

**DEPARTMENT OF DISTANCE & CONTINUING
EDUCATION**

SCHOOL OF OPEN LEARNING
(CAMPUS OF OPEN LEARNING)



UNIVERSITY OF DELHI



MBA (Executive) Healthcare Administration Prospectus
2026-2027

SCHOOL OF OPEN LEARNING

PROSPECTUS

for the

MASTER OF BUSINESS ADMINISTRATION- (EXECUTIVE) HEALTHCARE ADMINISTRATION

Submitted by:



Department of Distance and Continuing Education
School of Open Learning
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University of Delhi, Delhi – 110007

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PREAMBLE

In 2022, the University of Delhi established the Department of Distance and Continuing Education (DDCE), Faculty of Open Learning, and the Open Learning Development Centre (OLDC) under aegis of the Campus of Open Learning (COL). The DDCE encompasses a variety of disciplines, offering distance learning programs in fields such as Commerce, Economics, Education, English, Environmental Science, History, Hindi, Political Science, Punjabi, Sanskrit, Urdu, Management, Financial Studies, Library and Information Science, Computer Science, and Psychology.

The School of Open Learning under the aegis of COL, established in 1962, initially provided conventional programs in humanities and commerce. Its first batch had around 900 students. Over the years, it has expanded significantly and now serves over four lakh students across various disciplines. This growth has been paralleled by the establishment of regional centers: the South Study Centre at Moti Bagh (1990), the West Regional Centre at Keshav Puram (2007), and a center at Tahirpur, East Delhi (2024). In 2022, the DDCE launched six new professional courses, including MBA, Master of Library and Information Sciences (MLISc), B.A. (Hons.) Economics, Bachelor of Management Studies, Bachelor of Business Administration (FIA), and Bachelor of Library and Information Sciences (BLISc). The B.A. (Hons.) Psychology program was introduced in 2023.

The School of Open Learning provides higher education opportunities particularly for those who are employed or unable to attend regular college due to various constraints. The flexible distance education mode is designed to help students achieve higher education and vocational skills through well-structured course materials provided at admission, supplemented with video lectures and academic counseling sessions at various Learning Support Centres. Experienced faculty members are available for mentoring and counseling at the main campus. Admission criteria and examinations adhere to the norms of the University of Delhi, which confers degrees upon DDCE students as it does for those in its constituent colleges. Beginning in the 2022-23 academic session, the University of Delhi adopted the National Education Policy (NEP) 2020 and introduced the Undergraduate Curriculum Framework (UGCF) 2022.

This Prospectus contains all the required information for admission to the MBA programme offered by the DDCE, SOL/COL, University of Delhi. However, any further specific query (not available in the Prospectus) may be obtained from the DDCE, SOL/COL.

VICE CHANCELLOR'S MESSAGE

PROF. YOGESH SINGH

Vice Chancellor, DU



Greetings to all!

It is my pleasure to welcome you to the academic year 2026–27 at the DDCE/SOL/COL, University of Delhi. Distance education has transformed learning, breaking barriers of time and place, and empowering individuals to achieve their academic aspirations. At DDCE/SOL/COL, we take pride in leading this transformative journey, offering flexible, high-quality education to students from diverse backgrounds.

Our MBA program is designed to meet the demands of today's dynamic professional world. It allows you to balance personal and professional commitments while gaining a valuable qualification. Through distance learning, you can enhance your skills and knowledge without compromising your current responsibilities, all while receiving the same quality education as traditional classroom programs.

Distance education is a gateway to unlocking your potential, expanding your horizons, and acquiring the skills needed for professional success. Embrace this opportunity to advance your career, connect with peers, and contribute meaningfully to the business world.

As you embark on this journey, remember that success demands discipline, perseverance, and a commitment to excellence. Stay focused, engage actively, and make the most of the resources available to you. DDCE/SOL/COL is here to support you at every step.

Wishing you success and fulfillment as you embark on this transformative journey of learning and growth. May your pursuit of knowledge take you to great heights!

Best Wishes!

DIRECTOR'S MESSAGE

PROF. PAYAL MAGO

Director, DDCE, SOL/COL, DU



Dear Prospective MBA Students,

Since its establishment in 1962, the School of Open Learning (SOL) has been a pioneer in distance education, empowering thousands of learners from diverse backgrounds for over six decades. We are proud to contribute to the "Education for All" mission, making quality education accessible to all.

In response to the rapidly evolving technological and business landscape, the University of Delhi launched the MBA program in distance mode in 2022-23 through the DDCE/SOL/COL. Designed to equip students with decision-making skills, strategic thinking, and leadership capabilities, this program has seen remarkable growth. From 2,085 students in its inaugural year, we now have over 11,511 students enrolled, a testament to the trust and confidence placed in us.

Our MBA program fosters a diverse and dynamic learning community, bringing together a wealth of experiences and perspectives. We are committed to democratizing education and nurturing proficient, ethical, and innovative professionals who excel in their fields.

Key Highlights of Our MBA Program:

- **Expert Talks:** Regular sessions with industry leaders to bridge the gap between theory and practice.
- **Blended Learning:** A mix of online weekday sessions for flexibility and offline counseling for face-to-face interaction and networking.
- **Industry Collaborations:** MOUs with esteemed organizations for internships, industry exposure, and career opportunities.
- **Comprehensive Resources:** Study materials, e-library, video lectures, audiobooks, and counseling sessions to support your learning journey.

At DDCE/SOL/COL, we are dedicated to creating an inclusive and empowering environment that fosters critical thinking, innovation, and ethical decision-making. Our faculty is committed to guiding and supporting you as you work toward your academic and professional goals.

We are thrilled to welcome you to our MBA program and look forward to a rewarding and transformative journey together. Let's work hand in hand to achieve excellence and shape the leaders of tomorrow.

Best Wishes!

PRINCIPAL's MESSAGE

PROF. AJAY JAISWAL

School of Open Learning



Since its inception in 1962, the School of Open Learning (SOL) has been a pioneer in distance education. Starting with just 900 students, we now proudly serve over four lakh learners, making quality education accessible to all. Distance education has emerged as a preferred mode of learning, offering flexibility and inclusivity that traditional methods often cannot match.

Guided by our vision and values, we launched the Master of Business Administration (MBA) program in distance mode, catering to both fresh graduates and working professionals. This program is designed to equip students with the skills and knowledge needed for leadership roles in today's dynamic business environment.

Key Features of the MBA Program:

- **Innovative Pedagogy:** Case studies, workshops and audio-video resources.
- **Leadership Development:** Prepares students to take on leadership roles and build strong professional foundations.
- **Student-Centric Approach:** Updated study materials and online services for students.

We encourage students to refer to the program prospectus for detailed information on admissions, eligibility, and program structure.

At SOL, we are committed to providing an enriching and rewarding learning experience. Our focus is on empowering students to achieve their academic and professional goals while fostering innovation, leadership, and ethical values.

On behalf of the School of Open Learning/College of Open Learning, University of Delhi, I warmly welcome you to this new chapter in your journey. We look forward to supporting you every step of the way and ensuring your experience with us is both memorable and transformative.

Best Wishes!

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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, 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

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.

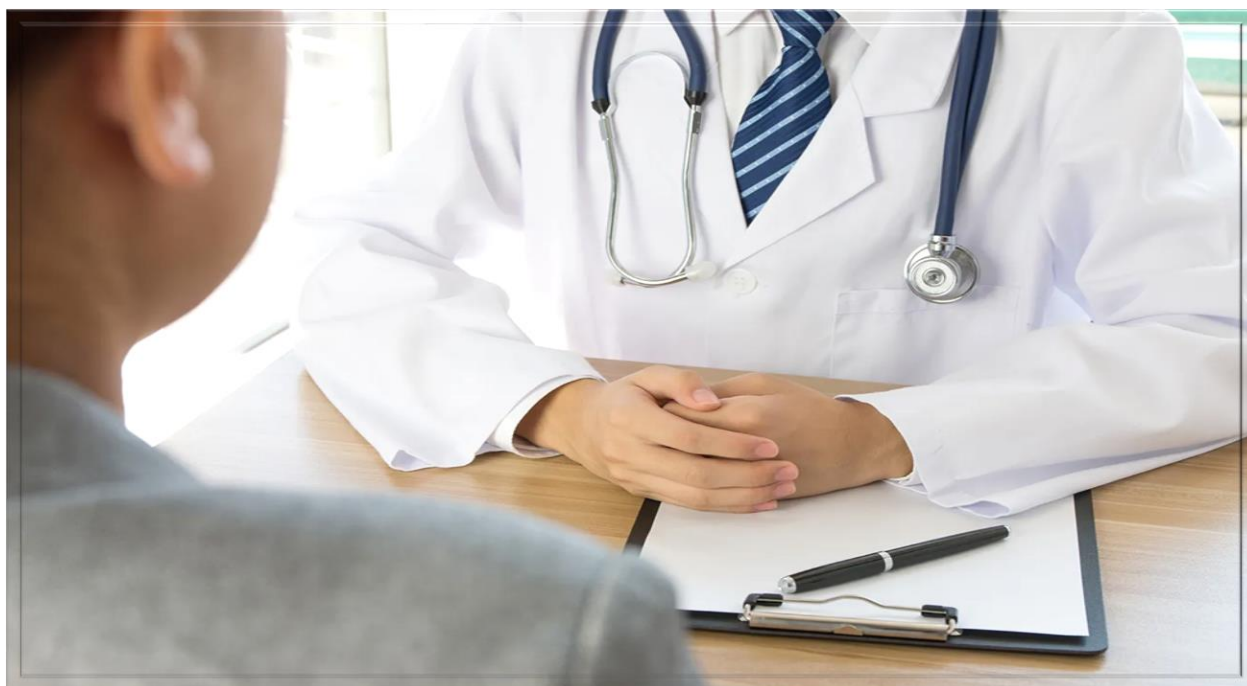
- **Exposure to Diverse and Global Perspectives**

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-semester. 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.



Detailed 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 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.

Important Information:

- Admissions on first cum first serve basis (as per the number of seats in each course).
- For Courses having fees above Rs. 1000/- on completion of the Batch Size of 40-50 students 10% supernumerary seats shall be given to the Economically Weaker Section on subsidized rates (available after screening of the candidates).

Help line number:

- 9318354363
- 9318354636

Email-id:

- skillcentre.cisbc@col.du.ac.in

Address for Skill Courses (Centre):

- OLDC, Second Floor, ARC Building, University of Delhi,
Opposite S.G.T.B. Khalsa College, Delhi-110007

• OFFICE HOURS

The SOL Office remains open for interaction with the students on all working days from **09:30 AM to 05.00 PM** and it remains closed on **Saturdays, Sundays and other declared Holidays**.

• CONTACT INFORMATION

Complete details of contact information of the Department of Distance and Continuation Education/School of Open Learning are provided below. Students may contact the Department/School in case of any requirements.

In addition, the DDCE/SOL also has a website which provides essential information services related to updating of student's Dashboard, Status of Degree, Mark-sheet, Examination Academic Counseling Session (PCP), Old Question Papers, Study Materials, Syllabus, Faculty members etc. to students. You can visit us at <https://sol.du.ac.in>

NORTH CAMPUS	SOUTH CAMPUS	WEST CAMPUS	EAST CAMPUS
North Regional Centre	South Regional Centre	West Regional Centre	East Regional Centre
Department of Distance & Continuing Education, School of Open Learning/Campus of Open Learning, University of Delhi, 5, Calvary Lane, Delhi-110007	Department of Distance & Continuing Education, School of Open Learning/Campus of Open Learning, University of Delhi, South Moti Bagh, (Old Motilal Nehru College Building), New Delhi	Department of Distance & Continuing Education, School of Open Learning/Campus of Open Learning, University of Delhi, C-2, Keshav Puram, University of Delhi, Delhi – 110035	Department of Distance & Continuing Education, School of Open Learning/Campus of Open Learning, University of Delhi, Plot No – 4, Fc – 10 Tahirpur, Delhi-110095
Contact –01165213030	Contact – 01124151600	Contact – 9911191926	Contact – 9818579225
Email Id	Email Id	Email Id	Email Id
ddnorth@sol.du.ac.in	ddsouth@sol.du.ac.in	ddwest@sol.du.ac.in	ddeast@sol.du.ac.in

NORTH CAMPUS	
DEPARTMENT OF DISTANCE EDUCATION SCHOOL OF OPEN LEARNING CAMPUS OF OPEN LEARNING, University of Delhi https://sol.du.ac.in Helpline: - 011-65213030, 011-27008300, 1800118301	
PABX/Enquiries	011-27667600, 27667581, 27667645, 27666780,
P.A. to Principal	011-27666776

12.

ADMINISTRATIVE STAFF

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	Prof. Suman Kumar Verma	ddnorth@sol.du.ac.in
	Prof. Janmejoy Khuntia	ddsouth@sol.du.ac.in
	Dr. Pramod Tiwari	ddeast@sol.du.ac.in
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Assistant Registrar	Sanjay Aggarwal (On Deputation)	
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Production Superintendent	Bhuwan Singh Rawat	productionsuperintendent@sol.du.ac.in
Senior Personal Assistant	Sunil Kumar, West Regional Centre	sunil@dusol.ac.in
In charge Library	Mr. Raj Kishore Tiwari	rktiwari@dusol.ac.in

13.

MEMBERS AND CONVENERS OF STAFF COUNCIL COMMITTEE LIST 2026-2027

MEMBERS AND CONVENERS OF STAFF COUNCIL COMMITTEE LIST 2026-2027

PCP COMMITTEE		PRINTING COMMITTEE	
Ms. Tanusha Jain	CONVENOR	Dr. Praveen Mamgai	CONVENOR
Dr Nupur Gosain		Dr. Aniruddh Vijay	
Ms. Ritika Sharma		Prof. Suman Kumar Verma	
Dr. Lata Singh		Dr. Reema Thareja	
Dr. Ravi Kumar		Dr. Seema Suri	
Dr. Davinder Kumar Meena		Dr. Teena Kumari	
Ms. Asha Yadav		Ms. Vidyut Singh Sheoran	
Dr. Himani Kapoor		Mr. Mukesh Kumar	
Dr. Teena Kumari		Dr. Md. Asghar Ali	
Mr. Pranav Pilaniya		Dr. Garima Sirohi	
Dr. Md. Asghar Ali		Dr. Lata Singh	
Dr. Priyanka (hindi)		Dr. Md. Jahidul Dewan	
Dr. Om Prakash		Ms. Manisha Yadav	
Dr. Shaitan Singh		Mr. Devendra Dilip Pai	
Dr. Chander Shekhar Singh		Dr. Ravindra Pratap Singh	
Dr. Amit Tiwari		Dr. N. Kadiresan	
LIBRARY COMMITTEE		ADMN. & STUDENTS WELFARE COMMTT.	
Dr. N. Kadiresan	CONVENOR	Dr. Rahul Dev Ambedkar	CONVENOR
Dr. Anjali Sain		Dr. Pankaj Sharma	
Dr. Lata Singh		Ms. Damini Kumari	
Ms. Manisha		Dr. Ravi Kumar	
Dr. Shivani Sharma		Dr. Shivani Sharma	
Ms. Aishwarya Anand Arora		Dr. Charu Gupta	
Ms. Nalini Prabhakar		Dr. Himani Kapoor	
Dr. Priyanka Sachdeva		Dr. Teena Kumari	
Ms. Barkha Jamwal		Dr. Rajat Arora	
Ms. Vidyut Singh Sheoran		Dr. Nupur Gosain	
Mr. Pranav Pilaniya		Mr. Mukesh Kumar	
Dr. Md. Asghar Ali		Dr. Md. Asghar Ali	
Dr. Priyanka (Hindi)		Dr. Ravi Kumar (Hindi)	

Dr. Praveen Mamgai		Dr. Om Prakash	
Dr. Shivu Kumar		Mr. Shaitan Singh	
Dr. Shachindra Mohan		Dr. Chander Shekhar Singh	
Dr. Amit Tiwari		Dr. Amit Tiwari	
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Prof. Suman Kumar Verma	CONVENOR		CONVENOR
Dr. Bhardwaj Shukla			
Dr. Rahul Dev Ambedkar			
Dr. Ravi Kumar			
Ms. Varsha Agarwal			
Dr. Seema Suri			
Dr. Priyanka Sachdeva			
Dr. Abhilasha			
Ms. Vidyut Singh Sheoran			
Dr. Ruhee Mittal			
Dr. Md. Asghar Ali			
Ms. Monika Jaiswal			
Dr. Vishnu Prasad Semwal			
Dr. Sukanshika Vatsa			
Dr. Vijay Kumar Tiwary			
Dr. N. Kadiresans			

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Ms. Ritika Sharma	Commerce	Ms. Tanusha Jain	Management
Dr. Charu Gupta	Computer Science	Prof. Suman Kr. Verma	Mathematics
Mr. Mukesh Kumar	Economics	Sh. Shaitan Singh	Political Science
Dr. Teena Kumari	Education	Dr. Nupur Gosain	Psychology
Dr. Himani Kapoor	English	Dr. Om Prakash	Sanskrit
Dr. Kancharakuntla Praveen	EVS	Dr. Md. Asghar Ali	Urdu
Dr. Ravi Kumar	Financial Studies		
Dr. Pramod Kumar Tiwari	Hindi		
Dr. Shachindra Mohan	History		

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Appellate Authority

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