

PROGRAMME PROJECT REPORT (PPR)

**MASTER OF BUSINESS ADMINISTRATION
(EXECUTIVE)
HEALTHCARE ADMINISTRATION**



SCHOOL OF OPEN LEARNING
Department of Distance and
Continuing Education
Campus of Open Learning
University of Delhi, Delhi – 110007

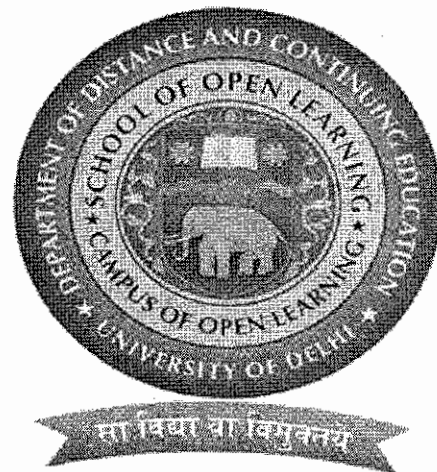


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1. About the Institution

Established in 1962, the School of Open Learning (SOL) emerged with a clear purpose—to bring higher education within reach of those who could not access conventional classrooms. In its earliest days, the institution welcomed just under a thousand learners, with academic offerings centered around humanities and commerce. Over the years, SOL has grown significantly, both in numbers and in vision. Today, it serves over four lakh learners, offering programmes across seventeen disciplines, and continues to expand its educational horizons.

What has remained consistent throughout its journey is a deep commitment to equity in education. The School has constantly evolved to respond to the changing educational landscape, introducing new programmes and teaching approaches that reflect the needs of a diverse learner base—from first-generation learners and working professionals to learners in rural and underserved regions.

A defining moment came in 2022 with the launch of the Department of Distance and Continuing Education under the Campus of Open Learning, University of Delhi. This development marked a renewed focus on distance and blended learning models, reaffirming the University's commitment to accessible and inclusive education.

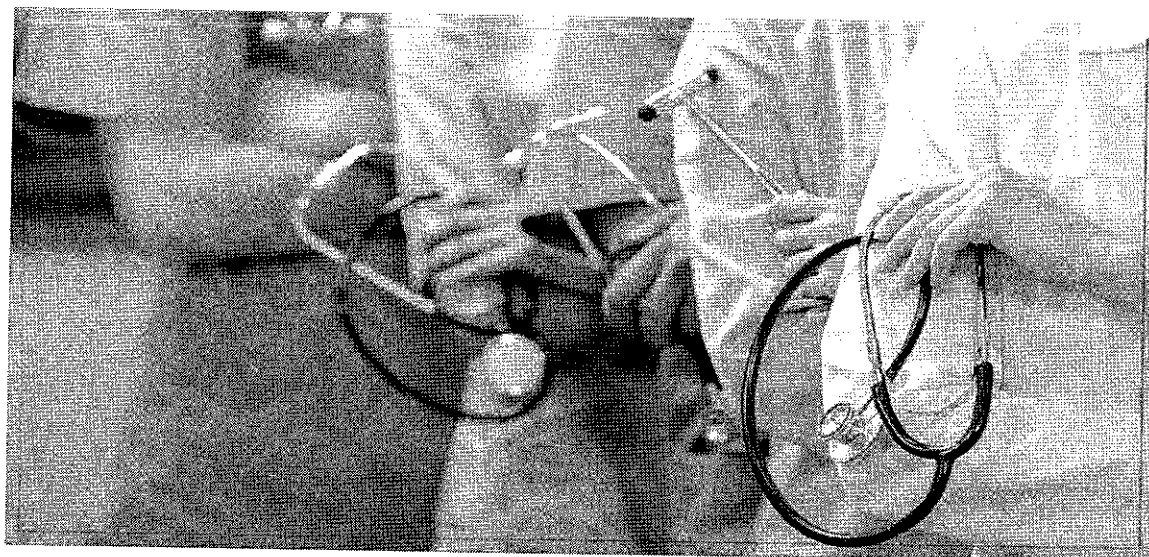
The academic spectrum at SOL now includes a wide range of undergraduate and postgraduate programmes—from Commerce and Political Science to Computer Applications, Library Science, and even the newly launched B.A. (Hons.) in Psychology. These offerings are supported by high-quality Self Learning Materials (SLMs) that are developed through a collaborative process involving seasoned educators and subject experts. Each module is reviewed carefully to ensure accuracy, conceptual clarity, and relevance to real-world contexts.

Recognising the ongoing shift toward digital learning, the School is also building a dedicated online platform that will support virtual classrooms, recorded lectures, and resource sharing—making learning more flexible, collaborative, and learner-driven.

Today, SOL stands not just as a centre for learning, but as a gateway to opportunity—a space where learners from all backgrounds are empowered to dream bigger, learn smarter, and shape their futures with confidence.

2. Name of the Programme

Master of Business Administration (Executive) Healthcare Administration



3. Introduction

The MBA (Executive) in Healthcare Administration is a thoughtfully designed postgraduate programme, ideal for professionals who wish to advance their careers in the healthcare sector. Delivered over two years and four semesters, the course blends foundational business principles with in-depth insights tailored to the complexities of healthcare management. This programme offers more than academic instruction—it prepares learners to navigate the fast-evolving healthcare landscape with insight, flexibility, and confidence. From understanding regulatory frameworks and policy developments to exploring financial planning and technology integration, learners are equipped to handle real-world challenges with strategic clarity. What distinguishes this programme is its interdisciplinary approach. While it covers essential business functions such as marketing, finance, human resource management, and operations, it also addresses sector-specific areas like health informatics, ethical leadership in care delivery, and strategic decision-making in policy environments.

Given the rapid transformation underway in the healthcare industry—driven by emerging technologies, changing patient needs, and tighter regulations—the demand for professionals who can think systemically and lead responsibly is greater than ever. This programme has been crafted to meet that need. Whether participants come from clinical roles or administrative backgrounds, this MBA offers an opportunity to build expertise,

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expand strategic thinking, and take on leadership roles that create meaningful impact—not only within organisations, but across the broader health system.

Key Highlights of the Programme:

- **Flexible Learning**

The programme is thoughtfully structured to offer academic flexibility, enabling learners to customise their educational journey based on their individual goals and professional backgrounds. A robust conceptual foundation in key management areas ensures that learners are well-prepared to engage with the dynamic and multidisciplinary field of Healthcare Administration (HCA).

- **Industry-Relevant and Comprehensive Curriculum**

The curriculum has been meticulously designed to integrate theoretical knowledge with practical application. It covers essential domains such as healthcare policy, financial management, legal frameworks, technology integration, operations, and supply chain logistics. Learners will be equipped to prepare organisational budgets, analyse financial reports, manage healthcare resources, and oversee operational efficiency in a technologically evolving landscape.

- **Development of Critical Competencies**

The programme places a strong emphasis on cultivating essential competencies including critical thinking, strategic decision-making, leadership, problem-solving, and effective communication. These skill sets are crucial for professionals aiming to take on senior management and leadership roles within the healthcare ecosystem.

- **Diverse Career Opportunities**

Upon successful completion of the programme, learners will be positioned for leadership and managerial roles across a wide range of healthcare settings. These include hospitals, insurance firms, governmental health agencies, non-profit organisations, private healthcare enterprises, and consulting firms engaged in healthcare advisory services.

- **Lifelong Learning**

Recognising the continuously evolving nature of the healthcare industry, the programme is designed to foster a culture of lifelong learning. It encourages learners to remain engaged with emerging trends, policy shifts, and technological developments throughout their professional journey.

4. Programme's Mission

The mission of the Master of Business Administration (Executive) Healthcare Administration is to prepare experienced professionals for leadership roles in the dynamic and complex healthcare industry.

The mission of the program comprises:

- **Leadership Development**
Equipping executives with the strategic, operational, and decision-making skills needed to lead healthcare organizations effectively.
- **Healthcare Management Expertise**
Providing a comprehensive understanding of the unique challenges in healthcare, such as policy, finance, ethics, and patient care delivery systems.
- **Strategic Problem-Solving**
Preparing graduates to analyze and respond to the evolving needs of healthcare organizations by employing innovative, evidence-based management strategies.
- **Ethics and Quality Improvement**
Fostering an emphasis on ethical leadership, quality patient care, and continuous improvement to ensure effective healthcare delivery.
- **Operations and Communication in Health sector**
Strengthening the operations and interpersonal communication among professionals to manage hospitals.

The program aims at balancing academic rigor with practical application, targeting mid-career health professionals seeking to enhance their leadership capabilities while addressing the complexities of modern healthcare systems.

5. Objectives

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

Following are the programme specific outcomes:

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

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

The proposed MBA (Executive) in Healthcare Administration programme strongly aligns with the overarching mission of the School of Open Learning (SOL), which is to provide inclusive, accessible, and future-oriented education to a diverse learner base. By offering this programme through the Open and Distance Learning (ODL) mode, the institution aims to expand its reach to underserved communities and promote livelihood enhancement through higher education.

This programme furthers the institution's goal of empowering learners to become self-reliant, professionally competent, and socially responsible. It is particularly aligned with

the **National Education Policy (NEP) 2020**, which advocates for a transformative and holistic approach to higher education in India.

Alignment with the National Education Policy (NEP) 2020

In spirit and structure, this programme is strongly aligned with the key pillars of the **National Education Policy (NEP) 2020**, which envisions a transformative approach to higher education in India. The alignment is demonstrated in the following areas:

- **Multidisciplinary and Holistic Education**
The curriculum blends insights from healthcare management, finance, economics, and public policy, fostering a well-rounded and interdisciplinary approach to learning.
- **Critical Thinking and Innovation**
Emphasis is placed on creative problem-solving, reflective inquiry, and experiential learning, all of which contribute to the cultivation of analytical and entrepreneurial mindsets among learners.
- **Technology Integration**
The use of digital platforms, interactive tools, and online learning resources supports NEP 2020's vision of leveraging technology to enhance both access and quality of education.
- **Skill Development and Employability**
The programme offers practice-based learning with a focus on real-world challenges in the healthcare sector, helping learners acquire job-ready skills and improving their professional prospects.
- **Research and Knowledge Creation**
Learners are encouraged to undertake research projects, case studies, and fieldwork, enabling them to contribute meaningfully to the evolving body of knowledge in healthcare administration.
- **Inclusive and Equitable Education**
True to the principles of equity, the programme is designed to accommodate learners from varied backgrounds—irrespective of geography, gender, or socio-economic status.
- **Global Relevance and Collaboration**
The programme adheres to international academic standards and supports future collaborations with global institutions, reflecting NEP 2020's aspiration to position India as a global knowledge hub.

7. Nature of Prospective Target Group of Learners

The prospective learner cohort for the programme can be described as follows:

- **Diverse Academic Backgrounds:** Learners are expected from healthcare fields like nursing, medicine, allied health sciences, and public health, alongside candidates from business, economics, engineering, and social sciences.
- **Shared Passion for Healthcare:** The programme targets individuals who are passionate about strengthening healthcare systems, improving patient care, and making a lasting impact in public health. Many aspire to leadership and administrative roles within the health sector.
- **Experienced Healthcare Professionals:** Many prospective learners will already be working as doctors, nurses, administrators, or healthcare practitioners, seeking to transition into leadership and management positions.
- **Lifelong Learners:** The programme welcomes those who see continuous learning and professional growth as essential parts of their career journey.
- **Young Adults and Mid-Career Professionals:** It is suited both for recent graduates entering the workforce and mid-career professionals aiming to advance or pivot their careers, creating a healthy blend of fresh ideas and seasoned experience.
- **Inclusive Socio-Economic Reach:** Designed to be accessible to learners from various socio-economic backgrounds, with scholarships and financial aid options available to support deserving candidates.
- **Flexibility for Different Work Experiences:** The programme is beneficial for both fresh graduates and individuals with prior work experience, catering to entry-level professionals and career advancers alike.
- **Commitment to Social Impact:** The programme seeks learners who are not only career-driven but also deeply committed to social responsibility, sustainable practices, and contributing positively to society.

8. Eligibility Criteria

Minimum Eligibility:

- **Bachelor's Degree** with **minimum 45%** marks in:
MBBS / BDS / BAMS / BUMS / BHMS
OR
- **Master's Degree** with **minimum 55%** marks in:
Biotechnology, Genomics, Genetics, Nursing, Bioengineering, Alternative Systems
of Medicine, Paramedical Disciplines, Pharmacology, Anthropology, Zoology
(From University of Delhi or any other recognized/deemed university/institute)
- **Minimum 2 years of post-qualification work experience** in a healthcare
organization in an executive/administrative role.
- Experience must be completed **as on 1st April** of the admission year.
- Candidates with **55% in UG and 45% in PG** (in any discipline) may also be
considered, if the experience criterion is fulfilled.
- **Reservation policy** will apply as per the norms of the University of Delhi.

Selection Categories:

Preference will follow the order: **Category 1 > Category 2 > Category 3 > General Applicants.**

CATEGORY	CANDIDATE PROFILE	MERIT CALCULATION	REMARKS
CATEGORY 1	MBBS / BDS / BAMS / BUMS / BHMS graduates with minimum 2 years of experience in the healthcare sector	80%: UG Marks 20%: Healthcare Work Experience → 20% for 4+ years → 15% for 3 years → 10% for 2 years	Highest Preference
CATEGORY 2	Postgraduates (with minimum 55%) in Biotechnology, Genomics, Nursing, Bioengineering, Paramedical or allied healthcare disciplines, with 2+ years of healthcare experience	80%: PG Marks 20%: Healthcare Work Experience → 20% for 4+ years → 15% for 3 years → 10% for 2 years	Equal Preference to Category 1
CATEGORY 3	Professionals with UG \geq 55% and PG \geq 45% (any discipline) with minimum 2 years of experience in healthcare administration or services	80%: UG or PG Marks (higher degree considered) 20%: Healthcare Work Experience	Considered after Categories 1 & 2
GENERAL APPLICANTS	Applicants who meet the minimum academic criteria but do not have the required professional healthcare experience	Based only on qualifying degree marks	Will be considered after all other eligible categories

Subject to the approval of AICTE and DEB

9. Appropriateness of programme

The course, Master of Business Administration (Executive) Healthcare Administration, can be highly appropriate for acquiring specific skills and competencies, especially when conducted in the Open and Distance Learning (ODL) mode.

Here are various points to consider:

- **Flexibility and Accessibility**

The Open and Distance Learning (ODL) mode at SOL, DU, offers flexibility in terms of time, pace, and location of learning. This flexibility is particularly beneficial for Learners who are already employed or have other responsibilities. The ODL mode enables them to create their own study schedules and access course materials whenever it suits them, helping them effectively balance their professional, personal, and educational commitments.

- **Skill Development and Learner Autonomy**

Learners develop essential professional skills such as self-discipline, time management, and independent learning as they navigate the flexibility of the ODL mode. Regular engagement with digital platforms like MS Teams enhances their digital fluency.

- **Competence-Oriented, Practice-Based Learning**

The curriculum spans core areas of healthcare management, including finance, marketing, human resources, and operations. This is further enriched through case-based learning, collaborative projects, and virtual simulations—enabling learners to connect theory with real-world scenarios. For instance, a module might involve designing a marketing campaign for a hypothetical healthcare startup, offering practical exposure to strategic decision-making.

- **Academic Quality and Faculty Expertise**

Courses are led by experienced faculty from the University of Delhi and other reputed institutions, ensuring academic rigour and relevance. The association with DU, SOL, adds credibility to the degree, which is recognised for its academic integrity and contributes meaningfully to the employability of graduates.

- **Robust Technological Infrastructure**

Learners benefit from integrated digital tools such as Learning Management Systems (LMS), e-book libraries, and recorded lectures. These platforms not only support flexibility and asynchronous access to learning materials but also promote interactive engagement through discussion forums, group projects, and real-time feedback—nurturing a connected and collaborative learning environment.

- **Financial Accessibility and Cost Efficiency**

The programme's delivery through the ODL mode significantly reduces the financial burden typically associated with full-time education. By eliminating costs related to relocation, commuting, and residential facilities, the programme remains affordable and accessible to learners across economic backgrounds while maintaining educational quality.

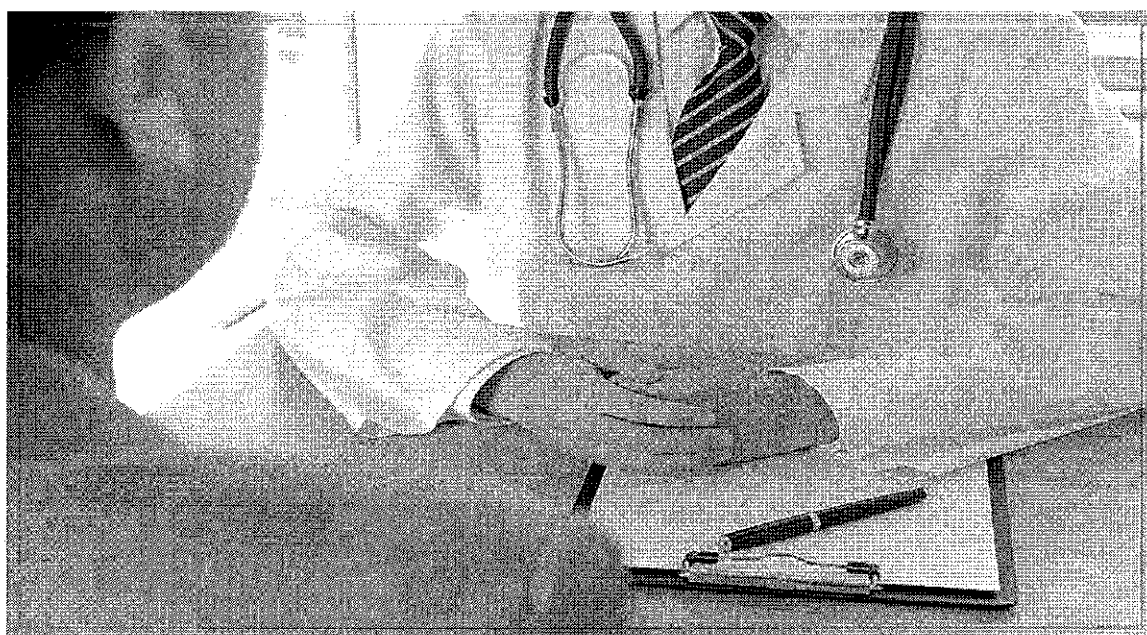
- **Exposure to Diverse and Global Perspectives**

With learners joining from various geographies and professional contexts, the classroom becomes a vibrant space for the exchange of ideas. The curriculum incorporates international case studies and global healthcare practices, equipping learners with a broader understanding of cross-cultural health.

10. Instructional Design

The MBA – Executive HCA programme is a two-year course divided into four-semesters. A learner is required to complete 112 credits for the completion of course and the award of degree. The 112 credits have been meticulously developed with contributions from experienced academicians, ensuring a high-quality learning experience that integrates both theoretical and practical knowledge.

The course will be presented via printed and online study materials in SLM format, audio-video materials, a personal contact plan, counselling sessions, and so on.



Syllabus of the Programme

The syllabus for the MBA (Executive) HCA is structured to cover a range of Healthcare management disciplines, including financial management, marketing management, human resources, and operations management in healthcare sector. The curriculum is divided into four semesters, each comprising seven core subjects that build progressively on the knowledge acquired in the previous semesters.

Course Credit Scheme

The Master of Business Administration (Executive) HCA Programme is divided into two parts further divided into 4 semesters as mentioned below:

SEMESTER PATTERN

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

COURSE CREDITS

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

Duration of the Programme: The programme is divided into four semesters, with duration of two years.

11. Curriculum and Evaluation Criteria

Following is semesters wise course- credit distribution:

SEMESTER WISE CREDIT DISTRIBUTION

Semester I

Number of Core Courses		Credits in each core course		
Course	Theory	Practical	Tutorial	Credits
MBAEX H – 101: Organizational Behavior	4	NA	NA	4
MBAEXH – 102: Quantitative Methods in Healthcare	4	NA	NA	4
MBAEX H – 103: Health Economics	4	NA	NA	4
MBAEX H – 104: Accounting for Health Sector Manager	4	NA	NA	4
MBAEX H – 105: Marketing Management in Healthcare	4	NA	NA	4
MBAEX H – 106: Financial Management for Healthcare Managers	4	NA	NA	4
MBAEX H – 107: IT in Healthcare Management	4	NA	NA	4
Total credits in core course	28			28

Semester II

Number of Core Courses		Credits in each core course		
Course	Theory	Practical	Tutorial	Credits
MBAEX H – 201: Human Resource Management in Healthcare	4	NA	NA	4
MBAEX H – 202: Operations Management in Healthcare	4	NA	NA	4
MBAEX H – 203: Project Management in Healthcare	4	NA	NA	4
MBAEX H – 204: Hospital Planning	4	NA	NA	4
MBAEX H – 205: Health Systems Research	4	NA	NA	4
MBAEX H – 206: Health Communication: Skills and Processes	4	NA	NA	4
MBAEX H – 207: Analytics for Healthcare Management	4	NA	NA	4
Total credits in core course	28			28

Semester III

Number of Core Courses

Credits in each core course

Course	Theory	Practical	Tutorial	Credits
MBAEX H – 301: Healthcare Ethics, Governance and Society	4	NA	NA	4
MBAEX H – 302: Strategic Analysis in Healthcare	4	NA	NA	4
MBAEX H – 303: Hospital Operations and Control	4	NA	NA	4
MBAEX H – 304: Total Quality Management and Accreditation for Healthcare	4	NA	NA	4
MBAEX H – 305: Management of Hospital Support Services	4	NA	NA	4
MBAEX H – 306: Supply Chain Management in Healthcare	4	NA	NA	4
MBAEX H – 307: Public Health Management	4	NA	NA	4
Total credits in core course	28			28

Semester IV

Number of Core Courses		Credits in each core course		
Course	Theory	Practical	Tutorial	Credits
MBAEX H – 401: Innovations in Healthcare	4	NA	NA	4
MBAEX H – 402: Regulation and Laws in Health Sector	4	NA	NA	4
MBAEX H – 403: Healthcare Entrepreneurship and Innovation	4	NA	NA	4
MBAEX H – 404: International Health Systems	4	NA	NA	4
MBAEX H – 405: Healthcare Financing and Insurance	4	NA	NA	4
MBAEX H – 406: Strategic Management in Healthcare	4	NA	NA	4
MBAEX H – 407: Contemporary Issues in Healthcare: Seminar Paper	4	NA	NA	4
Total credits in core course	28			28

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

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

12. Assessment of Learners' Performance and Scheme of Examinations

Following are guidelines for performance assessment:

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

Internal Assessment

Evaluation will be done based on internal assessments and term-end examination. Multiple-Choice Questions (MCQ) based Internal Assessments are conducted in each Semester before the Semester Examinations.

Pass Percentage & Promotion Criteria

The minimum marks for passing the examination for each semester shall be 45% in aggregate and a minimum of 40% marks in the semester-end examination in each theory paper, and 40% in internal assessment marks of each subject. Numerical Scores in each paper will be awarded to both the evaluation components: internal assessment and final semester examination.

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

Centre for End Semester Examination

The Centre of Examination will be at designated centers within Delhi.

Admission Ticket and Date Sheet

The Admission Ticket containing Examination Roll Number, Examination Centre and the Date Sheet for the examination will only be available on the COL/SOL website <https://sol.du.ac.in>. Learners are advised to download the Admission Ticket, Date Sheet etc., well before the commencement of the said examination, failing which, the consequences shall solely be the responsibility of the learner concerned. COL/SOL provides important information to the Learners through SMS on their Mobile Numbers registered with Department/School and also through notices posted on the COL/SOL

website. Learners are strictly advised to keep visiting the COL/SOL Website regularly and also login to their respective Learner Dashboard for Information and Updates. The learner must download the Date Sheet and Admission Ticket from COL/SOL Website – <https://sol.du.ac.in>

13. Evaluation system

Conversion of Marks into Grades:

In each paper, numerical scores will be awarded to both the evaluation components: internal assessment and final semester examination. The total score in a paper is obtained by adding the internal assessment marks and the end semester examination marks. The total score obtained in a paper is converted to a letter grade in a ten-point grading scale as given below:

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

Grade Points: As per University Examination rule.

CGPA Calculation: As per University Examination rule.

SGPA Calculation: As per University Examination rule.

Grand SGPA Calculation: As per University Examination rule.

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

14. Submission of Marks and Declaration of Result

The result, containing the marks of internal assessment and end-semester examination shall be submitted to the University of Delhi in the standard format. The degree shall be awarded to the successful candidates fulfilling all the requirements to pass the First Year and Second Year Examination. The Division mentioned below will be given based on the combined results of the First Year and Second Year examinations:

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

- **Faculty and Support Staff Requirement:** Currently, the Department has a dedicated team of faculty members, along with sufficient support staff to ensure the smooth functioning of the programme. The faculty members are seasoned academicians with extensive experience in their respective fields.
- **Instructional Delivery Mechanism:** The instructional design of the MBA (Executive) HCA programme at SOL is tailored to cater to the diverse needs of distance learners, providing flexibility and ensuring effective learning outcomes. The course material is learner-friendly, developed in a modular format, and follows a self-instructional pattern in line with the guidelines laid down by the apex regulatory body of Open and Distance Learning (DEB-UGC). Each course is divided into semesters, with each semester consisting of several subjects. The content is kept simple and lucid, incorporating self-assessment question to facilitate self-paced learning.
- **Industry-Academic Interface:** The program benefits from academic inputs and industry insights through engagement with institutions such as University College of Medical Sciences (UCMS), Vardhman Mahavir Medical College and Safdarjung Hospital, New Delhi (VMMC & Safdarjung Hospital, New Delhi) and the National Institute of Health and Family Welfare (NIHFW), enriching the learning experience for learners.

15. Learner- Support Services

Study Material

- As per DEB guidelines, preparation and provision of study material without any cost to all the Learners of the Department/School is a mandatory requirement. Accordingly, the syllabus for all papers of the various programmes is divided into suitable number of SLMs (Self Learning Material). These SLMs are prepared by experienced faculty and cover the entire course prescribed by the University of Delhi. The soft copy of the study material is available on the Department/School Website. The printed study material is distributed at the designated centers.
- As an ecofriendly initiative for saving paper, Learners who do not take a hard copy of the study material in printed form will be given a rebate of Rs. 400/- in Admission Fee as an incentive. The entire study material is available on DDCE, SOL/COL website for all Learners.

Academic Counselling Sessions (ACS)/Personal Contact Programmes (PCP)

Academic Counselling Sessions are conducted on Sundays/Gazetted holidays. Classroom lectures and discussions are organized at designated centre for a specified period .

SOL provides a range of support services to ensure Learners receive the necessary guidance throughout the programme. These include academic counselling, technical support, and mentorship. The programme also integrates audio-visual aids to enhance knowledge and comprehension and encourages attendance in counselling sessions (PCP classes) and preparation of assignments.

Open Learning Development Centre (OLDC)

The Open Learning Development Centre (OLDC) at the Campus of Open Learning, Department of Distance and Continuing Education, promotes open learning approaches and enhances educational experiences at the School of Open Learning (SOL) and the University of Delhi. Our mission is to support innovative, research-based, and development-focused projects that improve the quality and availability of open learning opportunities, helping learners achieve their academic and professional goals. OLDC prioritizes curriculum evaluation, assessment verification, and ongoing feedback systems, ensuring compliance with accrediting systems and regulatory criteria. Our state-of-the-art computer lab offers hands-on learning experiences in programming, design, and digital advertising.

We are developing a powerful Learning Management System (LMS) to provide centralized access to educational content and ensure test integrity. Individuals from diverse backgrounds are welcome to join us in exploring and embracing the future of education. The Open Learning Development Centre helps Learners to achieve their personal and professional goals.

Educational Technology Lab

The Educational Technology Lab (ET Lab), part of the Open Learning Development Centre (OLDC), provides technological resources to create digital learning materials such as MOOCs, films, and web-based content. It offers comprehensive resources and training for faculty and staff through development programs.

Facilities

- The Educational Technology Services Centre has a computer laboratory with modern multimedia capabilities and internet connectivity.
- Non-linear editing set up and Live Streaming setup are available for Post Production and Video streaming.
- The Centre has a modern video studio with recording and editing facilities in Digital format.
- Video conferencing for faculty selection interviews and meetings.
- Training programs for faculty and professionals across the country.
- Video and computer based instructional packages.
- Provision and maintenance of AV equipment for classroom teaching.
- E-Learning and MOOCs (Massive open online courses)

COL Radio

Campus of Open Learning Radio (COL Radio) is an innovative digital platform designed to connect learners globally and enhance education. Through podcasts, academic updates, and news via its YouTube channel, COL Radio embraces technological advances to foster a vibrant learning community. This dynamic hub aims to revolutionize Open and Distance Learning Education by bridging the gap between learners and institutions.

Academically, COL Radio supplements traditional learning with engaging content such as lectures, study sessions, and educational podcasts, creating a collaborative environment for intellectual discourse. It also addresses social issues within the Indian

education system through discussions, expert interviews, and learner-led initiatives, promoting inclusivity and equity.

Additionally, COL Radio offers segments for art, culture, sports, and more, allowing Learners to voice their opinions, share experiences, and showcase talents. With potential for revenue generation through advertising, sponsorships, and partnerships, COL Radio aims for sustainable growth, reinvesting in scholarships, infrastructure, and innovative educational initiatives.

Hence, COL Radio is a transformative force driving positive change in education and empowering Learners to reach their full potential.

Requirement of Laboratory Support and Library Resources

The Department/School has a library at the Main Campus as well as at its South Regional Centre and at West Regional Centre, Keshavpuram Delhi. The library resources cover all aspects of Social Sciences, and humanities such as Mathematics, Computer Sciences, Nutrition and Food Science, Psychology, Management, Library and Information Sciences, History, Economics, Political Sciences, Education, English, Hindi, Sanskrit, Commerce, Accounting and many more. The library has an ample collection of textbooks, general books, reference books, journals, and magazines. However, the library services to the learner of Postgraduate courses are available from North Centre Only.

The following services /facilities are provided in the library:

- Registration & Renewal of Membership
- Lending Service
- Reference Service
- Reading Room facility
- Book Bank facility
- N-List (National Library and Information) Services & DELNET (Developing Library Network) Services.
- EOC (Equal Opportunity Cell) for visually impaired Learners.
- Web OPAC Service.
- DU E- Library Service
- E-Dues Clearance Service

The SOL (COL) library subscribes the online database i.e. "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)", The N-LIST database provides access to e-resources to Learners, researchers and faculty from colleges and

other beneficiary institutions through server(s) installed at the INFLIBNET Centre. The Learners and faculty member of SOL, COL (Campus of Open Learning) can access e-resources and download articles required by them directly from the publisher's website once they are duly authenticated as authorized users through servers deployed at the INFLIBNET Centre. Separate login Id shall be sent to the user's email Id. After authentication one can access (remotely) more than 160000 e-book and more than 10000 e-journals in the said database.

Learner can borrow maximum four (04) books from Learner Unit at a time for a maximum period of 45 days. The Learners must return the books borrowed from learner unit within 45 days. Failing to do so will attract late fine.

On Sundays and other Holidays, the library will remain open during Academic Counselling Session, PCP Classes. Once the Fee Receipts, I-Card and School Admission Number of the Learners are generated, the Learners automatically become members of the library. Learners desirous to use the library services will have to bring their fee receipt along with Identity Card on every visit to the library and the same is to be shown as and when required.

Book Bank

The Department/School has the facility of Book Bank for the marginalized/weaker section learner. From book bank, maximum (04) four books are issued to Learners throughout the semester. The Learners must return the books borrowed from book bank within 10 days after the completion of each semester examination. Failing to do so will attract late fine. The criteria for availing books from the Book Bank are the same as in the case of fee concession.

16. Quality Assurance Mechanism and Expected Programme Outcomes

To ensure quality and achieve the desired results, the institution adheres to the guidelines that have been provided by the Distance Education Board and University Grants Commission (UGC). Regulations as well as the procedure that has been established by the University of Delhi's Executive and Academic Bodies are also duly followed. These guidelines pertain to the appointment of qualified faculty members, the creation of content/study material (SLM), the delivery of contact classes, the delivery of online

classes, learner feedback, and the administration of mid-semester and end-semester examinations, among other things.

An internal quality assurance cell CIQA (Centre for Internal Quality Assurance) has been constituted within the Institution, this cell ensures quality of the teaching learning methods involved and maintain appropriate standards for the betterment and enhancement of the Learners. Here's a structured approach:

- **Curriculum Development and Periodic Review**

The curriculum is developed through a consultative process involving academic scholars, healthcare professionals, and industry experts. Learning outcomes are clearly articulated and mapped across all courses to ensure coherence and relevance. The curriculum undergoes periodic review and revision to reflect emerging trends, industry expectations, and regulatory updates. This ensures that the programme remains academically rigorous and professionally aligned.

- **Innovative and Flexible Course Delivery**

The programme employs a blended approach to teaching and learning, integrating virtual learning environments, synchronous and asynchronous online classes, multimedia content, and discussion forums. Course delivery is supported by experienced faculty and enriched through the use of interactive digital tools and case-based pedagogy, making learning more engaging and application-oriented.

- **Comprehensive and Transparent Assessment System**

Assessment practices are designed to be fair, balanced, and transparent. A combination of internal assessments, assignments, and end-term examinations are used to evaluate learner performance. These assessments are closely aligned with the course learning outcomes and are structured to measure both conceptual understanding and practical application.

- **Stakeholder Feedback and Continuous Improvement**

A well-defined feedback mechanism is in place to capture insights from learners, faculty, academic reviewers, and external stakeholders. Feedback is regularly analysed to identify areas of strength and improvement. Action plans based on this input are developed and implemented, ensuring that the programme continuously evolves in response to learner needs and educational benchmarks.

Together, these quality assurance measures ensure that learners are equipped not only with relevant knowledge and skills, but also with the critical thinking, ethical grounding, and leadership capabilities required to thrive in diverse roles within the healthcare ecosystem—be it in research, policy-making, administration, teaching, or consulting.