1)

Week 2

PPTs (1)

Video (5)

Googlemeet (1)

Week 3

Googlemeet (1)

PPTs (1)

Video (3)

Week 4


Googlemeet (1)

Video (3)

PPTs (1)

Learning Management System

BSC - DATA SCIENCE
COMMUNICATIVE ENGLISH

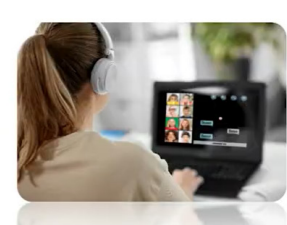


Summary

Improving self-expression isn't about being perfect — it's about **progress**

By expanding your vocabulary, practicing regularly, and becoming more aware of how you speak — both verbally and non-verbally you'll become a more confident, expressive communicator.

Keep practicing, keep expressing, and keep growing.



Lecture Video

Table of contents

Unit - 2 Determinants

2.1 Introduction to determinants

Aim
 Instructional Objectives
 Learning outcomes
 Self-Assessment Questions

2.2 Adjoint

Aim
 Instructional Objectives
 Learning outcomes
 Self-Assessment Questions

2.3 Inverse of matrix

Aim
 Instructional Objectives
 Learning outcomes
 Self-Assessment Questions

2.4 Cramer's rule

Aim
 Instructional Objectives
 Learning outcomes
 Self-Assessment Questions

Determinant

Aim:

The aim of studying to apply it as tool of solving linear equations

Instructional Objectives

The unit is designed to

- > Defining determinants
- > Related to matrix

Learning Outcomes

- > Calculations
- > Problem solving

Introduction to determinants

A square array of numbers that represents the sum of specific products of these numbers is called a determinant. If several complex expressions are expressed as "determinants," they can be handled with ease. Determinant is a scalar defined in terms of elements of a square matrix. Usually, determinants are related to linear equations. Let $ax + b = 0$ and $cx + d = 0$ are satisfied by the same values of x then $ad - bc$. The $ad - bc$ is determinant of second order, and is denoted by

$$\begin{vmatrix} a & b \\ c & d \end{vmatrix} = ad - bc$$

Similarly determinants of order 3

Consider the system of linear equations:

$$a_1x + b_1y + c_1z = d_1$$

$$a_2x + b_2y + c_2z = d_2$$

$$a_3x + b_3y + c_3z = d_3$$

Then

Self-Learning Material

10. CURRICULUM

The curriculum and the syllabus for the program of study shall be as prescribed by the Academic Council of the Deemed to be University on the recommendations of the Board of Studies and as may be modified from time to time.

11. CREDITS

The term 'Credit unit' is used to describe the quantum of syllabus for various programs in terms of hours of study. It indicates differential weightage given according to the contents and duration of the courses in the curriculum design. The minimum credit requirement for the Master of Business Administration degree Program shall be 80 credits.

11.1 Notional Hours as per UGC – 30 hours per credit

Notional Learning Hours refer to the total time an average learner is expected to spend to achieve the specified learning outcomes of a course. It represents the overall learner workload and includes all structured and independent learning activities.

As per the UGC guidelines and the National Credit Framework (NCrF): One academic credit is equivalent to 30 notional learning hours. Notional learning hours include, but are not limited to:

1. Synchronous lectures / live online sessions
2. Tutorials and mentoring sessions
3. Engagement with e-content and learning materials – includes a discussion forum
4. Assignments, case studies, and project work
5. Self-study and preparation
6. Assessment and examination time

Thus, the credit value assigned to a course reflects the total expected learner workload required to successfully achieve the course outcomes.

11.2 Table: Norms for Delivery of Courses in Online Mode (as per UGC guidelines Page no. 98)

S. No.	Credit value of the course	No. of Weeks	No of Interactive Sessions		Hours of Study Material		Self-Study hours, including Assessment, etc. (E)	Total Notional Hours of Study (as per UGC: 30 hours per credit)
			Synchronous Online Counselling / Webinars / Interactive Live Lectures (1 hour per week) – (A)	Discussion Forum / Asynchronous Mentoring (2 hours per week) – (B)	e-Tutorial (hours) (C)	e-Content (hours) (D)		
1	2 credits	6 weeks	6 hours	12 hours	10	10	22	60
2	3 credits	9 weeks	9 hours	18 hours	15	15	33	90

S. No.	Credit value of the course	No. of Weeks	No of Interactive Sessions		Hours of Study Material		Self-Study hours, including Assessment, etc. (E)	Total Notional Hours of Study (as per UGC: 30 hours per credit)
			Synchronous Online / Webinars / Interactive Live Lectures (1 hour per week) – (A)	Discussion Forum / Asynchronous Mentoring (2 hours per week) – (B)	e-Tutorial (hours) (C)	e-Content (hours) (D)		
3	4	12 weeks	12 hours	24 hours	20	20	44	120

11.3 Multiple Entry-Exit Provision

As per NEP 2020 and NCrf:

- Exit after Year 1 (40 credits): PG Certificate Program in Management
- Completion of 80 credits: MBA in Hospital Management.

12. Four Quadrant Approach for Courses and Quality Compliance

The online courses shall comply with prescribed quality standards and follow the four-quadrant approach as per SWAYAM Guidelines.

S. No.	Component	Description
(a)	Quadrant I – e-Tutorial	Includes Video and Audio content in an organized format, Animations, Simulations, Video demonstrations, Virtual Labs, etc., along with transcripts of the videos.
(b)	Quadrant II – e-Content	Includes Self-Instructional Material (Digital Self Learning Material), e-Books, Illustrations, Case Studies, Presentations, Web Resources such as References, Related Links, Open Source Content, Videos, Research Papers, Journals, Articles, Historical development of the subject, Anecdotal information, etc.
(c)	Quadrant III – Discussion Forum	Online discussion forum for raising doubts and clarifying them in real time by the Course Coordinator or the course team.
(d)	Quadrant IV – Assessment	Includes Problems and Solutions in the form of MCQs, Fill in the Blanks, Matching Questions, Short Answer Questions, Long Answer Questions, Quizzes, Question bank (minimum 100 questions), and Assignments with solutions, Discussion forum topics, FAQs, and clarifications on common misconceptions.

12.1 Instructional Design principles to support learner engagement and satisfaction:

- **ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model** to identify learner needs and develop high-quality learning content and delivery mechanisms.
- **Bloom's Taxonomy** is applied in formulating clear instructional objectives and learning outcomes.

- **Constructive Alignment** ensures that learning content, resources, and assessments are aligned with the intended outcomes.
- Multiple teaching approaches based on **Richard Mayer’s Multimedia Learning Theory** are used, including videos with animations, visuals, and interactive learning materials.
- The **ARCS Model of Motivation (Attention, Relevance, Confidence, and Satisfaction)** by John Keller guides the design of engaging video and visual content.
- High-quality learning materials are developed in **professional studios**, and faculty are trained in video delivery techniques to maintain standardisation and quality.

12. 2 Preparation of learning material

1. The **Self-Learning Material (SLM)** for each course is systematically structured to include the Aim, Instructional Objectives, Learning Outcomes, topic-wise explanations, self-assessment questions, summary, terminal questions with answer keys, activities (self-evaluation), glossary, bibliography, external references, image credits, video links, and keywords, ensuring comprehensive learner engagement and alignment with outcome-based education in the online curriculum.
2. The Program incorporates the following **audio-visual (AV) components** to enhance conceptual understanding, learner engagement, and extended self-directed learning within the online curriculum framework.
 - a) Animated Instructional Videos
 - b) Case-Based Explanatory Videos
 - c) Terminology Clarification Videos
 - d) Question Session and Answer Session Recordings
 - e) Curated External Web Links
 - f) Supplementary Learning Resources
 - g) Interactive Learning Support Materials
3. Comprehensive unit-wise **PowerPoint presentations** are provided for all course content, incorporating detailed illustrations, diagrams, charts, and tables to facilitate structured learning, visual reinforcement, and enhanced conceptual clarity in the online curriculum.

Course content structure

Credit	No of Units	No of Topics	No of Videos	Discussion forum topics	Self-Learning Material Pages	Minimum Word Count (SLM Only)
2	6	18	18	6	120–150 pages	28,000–30,000 words
3	10	30	30	10	180–220 pages	40,000–45,000 words
4	14	42	42	14	220–280 pages	55,000–60,000 words

13. RESEARCH PROJECT

- a) The Research Project shall be undertaken in the final semester under the supervision of an approved faculty member.
- b) Students shall apply the knowledge and analytical skills acquired in the courses offered.
- c) The project shall involve research design, data collection and/or analysis, interpretation of findings, and submission of a dissertation report followed by viva voce examination, in alignment with Level 6.5 descriptors of the National Credit Framework and UGC Online Program Regulations.
- d) The dissertation report would be an individual study and would consist of experimental/ observational/ review work.
- e) The candidates shall submit the dissertation report online through LMS in the format prescribed by the program coordinator.
- f) The dissertation work shall be submitted one month before the commencement of the University examination.
- g) The project will be assessed internally for 100 marks

13.1 Process of Research Project Implementation

The Research Project is implemented through a structured and monitored process to ensure academic rigour, transparency, and compliance with UGC Online Learning Regulations, as outlined below:

- **Formation of Research Project Committee (RPC)**
An institutional committee is constituted to ensure academic planning, regulatory compliance, quality assurance, and oversight of the research project in line with UGC OL norms.
- **Appointment of Coordinators / Guides / Mentors**
Faculty members meeting UGC-prescribed qualifications and domain expertise are appointed to supervise and coordinate research activities, ensuring quality and accountability.
- **Research Project Orientation by the Committee**
Structured orientation is conducted through LMS/online mode to familiarise students with research methodology, ethics, timelines, evaluation criteria, and digital submission protocols.
- **Allotment of Students as per Guidelines**
Students are allocated to supervisors based on research domain, faculty expertise, and a defined student-mentor ratio, ensuring effective mentoring as per regulatory expectations.
- **Execution of Research Project**
The project is carried out in a phased manner, integrating Four-Quadrant learning (Q1-Q4), with emphasis on independent research, guided interaction, and documented progress.

- Continuous Monitoring and Evaluation**
 Progress is assessed through stage-wise reviews, mentor interactions, and LMS-based tracking, ensuring continuous evaluation as mandated by UGC OL regulations.
- Final Evaluation (Dissertation & Viva Voce)**
 The completed dissertation is evaluated, followed by an online viva voce conducted by a Project Evaluation Committee (PEC) to assess research competency and application.
- Student Feedback and Quality Improvement**
 Structured feedback is collected through institutional mechanisms to support continuous quality improvement and alignment with outcome-based education practices.

13.2 Credit and Workload Distribution (UGC OL – Four Quadrant Integration)

The Research Project carries **8 credits equivalent to 240 notional learning hours**, distributed across the UGC Four-Quadrant framework to ensure a balanced mix of guided learning, independent research, interaction, and assessment.

Quadrant	Component	Activities Covered	Notional Hours	Credits
Q1	e-Tutorials	Recorded lectures on research methodology, biostatistics, ethics, and analytical techniques	30	1
Q2	e-Content & Self-Learning	Research Manual, literature review, proposal development, and independent research study	90	3
Q3	Interaction / Mentoring	Mentor meetings, project discussions, review sessions, and academic guidance	60	2
Q4	Assessment	Proposal, progress reviews, draft dissertation, final report, viva voce	60	2
Total			240 Hours	8 Credits

14. Attendance Required for Admission to Examinations

Attendance for online programs shall be calculated based on learner engagement across multiple components, as detailed below:

1. Synchronous Learning (Live Sessions) – 50%

Attendance shall be recorded based on participation in live online classes, webinars, and interactive sessions.

2. Asynchronous Learning (Recorded Content) – 20%

Learners shall complete recorded lectures and self-learning materials hosted on the LMS.

3. LMS Activities – 20%

Attendance shall include participation in practice quizzes, case studies, and discussion forums.

4. Internal Assessments 10%

Timely submission of assignments and multiple-choice questions.

Minimum Requirement:

- a) Learners must secure a minimum of 75% overall attendance in each course to be eligible to appear for end-semester examinations, as per regulatory norms.
- b) Candidates will not be permitted to appear for the end-of-semester examination without the 75% attendance.
- c) Where a student is absent without any prior permission for a semester, he/she shall be treated as "Reappear (RA)". Such candidates shall report to the Director, Online Education, and shall be governed by the disciplinary rules of the Deemed University.

15. EXAMINATION, ASSESSMENT AND EVALUATION

The assessment structure for all courses under the Online Program is designed in accordance with the **UGC (Online Courses or Programs – dated Sep 2020) Regulations** and aligned with the **National Credit Framework (NCrF) dated April 2023**.

- Evaluation follows a balanced system of **Continuous Internal Assessment (CIA)** and **End Semester Examination (ESE)** to ensure both formative and summative assessment. The framework supports Outcome-Based Education (OBE), credit-linked workload (30 hours per credit), and competency-based progression as prescribed under NCrF.
- At the postgraduate level (NCrF Level 6.5 equivalent), assessment methods are structured to evaluate conceptual understanding, analytical ability, application skills, and professional judgement.

15.1. Assessment Structure

This evaluation framework ensures academic rigour, transparency, regulatory compliance, and equivalence with the conventional mode program as mandated by UGC-DEB and aligned with NCrF provisions.

- Evaluation for a course shall be done continuously with a minimum of two online continuous internal assessments (CIA) followed by one end-of-semester **online proctored** University End-of-Semester Examination (ESE) for each course.
- For the CT/DE category of courses offered, the CIA evaluation is weighted at 30% and the ES is weighted at 70%
- The Research Project (RP) and Internship shall be assessed internally.

Component	Nature of Assessment	Weightage
Continuous Internal Assessment (CIA)	Assignments, quizzes, and applied exercises to be conducted during the semester	30%
End-of-Semester Examination (ESE)	Comprehensive examination covering the entire syllabus (descriptive/analytical, proctored mode as per UGC norms)	70%

Component	Nature of Assessment	Weightage
Total		100%

16. END SEMESTER EXAMINATION

16.1 Theory Examination

There shall be end-semester examinations for 3 hours duration, carrying 100 marks for each course covering the entire syllabus. The end semester exam consists of 70% weightage of the overall assessment.

Theory Question Paper Pattern For University Examinations		
End of Semester Examination (ESE) Theory (CT/DE Courses only)		
Pattern & Choices	Marks	Total Marks
Short essay questions 4 out of 5	4 x 10	40
Essay question (compulsory) - 2	2 x 15	30
Case study (compulsory) - 1	1 x 30	30
	Total	100

16.2 Internship

- All candidates registered to undergo the MBA in Hospital Management online program shall submit a Internship report at the end of the 3rd semester to appear for end semester viva- voce (online) examinations
- Candidates can choose to complete the internship:
 - At the **organisation where they are currently employed** (if applicable).
 - At an organisation of their choice, relevant to their area of interest.
 - Internships can involve departments or projects related to marketing, finance, HR, hospital management, or business analytics.
- At the end of the internship, candidates must submit an internship report via LMS in a format prescribed by the program coordinator/ Director (Online Education).
- The internship report shall be submitted one month before the commencement of the University examination.
- The internship will be assessed internally for 100 marks.

16.3 Dissertation (Research Project)

Evaluation Framework

The Research Project shall be evaluated through Continuous Internal Assessment (CIA) and End Semester Evaluation (ESE), in accordance with UGC ODL/Online Learning Regulations (2020), ensuring continuous monitoring, transparency, and outcome-based assessment.

Part A - Continuous Internal Assessment (50 marks)

Component	Sub-component	Marks	Weightage (%)
Proposal Evaluation	Research problem, objectives, methodology	10	10%
Progress Reviews	Mentor meetings and Interaction, Progress Documentation and consistency	15	15%
Experimental / Analysis Work	Data collection, analysis, interpretation	15	15%
Pre-Submission (Draft Review)	Draft quality, completeness, plagiarism check	10	10%
Total	—	50	50%

Part B: End Semester Evaluation (50 Marks)

Component	Sub-component	Marks	Weightage (%)
Final Dissertation Report	Research quality, structure, documentation	30	30%
Presentation	Clarity, organisation, communication	10	10%
Viva Voce Examination	Understanding, defense, application	10	10%
Total	—	50	50%

17. GRADING SYSTEM

Evaluation will be done on a continuous basis. The pattern of evaluation is to assess the “knowing, doing and being” of the learners. Student performance in each course is evaluated in terms of percentage of marks (%), which will be converted into letter grades based on a 10-point scale of evaluation.

17.1 Letter grades and grade points

- Sri Ramachandra Institute of Higher Education and Research (Deemed to be University) would be following the absolute grading system, where the marks are compounded to grades based on pre-determined class intervals.
- The UGC recommended a 10-point grading system with the following letter grades are given below:

Letter Grade	Grade Point	Range of Marks
O (Outstanding)	10	86-100
A+ (Excellent)	9	70-85
A (Very Good)	8	60 -69
B+ (Good)	7	55 -59

Letter Grade	Grade Point	Range of Marks
B (Above Average)	6	50- 54
RA (Reappear)	0	49 and below
Ab (Absent)	0	Reappear
NC - Not Eligible (detained)	0	Detained

17.2 Computation of SGPA and CGPA

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.,

$$\text{SGPA (Si)} = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

Where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.

- The CGPA is also calculated in the same manner, taking into account all the courses undergone by a student over all the semesters of a program, i.e.,

$$\text{CGPA} = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

Where, S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

- The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

17.3. Illustration of Computation of SGPA and CGPA and Format for Transcripts

i) Computation of SGPA

C. No	Course Code	CT	Course title	Credits (C)	Grade Letter	Grade Point	Credit Point (Credit x Grade)
1	MGT24OCT01	CT1	Management and Organizational Behaviour	4	A	8	4 x 8 =32
2	MGT24OCT02	CT2	Managerial Economics	4	B+	7	4 x 7=28
3	MGT24OCT03	CT3	Financial Analysis and Reporting	4	A	8	4 x 8 = 32
4	MGT24OCT04	CT4	Legal Aspects of Business	4	O	10	4 x 10 = 40

C. No	Course Code	CT	Course title	Credits (C)	Grade Letter	Grade Point	Credit Point (Credit x Grade)
5	MGT24OCT05	CT5	Research Methodology	4	B	6	4 x 6 = 24
Year I- Semester I				20			156

Illustration for SGPA

Thus = $156/20 = 7.8$

ii) **Computation of CGPA**

Semester 1	Semester 2	Semester 3	Semester 4
Credit: 20	Credit: 20	Credit: 22	Credit: 20
SGPA: 7.8	SGPA: 8.0	SGPA: 8.0	SGPA: 8.5

Illustration for CGPA

$CGPA = (20 \times 7.8 + 20 \times 8.0 + 22 \times 8.0 + 20 \times 8.5) / 80 = 8.28$

iii) **Grade Card (Format):** Based on the above recommendations on letter grades, grade points, SGPA and CGPA, the HEIs may issue the grade card for each semester and a consolidated grade card indicating the performance in all semesters.

18. GRADE QUALIFYING FOR A PASS

A candidate shall be declared to have passed the examination if he/she secures a minimum of 50% of the marks/grade in each course.

19. REAPPEARANCE FOR ARREAR SUBJECTS

Students reappearing for a course shall do so along with the subsequent regular end of semester examinations.

20. CLASSIFICATION OF SUCCESSFUL CANDIDATES

Overall Performance in a Program and Ranking of a candidate are in accordance with the University regulations.

Cumulative Grades and Grade Point Average

Consolidated Grade Card

Letter Grade	Grade Point	CGPA
O (Outstanding)	10	9.01 – 10
A+ (Excellent)	9	8.01 – 9.00
A (Very Good)	8	7.01 – 8.00
B+ (Good)	7	6.01 – 7.00
B (Above Average)	6	5.01 – 6.00

A successful candidate

1. Who secures not less than an O grade with a CGPA of 9.01 – 10.00 shall be declared to have secured '**OUTSTANDING**', provided he/she passes the whole examination in the FIRST ATTEMPT;
2. Who secures not less than an A+ grade with a CGPA of 8.01 – 9.00 shall be declared to have secured '**EXCELLENT**' provided he/she passes the whole examination in the FIRST ATTEMPT;
3. Who secures not less than an A grade with a CGPA of 7.01 – 8.00 and completes the course within the stipulated course period shall be declared to have passed the examinations with "**Very Good**"
4. All other candidates shall be declared to have passed the examinations.

21. MIGRATION/TRANSFER OF CANDIDATES

Application seeking Migration/Transfer of a candidate from any recognised institution to the University shall be considered subject to the condition that:

- a) There must be a vacancy in the particular year of study.
- b) transfer shall be effective only at the beginning of an academic year; and
- c) Approval of the Vice-Chancellor shall be obtained.
- d) Students shall be allowed to take credits earned from other institutions and vice versa, as per university norms.

22. AWARD OF DEGREE

The university will award the degree after a candidate completes the required University examinations and earns all the prescribed 80 credits for the Master of Business Administration Program in Hospital Management (Online Mode).

23. BREAK OF STUDY FROM A PROGRAM

The University regulations for readmission apply to a candidate seeking re-entry to a program

- a) Students admitted to a program and absent for ≥ 3 months must seek readmission into the appropriate semester as per University norms
- b) The candidates having a break of study of 6 months and above but less than one year shall apply for re-admission in the prescribed form to the Director, Centre for Distance and Online Education of the University and remitting the stipulated fee for condonation. The candidates may be re-admitted to the corresponding program of study at the commencement of the semester and shall undergo a minimum period of study of 3 months. After the fulfilment of the regulations of this University, he/she shall be admitted for the examination. The candidate shall be granted exemption in the subjects they have already passed.
- c) The candidates having a break of study of \geq one year shall apply for re-admission in the prescribed form to the Director, Centre for Distance and Online Education of

- the University and remitting the stipulated fee for condonation. The candidates may be permitted to re-join the program at the beginning of the session/semester of a program, as the case may be and will not be granted any exemption in any subject they may have already passed. They shall subscribe to the regulations of this University.
- d) Candidates having a break of study of two years or more from the date of admission and more than two spells of break will not be considered for re-admission.
 - e) The two years of break of study shall be calculated from the date of first admission of the candidate to the program, inclusive of all the subsequent spells of break of studies.
 - f) Candidates having a break of study shall be considered for re-admission, provided that they are not subjected to any disciplinary action and no charges are pending or contemplated against them.
 - g) The students permitted to rejoin a program after a break of study/prevention (detained) due to lack of attendance, shall be governed by the Curriculum and Regulations in force at the time of joining
 - h) The maximum period of study permissible to complete the program is four years
 - i) All re-admission of candidates is subject to the approval of the Vice-Chancellor.

24. DISCHARGE OF STUDENTS FROM PROGRAM

If a student admitted to a course of study in this Deemed University is for any reason not able to complete the course or qualify for the degree by passing the examinations prescribed within a period comprising twice the duration prescribed in the Regulations for the concerned program, he/she will be discharged from the said course, his/her name will be taken off the rolls of the Deemed University and he/she will not be permitted to attend classes or appear for any examination conducted by the Deemed University thereafter.

SCHEME OF CURRICULUM AND EVALUATION

MBA in Hospital Management DEGREE PROGRAM (ONLINE) 2026-27

Vide AICTE approval F.No. Southern/1-46226828138/2026/EOA

Dated 03-April-2026

Sl No	Course Code	Category	Course Titles	Credits	No of Weeks	No of Interactive Sessions (hours)					Hours of Study Material	Total optional Hours of Study (as per UGC 30 hours per credit)
						Synchronous Online Counselling / Webinars / Interactive Live Lectures	Discussion Forum / Asynchronous Mentoring	E-Tutorial	E-Content	Self- study hours including Assessment		
Semester –I												
						A	B	C	D	E	Sum A-E	
1	MGT24OCT01	CT1	Management and Organisational Behaviour	4	12	12	24	20	20	44	120	
2	MGT24OCT02	CT2	Managerial Economics	4	12	12	24	20	20	44	120	
3	MGT24OCT03	CT3	Financial Analysis and Reporting	4	12	12	24	20	20	44	120	
4	MGT24OCT04	CT4	Legal Aspects of Business	4	12	12	24	20	20	44	120	
5	MGT24OCT05	CT5	Research Methodology	4	12	12	24	20	20	44	120	
Total				20	60	60	120	100	100	220	600	
Semester –II												
						A	B	C	D	E	Sum A-E	
6	MGT24OCT06	CT6	Marketing Management	4	12	12	24	20	20	44	120	
7	MGT24OCT07	CT7	Financial Management	4	12	12	24	20	20	44	120	
8	MGT24OCT08	CT8	Human Resource Management	4	12	12	24	20	20	44	120	
9	MGT24OCT09	CT9	Operations Management	4	12	12	24	20	20	44	120	
10	MGT24OCT10	CT 10	Innovation, Entrepreneurship and Design Thinking	4	12	12	24	20	20	44	120	
Total				20	60	60	120	100	100	220	600	

Sl No	Course Code	Category	Course Titles	Credits	No of Weeks	No of Interactive Sessions (hours)					Hours of Study Material	
						Synchronous Online Counselling / Webinars / Interactive Live Lectures	Discussion Forum / Asynchronous Mentoring	E-Tutorial	E-Content	Self- study hours including Assessment	Total optional Hours of Study (as per UGC 30 hours per credit)	
Semester - III												
11	MGT24OCT11	CT11	Business Environment and Strategic	4	12	12	24	20	20	44	120	
12	MGT24OIN1	IN1	Internship	4	12	12	24	20	20	44	120	
HOSPITAL MANAGEMENT												
13	MHH24ODE01	DE1	Hospital Management	4	12	12	24	20	20	44	120	
14	MHH24ODE02	DE2	Total Quality Management in hospitals	4	12	12	24	20	20	44	120	
15	MHH24ODE03	DE3	Healthcare Accreditation and Laws	4	12	12	24	20	20	44	120	
Total				20	60	60	120	100	100	220	600	
Semester - IV												
16	MGT24OCT12	CT12	Ethics, Governance and Sustainability	4	12	12	24	20	20	44	120	
17	MGT24ORPO1	RP1	Dissertation	8	12	24	48	40	40	88	240	
HOSPITAL MANAGEMENT												
18	MHH24ODE04	DE4	Hospital Planning, Facility and Infrastructure Management	4	12	12	24	20	20	44	120	
19	MHH24ODE05	DE5	Healthcare Technology and Analytics	4	12	12	24	20	20	44	120	
Total				20	60	60	120	100	100	220	600	
Grand Total				80	240	240	480	400	400	880	2400	

CO-PO MAPPING

Programme Outcomes

After the course, the students will be able to

- PO1: Apply knowledge of management theories and practices to solve business problems.
- PO2: Foster analytical and critical thinking abilities for data-based decision-making.
- PO3: Develop Value-based Leadership.
- PO4: Analyse, validate and communicate global, economic, legal, societal, environmental and ethical aspects of business.
- PO5: Lead themselves and others in the achievement of organisational goals, contributing effectively in a team environment.
- PO6: Communicate effectively and use information and knowledge effectively.
- PO7: Inculcate entrepreneurship ability.
- PO8: Recognise the need for and have the preparation and ability to engage in independent and life-long learning.

CO-PO MAPPING CRITERIA

3 – High Correlation: The Course Outcome strongly contributes to the achievement of the Program Outcome. The learning activities, assessments, and content are directly aligned and significantly support the PO.

2 – Moderate Correlation: The Course Outcome has a reasonable level of contribution to the Program Outcome. The relationship is partial or indirect but still meaningful.

1 – Low Correlation: The Course Outcome has a minimal or limited contribution to the Program Outcome. The linkage exists but is not strong or direct.

Blank (–): Indicates that there is no significant correlation between the Course Outcome and the Program Outcome.

YEAR I / SEMESTER I

CT1 - MANAGEMENT AND ORGANIZATIONAL BEHAVIOUR

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1: Apply managerial functions in organisational contexts	3	2	2	1	3	1	1	1
CO2: Apply OB frameworks to workplace situations	3	3	2	1	2	1	1	1
CO3: Apply behavioural theories in workplace settings	3	2	2	1	2	1	1	1
CO4: Implement effective group strategies	2	2	3	1	3	2	1	1
CO5: Apply motivational and leadership approaches	3	2	3	1	3	2	1	1

CT2 - MANAGERIAL ECONOMICS

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1: Apply economic concepts to managerial decisions	3	2	1	2	2	1	2	1
CO2: Evaluate elasticity and market equilibrium	3	3	1	2	1	1	1	1
CO3: Formulate pricing decisions in different markets	3	3	1	2	2	1	3	1
CO4: Analyse cost-output relationships	3	3	1	2	1	1	2	1
CO5: Assess impact of inflation and unemployment	3	2	1	3	1	2	1	2

CT3 - FINANCIAL ANALYSIS AND REPORTING

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1: Create and interpret basic accounting records and trial balance	3	2	1	2	1	2	1	2
CO2: Classify and evaluate assets, liabilities, and adjustments	3	3	1	2	1	1	2	2
CO3: Compute and interpret profitability, turnover, and solvency ratios	3	3	2	2	2	2	2	2
CO4: Prepare and interpret cash and fund flow statements	3	3	2	2	2	2	2	2
CO5: Prepare non-profit final accounts and assess reporting practices	3	2	2	3	2	2	1	2

CT4 - LEGAL ASPECTS OF BUSINESS

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1: Analyse legal principles and distinguish types of law	3	2	1	3	1	2	1	2
CO2: Evaluate contracts and apply remedies for breach	3	3	1	3	2	2	1	2
CO3: Analyse corporate structure, doctrines, and directors' roles	3	2	2	3	2	2	1	2
CO4: Assess rights, liabilities, and dishonour implications	3	3	1	3	1	2	1	2
CO5: Apply consumer remedies and redressal mechanisms	3	2	2	3	2	3	2	2

CT5 - RESEARCH METHODOLOGY

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1: Construct research problems and hypotheses	3	3	1	2	1	2	2	2
CO2: Evaluate sampling methods and determine sample size	3	3	1	2	1	1	2	2
CO3: Design and validate measurement tools	3	3	1	2	1	2	2	2
CO4: Analyse qualitative and quantitative data	3	3	1	2	1	2	2	2
CO5: Construct structured and ethical research reports	3	2	2	3	2	3	1	3

YEAR I / SEMESTER II

CT6 - MARKETING MANAGEMENT

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1: Analyse and apply customer-focused marketing strategies	3	2	2	2	2	2	2	1
CO2: Evaluate data to support marketing decisions	3	3	1	2	1	2	2	1
CO3: Assess buyer decisions and predict market responses	3	3	1	2	2	1	2	1
CO4: Formulate positioning and competitive approaches	3	2	2	2	2	2	3	1
CO5: Develop integrated product and brand plans	3	2	3	2	3	3	3	2

CT7 - FINANCIAL MANAGEMENT

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1: Analyse financial goals and apply risk-return principles	3	3	2	2	2	1	2	1
CO2: Evaluate and apply working capital strategies	3	3	1	2	2	1	2	1
CO3: Calculate and evaluate financing costs	3	3	1	2	1	1	2	1
CO4: Analyse and formulate dividend decisions	3	2	2	2	2	1	2	1
CO5: Evaluate and design optimal capital structure	3	3	2	2	2	1	3	2

CT8 - HUMAN RESOURCE MANAGEMENT

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1: Apply HRM frameworks to improve performance	3	2	2	2	3	2	1	1
CO2: Implement effective hiring strategies	3	2	2	2	3	2	2	1
CO3: Develop learning and succession programs	3	2	3	2	3	2	2	2
CO4: Design performance management mechanisms	3	3	2	2	3	2	1	1
CO5: Integrate global and digital HR practices	3	2	2	3	2	3	2	2

CT9 - OPERATIONS MANAGEMENT

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1: Evaluate operational processes for strategic alignment	3	3	2	2	2	1	2	1
CO2: Develop effective capacity and facility plans	3	3	2	2	2	1	2	1
CO3: Design aligned product-process systems	3	3	2	2	2	1	3	1
CO4: Apply effective inventory and purchasing controls	3	3	1	2	2	1	2	1
CO5: Apply PERT, CPM, and scheduling tools effectively	3	3	1	2	2	1	2	2

CT10 - INNOVATION, ENTREPRENEURSHIP, AND DESIGN THINKING

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1: Analyse opportunities and design basic models	3	3	2	2	2	1	3	2
CO2: Develop user-centred solutions	3	2	2	2	2	2	3	2
CO3: Generate ideas and build prototypes	3	2	2	2	2	1	3	2
CO4: Design and present viable models	3	2	3	2	3	3	3	2
CO5: Assess and recommend scaling plans	3	3	3	2	2	2	3	3

YEAR II / SEMESTER III

CT 11 - BUSINESS ENVIRONMENT AND STRATEGIC MANAGEMENT

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1: Evaluate environmental factors and apply strategic concepts	3	3	2	3	2	1	2	2
CO2: Assess competitive advantage using analytical tools	3	3	2	2	2	1	2	2
CO3: Formulate strategic choices for market growth	3	3	3	2	3	2	3	2
CO4: Design and measure strategic performance systems	3	3	2	2	2	1	2	2
CO5: Develop strategies to create uncontested markets	3	3	3	2	2	2	3	3

YEAR II/SEMESTER IV

CT12 - ETHICS, GOVERNANCE AND SUSTAINABILITY

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1: Apply ethical conduct in workplace situations	3	2	2	3	2	2	2	3
CO2: Evaluate and practice ethical decision-making	3	3	2	3	2	2	2	3
CO3: Assess governance practices for accountability	3	2	2	3	3	2	2	2
CO4: Apply sustainability for balanced performance	3	2	2	3	2	2	2	3
CO5: Evaluate sustainability disclosures	3	2	2	3	2	2	2	3

SEMESTER III/IV (DE1 TO DE5 / HOSPITAL MANAGEMENT)

DE1 - HOSPITAL MANAGEMENT

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1: Describe clinical and non-clinical functions	3	1	1	2	2	2	1	2
CO2: Demonstrate patient flow, documentation, and billing	3	2	1	2	3	2	1	2
CO3: Illustrate asepsis and critical care coordination	3	2	2	3	3	2	1	2
CO4: Explain support services for safe care delivery	3	1	1	3	2	2	1	2
CO5: Identify housekeeping, waste, and engineering services	3	1	1	3	2	1	1	2

DE2 - TOTAL QUALITY MANAGEMENT IN HOSPITALS

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1: Evaluate quality practices based on patient needs	3	3	2	3	2	2	1	2
CO2: Analyse errors and improve patient safety	3	3	2	3	3	2	1	2
CO3: Develop improvement plans using design and management tools	3	3	2	2	3	2	2	2
CO4: Design efficient re-engineered workflows	3	3	2	2	3	1	2	2
CO5: Assess feedback to improve service quality	3	2	2	3	2	3	1	2

DE3 - HEALTHCARE ACCREDITATION AND LAW

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1: Describe accreditation structures and state roles	3	1	1	3	1	2	1	2
CO2: Interpret standards and list accreditation steps	3	2	1	3	2	2	1	2
CO3: Compare international quality standards	3	2	1	3	1	2	1	2
CO4: Summarise key laws and compliance needs	3	2	1	3	1	2	1	2
CO5: Apply accreditation standards to evaluate healthcare institutions and suggest improvements	3	3	2	3	3	2	2	2

DE4 - HOSPITAL PLANNING, FACILITY, AND INFRASTRUCTURE MANAGEMENT

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1: Analyse workflow and space to improve patient and staff flow	3	3	2	2	3	2	1	2
CO2: Design compliant layouts with equipment and building systems	3	3	2	3	2	1	2	2
CO3: Implement infection control, safety, and risk protocols	3	2	2	3	3	2	1	2
CO4: Assess energy efficiency and regulatory compliance	3	3	1	3	2	1	2	2
CO5: Apply facility management systems and technologies to enhance hospital operations and sustainability	3	3	2	3	2	2	2	3

DE5 - HEALTHCARE TECHNOLOGY AND ANALYTICS

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1: Describe HIS structure and ensure data security compliance	3	2	1	3	1	2	1	2
CO2: Interpret data using basic analytical tools	3	3	1	2	1	2	1	2
CO3: Implement practices to ensure data accuracy and integrity	3	2	1	3	2	2	1	2
CO4: Utilise real-time data to enhance patient care	3	3	2	3	3	2	1	2
CO5: Recommend improvements using case-based insights	3	3	2	2	2	3	2	2

MBA in Hospital Management (Master of Business Administration) Syllabus

SEMESTER – I

CT1: MANAGEMENT AND ORGANISATIONAL BEHAVIOUR

S. No.	Course Code	Course category	Course Title	L	P/RP	Total Credits	Total Hours
1	MGT24OCT01	CT1	Management and Organisational Behaviour	4	-	4	120

Particulars	Details (as per NCrF, 2023)	Four-Quadrant Component (as per UGC, 2020)
Course Number, Code, Category	01, MGT24OCT01 CT1	
Course Name	Management and Organizational Behaviour	
Course Credits	4	
Total Notional Hours	120	
Number of Units	14	
Number of Videos	42	Q1 – e-Tutorials (Video Lectures)
Self-Learning Material	280 Pages	Q2 – e-Content (SLM)
PowerPoint Presentation	14	Q2 – e-Content
Number of Discussion Forums	14	Q3 – Discussion Forum/ Interactive Activities
Question Bank (MCQs, Short, Long answers)	1	Q4 – Assessment
Number of Assignments	2	Q4 – Assessment

Course Description

This course provides a comprehensive foundation in management principles and organizational behaviour, covering managerial roles, environmental dynamics, strategic decision-making, and core management functions, while integrating key behavioural dimensions such as individual differences, attitudes, personality, emotions, group dynamics, motivation, and leadership to enhance organizational effectiveness in contemporary business environments.

Course Objectives	Course Outcomes
<ul style="list-style-type: none"> • CO1 –To explain in detail the functions of management and decision-making. • CO2 – To examine the foundational OB theories and models. • CO3 – To analyse the individual behaviour determinants. • CO4–To evaluate group dynamics and team processes. • CO5 – To analyse motivation and leadership theories. 	<ul style="list-style-type: none"> • LO1 – Learners will be able to apply managerial functions in organisational contexts. • LO2 – Learners can apply OB frameworks to workplace situations. • LO3 – Learners will be able to apply behavioural theories in workplace settings. • LO4 – Learners will be able to implement effective group strategies. • LO5 – Learners will be able to apply motivational and leadership approaches.

Unit No.	Unit Syllabus	Specific Learning Objectives
Unit 1	Managerial Roles, Skills, and Competency Frameworks: Understanding the Manager's Job: Roles, Skills and Competencies of Managers	<ol style="list-style-type: none"> 1. Examine managerial roles and competencies across organizational levels. 2. Evaluate the strategic importance of managerial effectiveness in organizations.
Unit 2	Organizational Environment and Contextual Dynamics: Internal and External Environment of Organizations and Managers	<ol style="list-style-type: none"> 1. Analyze internal and external environmental factors affecting managerial decisions. 2. Assess environmental uncertainty and its impact on organizational performance.
Unit 3	Strategic Planning and Managerial: Decision-Making Management Functions: Planning and Decision Making	<ol style="list-style-type: none"> 1. Apply planning frameworks and decision-making models in business contexts. 2. Compare rational and behavioral approaches to managerial decision-making.
Unit 4	Core Management Functions: Organizing, Staffing, Leadership, and Control: Management Functions: Organizing, Staffing, Leading and Controlling	<ol style="list-style-type: none"> 1. Illustrate the integration of core management functions in organizational execution. 2. Evaluate control mechanisms for ensuring organizational effectiveness.
Unit 5	Foundations of Organizational Behavior: Scope and Significance: Introduction to Organizational Behavior: Nature, Scope and Importance	<ol style="list-style-type: none"> 1. Explain the scope and significance of organizational behavior in modern management. 2. Interpret the role of OB in enhancing organizational effectiveness.

Unit No.	Unit Syllabus	Specific Learning Objectives
Unit 6	Evolution of Organizational Behavior and Interdisciplinary Foundations: Historical Evolution of Organizational Behavior and Contributing Disciplines	<ol style="list-style-type: none"> Trace the evolution of OB theories and schools of thought. Analyze interdisciplinary contributions (psychology, sociology, anthropology) to OB.
Unit 7	Organisational Behaviour Models and Emerging Workplace Challenges: OB Models, Challenges and Opportunities in Contemporary Organizations	<ol style="list-style-type: none"> Evaluate different OB models and their applicability in organisations. Assess emerging challenges and opportunities in OB within dynamic business environments.
Unit 8	Individual Behavior Dynamics: Abilities and Learning Frameworks Foundations of Individual Behavior: Abilities and Learning Theories	<ol style="list-style-type: none"> Analyse intellectual and physical abilities in relation to job performance. Apply learning theories to workplace behaviour and skill development.
Unit 9	Attitudes, Job Satisfaction, and Organizational Values: Attitudes, Job Satisfaction and Workplace Values	<ol style="list-style-type: none"> Examine components of attitudes and their impact on job satisfaction. Evaluate methods of measuring job satisfaction and workplace values.
Unit 10	Personality, Perception, and Attribution in Organisations: Personality, Perception and Attribution Theories	<ol style="list-style-type: none"> Analyse personality frameworks, including OCEAN and MARS models. Evaluate perceptual processes and attribution theories in organisational decision-making.
Unit 11	Emotional Intelligence and Workplace Behaviour Applications: Emotions, Moods and Their Organizational Applications	<ol style="list-style-type: none"> Assess the influence of emotions and moods on workplace behaviour. Apply emotional intelligence concepts to improve managerial effectiveness.
Unit 12	Group Behaviour and Team Development Processes: Foundations of Group Behavior: Types of Groups and Stages of Development	<ol style="list-style-type: none"> Classify different types of groups and their characteristics. Analyse Tuckman's stages of group development in team settings.
Unit 13	Group Dynamics and Collaborative Decision-Making: Group Dynamics: Roles, Norms, Cohesiveness and Decision Making	<ol style="list-style-type: none"> Evaluate group properties, such as roles, norms, and cohesiveness. Compare group and team decision-making approaches in organisations.
Unit 14	Motivation and Leadership in Contemporary Organisations: Motivation and Leadership: Theories and Contemporary Perspectives	<ol style="list-style-type: none"> Analyse motivation theories, including Maslow's hierarchy and goal-setting theory. Evaluate leadership styles including transactional and transformational leadership.

Text Book

1. Robbins S., Judge, T. A. and Vohra, N. (2015). Organizational Behaviour (16thed.) Pearson Education

Reference Books

1. Kreitner, R. & Kinicki, A. (2010). Organizational Behavior (10thed.) McGraw-Hill
2. Luthans, F. (2011). Organizational Behavior (12thed.) McGraw-Hill
3. Mullins, L. (2013). Management and Organizational Behavior (10thed.) Pearson Education

Online Resource:

1. <https://hbr.org/topic/managing-organizations>

Other Resources:

1. Cross, R., & Prusak, L. (2002). People Who Make Organizations Go—Or Stop, Harvard Business Review, 80(6), 104–111
2. Kanter, J. & Streitfeld, D. (2015). Amazon employees reveal company's brutal work culture, New York Times, August 2015
3. Shapiro, D.L. (2004). The Future of Work Motivation Theory, Academy of Management Review, 29 (3), 379–387
4. Schrage, Michael. (2015). How the Navy SEALs train for Leadership Excellence, Harvard Business Review, May 2015
5. Hackman & Wageman. (2009). Why Teams Don't Work, Harvard Business Review, R0905H

CT2: MANAGERIAL ECONOMICS

S. No.	Course Code	Course category	Course Title	L	P/RP	Total Credits	Total Hours
2	MGT24OCT02	CT2	Managerial Economics	4	-	4	120

Particulars	Details (as per NCrf, 2023)	Four-Quadrant Component (as per UGC, 2020)
Course Number, Code, Category	02, MGT24OCT02 CT 2	
Course Name	Managerial Economics	
Course Credits	4	
Total Notional Hours	120	
Number of Units	14	
Number of Videos	42	Q1 – e-Tutorials (Video Lectures)
Self-Learning Material	280 Pages	Q2 – e-Content (SLM)
PowerPoint Presentation	14	Q2 – e-Content

Particulars	Details (as per NCrF, 2023)	Four-Quadrant Component (as per UGC, 2020)
Number of Discussion Forums	14	Q3 – Discussion Forum/ Interactive Activities
Question Bank (MCQs, Short, Long answers)	1	Q4 – Assessment
Number of Assignments	2	Q4 – Assessment

Course Description

This course delivers a comprehensive, application-oriented understanding of managerial economics, integrating microeconomic and macroeconomic principles with interdisciplinary business functions. It equips learners to analyze demand, supply, market structures, pricing strategies, and cost dynamics while leveraging forecasting and decision-making frameworks. Emphasis is placed on bridging theory with real-world managerial practice and evaluating the impact of macroeconomic policies on strategic business outcomes.

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> • CO1- To explain the fundamentals of Managerial Economics. • CO2 - To analyse demand and supply dynamics. • CO 3 - To examine market structures and pricing strategies. • CO 4 - To explain cost concepts and cost functions. • CO 5 - To interpret key macroeconomic concepts and policies. 	<ul style="list-style-type: none"> • LO1 – Learners will be able to apply economic concepts to managerial decisions. • LO2 – Learners will be able to evaluate elasticity and market equilibrium. • LO3 – Learners will be able to formulate pricing decisions in different markets. • LO4 – Learners will be able to analyse cost-output relationships. • LO5 – Learners can assess the impact of inflation and unemployment.

Unit No.	Unit Syllabus	Specific Learning Objectives
Unit 1	<p>Foundations of Managerial Economics and Business and Decision-Making: Nature, scope, and significance of Managerial Economics; role in business decision-making</p>	<ol style="list-style-type: none"> 1. Analyze the scope and relevance of managerial economics in strategic business decisions. 2. Evaluate the role of economic reasoning in managerial problem-solving.
Unit 2	<p>Microeconomic and Macroeconomic Perspectives in Managerial Context: Micro and Macro Economics: Concepts and distinctions</p>	<ol style="list-style-type: none"> 1. Differentiate between microeconomic and macroeconomic frameworks in business contexts. 2. Apply micro and macro concepts to organizational decision-making scenarios.

Unit No.	Unit Syllabus	Specific Learning Objectives
Unit 3	Interdisciplinary Linkages of Managerial Economics: Relationship of Managerial Economics with other disciplines (Accounting, Finance, Marketing, Statistics)	<ol style="list-style-type: none"> 1. Examine the interdisciplinary linkages between managerial economics and business functions. 2. Integrate economic concepts with financial and marketing decision models.
Unit 4	Managerial Economics in Practice: Bridging Theory and Real-World Applications: Managerial economics in practice: Theory vs Practice gap; roles and responsibilities of managerial economists	<ol style="list-style-type: none"> 1. Critically assess the gap between economic theory and real-world business applications. 2. Interpret the roles and responsibilities of managerial economists in organizations.
Unit 5	Fundamentals of Demand Analysis and Consumer Behavior: Demand analysis: Types of demand and determinants of demand	<ol style="list-style-type: none"> 1. Classify different types of demand in business environments. 2. Analyze key determinants influencing demand in various markets.
Unit 6	Demand Function and Elasticity Analysis for Managerial Decisions: Demand function and elasticity of demand	<ol style="list-style-type: none"> 1. Construct demand functions for different market conditions. 2. Evaluate price elasticity and its impact on revenue and pricing decisions.
Unit 7	Demand Forecasting Techniques and Strategic Business Applications: Demand forecasting techniques and business applications	<ol style="list-style-type: none"> 1. Apply quantitative and qualitative demand forecasting methods. 2. Assess forecasting accuracy for strategic planning decisions.
Unit 8	Supply Analysis and Producer Behavior: Supply analysis: Determinants of supply, supply function, and supply elasticity	<ol style="list-style-type: none"> 1. Analyze determinants affecting supply decisions in firms. 2. Evaluate supply elasticity and its managerial implications.
Unit 9	Market Equilibrium and Price Determination Mechanisms: Market equilibrium and price determination	<ol style="list-style-type: none"> 1. Determine equilibrium price and quantity using demand-supply interaction. 2. Analyze shifts in equilibrium under changing market conditions.
Unit 10	Market Structures and Theory of the Firm: Theory of the firm; perfect and imperfect markets; market structures (Perfect Competition, Monopoly, Monopolistic Competition, Oligopoly)	<ol style="list-style-type: none"> 1. Compare different market structures based on competition and pricing power. 2. Analyze firm behavior under various market conditions.
Unit 11	Strategic Pricing Decisions under Different Market Conditions: Pricing decisions: Determinants of pricing, pricing objectives, pricing under different market structures	<ol style="list-style-type: none"> 1. Evaluate factors influencing pricing decisions across industries. 2. Formulate pricing strategies under different market structures.
Unit 12	Advanced Pricing Strategies and Price Discrimination: Price discrimination and practical pricing methods	<ol style="list-style-type: none"> 1. Analyze conditions and implications of price discrimination. 2. Apply real-world pricing methods such as cost-plus and value-based pricing.

Unit No.	Unit Syllabus	Specific Learning Objectives
Unit 13	Cost Analysis and Production Economics: Cost analysis: Cost concepts, cost function, short-run and long-run cost curves, production-cost relationship	<ol style="list-style-type: none"> 1. Analyze cost behavior in short-run and long-run production contexts. 2. Evaluate the relationship between production levels and cost structures.
Unit 14	Macroeconomic Environment and Policy Implications for Business: Macroeconomic environment: National income, monetary policy, fiscal policy, inflation, unemployment, Okun's Law	<ol style="list-style-type: none"> 1. Analyze the impact of macroeconomic variables on business decisions. 2. Evaluate policy tools (monetary and fiscal) in managing inflation and unemployment.

Text Books:

1. Managerial Economics – R.L. Varshney&K.L.Maheshwari
2. Economics – Samuelson
3. Understanding Health Economics: A guide for health care decision makers – Paul R. Mccrone

Reference Books:

1. Managerial Economics by D.N Dwivedi, VikasPublishing House
2. Economics of Health Care by Feldstein, CengageLearning

Web Resources:

1. E-Book: Managerial Economics by Shawkat.M.Hammoudeh
2. E- Book: Principles of economics by Karl Menger

CT3: FINANCIAL ANALYSIS AND REPORTING

S. No.	Course Code	Course category	Course Title	L	P/RP	Total Credits	Total Hours
3	MGT24OCT03	CT3	Financial Analysis And Reporting	4	-	4	120

Particulars	Details (as per NCrF, 2023)	Four-Quadrant Component (as per UGC, 2020)
Course Number, Code, Category	O3, MGT24OCT03 CT3	
Course Name	Financial Analysis And Reporting	
Course Credits	4	
Total Notional Hours	120	
Number of Units	14	

Particulars	Details (as per NCrF, 2023)	Four-Quadrant Component (as per UGC, 2020)
Number of Videos	42	Q1 – e-Tutorials (Video Lectures)
Self-Learning Material	280 Pages	Q2 – e-Content (SLM)
PowerPoint Presentation	14	Q2 – e-Content
Number of Discussion Forums	14	Q3 – Discussion Forum/ Interactive Activities
Question Bank (MCQs, Short, Long answers)	1	Q4 – Assessment
Number of Assignments	2	Q4 – Assessment

Course Description

This course delivers a comprehensive and application-oriented understanding of financial accounting and reporting, covering foundational concepts, accounting processes, and preparation of financial statements. It integrates analytical tools such as ratio, fund flow, and cash flow analysis to support data-driven decision-making, while also addressing asset valuation, working capital management, and reporting for non-profit entities. Emphasis is placed on interpretation, ethical considerations, and the strategic use of financial information in contemporary business environments.

Objectives	Learning Outcomes
<ul style="list-style-type: none"> • CO1 – To Explain fundamental financial accounting principles and processes. • CO2 – To Analyse key elements of the balance sheet. • CO3 – To Examine financial performance using ratio analysis. • CO4 – To Evaluate fund flow and cash flow statements. • CO5 – Examine accounting of non-profit organisations and reporting ethics. 	<ul style="list-style-type: none"> • LO1 – Create and interpret basic accounting records and trial balance. • LO2 – Classify and evaluate assets, liabilities, and adjustments. • LO3 – Compute and interpret profitability, turnover, and solvency ratios. • LO4 – Prepare and interpret cash and fund flow statements. • LO5 – Prepare non-profit final accounts and assess reporting practices.

Unit No.	Unit Syllabus	Specific Learning Objectives
Unit 1	Foundations of Financial Accounting and Business Decision Context: Nature and Purpose of Financial Accounting; Role in Business Decision-Making; Users of Accounting Information	<ol style="list-style-type: none"> 1. Explain the strategic role of financial accounting in managerial decision-making. 2. Identify key stakeholders and their information requirements.

Unit No.	Unit Syllabus	Specific Learning Objectives
Unit 2	Accounting Principles, Concepts, and GAAP Framework: Accounting Concepts and Conventions; GAAP Principles; Fundamental Assumptions (Going Concern, Consistency, Accrual)	3. Interpret core accounting concepts and conventions in financial reporting. Apply accounting principles to ensure standardised reporting practices.
Unit 3	Accounting Equation and Transactional Impact Analysis: Accounting Equation; Dual Aspect Concept; Impact of Transactions on Financial Position	1. Construct accounting equations to represent financial transactions. 2. Analyse the dual impact of transactions on assets, liabilities, and equity.
Unit 4	Accounting Cycle: Journalizing and Ledger Management: Accounting Cycle; Recording of Transactions; Journal Entries; Ledger Posting	1. Illustrate the stages of the accounting cycle. 2. Record and classify financial transactions using journal and ledger systems.
Unit 5	Trial Balance and Error Detection Mechanisms: Trial Balance; Detection of Errors; Rectification of Errors	1. Prepare a trial balance and evaluate its accuracy. 2. Diagnose and rectify accounting errors systematically.
Unit 6	Balance Sheet Structure and Financial Position Analysis: Basic Elements of Balance Sheet: Assets, Liabilities, Equity; Structure and Format	1. Classify balance sheet components into assets, liabilities, and equity. 2. Interpret the structure and financial position of an organization.
Unit 7	Current Assets, Inventory Valuation, and Working Capital Management: Current Assets and Inventories; Inventory Valuation Methods; Working Capital Considerations	1. Analyse components of current assets and inventory management techniques. 2. Evaluate inventory valuation methods and their financial impact.
Unit 8	Long-term and Intangible Assets: Depreciation, Amortization, and Investments: Long-term Assets; Intangible Assets; Depreciation and Amortization; Intercorporate Investments	1. Differentiate between tangible and intangible assets and their valuation. 2. Assess accounting treatment of depreciation and intercorporate investments.
Unit 9	Adjustments and Financial Statement Finalization Process: Adjusting Entries and Closing Entries; Accruals and Deferrals; Financial Statement Preparation	1. Prepare adjusting and closing entries in the accounting cycle. 2. Develop financial statements incorporating accrual-based adjustments.
Unit 10	Financial Ratio Analysis: Concepts, Applications, and Limitations: Introduction to Financial Ratio Analysis; Uses and Limitations of Ratio Analysis	1. Explain the relevance of ratio analysis in performance evaluation. 2. Assess limitations and interpretive challenges of financial ratios.

Unit No.	Unit Syllabus	Specific Learning Objectives
Unit 11	Classification and Interpretation of Financial Ratios: Classification of Ratios: Profitability Ratios, Turnover Ratios, Solvency Ratios	<ol style="list-style-type: none"> 1. Compute and interpret key financial ratios across categories. 2. Evaluate firm performance using multi-dimensional ratio analysis.
Unit 12	Fund Flow Analysis: Sources, Uses, and Preparation Framework: Fund Flow Statement: Concept and Preparation Steps; Sources and Uses of Funds	<ol style="list-style-type: none"> 1. Construct fund flow statements from financial data. 2. Analyse sources and applications of funds for financial planning.
Unit 13	Cash Flow Analysis and Financial Interpretation: Cash Flow Statement: Operating, Investing, Financing Activities; Interpretation of Cash Flows	<ol style="list-style-type: none"> 1. Prepare cash flow statements using standard formats. 2. Interpret cash flow patterns for liquidity and solvency insights.
Unit 14	Accounting for Non-Profit Entities and Financial Reporting Ethics: Accounting of Non-Profit Organizations; Receipts & Payments Account; Income & Expenditure Account; Capital vs Revenue Expenditure; Window Dressing and Financial Reporting Scandals	<ol style="list-style-type: none"> 1. Prepare financial statements for non-profit organizations. 2. Evaluate ethical issues such as window dressing and financial reporting manipulation.

Textbooks

1. Accounting Text and Cases (Robert N Anthony, David F Hawkins, Kenneth M Merchant) TATA Mc Graw Hill)
2. An Introduction To Accountancy, 10E S K S N & Maheshwari Maheshwari | Review Vikas Publishing House Pvt Limited,
3. Gupta, Ambrish, "Financial Accounting for Management – An Analytical Perspective", 4th Edition, Pearson Education. 2012
4. T.S.Reddy & Y. Hari Prasad Reddy, Financial and Management Accounting, Margam Publications.

Reference Books

1. R Narayana Swamy, Financial Accounting – A Managerial Perspective, Published by Prentice Hall India.
2. Financial Accounting P.C. Tulsian 2 Reviews Pearson Education.
3. Penman, S.H., "Financial Statement Analysis and Security Valuation", 4th Edition, Tata McGraw Hill. 2014.
4. Erich, A. H., "Techniques of Financial Analysis: A Guide to Value Creation", 16th Edition, Tata McGraw Hill. 2014.

Online Resources

1. <http://www.freebookcentre.net/business-books-download/Introduction-to-Financial-and-Managerial-Accounting.html>
2. <http://www.freebookcentre.net/business-books-download/Management-Accounting-Concepts-and-Techniques.html>

CT4: LEGAL ASPECTS OF BUSINESS

S. No.	Course Code	Course category	Course Title	L	P/RP	Total Credits	Total Hours
4	MGT24OCT04	CT4	Legal Aspects Of Business	4	-	4	120

Particulars	Details (as per NCrF, 2023)	Four-Quadrant Component (as per UGC, 2020)
Course Number, Code, Category	04, MGT24OCT04 CT4	
Course Name	Legal aspects of Business	
Course Credits	4	
Total Notional Hours	120	
Number of Units	14	
Number of Videos	42	Q1 – e-Tutorials (Video Lectures)
Self-Learning Material	280 Pages	Q2 – e-Content (SLM)
PowerPoint Presentation	14	Q2 – e-Content
Number of Discussion Forums	14	Q3 – Discussion Forum/ Interactive Activities
Question Bank (MCQs, Short, Long answers)	1	Q4 – Assessment
Number of Assignments	2	Q4 – Assessment

Course Description

This course provides a comprehensive overview of the legal ecosystem governing business operations, encompassing foundational legal principles, the Indian legal system, and contract law frameworks. It further explores corporate law, governance mechanisms, negotiable instruments, and consumer protection, enabling learners to develop strategic legal awareness and ensure compliance, risk mitigation, and ethical decision-making in contemporary business environments.

Objectives	Learning Outcomes
CO1 – To explain the foundations and classifications of law.	CO1 – Be able to analyse legal principles and distinguish between types of law.
CO2 – To examine essential elements of valid contracts.	CO2 – Be able to evaluate contracts and apply remedies for breach.
CO3 – To explain company formation and governance principles.	CO3 – Analyse corporate structure, doctrines, and directors’ roles.
CO4 – To outline legal aspects of negotiable instruments.	CO4 – Assess rights, liabilities, and dishonour implications.
CO5 – To explain consumer rights and protections.	CO5 – Apply consumer remedies and redressal mechanisms.

Unit No.	Unit Syllabus	Specific Learning Objectives
Unit 1	Foundations and Sources of Law: Sources of Law: Meaning, types (custom, legislation, precedent), evolution of legal systems	<ol style="list-style-type: none"> 1. Identify and classify major sources of law in business contexts. 2. Examine the relevance of legal sources in modern governance frameworks.
Unit 2	Nature, Functions, and Principles of Law: Nature and Function of Law; Rule of Law; Concept of Legal Entity	<ol style="list-style-type: none"> 1. Analyze the functional role of law in regulating business and society. 2. Interpret the concept of legal entity and its implications for organizations.
Unit 3	Structure of the Indian Legal System and Classification of Laws: Indian Legal System; Categories of Law – Public vs Private Law; Civil vs Criminal Law	<ol style="list-style-type: none"> 1. Explain the structure and hierarchy of the Indian legal system. 2. Differentiate between public/private and civil/criminal law with business applications.
Unit 4	Fundamentals of Contract Law: Introduction to Contracts; Nature and Essentials of Contract	<ol style="list-style-type: none"> 1. Define contract and evaluate essential elements required for a valid contract. 2. Assess the role of contracts in commercial transactions.
Unit 5	Formation of Contracts: Offer, Acceptance, and Consideration: Offer and Acceptance; Capacity to Contract; Consideration	<ol style="list-style-type: none"> 1. Illustrate the process of offer and acceptance in contract formation. 2. Evaluate legal capacity and consideration in enforceable agreements.
Unit 6	Validity of Contracts: Consent and Legality: Free Consent; Unlawful Agreements; Void and Voidable Contracts	<ol style="list-style-type: none"> 1. Analyze factors affecting free consent in contracts. 2. Distinguish between void and voidable agreements in business scenarios.
Unit 7	Quasi Contracts and Performance of Agreements: Quasi Contracts; Performance and Discharge of Contracts	<ol style="list-style-type: none"> 1. Explain quasi-contractual obligations and their legal significance. 2. Evaluate different modes of contract performance and discharge.

Unit No.	Unit Syllabus	Specific Learning Objectives
Unit 8	Breach of Contract and Legal Remedies: Breach of Contract and Remedies	<ol style="list-style-type: none"> 1. Examine types of breach and associated legal consequences. 2. Recommend appropriate remedies for breach in business disputes.
Unit 9	Introduction to Company Law and Incorporation: Company Law: Concept, Types of Companies, Incorporation Process	<ol style="list-style-type: none"> 1. Classify types of companies under corporate law frameworks. 2. Analyze the procedural requirements for company incorporation.
Unit 10	Constitutional Documents of a Company and Doctrine of Ultra Vires: Memorandum and Articles of Association; Doctrine of Ultra Vires	<ol style="list-style-type: none"> 1. Differentiate between MOA and AOA in corporate governance. 2. Evaluate the doctrine of ultra vires in protecting stakeholders.
Unit 11	Corporate Governance and Doctrines in Company Management: Management of Company; Directors; Doctrines of Constructive Notice & Indoor Management	<ol style="list-style-type: none"> 1. Assess the roles and responsibilities of directors in corporate management. 2. Interpret key doctrines governing corporate transactions and accountability.
Unit 12	Fundamentals of Negotiable Instruments: Negotiable Instruments: Meaning, Characteristics, Presumptions, Endorsements	<ol style="list-style-type: none"> 1. Explain the concept and features of negotiable instruments. 2. Analyze endorsement and presumption principles in financial instruments.
Unit 13	Operational Aspects of Negotiable Instruments: Cheques, Promissory Notes, Bills of Exchange: Crossing, Acceptance, Dishonour, Liability	<ol style="list-style-type: none"> 1. Evaluate operational aspects and legal validity of negotiable instruments. 2. Analyze liabilities arising from dishonour and payment issues.
Unit 14	Consumer Protection Framework and Legal Remedies: Consumer Laws: Consumer Rights, Deficiency, Remedies, Consumer Courts and Appeals	<ol style="list-style-type: none"> 1. Interpret consumer rights and protections under legal frameworks. 2. Assess dispute resolution mechanisms and remedies available to consumers.

Text Book

1. N. D. Kapoor, Elements of mercantile Law, Sultan Chand and Company, India, 2006.
2. P. K. Goel, Business Law for Managers, Bizentra Publishers, India, 2008.

Reference Books

1. P. P. S. Gogna, Mercantile Law, S. Chand & Co. Ltd., India, Fourth Edition, 2008.
2. Dr. Vinod, K. Singhanian, Direct Taxes Planning and Management, 2008.
3. AkhileshwarPathack, Legal Aspects of Business, 4th Edition, Tata McGraw Hill, 2007.
4. Richard Stim, Intellectual Property- Copy Rights, Trade Marks, and Patents, Cengage Learning, 2008.
5. V. S. Datey, Taxman Publication, 21st Edition, 2008.

Online Resources:

1. <https://consumerhelpline.gov.in/>
2. <http://www.ipindia.nic.in/>
3. <http://www.mca.gov.in/MinistryV2/classification+and+registration+of+companies.html>

CT5: RESEARCH METHODOLOGY

S. No.	Course Code	Course category	Course Title	L	P/RP	Total Credits	Total Hours
5	MGT24OCT05	CT5	Research Methodology	4	-	4	120

Particulars	Details (as per NCrF, 2023)	Four-Quadrant Component (as per UGC, 2020)
Course Number, Code, Category	O5, MGT24OCT05 CT5	
Course Name	Research Methodology	
Course Credits	4	
Total Notional Hours	120	
Number of Units	14	
Number of Videos	42	Q1 – e-Tutorials (Video Lectures)
Self-Learning Material	280 Pages	Q2 – e-Content (SLM)
PowerPoint Presentation	14	Q2 – e-Content
Number of Discussion Forums	14	Q3 – Discussion Forum/ Interactive Activities
Question Bank (MCQs, Short, Long answers)	1	Q4 – Assessment
Number of Assignments	2	Q4 – Assessment

Course Description

This course delivers a comprehensive, application-oriented understanding of business research, encompassing problem formulation, research design, sampling strategies, data collection, measurement and scaling, instrument validation, data processing, statistical analysis, and ethical reporting—enabling evidence-based managerial decision-making in dynamic business environments.

Objectives	Learning Outcomes
<ul style="list-style-type: none"> • CO1 – To explain and formulate core research components. • CO2 – To design research and sampling frameworks. • CO3 – To interpret data processing and analysis methods. • CO4 – To combine and compose research findings ethically. • CO5 – To develop valid data collection instruments. 	<ul style="list-style-type: none"> • LO1- Learners will be able to construct research problems and hypotheses. • LO2 – Learners will be able to evaluate sampling methods and determine sample size. • LO3 – Learners will be able to design and validate measurement tools. • LO4 – Learners will be able to analyse qualitative and quantitative data. • LO5- Learners will be able to construct structured and ethical research reports.

Unit No.	Unit Title & Syllabus	Specific Learning Objectives
Unit 1	Foundations and Strategic Importance of Business Research: Foundations of Business Research Business Research: Definition, scope, and managerial relevance; Role in decision-making; Applied vs academic research	<ol style="list-style-type: none"> 1. Explain the strategic role of research in managerial decision-making. 2. Differentiate between applied and fundamental research contexts.
Unit 2	Research Process Architecture and Classification of Research Types: Research Process and Types of Research Research process stages; Exploratory, descriptive, and causal research; Qualitative vs quantitative research	<ol style="list-style-type: none"> 1. Outline the stages of the research process. 2. Compare different types of research designs and their applications.
Unit 3	Problem Formulation and Research Framework Development: Problem Definition and Research Framework Defining research problems; Research questions; Research objectives; Formulation of hypotheses	<ol style="list-style-type: none"> 1. Formulate clear research problems and objectives. 2. Develop testable research hypotheses.
Unit 4	Research Design: Concepts, Structures, and Strategic Selection: Research Design Concepts and Structures Meaning and need for research design; Features of a good research design; Types of research design	<ol style="list-style-type: none"> 1. Evaluate characteristics of an effective research design. 2. Select appropriate research design based on problem context.
Unit 5	Sampling Design and Planning Framework: Sampling Design and Planning Sampling plan; Sampling unit; Sampling frame; Determining sample size; Factors affecting sample size	<ol style="list-style-type: none"> 3. Design a sampling framework aligned with research objectives. Determine appropriate sample size using key parameters.
Unit 6	Sampling Techniques: Methods and Managerial Applications: Sampling Techniques and Applications Probability vs non-probability sampling; Methods: random, stratified, cluster, convenience, judgment sampling	<ol style="list-style-type: none"> 1. Compare probability and non-probability sampling techniques. 2. Select suitable sampling techniques for different research scenarios.

Unit No.	Unit Title & Syllabus	Specific Learning Objectives
Unit 7	Data Sources and Methods of Data Collection: Data Sources and Collection Methods Primary and secondary data; Methods of data collection: surveys, interviews, observation, experiments	<ol style="list-style-type: none"> 1. Distinguish between primary and secondary data sources. 2. Evaluate different data collection methods for reliability and validity.
Unit 8	Measurement Fundamentals and Scaling Techniques: Measurement and Scaling Techniques Measurement concepts; Nominal, ordinal, interval, ratio scales; Tests of sound measurement (reliability, validity)	<ol style="list-style-type: none"> 1. Classify measurement scales used in research. 2. Assess reliability and validity of measurement instruments.
Unit 9	Scale Construction and Measurement Error Management: Scale Construction and Measurement Errors Scale construction techniques; Sources of measurement error; Reducing measurement bias	<ol style="list-style-type: none"> 1. Design appropriate measurement scales. 2. Identify and minimize sources of measurement error.
Unit 10	Questionnaire Design and Research Instrument Development: Questionnaire Design and Instrument Development Questionnaire structure; Types of questions; Instrument design principles; Pre-testing and pilot studies	<ol style="list-style-type: none"> 1. Develop structured questionnaires for research studies. 2. Apply pre-testing techniques to refine instruments.
Unit 11	Validation and Reliability of Research Instruments: Validation of Research Instruments Validity testing; Reliability analysis; Instrument standardization techniques	<ol style="list-style-type: none"> 1. Evaluate validity and reliability of research tools. 2. Apply validation techniques to ensure data accuracy.
Unit 12	Data Processing, Preparation, and Quality Assurance: Data Processing and Preparation Editing, coding, classification, data entry; Data cleaning; Data integrity and quality checks	<ol style="list-style-type: none"> 1. Process raw data into analyzable formats. 2. Ensure data accuracy through validation techniques.
Unit 13	Data Analysis Techniques and Statistical Foundations: Data Analysis Techniques Qualitative vs quantitative data analysis; Descriptive analysis; Introduction to statistical tools	<ol style="list-style-type: none"> 1. Differentiate between qualitative and quantitative analysis approaches. 2. Apply basic data analysis techniques for interpretation.
Unit 14	Research Reporting, Documentation, and Ethical Practices: Research Reporting and Ethics Research report structure; Types of reports; Report writing mechanics; Bibliography; Research ethics; Objectivity vs subjectivity	<ol style="list-style-type: none"> 1. Develop structured research reports with proper referencing. 2. Evaluate ethical considerations in research practice.

Textbooks

1. Kothari, C.R (2005) & (2007) Research Methods, New Age Publishers, New Delhi.
2. Dr. Deepak Chawla & Dr. NeenaSondhi, Research Methodology Concepts and cases Vikas Publishing House Pvt. Ltd.
3. Uma Sekaran (2006) Research methods for Business, Wiley India, New Delhi, 2006.

4. K. N. Krishnaswamy, Appa Iyer Sivakumar and M. Mathirajan (2006) Management Research Methodology, Pearson Education, New Delhi.

Reference Books

1. Donald R.Cooper and Pamela S.Schindler – Business Research Methods – Tata McGraw Hill.
2. Alan Bryman and Emma Bell(2008) Business Research methods, Oxford University Press, New Delhi.
3. N. Srivastava &ShailajaRego, Business Research Methods, Tata Mc Graw Hill Education Private Limited.

Online Resources:

1. www.socialresearchmethods.net
2. www.marketresearch.com

SEMESTER- II

CT6: MARKETING MANAGEMENT

S. No.	Course Code	Course category	Course Title	L	P/RP	Total Credits	Total Hours
6	MGT24OCT06	CT6	Marketing Management	4	-	4	120

Particulars	Details (as per NCrF, 2023)	Four-Quadrant Component (as per UGC, 2020)
Course Number, Code, Category	06, MGT24OCT06 CT6	
Course Name	Marketing Management	
Course Credits	4	
Total Notional Hours	120	
Number of Units	14	
Number of Videos	42	Q1 – e-Tutorials (Video Lectures)
Self-Learning Material	280 Pages	Q2 – e-Content (SLM)
PowerPoint Presentation	14	Q2 – e-Content
Number of Discussion Forums	14	Q3 – Discussion Forum/ Interactive Activities
Question Bank (MCQs, Short, Long answers)	1	Q4 – Assessment
Number of Assignments	2	Q4 – Assessment

Course Description

This course delivers a comprehensive, application-oriented overview of marketing management, encompassing core concepts, customer value creation, marketing processes, environmental

analysis, healthcare marketing, and data-driven decision-making. It integrates consumer behaviour, segmentation, targeting, positioning, competitive intelligence, and product-brand strategy to equip learners with strategic and analytical capabilities for contemporary market environments.

Objectives	Learning Outcomes
CO1 - To explain core marketing concepts and value creation.	CO1 - Analyse and apply customer-focused marketing strategies.
CO2 - To examine marketing research and information systems.	CO2 - Evaluate data to support marketing decisions.
CO3 - To analyse consumer behaviour and buying processes.	CO3 - Assess buyer decisions and predict market responses.
CO4 - To evaluate segmentation and competitive strategies.	CO4 - Formulate positioning and competitive approaches.
CO5 - To examine product, service, and branding strategies.	CO5 - Develop integrated product and brand plans.

Unit No.	Unit Syllabus	Specific Learning Objectives
Unit 1	Introduction to Marketing: Nature, scope, and core concepts of marketing; evolution from production to relationship marketing; role of marketing in modern organizations	<ol style="list-style-type: none"> 1. Explain the evolution and core concepts of marketing. 2. Analyze the role of marketing in organizational value creation.
Unit 2	Creating Customer Value and Engagement: Customer value framework; customer engagement strategies; building long-term relationships	<ol style="list-style-type: none"> 1. Evaluate methods of creating customer value and engagement. 2. Design relationship-building strategies for customer retention.
Unit 3	Marketing Process: Understanding marketplace, designing customer-driven strategies, integrated marketing programs, capturing value	<ol style="list-style-type: none"> 1. Illustrate the stages of the marketing process. 2. Apply marketing process steps to business scenarios.
Unit 4	Marketing Environment: Micro and macro environmental factors; environmental scanning; impact on marketing decisions	<ol style="list-style-type: none"> 1. Analyze micro and macro environmental factors affecting marketing. 2. Assess environmental impacts on strategic decisions.
Unit 5	Hospital and Marketing Strategy: Marketing in healthcare sector; patient engagement; service value creation; relationship marketing in hospitals	<ol style="list-style-type: none"> 1. Examine marketing strategies in healthcare services. 2. Develop patient-centric engagement models.
Unit 6	Marketing Information Systems: Marketing information and customer insights; assessing information needs; data sources and collection	<ol style="list-style-type: none"> 1. Identify components of marketing information systems. 2. Evaluate data sources for customer insights generation.

Unit No.	Unit Syllabus	Specific Learning Objectives
Unit 7	Marketing Research: Research process; research design; primary and secondary data; tools and techniques	<ol style="list-style-type: none"> 1. Explain the marketing research process and methodologies. 2. Design a basic marketing research framework.
Unit 8	Analysing and Using Marketing Information: Data analysis techniques; interpretation; decision-making; ethical considerations in data usage	<ol style="list-style-type: none"> 1. Analyze marketing data for strategic decision-making. 2. Interpret insights to support managerial decisions.
Unit 9	Consumer Behaviour Models: Model of consumer behaviour; psychological, social, cultural, and personal influences	<ol style="list-style-type: none"> 1. Explain consumer behaviour models and influencing factors. 2. Analyze how behavioural factors impact purchase decisions.
Unit 10	Buyer Decision Process: Stages of decision-making; types of buying behaviour; adoption process for new products	<ol style="list-style-type: none"> 1. Illustrate the buyer decision-making process. 2. Evaluate consumer adoption behaviour for new products.
Unit 11	Market Segmentation: Bases for segmentation (geographic, demographic, psychographic, behavioural); segmentation strategies	<ol style="list-style-type: none"> 1. Classify different market segmentation bases. 2. Apply segmentation techniques to target markets.
Unit 12	Targeting, Positioning & Competition: Target market selection; differentiation strategies; positioning; competitor analysis	<ol style="list-style-type: none"> 1. Develop positioning strategies for competitive advantage. 2. Analyze competitive landscape and targeting approaches.
Unit 13	Competitive Intelligence and Strategy: Designing competitive intelligence systems; analysing competitors; strategic response planning	<ol style="list-style-type: none"> 1. Evaluate competitive intelligence systems. 2. Formulate strategies based on competitor analysis.
Unit 14	Products, Services and Brands: Product concepts; product mix decisions; services marketing; branding; new product development process	<ol style="list-style-type: none"> 1. Analyze product and branding strategies. 2. Explain stages of new product development and service marketing decisions.

Text Book

1. **Principles of Marketing, 17/e** – By Philip Kotler, Gary Armstrong and Prafulla Agnihotri (Pearson)

Reference Books

1. **Marketing Management 15/e** – By Philip Kotler and Keven Lane Keller (Pearson)
2. **Marketing** – By Paul Baines, Chris Fill, Kelly Page and Piyush K. Sinha (Oxford Higher Education, Asian Edition)
3. **Marketing, 5e** – By Grewal and Levy (McGraw Hill Education, Indian Edition)
4. **Principles of Marketing** – By Lamb, Hair, Sharma and McDaniel (Cengage, A South-Asian Perspective)

Online Resources

1. <https://hbr.org/topic/marketing>

CT7: FINANCIAL MANAGEMENT

S. No.	Course Code	Course category	Course Title	L	P/RP	Total Credits	Total Hours
7	MGT24OCT07	CT7	Financial Management	4	-	4	120

Particulars	Details (as per NCrF, 2023)	Four-Quadrant Component (as per UGC, 2020)
Course Number, Code, Category	07, MGT24OCT07 CT7	
Course Name	Financial Management	
Course Credits	4	
Total Notional Hours	120	
Number of Units	14	
Number of Videos	42	Q1 – e-Tutorials (Video Lectures)
Self-Learning Material	280 Pages	Q2 – e-Content (SLM)
PowerPoint Presentation	14	Q2 – e-Content
Number of Discussion Forums	14	Q3 – Discussion Forum/ Interactive Activities
Question Bank (MCQs, Short, Long answers)	1	Q4 – Assessment
Number of Assignments	2	Q4 – Assessment

Course Description

This course delivers a comprehensive overview of financial management, encompassing the financial environment, markets, and institutional frameworks, while advancing core decision-making competencies across time value of money, risk–return analysis, and working capital management. It further integrates strategic domains such as dividend policy, cost of capital, capital structure, and valuation models (CAPM, WACC), enabling learners to develop data-driven, value-maximizing financial strategies aligned with contemporary business and regulatory landscapes.

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> • CO1 – To explain financial environment and TVM, risk–return concepts. • CO2 – To examine cash, receivables, and inventory management. • CO3 – To evaluate dividend theories and bonus share policies • CO4 – To compute and interpret cost of capital (CAPM, WACC). • CO5 – To examine capital structure theories. 	<ul style="list-style-type: none"> • LO1 – Be able to analyse financial goals and apply risk–return principles. • LO2 – Evaluate and apply working capital strategies. • LO3– Calculate and evaluate financing costs. • LO4 – Analyse and formulate dividend decisions. • LO5 – Evaluate and design optimal capital structure.

Unit No.	Unit Title & Syllabus	Specific Learning Objectives
Unit 1	Financial Environment of Business: General financial environment; Role of finance in economic systems; Regulatory and institutional framework	<ol style="list-style-type: none"> 1. Analyze the components of the financial environment influencing business decisions. 2. Evaluate the role of financial systems in organizational performance.
Unit 2	Financial Markets and Institutions: Introduction to financial markets; Types of financial markets; Role of financial institutions	<ol style="list-style-type: none"> 1. Classify different financial markets and their functions. 2. Assess the role of financial institutions in capital mobilization.
Unit 3	Scope and Functions of Finance: Scope of finance function; Executive and incidental functions; Financial decision areas	<ol style="list-style-type: none"> 1. Differentiate between executive and incidental financial functions. 2. Examine key financial decision–making areas in organizations.
Unit 4	Goals of Financial Management: Profit maximization vs wealth maximization; Shareholder value creation	<ol style="list-style-type: none"> 1. Compare alternative financial management goals. 2. Justify wealth maximization as a strategic financial objective.
Unit 5	Time Value of Money (TVM): Concept of TVM; Present and future value; Discounting techniques	<ol style="list-style-type: none"> 1. Apply time value concepts to financial decision–making. 2. Compute present and future values for investment evaluation.
Unit 6	Risk and Return Analysis: Concept of risk and return; Trade–off; Measurement techniques	<ol style="list-style-type: none"> 1. Analyze risk–return relationships in financial decisions. 2. Evaluate investment alternatives using risk assessment tools.
Unit 7	Cash Management: Motives for holding cash; Cash planning; Cash collection and disbursement systems	<ol style="list-style-type: none"> 1. Assess optimal cash balance strategies. 2. Design effective cash management systems.

Unit No.	Unit Title & Syllabus	Specific Learning Objectives
Unit 8	Receivables Management: Credit policy; Credit evaluation; Factoring and receivables financing	1. Evaluate credit policies and their financial impact. 2. Analyze receivables financing techniques such as factoring.
Unit 9	Inventory Management: Need for inventory; Inventory control techniques (EOQ, ABC analysis)	1. Apply inventory management techniques for cost optimization. 2. Analyze trade-offs between inventory levels and service efficiency.
Unit 10	Dividend Policy: Dividend decisions; Retained earnings; MM Hypothesis; Walter's Model; Dividend practices	1. Evaluate dividend policy theories and models. 2. Analyze factors influencing dividend decisions in firms.
Unit 11	Bonus Shares and Stock Decisions: Stock dividend; Stock splits; Issue of bonus shares and procedures	1. Differentiate between stock dividends and stock splits. 2. Examine procedural and financial implications of bonus share issuance.
Unit 12	Cost of Capital: Concept; Cost of specific sources; Cost of retained earnings; Measurement of overall cost	1. Compute cost of different sources of capital. 2. Evaluate the significance of cost of capital in financial decisions.
Unit 13	Capital Asset Pricing & WACC: Cost of equity; CAPM model; Weighted Average Cost of Capital (WACC)	1. Apply CAPM to estimate cost of equity. 2. Calculate and interpret WACC for investment appraisal.
Unit 14	Capital Structure Decisions: Capital structure theories; Relevance and irrelevance; Planning and policy; Target capital structure	1. Analyze capital structure theories and their applicability. 2. Develop optimal capital structure strategies for firms.

Textbooks

1. I.M.Pandey, Financial Management Vikas Publishing House Pvt. Ltd., 10th edition, 2012.
2. Prasanna Chandra, Financial Management, 9th edition, Tata McGraw Hill, 2012.
3. Dr.S.N.Maheswari, Financial Management Principles & Practice, Slutan Chand & Sons, Newdelhi.
4. M.Y. Khan and P.K.Jain Financial management, Text, Problems and cases Tata McGraw Hill, 6th edition, 2011.

Reference Books

1. James C. Vanhorne –Fundamentals of Financial Management– PHI Learning, 11th Edition, 2012.
2. Brigham, Ehrhardt, Financial Management Theory and Practice, 12th edition, Cengage Learning 2010.

3. Srivatsava, Mishra, Financial Management, Oxford University Press, 2011
4. AswatDamodaran, Corporate Finance Theory and practice, John Wiley & Sons, 2011.

Online Resources

1. http://www.onlinebooks.info/aa.php?isbn=ISBN:8174465863&name=Financial_Management
2. http://vcmdrp.tums.ac.ir/files/financial/istgah_e_mali/moton_english/financial_management_%5Bwww.accfile.com%5D.pdf
3. <http://managementhelp.org/businessfinance/>

CT8: HUMAN RESOURCES MANAGEMENT

S. No.	Course Code	Course category	Course Title	L	P/RP	Total Credits	Total Hours
8	MGT24OCT08	CT8	Human Resource Management	4	-	4	120

Particulars	Details (as per NCrf, 2023)	Four-Quadrant Component (as per UGC, 2020)
Course Number, Code, Category	08, MGT24OCT08 CT8	
Course Name	Human Resource Management	
Course Credits	4	
Total Notional Hours	120	
Number of Units	14	
Number of Videos	42	Q1 – e-Tutorials (Video Lectures)
Self-Learning Material	280 Pages	Q2 – e-Content (SLM)
PowerPoint Presentation	14	Q2 – e-Content
Number of Discussion Forums	14	Q3 – Discussion Forum/ Interactive Activities
Question Bank (MCQs, Short, Long answers)	1	Q4 – Assessment
Number of Assignments	2	Q4 – Assessment

Course Description

This course provides a comprehensive overview of Human Resource Management, encompassing foundational concepts, strategic HRM, workforce planning, talent acquisition, learning and development, performance management, compensation strategies, and global HR practices. It further integrates contemporary dimensions such as sustainability, employee well-being, HR analytics, and emerging technologies to align human capital management with organizational strategy and future workforce dynamics.

Course Objectives	Learning Outcomes
CO1 – Explain core HRM and SHRM concepts.	CO1 – Be able to apply HRM frameworks to improve performance.
CO2 – Describe HR planning and recruitment processes.	CO2 – Implement effective hiring strategies.
CO3 – Explain training and career development practices.	CO3 – Develop learning and succession programs.
CO4 – Examine performance appraisal systems.	CO4 – Design performance management mechanisms.
CO5 – Analyse global HRM and emerging trends.	CO5 – Integrate global and digital HR practices.

Unit No.	Unit Title & Syllabus	Specific Learning Objectives
Unit 1	Foundations of Human Resource Management Meaning and definition of HRM; HRM objectives, scope, and functions; Evolution and strategic relevance of HRM in modern organizations	<ol style="list-style-type: none"> 1. Explain the core concepts, objectives, and scope of HRM in organizations. 2. Analyze the evolution of HRM and its strategic importance in business performance.
Unit 2	Roles, Responsibilities and HR Policies Roles and responsibilities of HR managers; HRM policies and procedures; HR governance frameworks and compliance orientation	<ol style="list-style-type: none"> 1. Evaluate the strategic roles of HR managers in organizational effectiveness. 2. Design HR policies aligned with organizational goals and regulatory frameworks.
Unit 3	Strategic Human Resource Management (SHRM) Meaning, concept and scope of SHRM; HR as a competitive advantage; HRD strategies; Article: "Building Competitive Advantage Through People"	<ol style="list-style-type: none"> 1. Assess how SHRM contributes to sustainable competitive advantage. 2. Formulate HR strategies aligned with business strategy and performance outcomes.
Unit 4	Human Resource Planning (HRP) Concept, objectives, need and importance of HR planning; Demand and supply forecasting; Workforce analytics in HRP	<ol style="list-style-type: none"> 1. Develop HR plans using demand and supply forecasting techniques. 2. Analyze the importance of HRP in achieving organizational efficiency.
Unit 5	Job Analysis and Job Design Job Analysis: definition, process, benefits; Job Design: definitions, approaches; Job description and job specification frameworks	<ol style="list-style-type: none"> 1. Construct job descriptions and specifications using job analysis data. 2. Evaluate different job design approaches for enhancing productivity and satisfaction.
Unit 6	Recruitment Management Concept and objectives of recruitment; Sources and methods of recruitment; Employer branding and talent acquisition strategies	<ol style="list-style-type: none"> 1. Compare various recruitment methods and their effectiveness. 2. Design recruitment strategies aligned with organizational talent needs.

Unit No.	Unit Title & Syllabus	Specific Learning Objectives
Unit 7	Selection, Induction and Internal Mobility Selection process; Methods: interviews, tests; Induction and placement; Promotion and transfer policies; Case: "S G Cowen: New Recruits"	1. Evaluate selection techniques for effective hiring decisions. 2. Design induction and internal mobility programs to enhance employee integration.
Unit 8	Learning and Development (L&D) Fundamentals Significance of L&D; Steps in training process; Training Need Analysis (TNA); Learning in digital and technological environments	1. Analyze training needs using systematic assessment tools. 2. Design training programs aligned with organizational and technological changes.
Unit 9	Career Development and Succession Planning Career planning process; Career development strategies; Succession planning; Knowledge management practices; Article: "Developing the Talent You Have"	1. Develop career development frameworks for employee growth. 2. Evaluate succession planning strategies for leadership continuity.
Unit 10	Performance Management Systems Meaning and objectives of performance appraisal; Methods of appraisal; Performance management frameworks; Case: "Wolfgang Keller at Konigsbrau-TAK (A)"	1. Compare various performance appraisal methods and their effectiveness. 2. Design performance management systems aligned with organizational goals.
Unit 11	Performance-Linked Pay and Competency Mapping Pay linked with performance; Benchmarking of performance systems; Competency mapping: significance and techniques	1. Analyze compensation strategies linked to performance outcomes. 2. Develop competency frameworks for workforce assessment and development.
Unit 12	Global Human Resource Management The expatriate manager; Cross-cultural management; Political, ethical, and legal issues in global HRM	1. Evaluate challenges in managing expatriates and global workforce diversity. 2. Analyze the impact of global legal and ethical factors on HR practices.
Unit 13	Sustainable HRM: CSR, Green HRM and Work-Life Integration Corporate Social Responsibility (CSR); Green HRM practices; Work-life integration and employee well-being strategies	1. Assess the role of HR in sustainability and CSR initiatives. 2. Design work-life integration policies to improve employee well-being.
Unit 14	HR Technology, HRIS and Emerging Trends Human Resource Information Systems (HRIS); HR Audit; Future workforce trends; Articles: "Cultivating a Global Mindset", "The Next 20 Years..."	1. Evaluate the role of HRIS and HR analytics in decision-making. 2. Analyze emerging HR trends and their implications for future workforce management.

Text Book

1. Ivancevich, J. (2011), *Human Resource Management*, 10thedn, McGraw-Hill

Reference Books

1. Cascio, W. (2009), *Human Resource Management*, 8thedn., McGraw-Hill
2. Dessler, G. & Varkkey, B. (2011), *Human Resource Management*, 12thedn., Pearson Education
3. Ulrich, D. (1996), *Human Resource Champions: The Next Agenda for Adding Value and Delivering Results*, Harvard Business School Publishing

Online Resource

1. <https://hbsp.harvard.edu/human-resource-management/>

Other Resources

1. Bartlett, C.A. & Ghoshal, S. (2002). Building Competitive Advantage Through People, MIT Sloan Management Review, Winter 2002
2. Chen, H. & Hsieh, Y. (2006). Key Trends of the Total Reward System in the 21st Century, Compensation and Benefits Review, 38, 64-70
3. Gupta, A.K. & Govindarajan, V. ((2002). Cultivating a Global Mindset, Academy of Management, 16(1), 116-126
4. Howe, N. & Strauss, W. (2007). The Next 20 Years: How Customer and Workforce Attitudes Will Evolve, Harvard Business Review, 85(7/8), 41-52
5. Kirby, J. (2005). Toward a Theory of High Performance. Harvard Business Review, 83(7), 30-39
6. Developing the Talent You Have: Strategies for Training and Development, 7089BC, HBSP

CT9: OPERATIONS MANAGEMENT

S. No.	Course Code	Course category	Course Title	L	P/RP	Total Credits	Total Hours
9	MGT24OCT09	CT9	Operations Management	4	-	4	120

Particulars	Details (as per NCrF, 2023)	Four-Quadrant Component (as per UGC, 2020)
Course Number, Code, Category	09, MGT24OCT09, CT9	
Course Name	Operations Management	
Course Credits	4	
Total Notional Hours	120	
Number of Units	14	
Number of Videos	42	Q1 – e-Tutorials (Video Lectures)
Self-Learning Material	280 Pages	Q2 – e-Content (SLM)
PowerPoint Presentation	14	Q2 – e-Content
Number of Discussion Forums	14	Q3 – Discussion Forum/ Interactive Activities
Question Bank (MCQs, Short, Long answers)	1	Q4 – Assessment
Number of Assignments	2	Q4 – Assessment

Course Description

This course provides a comprehensive overview of operations management, covering foundational concepts, systems thinking, and the strategic role of operations in both manufacturing and service contexts. It integrates key domains such as supply chain management, demand forecasting, capacity planning, MRP/ERP systems, facility location and layout design, product and process strategy, materials and inventory management, and project scheduling. Emphasis is placed on operational efficiency, sustainability, and strategic alignment to enhance organizational performance in dynamic and global business environments.

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> • CO1 – To analyse operations strategy and supply chain systems. • CO2 – To apply forecasting, capacity, and facility design principles. • Co3 – To examine product and process design decisions. • CO4 – To examine materials and inventory management systems. • CO5 – To interpret scheduling and project management techniques. 	<ul style="list-style-type: none"> • LO1 – Evaluate operational processes for strategic alignment. • LO2 – Develop effective capacity and facility plans. • LO3 – Design aligned product–process systems. • LO4 – Apply effective inventory and purchasing controls. • LO5 – Apply PERT, CPM, and scheduling tools effectively.

Unit No.	Unit Title & Syllabus	Specific Learning Objectives
Unit 1	Foundations of Operations Management Nature, importance, scope, and historical development of operations management; transformation processes; role in organizations	<ol style="list-style-type: none"> 1. Explain the evolution and strategic importance of operations management in modern organizations. 2. Analyze transformation processes within operations systems.
Unit 2	Operations vs Services & System Perspective Differences between goods and services; system approach to operations; operational functions and interdependencies	<ol style="list-style-type: none"> 1. Differentiate between goods and service operations using system-based frameworks. 2. Evaluate operations as an integrated organizational system.
Unit 3	Operations Challenges, Trends & Strategic Fit Contemporary challenges, global trends, sustainability; operations strategy, strategic fit and alignment framework	<ol style="list-style-type: none"> 1. Assess current trends and challenges impacting operations management. 2. Develop strategic fit between operations strategy and business goals.
Unit 4	Supply Chain Management Overview Supply chain concepts, integration, coordination, and strategic importance in value delivery	<ol style="list-style-type: none"> 3. Explain the structure and role of supply chain management in operations. Analyze supply chain integration for improved organizational performance.
Unit 5	Demand Forecasting Need, types, objectives, and steps in forecasting; qualitative and quantitative approaches	<ol style="list-style-type: none"> 1. Apply forecasting techniques to estimate demand patterns. 2. Evaluate the effectiveness of different forecasting methods.
Unit 6	Capacity Planning & Sales Operations Planning Capacity planning (long-range, types); developing alternatives; overview of Sales and Operations Planning (S&OP)	<ol style="list-style-type: none"> 1. Analyze capacity planning decisions in different operational contexts. 2. Develop integrated S&OP strategies for demand–supply alignment.

Unit No.	Unit Title & Syllabus	Specific Learning Objectives
Unit 7	MRP and ERP Systems Overview of Material Requirement Planning (MRP) and Enterprise Resource Planning (ERP); role in operations integration	<ol style="list-style-type: none"> 1. Explain the role of MRP and ERP systems in resource planning. 2. Assess the impact of ERP systems on operational efficiency.
Unit 8	Facility Location Planning Location theories, selection steps, location models, strategic considerations	<ol style="list-style-type: none"> 1. Apply facility location models for decision-making. 2. Evaluate strategic factors influencing location decisions.
Unit 9	Facility Layout Design Principles, types of layout (product, process, cellular, fixed); planning tools and techniques	<ol style="list-style-type: none"> 1. Design facility layouts based on operational requirements. 2. Compare different layout types for efficiency optimization.
Unit 10	Product Design & Sustainability Considerations Product design factors, approaches; legal, ethical, and environmental considerations	<ol style="list-style-type: none"> 1. Analyze factors influencing product design decisions. 2. Evaluate sustainability and ethical considerations in product development.
Unit 11	Process Design & Strategy Process planning, selection, process strategies, major process decisions	<ol style="list-style-type: none"> 1. Develop process design strategies aligned with operational goals. 2. Evaluate process selection decisions in different production environments.
Unit 12	Materials Management & Purchasing Objectives, planning, budgeting, control; purchasing functions, policies, vendor rating, value analysis	<ol style="list-style-type: none"> 1. Analyze materials management systems for cost and efficiency optimization. 2. Evaluate vendor performance using structured rating techniques.
Unit 13	Stores and Inventory Management Stores layout, classification, coding; inventory objectives, costs, control techniques; overview of JIT	<ol style="list-style-type: none"> 1. Apply inventory control techniques to minimize costs. 2. Assess the role of JIT in lean operations management.
Unit 14	Scheduling & Project Management PERT, CPM; scheduling techniques; shop floor control; Gantt charts; personnel scheduling in services	<ol style="list-style-type: none"> 1. Apply project scheduling tools such as PERT and CPM. 2. Develop effective scheduling strategies for operational efficiency.

Text Book

1. Richard B. Chase, Ravi Shankar, F. Robert Jacobs, Nicholas J. Aquilano, Operations and Supply Management, Tata McGraw Hill, 12th Edition, 2010.
2. Norman Gaither and Gregory Frazier, Operations Management, South Western Cengage Learning, 2002.
3. Panneerselvam, R., PRODUCTION AND OPERATIONS MANAGEMENT, Second Edition PHI Learning Pvt. Ltd., New-Delhi, 2005
4. Joseph G. Monks: OPERATIONS MANAGEMENT – THEORY AND PROBLEMS, McGraw Hill.

5. Aswathappa K and Shridhara Bhat K, Production and Operations Management, Himalaya Publishing House, Revised Second Edition, 2008.

Reference Books

1. Everett E. Adam & Ronald J. Ebert: PRODUCTION AND OPERATIONS MANAGEMENT, Prentice Hall,1994.
2. William J. Stevenson: PRODUCTION/OPERATIONS MANAGEMENT, RichardIrwin.
3. Norman Gaither: PRODUCTION AND OPERATIONS MANAGEMENT, The DrydenPress.
4. Jack R. Meredith, THE MANAGEMENT OF OPERATION, John Wiley & Sons.
5. S.N. Chary, PRODUCTION AND OPERATIONS MANAGEMENT, Tata McGrawHill.
6. Jay Heizer&BarryRender: OPERATIONS MANAGEMENT, Prentice Hall International, Inc. 2001, InternationalEdition.

Online Resources:

1. <http://www.informaworld.com/smpp/title~content=t713696255>
2. <http://www.tandf.co.uk/journals/titles/00207543.aspwww.scirp.org>
3. <http://www.springerlink.com/content/f780526553631475/www.sciencedirect.com>

CT10: INNOVATION, ENTREPRENEURSHIP AND DESIGN THINKING

S. No.	Course Code	Course category	Course Title	L	P/RP	Total Credits	Total Hours
10	MGT24OCT10	CT10	Innovation, Entrepreneurship and Design Thinking	4	-	4	120

Particulars	Details (as per NCrF, 2023)	Four-Quadrant Component (as per UGC, 2020)
Course Number, Code, Category	10, MGT24OCT10, CT10	
Course Name	Innovation, Entrepreneurship and Design Thinking	
Course Credits	4	
Total Notional Hours	120	
Number of Units	14	
Number of Videos	42	Q1 – e-Tutorials (Video Lectures)
Self-Learning Material	280 Pages	Q2 – e-Content (SLM)
PowerPoint Presentation	14	Q2 – e-Content
Number of Discussion Forums	14	Q3 – Discussion Forum/ Interactive Activities
Question Bank (MCQs, Short, Long answers)	1	Q4 – Assessment
Number of Assignments	2	Q4 – Assessment

Course Description

This course delivers an integrated understanding of innovation, entrepreneurship, and design thinking by covering innovation paradigms, entrepreneurial processes, startup ecosystems, and user-centric problem-solving frameworks. It equips learners with capabilities in idea generation, business model design, prototyping, market validation, and strategic scaling, enabling the creation and management of sustainable, innovation-driven ventures in dynamic business environments.

Objectives	Learning Outcomes
<ul style="list-style-type: none"> • CO1 – Explain innovation and entrepreneurship concepts. • CO2 – Apply design thinking principles. • CO3 – Apply design thinking principles. • CO4 – Evaluate business models and value propositions. • CO5 – Evaluate business models and value propositions. 	<ul style="list-style-type: none"> • LO1- Analyse opportunities and design basic models. • LO2- Able to develop user-centred solutions. • LO3- Generate ideas and build prototypes. • LO4- Design and present viable models. • LO5 – Assess and recommend scaling plans.

Unit No.	Unit Syllabus	Specific Learning Objectives
Unit 1	Foundations of Innovation Innovation: Definition, types (incremental, disruptive, radical), importance in modern business environment.	<ol style="list-style-type: none"> 1. Classify different types of innovation in business contexts. 2. Evaluate the strategic importance of innovation in competitive markets.
Unit 2	Entrepreneurship and Economic Development: Entrepreneurship: Definition, types of entrepreneurs, entrepreneurial mindset, role in economic development.	<ol style="list-style-type: none"> 1. Analyze the role of entrepreneurship in economic growth. 2. Identify key traits of successful entrepreneurs.
Unit 3	Innovation vs. Invention –Distinction and overlap between innovation and invention with practical examples.	<ol style="list-style-type: none"> 1. Differentiate between innovation and invention using real-world cases. 2. Examine how inventions are transformed into market innovations.
Unit 4	Entrepreneurial Process – Idea generation, opportunity validation, business model design, execution stages.	<ol style="list-style-type: none"> 1. Apply stages of the entrepreneurial process to venture creation. 2. Develop a structured approach to opportunity validation.
Unit 5	Case Studies in Innovation & Startups – Analysis of successful entrepreneurs and innovative startup journeys.	<ol style="list-style-type: none"> 1. Interpret success factors of high-growth startups. 2. Critically assess entrepreneurial decision-making in case scenarios.
Unit 6	Introduction to Design Thinking –Definition, importance, applications of design thinking in business problem-solving.	<ol style="list-style-type: none"> 1. Explain the principles of design thinking in business innovation. 2. Assess the relevance of design thinking in solving complex problems.
Unit 7	Design Thinking Process –Empathize, Define, Ideate, Prototype, Test stages of design thinking.	<ol style="list-style-type: none"> 1. Apply the design thinking framework to real-world challenges. 2. Illustrate each stage with practical business applications.
Unit 8	Design Thinking Tools & User-Centered Design –Empathy maps, journey maps, brainstorming, prototyping tools; user-centered design principles.	<ol style="list-style-type: none"> 1. Utilize design thinking tools to derive user insights. 2. Design solutions based on user-centric value creation.

Unit No.	Unit Syllabus	Specific Learning Objectives
Unit 9	Creativity and Problem-Solving -Creativity techniques, barriers to creativity, structured creative problem-solving.	<ol style="list-style-type: none"> 1. Apply creative thinking techniques to business problems. 2. Diagnose barriers to creativity and propose mitigation strategies.
Unit 10	Ideation Techniques -Brainstorming, mind mapping, SCAMPER, reverse thinking approaches.	<ol style="list-style-type: none"> 1. Generate innovative ideas using structured ideation techniques. 2. Evaluate ideation methods for different business contexts.
Unit 11	Prototyping and Innovation Risk -Low vs. high fidelity prototypes, testing, iteration, feedback loops, risk management.	<ol style="list-style-type: none"> 1. Develop prototypes and iterate using feedback mechanisms. 2. Analyze risk and uncertainty in innovation processes.
Unit 12	Business Model Canvas -Components and application of Business Model Canvas in startups.	<ol style="list-style-type: none"> 1. Construct a business model using the canvas framework. 2. Evaluate business model viability for new ventures.
Unit 13	Value Proposition & Market Research - Value proposition design, customer needs analysis, market research types and methods.	<ol style="list-style-type: none"> 1. Design compelling value propositions based on customer insights. 2. Apply market research techniques for decision-making.
Unit 14	Startup Ecosystem, Funding & Growth - Ecosystem: incubators, accelerators, policies; funding sources; scaling strategies; IP and legal aspects.	<ol style="list-style-type: none"> 1. Analyze startup funding options and ecosystem support structures. 2. Formulate growth strategies incorporating IP protection and sustainability.

Textbooks

1. Drucker, P. F. Innovation and Entrepreneurship, Harper Business.
2. Brown, T. Change by Design: How Design Thinking Creates New Alternatives for Business and Society, Harper Business.
3. Osterwalder, A., & Pigneur, Y. Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers, John Wiley & Sons.
4. Kelley, T., & Kelley, D. Creative Confidence: Unleashing the Creative Potential Within Us All, Crown Business.

Reference Books

1. Ries, E. The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses, Crown Business.
2. Christensen, C. M. The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail, Harvard Business Review Press.
3. Maurya, A. Running Lean: Iterate from Plan A to a Plan That Works, O'Reilly Media.

Online Resources

1. Stanford school resources
2. IDEO U Design Thinking resources
3. MIT OpenCourseWare Entrepreneurship

SEMESTER III

CT11: BUSINESS ENVIRONMENT AND STRATEGIC MANAGEMENT

S. No.	Course Code	Course category	Course Title	L	P/RP	Total Credits	Total Hours
11	MGT24OCT11	CT11	Business Environment and Strategic Management	4	-	4	120

Particulars	Details (as per NCrf, 2023)	Four-Quadrant Component (as per UGC, 2020)
Course Number, Code, Category	11, MGT24OCT11 CT11	
Course Name	Business Environment and Strategic Management	
Course Credits	4	
Total Notional Hours	120	
Number of Units	14	
Number of Videos	42	Q1 – e-Tutorials (Video Lectures)
Self-Learning Material	280 Pages	Q2 – e-Content (SLM)
PowerPoint Presentation	14	Q2 – e-Content
Number of Discussion Forums	14	Q3 – Discussion Forum/ Interactive Activities
Question Bank (MCQs, Short, Long answers)	1	Q4 – Assessment
Number of Assignments	2	Q4 – Assessment

Course Description

This course provides a comprehensive understanding of the business environment and its strategic implications, integrating environmental analysis with strategic management frameworks. It covers macro- and microenvironmental scanning, industry and internal analysis, and strategic formulation using models such as PESTLE, SWOT, VRIO, and Porter's frameworks. The course further emphasises strategic choice, implementation, performance control, and innovation-driven approaches, enabling learners to develop competitive and sustainable business strategies aligned with dynamic market conditions.

Objectives	Learning Outcomes
<ul style="list-style-type: none"> • CO1 – To Analyse the business environment and strategic foundations. • CO2- Examine industry and resource analysis frameworks. • CO3 – Evaluate competitive and positioning strategies. • CO4 – Evaluate industry lifecycle and strategy implementation. • CO5- Examine Blue Ocean value innovation. 	<ul style="list-style-type: none"> • LO1 – Evaluate environmental factors and apply strategic concepts. • LO2 – Assess competitive advantage using analytical tools. • LO3 – Formulate strategic choices for market growth. • LO4- Design and measure strategic performance systems. • LO5 – Develop strategies to create uncontested markets.

Unit No.	Unit Title & Syllabus	Specific Learning Objectives
Unit 1	Introduction to Business Environment: Concept, characteristics, scope, and significance of business environment; types of environment (internal and external); sectors influencing business (economic, social, political, technological).	<ol style="list-style-type: none"> 1. Examine the components and characteristics of the business environment. 2. Differentiate internal and external environmental forces affecting organizations.
Unit 2	Environmental Sectors and Dynamics: Analysis of economic, socio-cultural, technological, and political-legal environments; impact on strategic decisions.	<ol style="list-style-type: none"> 1. Analyze key environmental sectors influencing business performance. 2. Evaluate the impact of macro-environmental changes on organizational strategy.
Unit 3	Environmental Scanning Techniques: Methods and tools such as PESTLE, ETOP, and scenario analysis for assessing the external environment.	<ol style="list-style-type: none"> 1. Apply environmental scanning tools to assess external factors. 2. Interpret environmental data for strategic decision-making.
Unit 4	Foundations of Strategic Management: Concept of strategy, levels of strategy (corporate, business, functional); vision, mission, goals, and CSR in a strategic context.	<ol style="list-style-type: none"> 1. Explain the core concepts and levels of strategic management. 2. Formulate vision and mission statements aligned with organizational goals.
Unit 5	Strategic Role of Human Resource Planning: Integration of HR planning with business strategy; workforce planning and strategic alignment.	<ol style="list-style-type: none"> 1. Assess the role of HR planning in strategic management. 2. Align human resource strategies with organizational objectives.
Unit 6	Industry Analysis and Competitive Forces: Porter’s Five Forces model; industry attractiveness and competitive intensity.	<ol style="list-style-type: none"> 1. Analyze industry structure using Porter’s Five Forces framework. 2. Evaluate competitive pressures within an industry.
Unit 7	Internal Analysis and Value Chain: Value chain analysis; identifying core activities and competencies; strategic cost and differentiation analysis.	<ol style="list-style-type: none"> 1. Apply value chain analysis to identify sources of competitive advantage. 2. Evaluate internal capabilities for strategic positioning.

Unit No.	Unit Title & Syllabus	Specific Learning Objectives
Unit 8	SWOT, TOWS, and ETOP Analysis: Strategic situational analysis tools for integrating internal and external factors.	<ol style="list-style-type: none"> 1. Construct SWOT and TOWS matrices for strategic analysis. 2. Develop strategic insights using ETOP framework.
Unit 9	Resource-Based View and VRIO Framework: Concepts of firm resources and capabilities; VRIO analysis for sustained competitive advantage.	<ol style="list-style-type: none"> 1. Analyze organizational resources using VRIO framework. 2. Evaluate sources of sustainable competitive advantage.
Unit 10	Corporate and Business-Level Strategies: Porter's generic strategies; bases of competitive advantage (cost leadership, differentiation, focus).	<ol style="list-style-type: none"> 1. Compare different business-level strategies for competitive positioning. 2. Select appropriate strategies based on market conditions.
Unit 11	Strategic Choice Models and Portfolio Analysis: BCG Matrix, GE Matrix, Ansoff Matrix, Grand Strategy Matrix; strategic alternatives and growth options.	<ol style="list-style-type: none"> 1. Apply portfolio analysis tools for strategic decision-making. 2. Evaluate growth strategies using structured strategic frameworks.
Unit 12	Industry Lifecycle and Competitive Tactics: Stages of industry lifecycle; offensive and defensive strategies; marketing strategy alignment.	<ol style="list-style-type: none"> 1. Analyze strategic implications across industry lifecycle stages. 2. Design offensive and defensive strategies for market competition.
Unit 13	Strategy Implementation and Control: Resource allocation, organizational structure, leadership role; performance measurement using Balanced Scorecard.	<ol style="list-style-type: none"> 1. Examine mechanisms for effective strategy implementation. 2. Evaluate organizational performance using Balanced Scorecard.
Unit 14	Blue Ocean Strategy and Innovation: Principles of creating uncontested market space; value innovation; unlocking new demand.	<ol style="list-style-type: none"> 1. Explain the principles of Blue Ocean Strategy. 2. Develop innovative strategies to create new market spaces.

Text Books

1. Johnson, G. Scholes, K and Whittington, E. Exploring Corporate Strategies: Text and Cases, Pearson, 2008

Reference Books

1. Bartlett, C., and S. Ghoshal. Managing Across Borders: The Transnational Solution. Boston, MA: Harvard Business School Press, 2002
2. Galbraith, J. Designing the Global Corporation. Hoboken, NJ: Jossey-Bass, 2000
3. Ghemawat, P., D. Collis, G. Pisano, and J. Rivkin. Strategy and the Business Landscape. Upper Saddle River, NJ: Prentice Hall, 2001
4. Hamel, G., and C. K. Prahalad. Competing for the Future. Boston, MA: Harvard Business School Press, 1996
5. Hill, W.L.C. and Jones, G.R. Strategic Management: An Integrated Approach. Delhi: Cengage Learning, 2013

6. Kaplan, R. S., and D. P. Norton. Strategy Maps: Converting Intangible Assets Into Tangible Outcomes. Boston, MA: Harvard Business School Press, 2004
7. Kazmi, A. Strategic Management and Business Policy. New Delhi: Tata McGraw Hill, 2011
8. Kim, W. Chan, and R. Mauborgne. Blue Ocean Strategy. Boston, MA: Harvard Business School Press, 2005
9. Pearce, J.A. and Robinson, R.B. Strategic Management: Formulation, Implementation and Control. New Delhi: Tata Mc-Graw Hill, 2012
10. Porter, M. Competitive Advantage. New York, NY: Free Press, 1985
11. The Competitive Advantage of Nations. New York, NY: Free Press, 1990
12. Prahalad, C. K., and V. Ramaswamy. The Future of Competition. Boston, MA: Harvard Business School Press, 2004
13. Thomson and Strickland. Strategic Management: Concepts and Cases, McGraw Hill

Online Resource:

1. <https://ocw.mit.edu/courses/sloan-school-of-management/15-902-strategic-management-i-fall2006/lecture-notes/strmgtr.pdf>

IN1-INTERNSHIP

S. No.	Course Code	Course category	Course Title	L	P/RP	Total Credits	Total Hours
12	MGT24OIN01	IN1	Internship		4	4	120

Objectives	Learning outcomes
<p>The students will learn the course with the following objectives in mind:</p> <p>CO1 – To apply business concepts and theories to real-world decision-making</p> <p>CO2 – To Increase proficiency in specific business disciplines; such as human resources management, operations management, marketing, and finance</p> <p>CO3 – To Develop and improve business skills in communication, technology, quantitative reasoning, and teamwork.</p> <p>CO4 – To Observe and participate in business operations and decision-making.</p>	<p>On completion of the internship, the students will be able to:</p> <ol style="list-style-type: none"> 1. Learn the real-world applications and decision-making. 2. Meet professional role models and potential mentors who can provide guidance, feedback, and support. 3. Expand network of professional relationships and contacts. 4. Develop a solid work ethic and professional demeanour, as well as a commitment to ethical conduct and social responsibility.

INTRODUCTION

An internships on-the-job training for many professional jobs, similar to an apprenticeship, more often taken up by college and university students during their undergraduate or master's degree in their free time to supplement their formal education and expose them to the world of work. Internships offer various occasion to interns during internship programs to expand familiarity in their choose area of work , to find out what they have an importance in an exacting in specific line of business, develop professional network links, build interpersonal skill or get some credit points if it's a sandwich course they are in.

Employers also benefit from an internship arrangement, as it provides access to interns with relevant skills to execute relevant tasks for the employer. Many interns end up with permanent service with the same organization in which they are interned. Their worth to the organization may be greater than before by the fact that they require modest or less training.

An internship may be compensated, non-compensated or some time to some extent paid. Paid internships is usually the norm in fields like medical and health science, engineering, laws and politics, business, graphic design accounting, banking and finance, information technology, media, journalisms, hospital and tourisms whereas unpaid Internships are common.

INTERNSHIP FORMAT FOR REPORT SUBMISSION

MBA in Hospital Management (Online Mode)

1. Title Page
2. Acknowledgements
3. List of Contents
4. Company Profile:
 - a) Brief history (Evolution)
 - b) Departments
 - c) Organization Structure
 - d) Number of employees
 - e) Vision, Mission and Quality Policy
 - f) Awards Received
 - g) Products / Services
5. Functions of the Department
 - a) Major Function
 - b) Support to other Departments
6. Process of the Department
7. Critical analysis of the theoretical concepts relating to practical experiences
8. SWOT Analysis
9. Conclusions & recommendations for improvement
10. References & Sources used
11. Annexures

Note: The report should be 1.5 space typed in Times New Roman with 12 font size on A4 size, with bold headings & sub-headings, with margins set as top, bottom & right 1 inch whereas left margin 1.5 inch. The report, consisting of not less than 30 pages, shall be uploaded in LMS.

SEMESTER IV

CT12: ETHICS, GOVERNANCE AND SUSTAINABILITY

S. No.	Course Code	Course category	Course Title	L	P/RP	Total Credits	Total Hours
16	MGT24OCT12	CT12	Ethics, Governance and Sustainability	4	-	4	120

Particulars	Details (as per NCrF, 2023)	Four-Quadrant Component (as per UGC, 2020)
Course Number, Code, Category	16, MGT24OCT12 CT12	
Course Name	Ethics, Governance and Sustainability	
Course Credits	4	
Total Notional Hours	120	
Number of Units	14	
Number of Videos	42	Q1 – e-Tutorials (Video Lectures)
Self-Learning Material	280 Pages	Q2 – e-Content (SLM)
PowerPoint Presentation	14	Q2 – e-Content
Number of Discussion Forums	14	Q3 – Discussion Forum/ Interactive Activities
Question Bank (MCQs, Short, Long answers)	1	Q4 – Assessment
Number of Assignments	2	Q4 – Assessment

Course Description

This course delivers an integrated perspective on business ethics, corporate governance, and sustainability by examining ethical principles, decision-making frameworks, managerial conduct, governance mechanisms, and global sustainability standards. It equips learners with the capability to analyze ethical dilemmas, evaluate governance practices, and apply sustainability and CSR frameworks, including Triple Bottom Line and international reporting standards, within contemporary business environments.

Course Objectives (CO)	Learning Outcomes (LO)
<ul style="list-style-type: none"> • CO1 : Explain business ethics and unethical behaviour. • CO2 : Analyse ethical dilemmas in management. • CO3 : Describe principles of corporate governance. • CO4 : Explain sustainability and CSR concepts. • CO5 : Summarise sustainability reporting standards. 	<ul style="list-style-type: none"> • LO1 : Apply ethical conduct in workplace situations. • LO2 : Evaluate and practice ethical decision-making. • LO3 : Assess governance practices for accountability. • LO4 : Apply sustainability for balanced performance. • LO5 : Evaluate sustainability disclosures.

Unit No.	Unit Syllabus	Specific Learning Objectives
Unit 1	Introduction to Business Ethics –Definition, meaning and nature of Business Ethics	<ol style="list-style-type: none"> 1. Understand the concept and scope of business ethics. 2. Explain the relevance of ethics in modern business practices.
Unit 2	Characteristics of Business Ethics – Features, importance, and principles of ethical behavior in organizations	<ol style="list-style-type: none"> 1. Identify key characteristics of ethical organizations. 2. Analyze how ethics influence organizational culture.
Unit 3	Ethical Theories –Overview of ethical theories (Utilitarianism, Deontology, Virtue Ethics)	<ol style="list-style-type: none"> 1. Compare major ethical theories. 2. Apply ethical theories to business decision-making.
Unit 4	Unethical Behavior in Business –Causes of unethical behavior and ethical abuses in organizations	<ol style="list-style-type: none"> 1. Examine causes of unethical practices. 2. Identify common ethical abuses in business settings.
Unit 5	Work Ethics and Code of Conduct – Work ethics, organizational values, code of conduct, and public good	<ol style="list-style-type: none"> 1. Understand the role of work ethics in professional life. 2. Evaluate the importance of codes of conduct in organizations.
Unit 6	Management of Ethics –Ethics analysis using Hosmer Model; ethical decision-making frameworks	<ol style="list-style-type: none"> 1. Apply the Hosmer Model for ethical analysis. 2. Develop ethical decision-making skills.
Unit 7	Ethical Dilemmas in Organizations –Nature and types of ethical dilemmas in business	<ol style="list-style-type: none"> 1. Identify ethical dilemmas in real-life scenarios. 2. Propose solutions using ethical reasoning.
Unit 8	Ethics in Managerial Practice –Ethics for managers; role and functions of ethical managers	<ol style="list-style-type: none"> 1. Analyze the role of managers in promoting ethics. 2. Understand ethical leadership responsibilities.
Unit 9	Comparative Ethical Behaviour of Managers –Comparison of ethical practices among managers; factors influencing ethics (competitiveness, size, profitability)	<ol style="list-style-type: none"> 1. Compare ethical behavior across organizations. 2. Assess how organizational factors influence ethics.
Unit 10	Corporate Ethics Evaluation –Cost of ethics, corporate ethics evaluation, environmental issues in Indian context and case studies	<ol style="list-style-type: none"> 1. Evaluate ethical costs and benefits. 2. Analyze environmental and ethical issues in India through case studies.
Unit 11	Corporate Governance – Concepts and Evolution –Introduction, need, scope, and evolution of corporate governance; developments in India and globally	<ol style="list-style-type: none"> 1. Understand the evolution of corporate governance. 2. Examine governance practices in India and globally.

Unit No.	Unit Syllabus	Specific Learning Objectives
Unit 12	Elements of Good Corporate Governance – Principles and components of effective corporate governance	1. Identify key elements of good governance. 2. Evaluate governance frameworks in organizations.
Unit 13	Sustainability and CSR –Meaning, scope, CSR, corporate sustainability, sustainability terminologies, importance, Triple Bottom Line (TBL)	1. Explain sustainability and CSR concepts. 2. Analyze the Triple Bottom Line approach.
Unit 14	Sustainability Reporting and Global Standards –GRI guidelines, NVGs, international standards, sustainability indices, PRI, challenges and case studies	1. Understand sustainability reporting frameworks. 2. Evaluate challenges in implementing sustainability reporting.

TEXT BOOKS

1. S.A. Sherlekar, Ethics in Management, Himalaya Publishing House, 2009.
2. Inderjit Dube, Corporate Governance; LexisNexis Butterworths Wadhwa Nagpur, 2021
3. Robert A.G. Monks and Nell Minow, Corporate governance, John Wiley and Sons, 2011.

REFERENCES

1. W.H. Shaw, Business Ethics, Cengage Learning, 2007.
2. Beeslory, Michel and Evens, Corporate Social Responsibility, Taylor and Francis, 1978.
3. Philip Kotler and Nancy Lee, Corporate social responsibility: doing the most good for company and your cause, Wiley, 20026
4. Subhabrata Bobby Banerjee, Corporate social responsibility: the good, the bad and the ugly, Edward Elgar Publishing, 2007.
5. Satheesh kumar, Corporate governance, Oxford University, Press, 2010.
6. Bob Tricker, Corporate governance– Principles, policies and practices, Oxford University Press, 2009.
7. Larue Tone Hosmer and Richard D., The Ethics of Management, Irwin Inc., 199Joseph A. Petrick and John F. Quinn, Management Ethics – integrity at work, Sage, 1997.

RPI-DISSERTATION

S. No	Course Code	Course category	Course Title	L	P/RP	Total Credits	Total Hours
17	MGT24ORP01	DE5	Dissertation		8	8	240

Selecting the Dissertation Topic

The dissertation topic should be related to the field of specialization.

It is important to distinguish here between the dissertation topic and dissertation title. The topic is the specific area to investigate. The title may not be decided until the dissertation has been written so as to reflect its content properly. Few restrictions are placed on the choice of the topic. The topic should be:

- Relevant to business, defined broadly;
- Related to one or more of the subjects or areas of study within the core program and specialization stream;
- Clearly focused so as to facilitate an in-depth approach, subject to the availability of adequate sources of information and to your own knowledge; of value and interest to you and your personal and professional development.

Planning the Dissertation

This will entail the following:

- Selecting a topic for investigation.
- Establishing the precise focus of your study by deciding on the aims and objectives of the dissertation, or formulating questions to be investigated. Consider very carefully what is worth investigating and its feasibility.
- Drawing up initial dissertation outlines considering the aims and objectives of the dissertation. Workout various stages of dissertation
- Devising a timetable to ensure that all stages of dissertation are completed in time. The timetable should include writing of the dissertation and regular meetings with your dissertation guide.

The Dissertation plan or outline

The dissertation plan is an outline and chapter wise description which should reflect the aims and objectives of the chosen topic.

- Faculty-guide will get an opportunity, about the topic at an early stage and make constructive comments and guide in the proper direction.
- The dissertation plan also provides a revision point in the development of the dissertation report in order to allow appropriate changes in the scope and gives proper direction of the work as it progresses.

Dissertation format

All students must follow the following rules in submitting their dissertation.

- Front page should provide title, author, Name of degree/diploma and the date of submission.
- Second page should be the table of contents giving page references for each chapter and section.
- The next page should be the table of appendices, graphs and tables giving titles and page references.
- Next to follow should be a synopsis or abstract of the dissertation (approximately 500 words) titled:

Executive Summary

- Next is the acknowledgements'.
- Chapter I should be a general introduction, giving the background to the dissertation, the objectives of the dissertation, the rationale for the dissertation, the plan, methodological issues and problems. The limitations of the dissertation should also be hinted in this chapter.
- Other chapters will constitute the body of the dissertation. The number of chapters and their sequence will usually vary depending on, among others, on a critical review of the previous relevant work relating to your major findings, a discussion of their implications, and conclusions, possibly with a suggestion of the direction of future research on the area.
- After this concluding chapter, the student should give a list of all the references you have used. These should be cross - references with your text.
- For articles from journals, the following details are required (Harvard Model) e.g.
- Draper P and Pandyal K. 1991, The Investment Trust Discount Revisited, Journal of Business Finance and Accounting, Vol18, No6, Nov, pp 791-832.
- For books, the following details are required: Levi, M. 1996, International Financial Management, Prentice Hall, New York, 3rd Ed, 1996
- Finally, the student should give any appendices. These should only include relevant statistical data or material that cannot be fitted into the above categories.

Guidelines

1. All candidates registered to undergo MBA in Hospital Management shall be assigned a recognized guide. The topics assigned to the candidates will be intimated to the Controller of Examinations of this university.
2. All students shall do a dissertation during the Fourth semester in any organization.
3. Students will be allotted to recognized guide of MBA department who will monitor jointly with the external guide allotted by the organization concerned.
4. The dissertation will consist of data collection with analysis and interpretation applying statistical tools to arrive at some findings. No other option in lieu of dissertation will be accepted.

5. Each student will be evaluated based on project reviews, dissertation and Viva – Voce.
6. The dissertation shall be in a bound volume not exceeding 100 pages (double line spacing and typed one side only).
7. Three copies and (two DVD/CD) of dissertation shall be submitted 30 days prior to the commencement of the university examination on the prescribed date to the Controller of Examinations of this university.
8. Students are encouraged to write articles based on their study and present their observation and findings in the final presentation. Students will be guided to prepare and submit papers for publishing in journals. This is an opportunity to enhance their competence and thereby add value to their credentials.

ELECTIVES

HOSPITAL MANAGEMENT

DE1 : HOSPITAL MANAGEMENT

S. No.	Course Code	Course category	Course Title	L	P/RP	Total Credits	Total Hours
13	MHH24ODE01	DE1	Hospital Management	4	-	4	120

Particulars	Details (as per NCrF, 2023)	Four-Quadrant Component (as per UGC, 2020)
Course Number, Code, Category	13, MHH24ODE01, DE1	
Course Name	Hospital Management	
Course Credits	4	
Total Notional Hours	120	
Number of Units	14	
Number of Videos	42	Q1 – e-Tutorials (Video Lectures)
Self-Learning Material	280 Pages	Q2 – e-Content (SLM)
PowerPoint Presentation	14	Q2 – e-Content
Number of Discussion Forums	14	Q3 – Discussion Forum/ Interactive Activities
Question Bank (MCQs, Short, Long answers)	1	Q4 – Assessment
Number of Assignments	2	Q4 – Assessment

Course Description

This course delivers an integrated overview of hospital management, encompassing clinical, diagnostic, emergency, and critical care services alongside essential support functions such as billing, medical records, pharmacy, CSSD, housekeeping, and facility engineering. It equips learners with a systemic understanding of hospital workflows, governance mechanisms, patient care processes, and operational coordination required to ensure efficient, safe, and quality-driven healthcare delivery.

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> • CO1 : Explain hospital administration and support devices. • CO2 : Apply patient service and registration procedures. • CO3 : Examine OT, ICU, and nursing operations. • CO4 : Analyse MRD, dietary, pharmacy, and CSSD workflows. • CO5 : Evaluate hospital facility and resource management. 	<ul style="list-style-type: none"> • LO1 : Describe clinical and non-clinical functions. • LO2 : Demonstrate patient flow, documentation, and billing. • LO3 : Illustrate asepsis and critical care coordination. • LO4 : Explain support services for safe care delivery. • LO5 : Identifying housekeeping, waste, and engineering services.

Unit No	Unit Syllabus	Specific Learning Objectives
Unit 1	Introduction to Hospital Administration –Overview of hospital administration, rationale, roles, and problem-solving in hospital settings	<ol style="list-style-type: none"> 1. Understand the concept and scope of hospital administration. 2. Identify key roles and responsibilities of hospital administrators.
Unit 2	Structure of Clinical Services –Clinical services and their functions in hospitals	<ol style="list-style-type: none"> 1. Describe the organization of clinical services. 2. Analyze the role of clinical departments in patient care.
Unit 3	Non-Clinical and Ancillary Services – Functions of supportive and ancillary departments	<ol style="list-style-type: none"> 1. Identify non-clinical support services in hospitals. 2. Explain their role in enhancing patient care delivery.
Unit 4	Diagnostic Services Management – Laboratory and imaging services: functions, policies, and processes	<ol style="list-style-type: none"> 1. Understand diagnostic service workflows. 2. Evaluate policies governing lab and imaging services.
Unit 5	Blood Bank and Transfusion Services –Blood bank management, transfusion policies and procedures	<ol style="list-style-type: none"> 1. Explain blood bank operations and safety protocols. 2. Assess the importance of transfusion services in healthcare.
Unit 6	Emergency Department Operations – Triage, registration, medico-legal processes, and common issues in ED	<ol style="list-style-type: none"> 1. Understand triage systems and ED workflows. 2. Analyze medico-legal aspects in emergency care.
Unit 7	Front Desk and Billing Systems – Patient registration, documentation, and billing procedures for OP and IP services	<ol style="list-style-type: none"> 1. Describe front office operations in hospitals. 2. Understand billing and documentation processes.

Unit No	Unit Syllabus	Specific Learning Objectives
Unit 8	Inpatient and Outpatient Care Management – Admission, discharge procedures, ward management, and service protocols	<ol style="list-style-type: none"> 1. Explain inpatient and outpatient workflows. 2. Evaluate service protocols for patient care.
Unit 9	Operation Theatre Management –OT zoning, asepsis, scheduling, and common OT challenges	<ol style="list-style-type: none"> 1. Understand OT layout and infection control. 2. Analyze scheduling and operational challenges in OT.
Unit 10	ICU and Nursing Services –Types of ICU, nursing organization, and key nursing activities	<ol style="list-style-type: none"> 1. Describe ICU types and functions. 2. Explain the role of nursing services in critical care.
Unit 11	Medical Records, Dietary and Pharmacy Services –Functions and workflow in MRD, dietary services, and pharmacy operations	<ol style="list-style-type: none"> 1. Understand the importance of medical records management. 2. Explain the role of dietary and pharmacy services.
Unit 12	CSSD and Sterilization Services –Central Sterile Supplies Department processes, equipment, and standards	<ol style="list-style-type: none"> 1. Describe sterilization processes in hospitals. 2. Evaluate CSSD standards and practices.
Unit 13	Housekeeping and Waste Management –Housekeeping functions and biomedical waste management protocols	<ol style="list-style-type: none"> 1. Understand housekeeping roles in infection control. 2. Explain biomedical waste management practices.
Unit 14	Facility and Engineering Services –Linen, laundry, hospital engineering (civil, water, electricity, medical gases), transport and security services	<ol style="list-style-type: none"> 1. Identify key facility management services. 2. Analyze the role of engineering and support services in hospital operations.

Text Books

1. Hospital Administration, DC Joshi, Mamta Joshi, Jaypee Brothers Medical Publishers
2. Hospital Administrator's Desk book, Robert C. Benjamin & Rudolph C. Kempainen, Prentice-Hall Inc.
3. Gupta S.K; Sunil Kant Chandra Shekhar; R Satpathy, Modern Trends In Planning And Designing Of Hospitals, Jaypee Brothers Pvt. Ltd.; January 200 ISBN 9789350255506
4. Syed Amin Tabish, Hospital And Nursing Homes Planning, Organisations & Management, Jaypee Brothers Medical Pub (P) Ltd.

References

1. Managing a Modern Hospital, A.V. Srinivasan, Response Books, I Ed.
2. Principles of Hospital Administration and Planning, BM Sakharkar, Jaypee Brothers, I Ed.

3. Hospital Administration And Management: A Comprehensive Guide (English) 1st Edition (Paperback) By Dasgupta – Jaypee Brothers
4. Hospital Operations: Principles of High Efficiency Health Care (FT Press Operations Management) 1st Edition, by Wallace J. Hopp and , William S. Lovejoy, Pearson Education, Inc.

Web Resources

1. <http://www.who.int/management/en/>
2. <http://www.amazon.in/Hospital-Operations-Principles-EfficiencyManagement-ebook/dp/B009ZOSSAA>
3. <http://universitypublishingonline.org/jagielonianuniversitypress/ebook.jsf?bid=CBO9788323380276>

DE2: TOTAL QUALITY MANAGEMENT IN HOSPITALS

S. No.	Course Code	Course category	Course Title	L	P/RP	Total Credits	Total Hours
14	MHH24ODE02	DE2	Total Quality Management in Hospitals	4	-	4	120

Particulars	Details (as per NCrF, 2023)	Four-Quadrant Component (as per UGC, 2020)
Course Number, Code, Category	14, MHH24ODE02 DE2	
Course Name	Total Quality Management in Hospitals	
Course Credits	4	
Total Notional Hours	120	
Number of Units	14	
Number of Videos	42	Q1 – e-Tutorials (Video Lectures)
Self-Learning Material	280 Pages	Q2 – e-Content (SLM)
PowerPoint Presentation	14	Q2 – e-Content
Number of Discussion Forums	14	Q3 – Discussion Forum/ Interactive Activities
Question Bank (MCQs, Short, Long answers)	1	Q4 – Assessment
Number of Assignments	2	Q4 – Assessment

Course Description

This course provides a comprehensive and application-oriented understanding of Total Quality Management (TQM) in hospital settings, integrating foundational quality concepts, global quality philosophies, and patient-centric implementation frameworks. It emphasizes systems thinking in healthcare delivery, process optimization through tools such as process mapping, QFD, FMEA, and Poka-Yoke, and strategic transformation via Business Process Re-engineering. The course further develops competencies in error analysis, root cause investigation, patient satisfaction measurement, complaint management, and the use of quality indicators to drive continuous improvement and operational excellence in healthcare organizations.

OBJECTIVES	Learning Outcomes
<ul style="list-style-type: none"> • CO1: Explain quality concepts in hospital care. • CO2: Apply systems thinking to healthcare processes. • CO3: Use quality tools for process improvement. • CO4: Examine BPR in healthcare. • CO5: Develop methods to measure patient satisfaction. 	<ul style="list-style-type: none"> • LO1: Evaluate quality practices based on patient needs. • LO2 : Analyse errors and improve patient safety. • LO3 : Develop improvement plans using design and management tools. • LO4: Design efficient reengineered workflows. • LO5: Assess feedback to improve service quality.

Unit No	Unit Syllabus	Specific Learning Objectives
Unit 1	Introduction to Quality Concepts: Basic quality concepts in healthcare and importance of quality in hospitals	4. Understand fundamental concepts of quality in healthcare. Explain the importance of quality in hospital services.
Unit 2	Quality Philosophies and Criticism Overview and criticisms of quality philosophies in healthcare	1. Analyze major quality philosophies. 2. Evaluate limitations of traditional quality approaches.
Unit 3	Implementing Quality in Hospitals: Roadmap for implementing quality considering patient needs and preferences	1. Identify steps in implementing quality systems. 2. Apply patient-centered approaches in quality improvement.
Unit 4	Healthcare as a Process: Understanding healthcare delivery as a process and systems thinking	1. Explain healthcare as an integrated process. 2. Apply systems thinking in healthcare management.
Unit 5	Error Investigation and Root Cause Analysis: Error identification, root cause analysis, and adverse event responses	3. Identify causes of errors in healthcare. Apply root cause analysis techniques.
Unit 6	Process Mapping in Healthcare: Process mapping techniques for improving healthcare services	1. Develop process maps for healthcare workflows. 2. Analyze inefficiencies in healthcare processes.
Unit 7	Quality Function Deployment (QFD): Concept, applications, and role of QFD in healthcare quality	1. Understand QFD principles. 2. Apply QFD to improve patient services.
Unit 8	Failure Mode and Effect Analysis (FMEA): FMEA concepts, steps, and healthcare applications	1. Identify potential failures in healthcare processes. 2. Apply FMEA for risk reduction.
Unit 9	Poka-Yoke in Healthcare: Error-proofing techniques and applications in hospitals	1. Understand Poka-Yoke principles. 2. Apply error-prevention techniques in healthcare.

Unit No	Unit Syllabus	Specific Learning Objectives
Unit 10	Seven Management Tools: Affinity diagram, relationship diagram, tree diagram, matrix diagram, decision tree, and arrow diagrams	1. Identify various management tools. 2. Apply tools for decision-making and process improvement.
Unit 11	Business Process Re-engineering (BPR): BPR concepts, advantages, steps, and applications in healthcare	1. Understand BPR principles. 2. Analyze applications of BPR in hospitals.
Unit 12	Measuring Patient Satisfaction: Methods for measuring and evaluating patient satisfaction	1. Identify tools for measuring patient satisfaction. 2. Evaluate patient feedback for quality improvement.
Unit 13	Complaint Handling in Healthcare: Complaint management systems and resolution strategies	1. Understand complaint handling procedures. 2. Develop strategies for effective grievance redressal.
Unit 14	Quality Indicators in Health Services: Key performance indicators and quality metrics in healthcare	1. Identify quality indicators in hospitals. 2. Analyze performance using healthcare quality metrics.

Text Books

1. Donabedian, A. (1966). "Evaluating the quality of medical care." *The Millbank Memorial Fund Quarterly* 44(3): 166-203.
2. Hackman, J. Richard, and Ruth Wageman (1995), "Total Quality Management: Empirical, Conceptual, and Practical Issues," *Administrative Science Quarterly* 40 (2): 309-342.
3. Garvin, David A. "Competing on the Eight Dimensions of Quality." *Harvard Business Review* 65, no. 6 (November-December 1987).

References

1. *Going Lean in Health Care*. IHI Innovation Series white paper. Cambridge, MA: Institute for Healthcare Improvement; 2005.
2. Langley, Moen, Nolan et al., 2009, *The Improvement Guide*, 2nd Edition (Wiley)
3. Morton, A. and J. Cornwell (2009). "What's the difference between a hospital and a bottling factory?" *British Medical Journal* 339: 428-430
4. *Crossing the Quality Chasm* - Institute of Medicine, 2001

Online Resources

1. <http://www.achs.org.au/>
2. <http://www.isqua.org/>
3. <http://www.juran.com/>
4. <http://www.nist.gov/baldrige/>
5. <http://www.oecd.org/health/>

DE3: HEALTHCARE ACCREDITATION AND LAWS

S. No.	Course Code	Course category	Course Title	L	P/RP	Total Credits	Total Hours
15	MHH24ODE03	DE3	Healthcare Accreditation and laws	4	-	4	120

Particulars	Details (as per NCrF, 2023)	Four-Quadrant Component (as per UGC, 2020)
Course Number, Code, Category	15, MHH24ODE03 DE3	
Course Name	Healthcare Accreditation and laws	
Course Credits	4	
Total Notional Hours	120	
Number of Units	14	
Number of Videos	42	Q1 – e-Tutorials (Video Lectures)
Self-Learning Material	280 Pages	Q2 – e-Content (SLM)
PowerPoint Presentation	14	Q2 – e-Content
Number of Discussion Forums	14	Q3 – Discussion Forum/ Interactive Activities
Question Bank (MCQs, Short, Long answers)	1	Q4 – Assessment
Number of Assignments	2	Q4 – Assessment

Course Description

This course delivers an integrated perspective on healthcare accreditation frameworks and regulatory ecosystems, encompassing national and global standards (NABH, JCI, ISQua), accreditation processes, institutional governance structures, and state-level initiatives, alongside a comprehensive examination of critical healthcare and pharmaceutical laws governing patient rights, clinical practices, drug regulation, and ethical compliance in healthcare systems.

Objectives	Learning Outcomes
<ul style="list-style-type: none"> • CO1: Analyse healthcare accreditation systems and policies. • CO2: Examine NABH standards and accreditation processes. • CO3: Evaluate international accreditation frameworks. • CO4: Interpret key healthcare laws and regulations. • CO5: Assess pharmacy laws and drug regulatory practices. 	<ul style="list-style-type: none"> • LO1: Describe accreditation structures and state roles. • LO2: Interpret standards and list accreditation steps. • LO3: Compare international quality standards. • LO4: Summarise key laws and compliance needs. • LO5: Apply accreditation standards to evaluate healthcare institutions and suggest improvements.

Unit No	Unit Syllabus	Specific Learning Objectives
Unit 1	Introduction to Healthcare Accreditation: Meaning, concept, and importance of accreditation in healthcare institutions	<ol style="list-style-type: none"> 1. Understand the concept of accreditation. 2. Explain the importance of accreditation in healthcare quality.
Unit 2	Evolution and Benefits of Accreditation: Evolution of accreditation systems and benefits to institutions	<ol style="list-style-type: none"> 1. Trace the evolution of accreditation. 2. Analyze benefits of accreditation for healthcare organizations.
Unit 3	Accreditation for Institutions and Education: Accreditation for healthcare and educational institutions	<ol style="list-style-type: none"> 1. Differentiate institutional and educational accreditation. 2. Evaluate their impact on quality standards.
Unit 4	Hospital Accreditation Policies and Procedures: Accreditation policies, procedures, QCI structure, and governing bodies	<ol style="list-style-type: none"> 1. Understand hospital accreditation processes. 2. Explain organizational structure of accreditation bodies.
Unit 5	State Accreditation Policies: Role of state governments, policies, procedures, and initiatives in Indian states	<ol style="list-style-type: none"> 1. Analyze the role of state governments in accreditation. 2. Examine state-level healthcare initiatives.
Unit 6	National Accreditation Framework (NABH): NABH standards: AAC, COP, MOM, PRE, HIC, CQI, ROM, FMS, HRM, IMS	<ol style="list-style-type: none"> 1. Identify NABH standards and components. 2. Explain their role in hospital quality improvement.
Unit 7	Accreditation Standards and Benefits: Standards, objective elements, benefits to service providers and customers	<ol style="list-style-type: none"> 1. Understand accreditation standards and elements. 2. Evaluate benefits for providers and patients.
Unit 8:	Accreditation Process and Assessor Role: Steps in accreditation process and requirements to become an assessor	<ol style="list-style-type: none"> 1. Describe accreditation procedures. 2. Understand the role and qualifications of assessors.

Unit No	Unit Syllabus	Specific Learning Objectives
Unit 9	International Accreditation – JCI: JCI accreditation: history and significance	<ol style="list-style-type: none"> 1. Understand global accreditation standards. 2. Analyze the importance of JCI accreditation.
Unit 10	Global Accreditation Bodies and Scope: ISQua and accreditation for ambulance, lab, clinics, dental, diagnostic and alternative medicine	<ol style="list-style-type: none"> 1. Identify international accreditation bodies. 2. Examine accreditation scope across healthcare services.
Unit 11	Healthcare Laws – I: MTP Act, PCPNDT Act, Consumer Protection Act, Organ Transplantation Act	<ol style="list-style-type: none"> 1. Understand key healthcare legislations. 2. Analyze legal implications in healthcare practice.
Unit 12	Healthcare Laws – II: Mental Health Act and its provisions in healthcare	<ol style="list-style-type: none"> 1. Explain provisions of mental health laws. 2. Evaluate their relevance in patient care.
Unit 13	Pharmacy Laws and Regulations: Pharmacy law, Food and Drugs Act, Drug Price Control Order	<ol style="list-style-type: none"> 1. Understand pharmaceutical regulations. 2. Analyze drug pricing and control mechanisms.
Unit 14	Drugs, Clinical Trials and Product Regulation: Drugs and Cosmetics Act, clinical trials, and product launch regulations	<ol style="list-style-type: none"> 1. Explain legal procedures for clinical trials. 2. Understand regulatory requirements for drug approval.

Textbooks

1. A.F. Al-Assaf, MD, June A. Schemele, CRC Press
2. Sharon and Myers, –Patient Safety and Hospital Accreditation – A model for ensuring success, Springer Publishing Company, 2012 Edition
3. NABH recent Manual (4th Edition) 4JCI recent Manual (2019 Standards)

Reference Books

1. Russell L. colling, –HOSPITAL AND HEALTHCARE SECURITY, Fourth Edition

Online Resources

1. <https://www.jointcommissioninternational.org/store/publications-1/books-and-e-books/>
2. <https://www.nabh.co/>
3. <https://www.isqua.org/>
4. <https://www.qcin.org>

DE4: HOSPITAL PLANNING, FACILITY AND INFRASTRUCTURE MANAGEMENT

S. No.	Course Code	Course category	Course Title	L	P/RP	Total Credits	Total Hours
18	MHH24ODE04	DE4	Hospital Planning, Facility and Infrastructure Management	4	-	4	120

Particulars	Details (as per NCrf, 2023)	Four-Quadrant Component (as per UGC, 2020)
Course Number, Code, Category	18, MHH24ODE04, DE4	
Course Name	Hospital Planning, Facility and Infrastructure Management	
Course Credits	4	
Total Notional Hours	120	
Number of Units	14	
Number of Videos	42	Q1 – e-Tutorials (Video Lectures)
Self-Learning Material	280 Pages	Q2 – e-Content (SLM)
PowerPoint Presentation	14	Q2 – e-Content
Number of Discussion Forums	14	Q3 – Discussion Forum/ Interactive Activities
Question Bank (MCQs, Short, Long answers)	1	Q4 – Assessment
Number of Assignments	2	Q4 – Assessment

Course Description

This course delivers an integrated, systems-driven understanding of hospital planning, facility design, and infrastructure management, encompassing end-to-end processes from conceptual planning and regulatory compliance to spatial design, workflow optimization, and equipment integration. It further addresses critical operational domains including HVAC and specialized infrastructure, support services, safety and risk management, maintenance strategies, and sustainable environmental practices, while leveraging advanced facility management systems, automation, and emerging technologies such as AI and IoT to enable smart, future-ready healthcare ecosystems.

Objectives	Learning Outcomes
<ul style="list-style-type: none"> • CO1: Analyze hospital workflows and layout designs for efficiency. • CO2: Design infrastructure and facility layouts for patient and staff needs. • CO3: Implement support services and enforce safety standards. • CO4: Evaluate maintenance strategies and sustainability practices. • CO5: Integrate technology and smart systems in hospital management. 	<ul style="list-style-type: none"> • LO1: Analyse workflow and space to improve patient and staff flow. • LO2: Design compliant layouts with equipment and building systems. • LO3: Implement infection control, safety, and risk protocols. • LO4: Assess energy efficiency and regulatory compliance. • LO5: Apply facility management systems and technologies to enhance hospital operations and sustainability.

Unit No.	Unit Title & Syllabus	Specific Learning Objectives
Unit 1	Introduction to Hospital Planning: Overview of hospital planning, importance, objectives, and types of healthcare facilities.	<ol style="list-style-type: none"> 1. Understand the fundamentals and scope of hospital planning. 2. Identify different types of healthcare facilities and their functions.
Unit 2	Hospital Design Requirements: Design standards, regulatory requirements, and planning considerations for healthcare infrastructure.	<ol style="list-style-type: none"> 1. Explain key design requirements in hospital planning. 2. Interpret regulatory standards for healthcare facility design.
Unit 3	Hospital Planning Process: Steps in planning, feasibility analysis, project phases, and stakeholder involvement.	<ol style="list-style-type: none"> 1. Describe the stages involved in hospital planning. 2. Analyse stakeholder roles in planning processes.
Unit 4	Design Principles in Healthcare: Workflow optimization, zoning concepts, privacy, patient safety, and infection control considerations in design.	<ol style="list-style-type: none"> 3. Apply design principles such as zoning and workflow in hospital layouts. Evaluate the role of privacy and safety in hospital design.
Unit 5	Space Planning in Hospitals: Allocation of spaces, functional relationships, departmental adjacency, and layout planning.	<ol style="list-style-type: none"> 1. Develop effective space allocation strategies. 2. Analyse departmental relationships for efficient layout design.
Unit 6	Patient and Staff Workflow Design: Designing efficient workflows for patient movement and staff operations.	<ol style="list-style-type: none"> 1. Design workflows that improve patient care efficiency. 2. Assess staff workflow optimization techniques.
Unit 7	Structural and Facility Layout Requirements: Building structures, layout planning, and compliance with healthcare infrastructure standards.	<ol style="list-style-type: none"> 3. Identify structural requirements of healthcare facilities. Evaluate layout designs for operational efficiency.

Unit No.	Unit Title & Syllabus	Specific Learning Objectives
Unit 8	Equipment Planning and Accessibility: Medical equipment planning, ergonomics, universal accessibility, and patient-centered design.	<ol style="list-style-type: none"> 1. Plan for appropriate medical equipment placement. 2. Apply accessibility standards in healthcare environments.
Unit 9	HVAC, Lighting, and Specialized Infrastructure: Ventilation systems, lighting design, temperature control, and specialized healthcare areas.	<ol style="list-style-type: none"> 1. Explain the importance of HVAC and lighting systems. 2. Design infrastructure for specialized hospital areas.
Unit 10	Support Services in Hospitals: Housekeeping, biomedical waste management, infection control systems, and sanitation protocols.	<ol style="list-style-type: none"> 1. Manage support services effectively in healthcare settings. 2. Apply infection control and waste management practices.
Unit 11	Safety Standards and Risk Management: Fire safety, emergency preparedness, risk management, and critical systems (water, power supply).	<ol style="list-style-type: none"> 1. Evaluate safety standards and emergency systems. 2. Develop risk management strategies for hospitals.
Unit 12	Maintenance Management in Hospitals: Preventive, predictive, and corrective maintenance strategies for healthcare facilities.	<ol style="list-style-type: none"> 1. Differentiate between maintenance strategies. 2. Implement maintenance practices for facility efficiency.
Unit 13	Environmental Management and Sustainability: Energy management, water conservation, green hospital initiatives, and regulatory compliance.	<ol style="list-style-type: none"> 1. Apply sustainable practices in hospital management. 2. Ensure compliance with environmental regulations.
Unit 14	Facility Management Systems and Future Trends: FMIS, automation, smart hospitals, IoT, AI, and predictive maintenance technologies.	<ol style="list-style-type: none"> 1. Utilize technology in facility management systems. 2. Assess emerging trends like AI and smart hospitals.

Textbooks

1. G.D. Kunders – Hospitals: Facilities Planning and Management – Publisher: Tata McGraw-Hill Education
2. S.K. Sharma – Hospital Administration and Human Resource Management – Publisher: PHI Learning Pvt. Ltd.
3. James A. Rechel, Steven A. Finkler – Essentials of Cost Accounting for Health Care Organizations – Publisher: Jones & Bartlett Learning
4. P. L. Anand – Hospital Facility Planning – Publisher: Jaypee Brothers Medical Publishers
5. Pradeep Kumar – Hospital Waste Management and Environmental Standards Publisher: McGrawHill Education India

Reference Books

1. John Reiling – Safe by Design: Designing Safety in Health Care Facilities, Processes, and Culture – Publisher: Joint Commission Resources

2. E. Clare Glasson–Principles of Hospital Administration and Planning – Publisher: Tata McGraw–Hill
3. Kavita Gupta – Environmental Standards for Hospitals – Publisher: Wolters Kluwer Health India
4. Richard F. Gerson, Bob Carroll – Healthcare Facility Planning: Thinking Strategically – Publisher: American Hospital Association Press
5. Stephen Kliment – Building Type Basics for Healthcare Facilities – Publisher: Wiley.

Online Resources

1. [World Health Organization – Hospital Planning Guidelines](<https://www.who.int/publications>)
2. [International Facility Management Association – Healthcare Facility Management] (<https://www.ifma.org/>)
3. [The Center for Health Design – Evidence-Based Facility Design](<https://www.healthdesign.org/>)

DE5: HEALTHCARE TECHNOLOGY AND ANALYTICS

S. No.	Course Code	Course category	Course Title	L	P/RP	Total Credits	Total Hours
19	MHH24ODE05	DE5	Healthcare Technology and Analytics	4	-	4	120

Particulars	Details (as per NCrF, 2023)	Four-Quadrant Component (as per UGC, 2020)
Course Number, Code, Category	19, MHH24ODE05, DE5	
Course Name	Healthcare Technology and Analytics	
Course Credits	4	
Total Notional Hours	120	
Number of Units	14	
Number of Videos	42	Q1 – e-Tutorials (Video Lectures)
Self-Learning Material	280 Pages	Q2 – e-Content (SLM)
PowerPoint Presentation	14	Q2 – e-Content
Number of Discussion Forums	14	Q3 – Discussion Forum/ Interactive Activities
Question Bank (MCQs, Short, Long answers)	1	Q4 – Assessment
Number of Assignments	2	Q4 – Assessment

Course Description

This course delivers an integrated perspective on healthcare technology and analytics, encompassing digital health innovations, health information systems, EMR/EHR frameworks, data governance, cybersecurity, and regulatory compliance. It further advances competencies in healthcare analytics—including statistical methods, big data, cloud computing, AI, NLP, and IoT—enabling data-driven decision-making and real-time patient care optimization through practical applications and case-based insights.

Objectives	Learning Outcomes
<ul style="list-style-type: none"> • CO1: Explain healthcare technologies and HIS/EMR systems. • CO2: Apply healthcare analytics for performance improvement. • CO3: Examine data lifecycle and governance. • CO4: Evaluate AI, predictive analytics, and IoT in healthcare. • CO5: Analyse applications of healthcare technology 	<ul style="list-style-type: none"> • LO1 : Describe HIS structure and ensure data security compliance. • LO2 : Interpret data using basic analytical tools. • LO3 : Implement practices to ensure data accuracy and integrity. • LO4 : Utilise real-time data to enhance patient care. • LO5 : Recommend improvements using case-based insights.

Unit No.	Unit Title & Syllabus	Specific Learning Objectives
Unit 1	Introduction to Healthcare Technology: Role, scope, and importance of healthcare technology in modern healthcare delivery systems.	<ol style="list-style-type: none"> 1. Explain the significance of healthcare technology in improving healthcare services. 2. Identify key technological components in healthcare systems.
Unit 2	Types of Healthcare Technologies: Clinical, administrative, and support technologies; adoption challenges in healthcare settings.	<ol style="list-style-type: none"> 1. Classify different healthcare technologies and their uses. 2. Analyse challenges in adopting healthcare technologies.
Unit 3	Emerging Trends in Healthcare Technology: Telemedicine, mHealth, IoT, and digital health innovations transforming healthcare delivery.	<ol style="list-style-type: none"> 1. Describe emerging trends in healthcare technology. 2. Evaluate the impact of digital innovations on healthcare systems.
Unit 4	Health Information Systems (HIS): Structure, components, functions, and integration of HIS in healthcare organizations.	<ol style="list-style-type: none"> 1. Explain the structure and functions of HIS. 2. Analyse the role of HIS in hospital management.
Unit 5	Electronic Medical Records (EMR) & E-Health Technologies: EMR/EHR systems, benefits, implementation, and interoperability.	<ol style="list-style-type: none"> 3. Differentiate EMR and EHR systems. Evaluate the benefits and challenges of digital records.
Unit 6	Data Privacy, Security, and Compliance: Legal, ethical, and regulatory aspects of healthcare data protection and cybersecurity.	<ol style="list-style-type: none"> 1. Identify principles of healthcare data privacy and security. 2. Apply compliance standards in healthcare IT systems.
Unit 7	Introduction to Healthcare Analytics: Types of analytics—descriptive, predictive, and prescriptive—and their healthcare applications.	<ol style="list-style-type: none"> 1. Explain different types of healthcare analytics. 2. Apply analytics concepts to healthcare decision-making.
Unit 8	Healthcare Data Sources, KPIs, and Statistical Tools: Data sources, key performance indicators, and basic statistical techniques.	<ol style="list-style-type: none"> 1. Identify healthcare data sources and KPIs. 2. Use basic statistical tools for data analysis.

Unit No.	Unit Title & Syllabus	Specific Learning Objectives
Unit 9	Healthcare Data Management: Data lifecycle, data governance, quality assurance, and accuracy in healthcare data.	3. Describe the healthcare data lifecycle. Implement data governance and quality practices.
Unit 10	Big Data and Cloud Computing in Healthcare: Big data concepts, cloud-based storage, scalability, and healthcare applications.	1. Explain big data applications in healthcare. 2. Evaluate cloud computing solutions for healthcare systems.
Unit 11	Advanced Analytics in Healthcare: Predictive analytics, machine learning techniques, and data-driven decision-making.	1. Apply advanced analytics techniques in healthcare scenarios. 2. Analyse data for predictive decision-making.
Unit 12	Artificial Intelligence and NLP in Healthcare: AI applications, natural language processing, and ethical considerations.	1. Explain AI and NLP applications in healthcare. 2. Evaluate ethical issues in AI-driven healthcare systems.
Unit 13	IoT and Real-Time Healthcare Analytics: IoT devices, wearable technologies, and real-time monitoring and analysis.	1. Describe IoT applications in healthcare. 2. Analyse real-time healthcare data for improved outcomes.
Unit 14	Case Studies and Applications of Healthcare Technology: Real-world implementations, predictive and operational analytics, and patient experience improvement.	1. Analyse case studies of healthcare technology implementation. 2. Apply analytics to enhance patient care and experience.

Reference Books

1. Kaur, P., & Singh, S. (2022). Healthcare analytics: A guide for healthcare professionals. Springer Nature India.
2. Sharma, D., & Kapoor, A. (2023). Healthcare technology and analytics: Principles and practices. McGraw Hill Education India.
3. Suri, J. S., & Singh, R. (2022). Advances in healthcare analytics. Academic Press.
4. Kumar, M., & Singh, A. K. (2023). Healthcare informatics and analytics: A practical approach. Wiley-Blackwell.
5. Jain, A., & Gupta, R. (2022). Healthcare technology and management: Integrating analytics and artificial intelligence. CRC Press.
6. Sahoo, J., & Mohapatra, S. K. (2023). Healthcare analytics: A data-driven approach. Springer Nature India.
7. Rao, G. S., & Kumar, V. (2022). Healthcare technology and analytics: Case studies and applications. Apple Academic Press.
8. Singh, S., & Kaur, P. (2023). Healthcare data analytics: Tools and techniques. Chapman and Hall/CRC.

Online Resources

1. Healthcare Information and Management Systems Society (HIMSS)
2. Centers for Medicare & Medicaid Services – Health Informatics Resources
3. American Medical Informatics Association (AMIA) World Health Organization – Health Technology Assessment

