



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

Shri Vaishnav School of Management

Choice Based Credit System (CBCS) in Light of NEP-2020

BBA-Healthcare and Hospital Management

(In Association with Shalby Academy))

III Semester (2025-2028)

BBAHHMSA301 INTRODUCTION TO MARKETING MANAGEMENT

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BBAHHMS A301	MAJ	Introduction to Marketing Management	Max	60	20	20	0	0	3	0	0	3
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; MAJ – Major *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVE

The student will have ability to:

1. Understand comprehensive marketing management concepts and build subject fundamentals
2. Understand the healthcare market environment
3. Analyze consumer behavior, market segmentation, and competitive analysis
4. Develop analytical skills for healthcare marketing decisions

COURSE ALIGNMENT WITH UNSDG:

The Course aims to fulfill the United Nations Sustainable Development Goals, SDG 4 (Quality Education).

COURSE OUTCOMES

CO1: Understand the role and functions of marketing in the organizations.

CO2: Understand the motives behind consumers' purchase and their roles and buying decision process.

CO3: Understand the different roles of buyers at different stages of buying

CO4: Identify the various bases of segmenting consumer markets and strategies to target.

TEACHING PEDAGOGY:

T1 Classroom teaching (white board), Power Point Presentations, Interactive lectures, Inquiry-based teaching

T2 Assignments, Seminars, Quizzes.

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ASSESSMENT TOOLS:

- ATL1 Quiz
- ATL2 Activity Based Learning/ Experiential Learning
- ATL3 Midterm Exams
- ATL4 Seminar Presentation
- ATL5 Assignments
- ATL6 Industrial Visit Report
- ATL7 Case Study

PREREQUISITES:

Basic understanding of marketing principles, healthcare services, and consumer behavior concepts.

SYLLABUS:

Module	Descriptors/Topics	Hours	Assessment Tools
1	Marketing in a changing world: Creating Customers Value and Satisfaction in Healthcare & Hospital Management Core Concepts of Marketing in Healthcare Needs, wants, and Demands, Product, Value, Satisfaction, Quality, Exchange. Marketing Management, Demand Management (States of demand). Transaction Marketing, and Relationship Marketing in Healthcare. Marketing Tasks in Healthcare. Marketing Management Philosophies in Healthcare. Production Concept. The Product Concept. The Selling Concept. The Marketing Concept. The Societal Marketing Concept. Developing the Marketing Mix in Healthcare	9	ATL1, ATL3, ATL5

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2	Marketing Research and Information Systems in Healthcare & Hospital The Marketing Information System Assessing Information Needs, Developing Information, Distributing Information. Identifying competition, analyzing competitors, and Competitive Analysis across the Healthcare Industry Identifying competition, Analyzing competitors, and Competitive Analysis across the Healthcare Industry The Marketing Research Process and Implementation in Healthcare Industry. Defining the Problem and Research Objectives, Developing the Research Plan, Implementing the Research Plan, Interpreting and Reporting the Findings. Applications for Research ,Limitations of Research	9	ATL1, ATL3, ATL7
3	Consumer Markets and Consumer Buyer Behavior in Healthcare & Hospital Management Definition of Consumer Behavior Characteristics Affecting Consumer Behavior CulturalFactors, SocialFactors,PersonalFactors, Psychological Factors. Key Psychological Processes including Models of Consumer Behavior including Stimulus-Response Model. Stages of Buying Decision Process in Healthcare Moderating <i>Effects</i> on Consumer <i>Decision-making</i> types of Buyer Behavior and Roles of Buyers at different stages of buying in healthcare	9	ATL1, ATL2, ATL3

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4	Market Segmentation and Targeting in Healthcare & Hospital Market Segmentation: Bases of Segmenting Consumer Markets Criteria for Effective Segmentation Market Targeting: Evaluating Market Segments, Selecting Market Segments. Choosing market Coverage strategies in healthcare Positioning: Concept of Positioning, Developing and establishing a Brand Positioning.	9	ATL1, ATL3, ATL4
5	Differentiation and Future Trends Concept of Differentiation, Positioning Strategies, Positioning errors. Key performance indicators (KPIs) in healthcare marketing Return on investment (ROI) in healthcare marketing Evaluating marketing campaigns Future Trends in Healthcare Marketing	9	ATL1, ATL3, ATL5
	Total Hours	45	

ADDITIONAL RESOURCES

1. Value addition to course content/ Skill enhancement content:

Marketing Management Basics (Healthcare Focus)

<https://www.youtube.com/watch?v=8yA8Kk3W3zQ>

Consumer Behavior in Marketing

<https://www.youtube.com/watch?v=1o1f1Y2c5b0>

2 Remedial classes for slow learners:

As per the AUMP SOP for slow and fast learners.

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SUGGESTED READINGS:

Textbook:

- Kotler, P., Keller, K. L., Koshy, A., & Jha, M. *Marketing management* (14th ed.). Pearson.

Reference Books:

- Kotler, P., Armstrong, G., & Agnihotri, P. *Principles of Marketing* (17th ed.). Pearson.
- Ramaswamy, V. S., & Namakumari, S. *Principles of marketing: Global perspective, Indian context* (4th ed.).
- Cellucci, L. W., Wiggins, C., & Farnsworth, T. J. *Healthcare marketing: A case study approach*.
- Fortenberry, J. L., Jr. *Health care marketing: Tools and techniques*.

Suggested e- resources (Websites/e- books)

- Coursera – Healthcare Marketing Courses: <https://www.coursera.org>
- edX – Marketing & Healthcare Programs: <https://www.edx.org>

COURSE ARTICULATION MATRIX (MAPPING OF COs WITH POs)

Course Outcomes	Correlation with POs								Correlation with PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO1	PSO2	PSO3
CO1	3	–	3	2	2	–	1	2	2	2	1
CO2	2	–	3	2	3	–	1	1	2	2	1
CO3	2	–	3	2	3	–	1	1	2	2	1
CO4	2	–	3	3	3	–	1	2	2	3	1

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BBAHMSA302 HUMAN RESOURCES MANAGEMENT IN HEALTHCARE

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
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				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BBAHHMS A302	MAJ	Human Resources Management in Healthcare	Max	60	20	20	0	0	3	0	0	3
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; MAJ – Major *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVE

The student will have ability to:

1. Understand human resource management concepts in health services organizations
2. Analyze how HR practices contribute to achieving organizational goals
3. Evaluate alignment of HR practices with broader management strategies

COURSE ALIGNMENT WITH UNSDG:

The Course aims to fulfill the United Nations Sustainable Development Goals, SDG 4 (Quality Education).

COURSE OUTCOMES

- CO1: Understand the role of HR dept in accomplishment of healthcare firm's objectives.
 CO2: Understand Human resource planning and job analysis process in HR dept.
 CO3: To understand recruitment and selection process in HR dept.
 CO4: Tounderstandcareerdevelopmentandtrainingofworkforceinhealthcare

ASSESSMENT TOOLS:

- ATL1 Quiz
 ATL2 Activity Based Learning/ Experiential Learning
 ATL3 Midterm Exams
 ATL4 Seminar Presentation
 ATL5 Assignments
 ATL6 Industrial Visit Report
 ATL7 Case Study

PREREQUISITES:

Basic understanding of human resource management principles.

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SYLLABUS:

Module	Descriptors/Topics	Hours	Assessment Tools
1	Foundations of Human Resource Management in Healthcare Definition of Human Resource Management Major Milestones in HRM, Role of HR Departments in the Health Industry	9	ATL1, ATL3, ATL5
2	HR Trends in Healthcare Employee Benefits in the Healthcare Sector Current Trends in Healthcare HR Management HR's Role in Mergers and Acquisitions Strategies for workplace violence and bullying	9	ATL1, ATL3, ATL4
3	HR Planning and Job Analysis in Healthcare Pre-procurement and Human Resource Planning Definition, Process, and Methods of HR Planning Forecasting Methods in HR: Demand Forecasting and Supply Forecasting, Job Analysis Process, Methods of Data Collection	9	ATL1, ATL3, ATL5
4	Recruitment, Selection, and Orientation in Healthcare Recruitment Process in Healthcare, Selection Criteria in healthcare, Selection Tests and their types, Employment interview and Types of Interviews, Orientation of Healthcare Workforce	9	ATL1, ATL2, ATL3
5	Career Development, and Training in Healthcare Job Design, factors affecting Job design, Job design approaches Careers in the Health Industry Career Development: Objectives, Methods and challenges of career development, Training and development in healthcare, Process of training, training methods	9	ATL1, ATL3, ATL5
	Total Hours	45	

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ADDITIONAL RESOURCES

1. Value addition to course content / Skill enhancement content:

Human Resource Management Full Course (HRM Basics to Advanced)

<https://www.youtube.com/watch?v=6a2R1z8Y4mA>

HR Planning, Recruitment & Selection Process Explained

<https://www.youtube.com/watch?v=Qw9h2f3k7Xk>

2. Remedial classes for slow learners:

As per the AUMP SOP for slow and fast learners

SUGGESTED READINGS:

Textbook:

1. Niles, N. J. *Basic concepts of health care human resource management*. Jones & Bartlett Learning.
2. Aswath Appa, K. *Human resource management: Text and cases*.

Reference Books:

1. Fried, B. J., & Fottler, M. D. *Human resources in health care: Managing for success*. Association of University Programs in Health Administration.
2. The Open University of Hong Kong. *Human resource management*.
3. Lehmann, U. *Managing human resources for health: Module guide*. School of Public Health, University of the Western Cape.
4. Walshe, K., & Smith, J. *Healthcare management*. Open University Press, McGraw-Hill Education.
5. Sinha, R., & Singh, P. K. *Hospital administration and human resource management*.
6. Dessler, G. *Human resource management*.

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Suggested e- resources (Websites/e- books)

- MIT Open Courseware – Human Resource & Management related learning materials
<https://ocw.mit.edu>
- TESU (Human Resource Management for Healthcare Organizations – Syllabus & course content)
https://www2.tesu.edu/syllabus/current/HCM-406/syllabus_HCM-406.html

COURSE ARTICULATION MATRIX (MAPPING OF COs WITH POs)

Course Outcomes	Correlation with POs								Correlation with PSOs		
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CO2	3	1	3	2	3	–	1	1	3	3	1
CO3	3	2	3	2	3	–	1	1	3	3	2
CO4	2	3	2	2	2	–	2	1	3	3	3

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BBAHMSA303 INTRODUCTION TO FINANCIAL MANAGEMENT

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BBAHHMS A303	MAJ	Introduction to Financial Management	Max	60	20	20	0	0	3	0	0	3
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; MAJ – Major *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVE

The students will be able to:

1. Understand concepts, tools, and practices of financial management in healthcare
2. Apply theoretical concepts to practical financial management in hospital settings
3. Analyze financial decisions in healthcare and hospital organizations
4. Develop skills to interpret financial data for decision-making
5. Contribute to improving the financial health of healthcare organizations

COURSE ALIGNMENT WITH UNSDG:

The Course aims to fulfill the United Nations Sustainable Development Goals, SDG 4 (Quality Education).

COURSE OUTCOMES

CO1: Understand the meaning and scope of financial management in the context of healthcare administration.

CO2: Identify the objectives and duties of financial managers with in healthcare organizations.

CO3: Analyze various financial decisions and their implications for healthcare institutions

CO4: Apply time value of money concepts to evaluate investment opportunities in healthcare.

TEACHING PEDAGOGY:

T1 Classroom teaching (white board), Power Point Presentations, Interactive lectures, Inquiry-based teaching

T2 Assignments, Seminars, Quizzes.

ASSESSMENT TOOLS:

ATL1 Quiz

ATL2 Activity Based Learning/ Experiential Learning

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ATL3 Midterm Exams
 ATL4 Seminar Presentation
 ATL5 Assignments
 ATL6 Industrial Visit Report
 ATL7 Case Study

PREREQUISITES:

Basic understanding of accounting principles and fundamentals of financial management.

SYLLABUS:

Module	Descriptors/Topics	Hours	Assessment Tools
1	Introduction to Financial Management in HealthCare: Meaning and Scope of Financial Management Objectives of Financial Management in Healthcare Roles and Responsibilities of Financial Managers in Healthcare Settings Time Value of Money in Healthcare Finance Concepts of Compounding and Discounting and Application of Time Value of Money to Healthcare Investments Introduction to Annuities in Healthcare Finance	9	ATL1, ATL3, ATL5
2	Management of Working capital Working Capital Management in Healthcare-Introduction, Meaning and Definition of Working Capital, Types of Working Capital, Determinants of Working Capital, Operating Working Capital Cycle, Adequate and inadequate effect of excessive Working capital (with numerical).	9	ATL1, ATL3, ATL5

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3	Inventory Management Meaning, Inventory Management Techniques in Healthcare, EOQ (with numerical including discount concept), ABC Analysis(without numerical) Reorder point (without numerical)	9	ATL1, ATL2, ATL3
4	Capital Budgeting Decision in Healthcare: Capital Budgeting Decision Making in Healthcare Significance and Process of Capital Budgeting in HealthCare, Types of Capital Budgeting Decisions in Healthcare Projects, Evaluation of Capital Budgeting Techniques in Healthcare Investments: (with Numerical)Payback Period, Average Rate of Return, Net Present Value, Profitability Index	9	ATL1, ATL3, ATL5
5	Leverage Analysis in Healthcare Finance (numerical and theory) Operating Leverage and its Impact on Healthcare Profits, Financial Leverage in Healthcare Organizations Combined Leverage and its Implications for Healthcare Financing, Trading on Equity:Meaning, Benefits and Risks (Including EBIT-EPS Analysis)	9	ATL1, ATL3, ATL4
	Total Hours	45	

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BBAHHMS A303	MAJ	Introduction to Financial Management	Max	60	20	20	0	0	3	0	0	3
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; MAJ – Major *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

ADDITIONAL RESOURCES

1. Value addition to course content / Skill enhancement content:

MIT Open Courseware – Finance Theory & Corporate Finance

<https://ocw.mit.edu>

Khan Academy – Finance and Capital Markets

<https://www.khanacademy.org/economics-finance-domain/core-finance>

2. Remedial classes for slow learners:

As per the AUMP SOP for slow and fast learners

SUGGESTED READINGS:

Textbook:

- Reddy, C. S. Financial management: Principles and practice. Himalaya Publishing House.

Reference Books:

- Khan, M. Y., & Jain, P. K. *Financial management: Text, problems, and cases*. Tata McGraw Hill Education Pvt. Ltd.
- Kulkarni, P. V., & Satya Prasad, B. G. *Financial management*.
- Pandey, I. M. *Essentials of financial management*. Vikas Publishing House Pvt. Ltd.
- Chandra, P. *Financial management*. Tata McGraw Hill Education Pvt. Ltd.

Suggested e- resources (Websites/e- books)

- Investopedia – Financial Management Concepts
<https://www.investopedia.com>
- Corporate Finance Institute (CFI) – Financial Analysis & Capital Budgeting Learning Resources
<https://corporatefinanceinstitute.com>

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BBAHHMS A303	MAJ	Introduction to Financial Management	Max	60	20	20	0	0	3	0	0	3
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; MAJ – Major *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE ARTICULATION MATRIX (MAPPING OF COs WITH POs)

Course Outcomes	Correlation with POs								Correlation with PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO1	PSO2	PSO3
CO1	3	–	2	2	2	–	1	2	3	2	1
CO2	3	1	3	2	2	–	1	1	3	3	1
CO3	2	–	3	3	3	–	1	2	3	3	1
CO4	2	–	3	3	3	–	1	2	3	3	1

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BBAHMSA304 QUALITY IN HEALTHCARE

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BBAHHMS A304	MDC	Quality in Healthcare	Max	60	20	20	0	0	3	0	0	3
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ; MDC – Multidisciplinary Course

*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVE

The students will be able to:

1. Understand concepts of quality care in healthcare settings
2. Develop knowledge of quality management concepts in healthcare
3. Formulate standards and policies for improving healthcare quality
4. Apply quality improvement practices to enhance patient care outcomes

COURSE ALIGNMENT WITH UNSDG:

The Course aims to fulfill the United Nations Sustainable Development Goals, SDG 4 (Quality Education).

COURSE OUTCOMES

CO1: Develop a Comprehensive Understanding of Quality Care: Gain knowledge of quality management concepts and their application in healthcare contexts.

CO2: Enhance Quality of Care: Be equipped to establish and adhere to standards and policies that promote quality care in healthcare settings.

CO3: Improve Healthcare Processes: Implement effective quality improvement initiatives to enhance the efficiency and effectiveness of healthcare delivery.

CO4: Prepare for Accreditation: Understand the requirements and processes involved in hospital accreditation, such as NABH, NABL, or JCI, ensuring alignment with international quality standards.

TEACHING PEDAGOGY:

T1 Classroom teaching (white board), Power Point Presentations, Interactive lectures, Inquiry-based teaching

T2 Assignments, Seminars, Quizzes.

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BBAHMS A304	MDC	Quality in Healthcare	Max	60	20	20	0	0	3	0	0	3
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ; MDC – Multidisciplinary Course

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

ASSESSMENT TOOLS:

- ATL1 Quiz
- ATL2 Activity Based Learning/ Experiential Learning
- ATL3 Midterm Exams
- ATL4 Seminar Presentation
- ATL5 Assignments
- ATL6 Industrial Visit Report
- ATL7 Case Study

PREREQUISITES:

Basic understanding of healthcare services and management principles.

SYLLABUS:

Module	Descriptors/Topics	Hours	Assessment Tools
1	Fundamentals of Quality Management in Healthcare Introduction to Quality Management Objectives and Historical Background Concept of Quality Care and Quality Management Dimensions of Quality in Healthcare Contribution of Quality Gurus Contributions of Juran, Deming, and other quality management pioneers Approaches to Measurement of Quality in Healthcare	9	ATL1, ATL3, ATL5

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BBAHHMS A304	MDC	Quality in Healthcare	Max	60	20	20	0	0	3	0	0	3
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ; **MDC** – Multidisciplinary Course

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

2	Quality Assurance and Continuous Quality Improvement Definitions and Concepts Benefits, Awareness, and Obstacles Quality Vision, Mission, and Policy Statements Customer Perception of Quality in Healthcare Medical Audit, Need for Medical Audit in Hospitals Objectives and Subjective Examinations, Medical Audit for Better Patient Care	9	ATL1, ATL3, ATL4
3	Techniques and Tools of Quality Management Overview of Quality Management Techniques Improving Hospital Performance Patient Participation in Quality Improvement Quality Healthcare through Patient Satisfaction Conceptual Models for Assessing Quality in Healthcare Potential Contributions to Quality in the Healthcare System. Implementing Quality Management Systems Quality Improvement Fundamentals Organizing for Quality Assessment A Quality Improvement Model for Daily Patient Care Quality Assurance vs. Quality Improvement	9	ATL1, ATL3, ATL5
4	Total Quality Management (TQM) in healthcare Definition and Underlying Concepts of TQM Implementation and Measurement of TQM, Role of Communication in Implementing TQM, Tools and Techniques of TQM ,Six Sigma, Lean Thinking, Kaizen, 5S Principles (theoretical knowledge) Application of Statistical Process Control (SPC) in healthcare Outcome Management and Total Quality Background and Concept of Quality Outcome, Outcome Management Strategies in Healthcare	9	ATL1, ATL3, ATL4

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			Marks	THEORY			PRACTICAL					
				END SEM University	Two Term Exam	Teachers Assessment*	END SEM University	Teachers Assessment*				
BBAHHM SA304	MDC	Quality in Healthcare	Max	60	20	20	0	0	3	0	0	3
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ; **MDC** – Multidisciplinary Course

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

5	Quality Planning, Accreditation, and Benchmarking Quality Planning and Benchmarking Quality Manual and Quality Planning Processes Benchmarking for Quality Standards in Healthcare ISO Standards in Healthcare Fundamentals of ISO9001:2000 Implications and Benefits of ISO 9000 Management Systems in Hospitals Accreditation in Healthcare Concepts of Accreditation (NABH,NABL,JCI) Process of Accreditation and Certification Benefits and Preparation for Accreditation	9	ATL1, ATL3, ATL5
	Total Hours	45	

ADDITIONAL RESOURCES

1. Value addition to course content / Skill enhancement content:

NPTTEL – Total Quality Management (Healthcare & Quality concepts)

<https://www.digimat.in/nptel/courses/video/110104080/L01.html>

Value-added Healthcare Quality & Hospital Management Course (includes HR, quality, finance, marketing, etc.)

<https://sbvu.ac.in/wp-content/uploads/2021/06/Value-Added-Course-2018-2020.pdf>

2 Remedial classes for slow learners:

As per the AUMP SOP for slow and fast learners

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BBAHMS A304	MDC	Quality in Healthcare	Max	60	20	20	0	0	3	0	0	3
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ; MDC – Multidisciplinary Course

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

SUGGESTED READINGS:

Textbook:

- Joshi, S. K. *Quality management in healthcare*. Jaypee.
- Francis, C. M., & Desouza, M. C. *Hospital administration*. Jaypee.

Reference Books:

- Tabish, S. A. *Hospital & health services administration: Principles & practice*. Oxford.
- Bhatnagar, A. *A text on total quality management*. Vrinda Publications
- Joshi, S. K. *Quality management in hospitals*.
- Aswathappa, K. *Total quality management*. Himalaya Books House.
- Tripathy, P. C. *Quality management*.
- Pena, J. J. *Hospital quality assurance: Risk management & program evaluation*.

Suggested e- resources (Websites/e- books)

- ABH Official Website (Hospital Accreditation & Quality Standards)
<https://nabh.co>
- ISO Quality Management Standards Overview (ISO 9001 in healthcare)
<https://www.iso.org/iso-9001-quality-management.html>

COURSE ARTICULATION MATRIX (MAPPING OF COs WITH POs)

Course Outcomes	Correlation with POs								Correlation with PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO1	PSO2	PSO3
CO1	3	–	2	2	1	–	2	2	3	2	2
CO2	2	–	2	3	2	–	2	2	3	3	2
CO3	2	–	3	3	3	–	2	2	3	3	2
CO4	2	–	3	3	3	–	2	3	3	3	2

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BBAHHMSA305 Organization Behavior in Healthcare Industry

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
BBAHHMS A305	AEC	Organization Behavior in Healthcare Industry	Max	60	20	20	0	0	2	0	0	2
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ; AEC – Ability Enhancement Compulsory

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVE

The students will be able to understand

1. The fundamental concepts of organizational behavior in healthcare settings
2. How organizational behavior contributes to achieving healthcare organizational goals
3. The application of organizational principles to real-world healthcare issues
4. The role of human behavior in improving efficiency and effectiveness in health services organizations
5. Practical approaches to solving workplace challenges in healthcare through organizational behavior concepts

COURSE ALIGNMENT WITH UNSDG:

The Course aims to fulfill the United Nations Sustainable Development Goals, SDG 4 (Quality Education).

COURSE OUTCOMES

CO1: To develop thorough knowledge and understanding of organizational behavior in healthcare

CO2: This course intends to develop understanding of the students of individual and group behavior in healthcare settings

CO3: To understand the dynamics of effective teamwork in healthcare settings.

CO 4: Recognize and address the challenges specific to Organizational Behavior in healthcare contexts.

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			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
BBAHMS A305	AEC	Organization Behavior in Healthcare Industry	Max	60	20	20	0	0	2	0	0	2
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ; AEC – Ability Enhancement Compulsory

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

TEACHING PEDAGOGY:

T1 Classroom teaching (white board), Power Point Presentations, Interactive lectures, Inquiry-based teaching

T2 Assignments, Seminars, Quizzes.

ASSESSMENT TOOLS:

ATL1 Quiz

ATL2 Activity Based Learning/ Experiential Learning

ATL3 Midterm Exams

ATL4 Seminar Presentation

ATL5 Assignments

ATL6 Industrial Visit Report

ATL7 Case Study

PREREQUISITES:

Basic understanding of management principles, human behavior, and communication skills in professional settings

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			Marks	THEORY			PRACTICAL					
				END SEM University	Two Term Exam	Teachers Assessment*	END SEM University	Teachers Assessment*				
BBAHHM SA305	AEC	Organization Behavior in Healthcare Industry	Max	60	20	20	0	0	2	0	0	2
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ; AEC – Ability Enhancement Compulsory

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

SYLLABUS:

Module	Descriptors/Topics	Hours	Assessment Tools
1	Introduction to Organizational Behavior in Healthcare Introduction to organizational behavior and its importance in healthcare management ,contributing disciplines to the field of Organizational Behavior, Models of Organizational Behavior , Challenges of Organizational Behavior, Factors affecting Individual behavior ,Cultural diversity and inclusion in healthcare workforce management	6	ATL1, ATL2, ATL5
2	Motivation theories and their application in healthcare settings Definition of motivation, Maslow's Needs Hierarchy theory, McGregor's Theory X and Theory Y, Alderfer's ERG theory, leadership theories and styles relevant to healthcare management, definition of leadership, Fiedler's Contingency Model, Path-Goal Theory, and Hersey and Blanchard's Leadership Model.	6	ATL1,ATL3, ATL4
3	Group Dynamics in Healthcare Types of teams and the importance of teamwork in healthcare delivery, Concept of Groups and Types of groups, Development stages of groups in healthcare Types of attitudes and their impact on behavior in healthcare	6	ATL2, ATL4,ATL6

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			Marks	THEORY			PRACTICAL					
				END SEM University	Two Term Exam	Teachers Assessment*	END SEM University	Teachers Assessment*				
BBAHHM SA305	AEC	Organization Behavior in Healthcare Industry	Max	60	20	20	0	0	2	0	0	2
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ; AEC – Ability Enhancement Compulsory

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

4	Group Decision-making, Conflict and negotiation in healthcare Decision making in organization – Rational model, Bounded rationality, Factors influencing decision making, Group Decision Making-Group decision making techniques, Understanding Conflict-Definition, types of conflict, Conflict process Negotiation, Bargaining strategies, Negotiation process	6	ATL3, ATL5, ATL7
5	Individual differences in healthcare professionals: personality, attitudes Personality : Definition, major determinants of personality, Types of attitudes and their impact on behavior in healthcare, Time Management and Stress Management strategies for healthcare workers Concepts and strategies for managing stress, Techniques for effective time management	6	ATL1, ATL5, ATL7e
	Total Hours	30	

ADDITIONAL RESOURCES

1. Value addition to course content / Skill enhancement content:

https://onlinecourses.nptel.ac.in/noc24_mg45/preview or

<https://swayam.gov.in>

2 Remedial classes for slow learners:

As per the AUMP SOP for slow and fast learners

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BBAHHMS A305	AEC	Organization Behavior in Healthcare Industry	Max	60	20	20	0	0	2	0	0	2
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ; AEC – Ability Enhancement Compulsory

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

SUGGESTED READINGS:

Textbook

- Robbins, S. P., & Sanghi, S. *Organizational behavior*. Pearson Education.

Reference Books

- Borkowski, N. *Organizational behavior in healthcare: Theoretical and practical approaches*.
- Dye, C. F. *Leadership in healthcare: Essential values and skills*.
- Wolper, L. F. *Managing healthcare organizations for quality and performance*.
- Davis, K., & Newstrom, J. W. *Organizational behavior* (11th ed.). Tata McGraw-Hill.
- Aswathappa, K. *Organizational behaviour*. Himalaya Publishing House.
- Rao, P. S. *Organizational behaviour*. Himalaya Publishing House.
- Pareek, U., & Khanna, S. *Understanding organizational behaviour*. Oxford University Press.

Suggested e- resources (Websites/e- books)

- https://www.researchgate.net/publication/372957478_ORGANIZATIONAL_BEHAVIOUR_IN_HOSPITAL_MANAGEMENT_AND_HEALTH_CARE
- <https://studylib.net/doc/28255130/organizational-behavior-and-theory-in-healthcare>

COURSE ARTICULATION MATRIX (MAPPING OF COs WITH POs)

Course Outcomes	Correlation with POs								Correlation with PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO1	PSO2	PSO3
CO1	3	2	2	2	1	–	2	1	3	2	2
CO2	2	2	2	3	2	–	2	1	3	3	2
CO3	2	3	2	3	2	–	2	1	3	3	3
CO4	2	2	2	3	3	–	2	1	3	3	3

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BBAHHMSA306 IKS-II INDIAN HERITAGE AND CULTURE

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BBAHHMS A306	VAC	IKS-II Indian Heritage and Culture	Max	60	20	20	0	0	2	0	0	2
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ; VAC – Value Addition Course

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVE

The students will be able to:

1. Understand the concept of culture and heritage as values passed from one generation to another
2. Recognize how culture influences individual behavior and attitudes
3. Analyze the impact of Indian culture on society and business
4. Identify cultural variations and their effects on personal and professional life
5. Develop awareness of the importance of cultural understanding in maintaining balance in life
6. Apply cultural knowledge to improve interpersonal relationships in social and professional settings

COURSE ALIGNMENT WITH UNSDG:

The Course aims to fulfill the United Nations Sustainable Development Goals, SDG 4 (Quality Education).

COURSE OUTCOMES

CO1: Understand the fundamental concepts of Indian culture and its significance in society and business.

CO2: Identify and appreciate the diversity of Indian culture across different regions and communities.

CO3: Recognize the importance of cultural heritage in human life and its impact on tourism and preservation efforts.

CO4: Analyze the influence of culture on business practices in India

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
BBAHHMS A306	VAC	IKS-II Indian Heritage and Culture	Max	60	20	20	0	0	2	0	0	2
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ; VAC – Value Addition Course

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

TEACHING PEDAGOGY:

T1 Classroom teaching (white board), Power Point Presentations, Interactive lectures, Inquiry-based teaching

T2 Assignments, Seminars, Quizzes.

ASSESSMENT TOOLS:

ATL1 Quiz

ATL2 Activity Based Learning/ Experiential Learning

ATL3 Midterm Exams

ATL4 Seminar Presentation

ATL5 Assignments

ATL6 Industrial Visit Report

ATL7 Case Study

PREREQUISITES:

Basic understanding of Indian society, history, and general awareness about cultural traditions and social values is recommended.

SYLLABUS:

Module	Descriptors/Topics	Hours	Assessment Tools
1	Understanding Indian Culture Indian Culture: Meaning, definition, characteristics, and elements. Layers of culture and its manifestation in society. Role of culture in shaping human life. Differences between Indian culture and Western culture., Challenges and opportunities in preserving and promoting Indian culture in the modern era	6	ATL1, ATL5

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BBAHHMS A306	VAC	IKS-II Indian Heritage and Culture	Max	60	20	20	0	0	2	0	0	2
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ; VAC – Value Addition Course

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

2	Diversity of Indian Culture Exploration of cultural diversity in different regions of India (North, East, West, South). Study of various aspects of regional culture including religion, languages, clothing, attire, and food habits. Special focus on unique characteristics of Gujarati culture	6	ATL2, ATL4
3	Festivals and Fairs in Indian Culture Major festivals [Dussehra, Diwali, Pongal, Holi, Onam, Buddha Purnima, Guru Parab, Eid- Ul-Fitr, Ramzan, Christmas, Easter etc.]Major fairs celebrated across India [Kumbha Mela, Pushkar Mela, Baisakhi, Rath Yatra, etc.]	6	ATL1, ATL4
4	Cultural Heritage Significance of cultural heritage in human life, Important heritage sites like Ajanta Caves, Taj Mahal, and Khajuraho Monuments. Features of Indian Cultural Heritage	6	ATL3, ATL7
5	Indian Culture in Business Context Examination of business culture in India, including unique business styles and influences of culture on business practices. Different styles of architecting India Preservation and conservation of monuments and Culture.	6	ATL4, ATL5, ATL6
	Total Hours	30	

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Choice Based Credit System (CBCS) in Light of NEP-2020 BBA-Healthcare and Hospital Management (In Association with Shalby Academy)) III Semester (2025-2028)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BBAHHMS A306	VAC	IKS-II Indian Heritage and Culture	Max	60	20	20	0	0	2	0	0	2
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ; VAC – Value Addition Course

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

ADDITIONAL RESOURCES

- Value addition to course content / Skill enhancement content:**
<https://www.swayam.gov.in>

- Remedial classes for slow learners:**

As per the AUMP SOP for slow and fast learners

SUGGESTED READINGS:

Textbooks

- Shah, G. R. *Glimpses of Indian culture*.
- Acharya, R. *Tourism and cultural heritage of India*.

Reference Books

- Gama, N. *Culture wise India: The essential guide to culture, customs & business etiquette*.
- Sharma, A. K. *Religion and culture in Indian civilization*. D. K. Print world (P) Ltd.
- Chopra, P. N., Puri, B. N., & Das, M. N. *A social, cultural and economic history of India*.
- Basham, A. L. *The wonder that was India*. Picador Publisher.
- Vasudev, V. *Fairs and festivals*. Incredible India Series.
- Prakash, O. *Cultural history of India*. New Age International.

Suggested e- resources (Websites/e- books)

<https://www.teachmint.com/tfile/studymaterial/history/indian-cultural-heritage/c96e86d7-6579-48c7-8e91-554c05838da5>

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III Semester (2025-2028)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BBAHHMS A306	VAC	IKS-II Indian Heritage and Culture	Max	60	20	20	0	0	2	0	0	2
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ; VAC – Value Addition Course

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE ARTICULATION MATRIX (MAPPING OF COs WITH POs)

Course Outcomes	Correlation with POs								Correlation with PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO1	PSO2	PSO3
CO1	3	–	2	2	1	–	3	2	2	1	2
CO2	2	–	1	2	1	–	3	3	1	1	2
CO3	2	–	2	2	1	–	3	3	1	1	2
CO4	2	–	2	2	1	–	3	3	1	1	2

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III Semester (2025-2028)

BBAHMSA308 PATIENT CARE SERVICE

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BBAHMS A308	SEC	Patient Care Service	Max	60	20	20	0	0	2	0	0	2
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ; SEC- Skill Enhancement Course

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVE

The students will be able to:

1. Understand the basic concepts of patient care services in healthcare settings
2. Identify and explain key operational aspects involved in healthcare service delivery
3. Apply effective practices to improve quality of patient care and service coordination

COURSE ALIGNMENT WITH UNSDG:

The Course aims to fulfill the United Nations Sustainable Development Goals, SDG 4 (Quality Education).

COURSE OUTCOMES

CO1: Understand Patient Relations and Responsibilities

CO2: Demonstrate Effective Documentation Skills

CO3: Enhance Customer Service Excellence

CO4: Develop Soft Skills for Effective Communication

TEACHING PEDAGOGY:

T1 Classroom teaching (white board), Power Point Presentations, Interactive lectures, Inquiry-based teaching

T2 Assignments, Seminars, Quizzes.

ASSESSMENT TOOLS:

ATL1 Quiz

ATL2 Activity Based Learning/ Experiential Learning

ATL3 Midterm Exams

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BBAHHMS A308	SEC	Patient Care Service	Max	60	20	20	0	0	2	0	0	2
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ; SEC- Skill Enhancement Course

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

ATL4 Seminar Presentation

ATL5 Assignments

ATL6 Industrial Visit Report

ATL7 Case Study

PREREQUISITES:

Basic understanding of healthcare system, hospital environment, and communication skills is recommended.

SYLLABUS:

Module	Descriptors/Topics	Hours	Assessment Tools
1	Orientation to Patient Relations Functions of Patient Relations Associate, Assess needs of patients and act accordingly, Employees Responsibilities e.g. punctuality, discipline, integrity, grievance redressal process, Process involved during admission and discharge of patients, ensuring patient satisfaction Contribution of the Front Office Understand the basic components required for comfort of patient/carer's/visitors at healthcare organization	6	ATL1, ATL2, ATL5
2	Consent, Reporting & Documentation advanced level Define the scope of practice for Patient Relations Associate, define consent and discuss the methods of obtaining consent. Understand importance of maintaining various records & how to obtain them from related resources	6	ATL3, ATL5, ATL7

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
BBAHHMS A308	SEC	Patient Care Service	Max	60	20	20	0	0	2	0	0	2
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ; SEC- Skill Enhancement Course

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

3	Customer Service Excellence and Patient Satisfaction Identify needs of the patients, Have adequate knowledge about internal process/ promotions/ tariffs/ schemes/ benefits which can be provided to patients, Build empathetic relationship with the patient's/visitors and others, Use appropriate language and tone and listen carefully to the queries and provide solutions accordingly, Show sensitivity and adequate support for all irrespective to gender/ culture/ age/ social difference/ language etc., Seeking feedback from visitors and suggestions for amendments in protocol & policies accordingly	6	ATL2, ATL4, ATL5
4	Soft Skills & Communication Effective and empathetic communication with patients and families, communicating effectively with peers using medical terminology, developing basic reading and writing skills for healthcare documentation	6	ATL2, ATL4
5	Patient Information Management and Processes Overview of patient classification systems and their importance ,managing patient information, press relations, and medical communication, Patient admission and discharge processes, including proper disposal of deceased individuals	6	ATL3, ATL6, ATL7
	Total Hours	30	

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Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

ADDITIONAL RESOURCES

1. Value addition to course content / Skill enhancement content:

<https://www.swayam.gov.in>

<https://www.coursera.org/learn/respectful-communication-improve-patient-outcomes>

2 Remedial classes for slow learners:

As per the AUMP SOP for slow and fast learners

SUGGESTED READINGS:

Textbooks:

1. Arun Kumar (Ed.), *Encyclopedia of Hospital Administration and Development*, 6th Edition, Anmol Publications, New Delhi.
2. Goel S. L. and Kumar R., *Hospital Core Services: Hospital Administration of the 21st Century*, Deep Publications Pvt. Ltd., New Delhi.

Reference Books:

1. Llewellyn-Davis and H. M. McCauley, *Hospital Administration and Planning*, J.P. Brothers, New Delhi.
2. Syed Amin Tabish, *Hospital and Health Services Administration: Principles and Practice*, 1st Edition, Oxford Publishers, New Delhi, 2001.
3. Gupta S. and Kant S., *Hospital and Health Care Administration: Appraisal and Referral Treatise*, Jaypee, New Delhi, 1998.
4. Harris M. G. and Associates, *Managing Health Service: Concepts and Practices*, MacLennan and Petty, Sydney, 2003.

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			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BBAHMS A308	SEC	Patient Care Service	Max	60	20	20	0	0	2	0	0	2
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ; SEC- Skill Enhancement Course

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Suggested e- resources (Websites/e- books)

- https://www.researchgate.net/publication/289148933_LEGAL_ASPECTS_OF_MEDICAL_RECORDS_MAINTENANCE
- <https://www.dde.pondiuni.edu.in/files/StudyMaterials/MBA/MBA3Semester/HM/5PatientCareManagement.pdf>

COURSE ARTICULATION MATRIX (MAPPING OF COs WITH POs)

Course Outcomes	Correlation with POs								Correlation with PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO1	PSO2	PSO3
CO1	2	2	1	2	1	–	3	1	3	2	3
CO2	2	2	3	2	2	–	2	1	3	3	3
CO3	2	3	2	2	2	–	3	1	3	3	3
CO4	1	3	2	2	1	–	2	1	2	2	3

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