

**International Institute of Health Management  
Research**

**A NAAC “A” Accredited Institution**



**DETAILED PROJECT REPORT**

For

**Deemed To be University.**  
(Under Distinct Institution Category)

April 2024

International Institute of Health Management Research  
Phase 2, Plot - 3, Sector - 18A, Dwarka, New Delhi 110075

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## Abbreviations:

ABC	Academic Bank of Credits
ABDM	Ayushman Bharat Digital Mission
AI	Artificial Intelligence
AICTE	All India Council of Technical Education
AIU	Association Of Indian Universities
AR	Audio Recording
ATHI	Association Of Transgender Health In India
CAGR	Compounded Annual Growth Rate
CCEH	Centre For Climate and Environmental Health
COE	Centers of Excellence
DBT	Department Of Biotechnology (DBT)
DEO	Data Entry Operator
DST	Department Of Science and Technology (DST)
DHR	Department Of Health Research
DPR	Detailed Project Report
DSIR	Department Of Scientific and Industrial Research
FDP	Faculty Development Program
FPM	Fellow Program on Management
GCP	Good Clinical Practice
GRC	Grievance Redressal Cell
HR	Human Resources
HTA	Health Technology Assessment
ICC	Internal Complaints Committee
ICMR	Indian Council of Medical Research
ICT	Information And Communication Technology
IIHMR	Indian Institute of Health Management Research
IIHMR	International Institute of Health Management Research
INR	Indian Rupees
IOMT	Internet Of Medical Things
IRB	Institutional Review Board
IRN	International Research Network
IQAC	Internal Quality Assurance Cell
IT	Information Technology
JRF	Junior Research Fellow
LMS	Learning Management Systems
MAT	Management Aptitude Exam
MBA	Master of Business Administration
MDP	Management Development Program
MGIMS	Mahatma Gandhi Institute of Medical Sciences
MIS	Management Information System
ML	Machine Learning
MOOC	Massive Open Online Course
MPH	Masters in Public Health
NAAC	National Assessment and Accreditation Council
NBA	National Board of Accreditation
NCDC	National Centre for Disease Control
NCT	National Capital Territory
NDMA	National Disaster Management Authority
NEP	National Education Policy

NET	National Eligibility Test
NGO	Non- Government Organization
NHA	National Health Authority
NHSRC	National Health Systems Resource Centre
NIMR	National Institute of Malaria Research
NITI	National Institution for Transforming India
NNTP	National Network Of Transgender People
NRI	Non-Resident Indians
NSUT	Netaji Subhash University of Technology
OB	Organizational Behavior
OBC	Other Backward Caste
OBE	Outcome Based Education
PGDHM	Post Graduate Diploma in Hospital and Health Management
PGDM	Post Graduate Diploma in Management
PHMC	Public Health Management Cadre
PI	Principal Investigator
SC	Scheduled Caste
SDG	Sustainable Development Goals
SRB	Student Research Board
ST	Scheduled Tribe
TOR	Terms Of Reference
UGC	University Grants Commission
UHC	Universal Health Coverage
UK	United Kingdom
UN	United Nations
UNICEF	United Nations Children's Fund
USA	United States of America
VR	Video Recording
WHO	World Health Organization
WPATH	World Professional Association for Transgender Health

## 1.0 International Institute of Health Management Research (IIHMR) -A Distinct Institution

The International Institute of Health Management Research (IIHMR), New Delhi is a distinctive institution established in 2008 as a management research and academic institution exclusively focused on the health sector by the Society 'Indian Institute of Health Management Research (IIHMR)'. The Society was established in October 1984 with its unique vision and mission to improve health of the people through effective and efficient management of health care in India, making health services and medical services universal by enhancing accessibility, availability and utilization, and effective resource planning and utilization.

The Society conceptualized a new discipline of Health Management and the need for research in policy and health systems (programs) and hospital management. The *International Institute of Health Management Research (IIHMR), Delhi* carries the legacy of the pioneering work of management research, human resource development, education and training in the health sector in the country and globally. IIHMR is primarily a research, education and training organization with focus on the health sector and related areas that has dedicated itself to research to generate new knowledge to provide evidence and inputs for developing effective policies and health interventions.

The Society established its first institution – (Indian) Institute of Health Management Research (IIHMR) at Jaipur in 1984 with a mission to improve standards of health through management research, education and training in exclusively in health sector. IIHMR started the first ever, AICTE approved largest Postgraduate Program in Hospital and Health Management in India, and perhaps the world. For its immense and unique contribution, IIHMR Jaipur has been incorporated as a University by the IIHMR University Act 2014, Government of Rajasthan. The second institution (Indian) Institute of Health Management Research (IIHMR) Bengaluru was established in 2004. Building on the success, *International Institute of Health Management Research (IIHMR) Delhi* was founded in 2008 with a visionary approach to strengthen health policy, research and international collaborations. Over 5000 students have graduated in Hospital and Management, a critical mass of human resources that have transformed health care management in India and many developing countries.

The Society created and established a new discipline of Health Management in its institutions which is now a globally accepted discipline. Health Management as discipline was crafted by integrating principles of public health, management and socio-behavioral sciences. Over 20,000 health care professionals have been trained in health and hospital management. The Institutes have pioneered and promoted research in health policy and management of health systems and health program evaluation. The Institute has conducted over 700 research

studies/projects funded by the Ministry of Health and Family Welfare, Government of India, Department of Science and Technology, various State Governments, UN and Bilateral International Agencies including WHO, and international universities.

The concept of health management has now been recognized in the recent National Health Policy 2017 that emphasizes evidence-based research in health care and creating public health management cadre of human resources for improved health care, universal coverage and achieving health equity.

International Institute of Health Management Research, New Delhi (2008) was started by the Society with global perspective; it meets the growing needs of evidence based research in health policy and management health systems, services and programs, produces human resources to lead and manage health care organizations and hospitals in public and private sector, international and bilateral agencies and consulting organizations, and build collaborations for research and education in health management.

Carrying the legacy of the parent body, IIHMR New Delhi has emerged as a **distinct institution** as an exclusive research and education institution by focusing on high quality research in policy and program management research in the health sector, and postgraduate education and training in health and hospital management. Over 1300 students have graduated from IIHMR, Delhi in the field of Health and Hospital management. The institute has also enabled many health professionals through executive programmes and Fellow Programmes in Health Management.

Its research, along with the parent institution, has significantly contributed to the development of better and effective health program strategies and achieving national health goals and the global agenda of Sustainable Development Goals (SDG). It has successfully created a culture of learning organization with trust, openness, transparency, autonomy, accountability, information sharing and quality. The Institute has developed and nurtured faculty from multiple disciplines – Public Health, Community Medicine, Hospital Management, General Management (Human Resources, Management Information System, Logistics and Supply), Biostatistics, Health Economics, Social and Behavioral Sciences and Digital Health.

In 2009, long before the introduction of Digital Health, IHMR Delhi became the first ever academic institution to commence specialization in Health Information Technology (IT) Management in Health Care in 2009 in addition to specialization in Health Management and Hospital Management as part of the flag ship Postgraduate Program in Hospital and Health Management. IIHMR Delhi, known for its unique and holistic course curriculum in Health, Hospital and Health IT Management transforms the graduate students into trained and skilled workforce, empowering them with administrative and managerial knowledge and competencies. The students at the institute continue to be highly sought after professionals for

not only contributing to the National Health Systems but also transforming it. Seeds of social transformation, entrepreneurship, policy reforms and innovative ideas are sown in the young and energetic minds at IIHMR, thus contributing immensely to the healthcare ecosystem in India.

IIHMR, Delhi planned to build capacity of human resource in planning, designing and conducting research in health sector; it delivers a unique Fellow Program (doctoral research program) with specialization in the fields of Health, Hospital and Healthcare IT. This has fostered deeper learning in health management.

IIHMR, Delhi's credibility is reflected in the requests that it has received to develop and execute programs ranging from customized short-term to long-term Executive Programs for Government officials. Similar requests have been obtained from National Health Authority (NHA), Government of India; Department of Health Research (DHR), Ministry of Health and Family Welfare; National Health Systems Resource Centre (NHSRC), a think tank of the Ministry of Health and Family Welfare, National Disaster Management Authority (NDMA) as well as development partners such as UNICEF.

IIHMR, Delhi campus has expanded its portfolio to include international collaborations with multiple International Universities and Institutions. Some such organizations include Mahidol University, Thailand; Jaffna University, Sri Lanka; University of Pretoria, South Africa; Imperial College, London; Johns Hopkins School of Public Health, USA; Tehran University of Medical Sciences, Iran; University of Edinburgh, Scotland; icddr,b, Bangladesh; Huddersfield University, UK; Manchester Global Foundation, UK. At the national level, we have collaborations with NSUT (Netaji Subhash University of Technology), MGIMS, Sevagram, Wardha; National Institute of Malaria Research (NIMR).

Vibrant collaborations have resulted in joint training programs, faculty exchange and student exchange. Proposal for establishment of offshore campus internationally is under development. The collaborations have resulted in an exchange of ideas, development of an academic milieu and have contributed meaningfully to the international arena by strengthening management research capacity. Our faculty members represent IIHMR in several national and international committees. Our unique contribution has resulted in students getting placed in a variety of organizations both within and outside the country. IIHMR's contribution is duly acknowledged by its peers in the sector, as evident from the growing number of academic and research collaborations to enhance industry academia interface.

IIHMR Delhi has been in the forefront of quality health research where the institute has collaborated with multiple national and international agencies fostering effective networking and research projects. IIHMR Delhi has undertaken research in a range of health management fields including implementation research, field research, quality and patient safety and health



operational research. This unique insight in health management research at IIHMR Delhi has enabled our faculty, research officers and students to conceptualize ideas and transform them into health systems and implementation research, impact evaluation studies and policy research in collaboration with the Government.

IIHMR Delhi as an academic and training partner has collaborated in Government campaigns such as Ayushman Bharat Health Account (ABHA) Card campaign by NHA, which provides the students ‘**engagement for public good.**’ To engage students in social activities, which is one of the mandates of National Education Policy (NEP), our students are exposed to health facilities and hospitals as part of their curriculum. The Government of NCT Delhi has provided the institution with a *demonstration site for community outreach program* which adds to the uniqueness of the institution in field health practice that contributes to applied learning. Ours is the only Health Management Institution with a vibrant Government supported field practice area. On site activities on mobilizing community to know and act on health conditions as well as any crises and disasters by the students have earned accolades for the students and Institution alike. We have collaborations with organizations that are serving as NGOs and Community based organizations in remote locations including tribal areas. This provides opportunities to students to hone their skills by working in such locations.

IIHMR, Delhi has a strong focus on creating centers of excellence as a priority issue. The Centre for Climate and Environmental Health (CCEH), recognized by National Centre for Disease Control (NCDC), has contributed immensely to capacitate health officials to conduct Vulnerability Assessment in all the states.

IIHMR, Delhi has the distinction of contributing to other sectors as well. The Department of Environment and Population Sciences housed within IIHMR Delhi is a testimony to this. The Department focuses on building capacity of students on the emerging issues in the field of climate, environment and disaster management. It envisages collaborating with non-health sectors such as Agriculture, Housing and Urban affairs, Roadways, Railways, Water and sanitation, Environment, forest and climate change. Our recognition by National Institute of Disaster Management as an academic partner for India Universities and Institutions Network for Disaster Risk Reduction (IUINDRR) will help take this agenda forward.

IIHMR Delhi is the forerunner in recognizing the lack of access to marginalized groups such as transgender population. It has created a mark in the arena by being the first Institution globally to start a Foundation course on Transgender health management, in collaboration with World Professional Association for Transgender Health (WPATH), Association of Transgender Health in India (ATHI), and National Network of Transgender People (NNTP). The Centre for Ageing Studies, IIHMR Delhi, recognized by Global Partner of UK Ageing Network; South Asia-SAAGENet, is a dedicated platform aimed at comprehending and

tackling the distinctive challenges and opportunities associated with the ageing population in India and worldwide.

IIHMR, Delhi with all its ethos and principles, has pioneered in setting an example of an evolving institution that is ever committed to national and global needs. An institution that was created with an exemplary vision has been accredited NAAC 'A,' the only standalone Institution in the health Management sector with this distinction. All these efforts will go a long way in upkeeping the philosophy with which IIHMR was set up before anyone could rise for the cause.

## 2.0 Mission, Goals and Objectives of The Institute

The following Mission and Vision statements were drafted in 2008:

### **Mission (@2008)**

IIHMR is an Institution dedicated to the improvement in standards of health through better management of health care and related programs. It seeks to accomplish this through management research, training, consultation and institutional networking from a national and global perspective.

### **Vision (@2008)**

IIHMR is a premier institute in health management education, training, research, program management and consulting in the health care sector globally. The Institute is known as a learning organization with its core values as quality, accountability, trust, transparency, sharing knowledge and information. The Institute aims to contribute to social equity and development through its commitment to support programs aiming at poor and the deprived population.

### **Objectives of the Institution**

The overall objective is to establish an excellent academic and research institute that can create and disseminate the latest knowledge and management technology, particularly, in the areas of health and hospital management and allied areas through research, education, training and networking.

The specific objectives include:

- Creating human resources through educational programme, in the areas of health and hospital management, health Information Technology management.
- Building capacity of managers and mid-career health professionals in health and hospital management through short-term management development programmes (MDPs)

- Contributing to the creation of new knowledge through scientific research and contribute to policy formulations. These are aimed at strengthening the health systems through policy, evaluation and operations research.
- Developing and promoting scientific exchange of knowledge as well as technical cooperation through networking with similar research and academic institutions.
- Disseminating knowledge through publications, workshops, seminars and other means of sharing knowledge.

### **Contribution towards Objectives of the Institution**

- Over 1300 students have graduated in Hospital and Health Management, a critical mass of human resources that have transformed health care management in India and many developing countries
- The Institute has conducted close to 100 research studies/projects funded by the Ministry of Health and Family Welfare, Government of India, Department of Science and Technology, various State Governments, UN and Bilateral International Agencies including WHO, and international universities.
- Over 7000 health care professionals have been trained in health and hospital management and allied areas through short term MDPs.
- More than 10 International Universities and organizations & 28 National organizations have collaborated with IIHMR Delhi to work jointly in the areas of research, training and education.
- Faculty and research staff is actively disseminating knowledge through various publications in renowned and indexed journals (125 research articles, 17 books and book chapters in the last 5 years)

### **A need to revisit the Mission and Vision of IIHMR Delhi**

Since IIHMR Delhi has been operational from the last 16 years, it was felt that we need to *revisit the mission and vision statements* due to following reasons:

#### **1. Alignment with Changing Environment:**

- **Evolving Healthcare Landscape:** The healthcare industry has undergone rapid transformations due to technological advancements, policy changes, and emerging diseases. Several academic Institutions offering similar programs have emerged. National Education Policy has been revised to meet the growing needs of the country.
- **Societal Shifts:** Changes in demographics, social values, and expectations have influenced the role of healthcare institutions.
- **Economic Conditions:** Economic fluctuations are likely to impact the resources and priorities of an institution.

#### **2. Internal Growth and Development:**

- New Programs and Initiatives: Expansion of programs or the introduction of new research areas might necessitate a broader vision to keep up with growing competition and pace of development.
- Faculty and Student Profile: Changes in the profile of faculty and students is liable to influence the institution's focus.

### 3. External Expectations and Feedback:

- Stakeholder Input: Feedback from students, alumni, industry partners, and the community have highlighted areas where the mission or vision needs refinement.
- Accreditation Requirements: Accrediting bodies often have standards related to institutional mission and vision.
- Competitive Analysis: Assessing the missions and visions of peer institutions can identify opportunities for differentiation.

The revised versions (changes highlighted in blue) are as under:

#### **Mission (@2024)**

*IIHMR Delhi is an institution dedicated to the improvement in standards of health through better management of health care and related programs. It seeks to accomplish this through management education, research, innovation, training, consultation, collaboration and institutional networking in a national and global perspective.*

#### **IIHMR Vision 2047 (@2024)**

*IIHMR: Pioneering Health, Empowering Lives*

*IIHMR is a leader in knowledge management to enable the people achieve the best standards of health and lead an economically and socially productive life through improvement in health systems focusing on accessibility, affordability, equity and quality health care. It will continue to strive for excellence by providing holistic education, networking and collaborating with academia and industry and generating evidence for policy and program strategies for better management.*

The following are the long term and short-term goals and objectives developed to attain our mission.

#### **Short-term goals (1-5 years):**

1. Enhance the quality of the academic programs in line with the National Education Policy 2020
2. Increase research output focusing on policy-relevant topics and implement national priority programs in select areas of the country.
3. Develop and launch online education and skill development programs on emerging issues and challenges in healthcare

4. Build partnerships with national and international Institutions in the health sector to promote research, education and training
5. Secure accreditation from a recognized global accreditation body to bolster the institution's academic standing.
6. Create a digital health innovation lab to foster research and practical applications in emerging healthcare technologies.

### **Short-term Institutional objectives (1-5 years):**

1. Academic Excellence:
  - To enhance skill based and experiential teaching along the line of National Education Policy 2020
  - To submit application for accreditation from a recognized global health education body
  - Continuous improvement of the quality of teaching and learning
  - To build and expand infrastructure and human resources as per the recommendations of AICTE/ UGC
2. Research Enhancement:
  - To increase research output (publications, patents) by 25% within 5 years.
  - To publish at least one article per faculty in high-impact international journals
  - To establish a research mentorship program pairing senior and junior researchers
3. Financial Sustainability:
  - To launch online academic programs duly approved by AICTE and based on market demand
  - To establish hospital-based research and consulting services
  - To increase overall revenue from programs and services by 15% annually.
4. International Partnerships:
  - To formalize partnerships with 5 international health organizations for Management Development Programs
  - To conduct at least 2 joint training programs with international partners annually
5. Innovation:
  - To establish a fully operational digital health innovation/ incubation lab
  - To initiate at least 2 research projects in emerging healthcare technologies annually.
6. Leadership Development:
  - To launch a structured mentorship program pairing experienced healthcare managers with emerging leaders
  - To achieve an 80% retention rate of mentees in healthcare management roles.
7. Global Visibility:
  - To organize international conferences along with other academic and research partners
  - To increase social media engagement by 50% and website traffic by 30% within 12 months.
8. Alumni Engagement:
  - To develop and implement a comprehensive alumni engagement strategy
  - To increase alumni participation in institutional activities

### **Long Term Goals (5-15 years)**

1. Establish the Institute as a world-class research and academic institution in health, population and health information technology management.
2. To acquire Deemed to be University status by the University Grants Commission
3. Pursue evidence-based research on critical international health policy and management challenges.
4. Create and implement effective healthcare service and management models for adoption by diverse health organizations globally, with a focus on India and similar contexts.
5. Cultivate skilled leadership and management professionals for health services at local, regional, national, and international levels.
6. Share cutting-edge knowledge and management techniques with developing nations, emphasizing India.

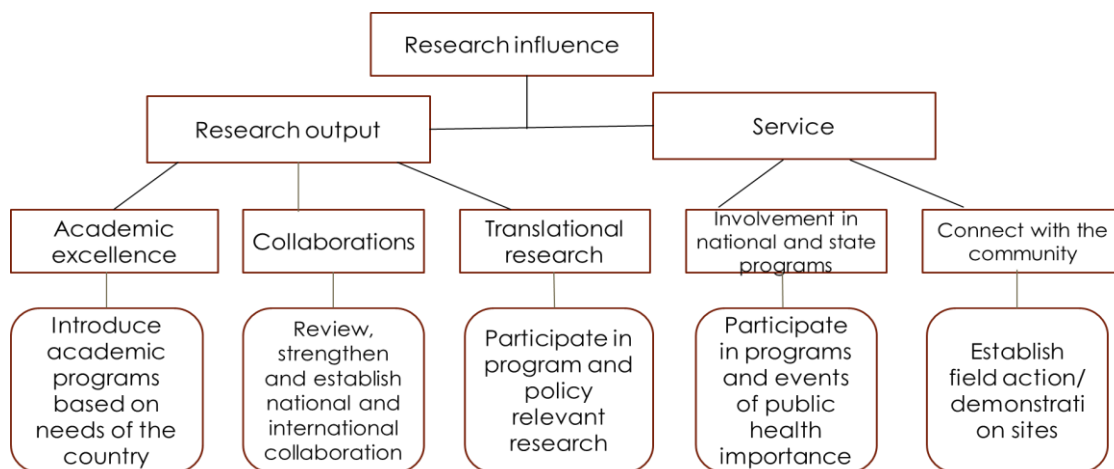
#### **Long Term Institutional Objectives (5-15 years):**

1. To significantly enhance health services management across India, creating measurable improvements in the sector.
2. To create research influence through producing world-class research output to inform policy and strategies in managing health care and publish in peer reviewed international journals.
3. To achieve financial self-sufficiency and sustainability through a diverse portfolio of research, postgraduate education, management development programs, and consulting services in health and hospital management, health information technology, and digital health.
4. To develop a premier institute for academic programs, attracting participants from public, NGO, and private sectors across India, Asia, and Africa.
5. To develop and deliver collaborative global academic programs along the line of National Education Policy
6. To emerge as a world-renowned centre of academic excellence in global health, recognized for innovative research and education.

### **3.0 Pathways to achieve Institutional Mission and Goals**

As per international norms, academic Institutions are ranked based on the research influence score. i.e., research output that is relevant to the growth of a country and community at large. While it is important to generate and mobilize resources for sustenance, it is equally pertinent to showcase how academics and research can be translated into effective policies and programs.

To achieve these goals, a broad guiding framework is shown below.



Research influence is combined effect of research output and service impacting lives. Research output is the confluence of academic excellence (resulting in better knowledge and skills), collaborations (leading to complementary sharing of competencies and cross fertilization of ideas), and translational research (bridging the gap between evidence generation and its incorporation into national and global policies and programs). Knowledge and skills should meaningfully transform health, and this can be achieved by participating in academic dialogues, policy forums and events. Small-scale interventions could be delivered at demonstration sites. This will help develop a connection with the community, who eventually are going to be the beneficiaries of all research, programs and policies.

#### 4.0 Milestones Attained By IIHMR, New Dehi

- 2008: Established an AICTE approved Two-Year Post Graduate Diploma in Hospital and Health Management (PGDHM) with intake of 60 students/year.
- 2009: Introduced Healthcare IT Management in 2<sup>nd</sup> year of PGDHM as third stream in addition to health and hospital management.
- 2010: Student intake raised to 120 in a two-year program.
- 2017: Received NBA accreditation
- 2017: Association of Indian Universities (AIU) granted MBA Equivalence to PGDHM
- 2019: Centre for Climate, Environment and Health (CCEH) established
- 2020: Student intake raised to 180
- 2020: Started Executive program in Hospital Management
- 2021: AICTE approved Fellow Program on Management (FPM) started
- 2022: Executive Postgraduate Diploma in Public Health Financial Management launched
- 2022: Established Community Outreach Area in Najafgarh for community engagement and training of health and hospital management graduates
- 2023: NAAC Accreditation Grade “A”

- 2024: Launch of AICTE approved online Post Graduate Certificate Programs in- Logistics and Supply chain management, Hospital Management and Public health Financial Management
- 2024: IIHMR Delhi recognized as ICMR Collaborating Centre of Excellence

## 5.0 Strategic Plan for The Next 15 Years

### 5.1 Current Status of the Institute

IIHMR (Society) is in existence for the 39 years and has created a niche area in health management research, education, training and consulting at the national and global levels. The International Institute of Health Management Research, New Delhi is operating as an institution of the Society over the last 16 years since the year 2008 as an independent and autonomous institution.

The Institute has 22 highly qualified and experienced faculty from multiple disciplines – public health, hospital administration, management, biostatistics, demography and population sciences, social and behavioural sciences, health economics and information and digital technology.

There are four Core Activities of the Institute – Research, Education, Training and Consulting in policy and health programs management, hospital management, health economics and finance, program evaluation, communication and behaviour change, reproductive and child health, large scale surveys.

The Society and the Institute have made significant contribution in transformation of management of health care institutions and hospitals in India and its research has influenced policy analysis and strategies in the health sector. Over the past one-and-a-half decade, IIHMR has built partnerships, collaboration and networking with Government of India, Ministry of Health and Family Welfare, National Health Authority, health departments of State government across India, Department of Science and Technology, UNICEF, WHO, GAVI, Johns Snow Institute (JSI) and other international agencies, various international universities namely Johns Hopkins University, Imperial College, London School of Hygiene and Public Health, Mahidol University and University of Jaffna.

During 2019-24 the faculty members conducted 27 external funded research projects, out of which 10 were funded by government agencies. In addition, IIHMR furthered the research interests of the faculty by providing financial and human resource support for project work and publications from the internal grant/seed money for faculty research.



The faculty published 177 research articles, 20 books and book chapters in the last 5 years. The average citation per paper has increased from 0.5 to 2.3, and average citation per faculty from less than 1 in 2017 to 15.5 in 2023 and 24.7 in 2024.

IIHMR also conducted corporate trainings and consultancies for international and national organizations. Participation in these trainings from more than 30 countries reflects the increasing global footprints. IIHMR conducted 27 research development programs to build capacity of faculty to conduct research projects and consultancies.

## **5.2 SWOT Analysis**

### ***Strengths***

- Our legacy as a premier Institute in the niche area in health management research, education and training
- High level management support and organization culture
- Well-integrated portfolios (research, academic programs, training, consultancy, and community engagement).
- Portfolios well-aligned with institute's mission, vision, and policies.
- AICTE approval, NBA accreditation, and AIU equivalence to MBA.
- Distinct research and intervention “proof of concept” through the community engagement portfolio.
- Multidisciplinary experienced and renowned faculty (Public Health, Management, Biostatistics, Social and Behaviour Sciences, Information and digital health technology)
- More than 1200 alumni in leadership and managerial roles at national/international organizations, health systems and hospitals.
- Prime location for networking with government and international and bilateral organizations.
- National and international internships and placements opportunities.

### ***Weaknesses***

- Limitations of geographic space (area).
- Lack of adequate campus space to commensurate with the growing demands of the various Institute activities.

### ***Opportunities***

- Aligning the academic curriculum with NEP.
- Strategic collaboration with international universities (dual degree programs; student, faculty exchange and research programs)
- Expand clinical research, translational/implementation research, and health technology assessments.
- Incorporating entrepreneurship, innovation, and incubation to earn patents.

### ***Challenges***

- To keep our institute as pioneer institution in its field matching or at par with global standards.

### 5.3 Emerging Health Scenario in India and Global Health Market

Public health and health care has undergone massive transformation over the past decades globally as well as India. Disease outbreaks, patient demographics, and health technology have changed the health landscape at the global, national, state, and local levels. Rising non-communicable diseases, declining communicable diseases, yet superimposed with diverse health outbreaks have brought about a seismic change in global health. ‘Leave no one behind’ remains the defining principle of the 2030 Agenda for Sustainable Development. It is a commitment that every country will work together to secure the rights and well-being of everyone.

India too is grappling with several challenges. Despite success stories on elimination of polio, yaws and guinea worm infection, malaria, dengue and other vector borne diseases and tuberculosis continue to pose major public health threats. India has witnessed a rise in diabetes, hypertension, cancer, mental health diseases and other non-communicable diseases. Maternal, neonatal and child mortality rates, although showing a declining trend, are far from the targets laid down. Emerging environmental threats and disasters are critical challenges.

Ensuring equitable access for all citizens, regardless of income level, social status, gender, caste or religion, to affordable, accountable, appropriate health services of assured quality as well as public health services addressing the wider determinants of health delivered to individuals and populations is the philosophy promulgated behind Universal Health Coverage (UHC) in India. India can aspire to achieve greater equity by bridging health disparities and inequities in future.

The creation of a strong and robust health policy platform through scaling up of public spending, expansion in health service provisioning and skilling of health workforce is likely to improve health. Keeping in mind the cultural diversity of the Indian population, integrating traditional systems of medicine into the mainstream health system is a necessary step to improve service coverage and adhere to the UHC principles of making available accessible, acceptable, affordable and culturally sensitive healthcare for all.

A strong health system is the core to strengthening and managing UHC. UHC is prudent for long-term development, poverty reduction, as well as to address social inequity. Presence of well-defined public health structures in Sri Lanka, Bangladesh, Thailand, and Singapore has resulted in improved health indicators in the region. Commitment to population health in the form of strengthened departments of public health with ring fenced budgets has helped protect its people from exposure to disease, environmental threats, and helped add years to life and life to years. From well-trained health professionals in independent and locally accountable public health teams within local authorities (as in the UK) to the robust engagement of community level workers (as in countries like Thailand), these institutional arrangements for public health delivery have had a significant effect on improving population health outcome.

India has seen a renewed interest in public health cadre in the recent past. National Health Policy of 2017 advocated for establishment of the cadre to improve the quality of health care. Recent release of Public Health Management Cadre (PHMC) guidelines in the year 2022 for its implementation reiterates the level of commitment across national and state levels. National Institution for Transforming India (NITI) Aayog, a national level think tank urged for introduction of All India and state level public health cadre comprising of public health professionals with multidisciplinary education, a critical step towards achieving UHC. In today's rapidly evolving and expanding population, the role of digital health in achieving UHC cannot be undermined. India has recently committed to expand its digital health infrastructure and services to advance its journey towards UHC. The Ayushman Bharat Digital Mission (ABDM) is a groundbreaking step to create an interoperable digital health ecosystem to strengthen accessibility and equity of health services and improve continuum of care.

#### **5.4 Goals and Objectives of IIHMR Strategy**

IIHMR, Delhi would pursue following long term goals of the parent Society and the institution to improve standards of health of the people at the national and global level through making health care accessible, available and affordable, and reducing inequities in health care through management research, high quality education and training in the health sector.

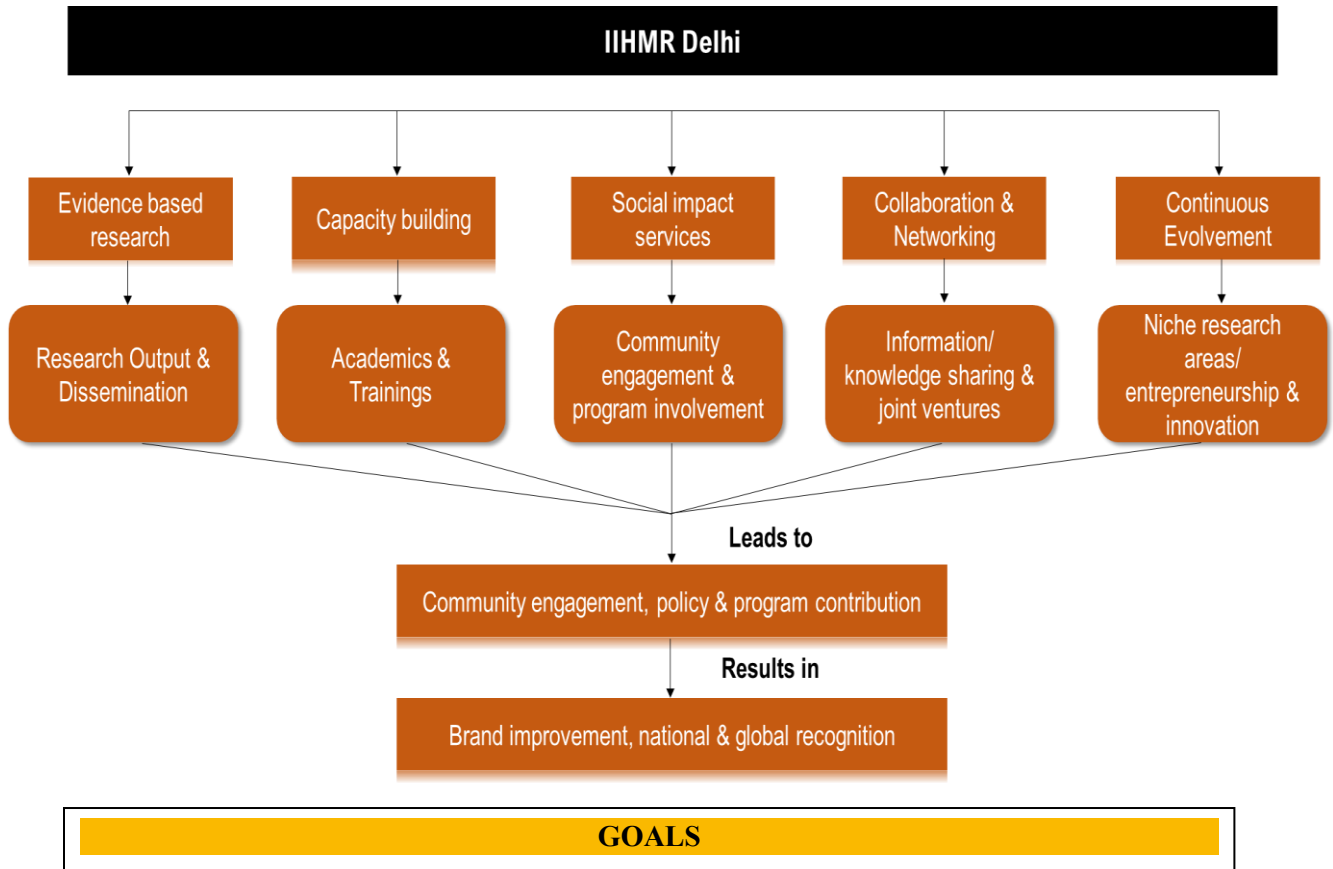
1. To make a visible impact on improvement of health care and services India through policy and management research in health care.
2. To create research influence through producing world-class research output to inform policy and strategies in managing health care and published in peer reviewed international journals.
3. To establish a self-financed and financially sustainable institution through research, post graduate education programs, management development programs and consulting in health and hospital management, health information technology and digital health.
4. To establish high quality training institution for MDPs which will attract participants from public, NGO, and private sectors from India, Asia and Africa.
5. To be a leading academic center of excellence in global health.

#### **5.5 Strategic Conceptual Framework**

The following conceptual framework forms the guiding principle to formulate the strategies for growth and development in the next 15 years.

Realization of the mission and vision of the Institute will result from effective and meaningful contribution to policies and programs and executing them to impact the lives of people. This will not only earn a global and national recognition but will enhance the stature as an Institute of

Eminence. IIHMR, Delhi will work towards evidence-based research, capacity building, socially impactful services, collaboration and networking and continuous evolution to achieve its goals.



## 5.6 Core Strategies

**5.6.1 Consolidate and Sustain the Gains in Academic and Research Excellence-** IIHMR New Delhi has come a long way in reaching its mission and the long-term goals of conducting and engaging in high quality management and policy research, developing human resources for leadership and management in the health sector at the national and state levels, and critical mass of young management professionals in health and hospital management necessary for transformation of health care and systems. IIHMR will align its academic programs, research and training to National Health Policy 2017 and its goals and broader framework of National Education Policy 2020.

It will consolidate the existing postgraduate and doctoral academic programs and executive/online programs through continuous quality improvement, academia and interface for practical exposure, hands-on training, and placements.

It will continue its policy, program management and evaluation research for the national and state governments, and collaborative research with Indian Council of Medical Research, National Institute of Health and Family Welfare, Department of Science and Technology, various bilateral international and UN agencies and overseas universities and research institutions.

IIHMR, Delhi assigned high priority to capacity building through short term management development programs in leadership and management among health professionals at various levels in India and other countries in the region. It will focus on developing new short term training programs in digital health, information technology, health technology assessment, research capacity development and health systems and implementation research.

## **5.6.2 Academic Education Programs**

**5.6.2.1 Aligning all academic programs with National Education Policy (NEP) initiatives-** IIHMR, Delhi is committed to aligning all the academic activities as per the National Education Policy (NEP) 2020, that will provide insights and recommendations on various aspects of education that will move towards holistic education and institutional autonomy. Though it has aligned all the current academic programs as per NEP 2020, due emphasis would be given to the following:

- Multidisciplinary/ interdisciplinary approach
- Skill development and community engagement
- Appropriate integration of India knowledge system
- Focus on Outcome based education (OBE)
- Distance education/online education.
- Revamping curriculum pedagogy, and student support
- Academic Bank of Credits (ABC)
- Focus on research and innovation by setting up incubation centers.
- Focus on faculty and students exchange program.

**5.6.2.2 Promoting Academic Compliance, Autonomy, and Innovations-** IIHMR is committed to autonomy and innovation in higher education teaching to respond to global challenges and to actively improving teaching through new technologies, necessitating the implementation of educational reforms and programs that accentuates educational innovations. These endeavours will focus on improving teaching at different levels, the course, program, or system level and enhancing students learning.

**5.6.2.3 New Online Academic Programs as per the Need of the Sector:** The Institute aims to contribute to social equity and development through its academic programs specially designed for the budding healthcare professionals. Considering the upgradation of skills among the working professionals and for increasing the reach of the healthcare management education, IIHMR, Delhi will not only introduce more online courses/programs but also strengthen the online education through latest Information and communication technology (ICT). ICT promotes innovation by

diffusing information, increasing networking among academia and industry, overcoming geographical barriers and enabling effective communication. Apart from online courses/programs, on-campus doctoral, post graduate and certificate programs will also be initiated as per the needs of the healthcare sector. These programs will be aligned to cater both, industry requirements and the societal needs.

**5.6.2.4 Developing On-campus Academic Programs Leading to Postgraduate Degrees:** The academic programs will be expanded. Every Department will be mandated to run specific academic programs and generate research and training activities. Academic programs will include PhD, Fellowships, Postgraduate, certificate, and executive programs. The mode of delivery of programs will be decided.

**5.6.2.5 International Students:** The massive growth in demand for higher education, particularly in developing countries has been observed as more students than ever are moving through the education pipeline from primary to secondary and on to higher education. Likewise, we see strong demand for employees with higher education globally and this is where IIHMR would be contributing through its online and on campus programs.

**5.6.2.6 Academic International and National Collaboration:** Over the years, IIHMR-Delhi has emerged as an institute of repute nationally and has its footprints across borders. Global standing would be boosted for producing socially conscious, skilled, and vibrant top-class health care management professionals. Taking this forward, IIHMR Delhi would engage in delivering joint academic programs/ twin programs in collaboration with other academic institutions. The focus of the Institute would be to collaborate with institutions of global repute and to build the pool of international Visiting faculty/ Hony professors. Faculty exchange programs and student exchange programs would be initiated with the collaborative institutes to bring in international expertise in Health and Hospital Management.

**5.6.2.7 Strengthening and leveraging alumni network-** Participation of alumni in the institute activities such as curriculum update, alumni interaction with current students, financial contribution by alumni, placement would be increased. As the number of alumni are working across borders, international alumni chapter would be initiated.

**5.6.2.8 Establish Industry and Academia Interface:** IIHMR will formalize and strengthen the existing informal mechanism into a formal system of interface with the health care industry in public and private sectors, research and consulting organization to update the emerging competency and skill needs of the industry, updating curriculum and leveraging expertise in teaching.

**5.6.2.9** The existing and proposed programs are listed below:

Department	Ongoing programs	Proposed Programs		
		2024-28	2029-33	2034-38
Hospital and Health Management	Post Graduate Diploma in Hospital and Health Management (PGDM) Fellow in Program Management (FPM) Certificate Program in Logistics and Supply Chain Management Exe. Program in Hospital Management	<ul style="list-style-type: none"> <li>- MBA in Health Management</li> <li>- MBA in Hospital Management</li> <li>- Certificate Program in Supply Chain &amp; Logistics Management (online- 1 year)</li> <li>- Certificate Program in Hospital Management (online-1 year)</li> <li>- PhD Program</li> </ul>	<ul style="list-style-type: none"> <li>- MBA in Health Management</li> <li>- MBA in Hospital Management</li> <li>- Certificate Program in Supply Chain &amp; Logistics Management (online- 1 year)</li> <li>- Certificate Program in Hospital Management (online-1 year)</li> <li>- PhD Program</li> </ul>	<ul style="list-style-type: none"> <li>- MBA in Health Management</li> <li>- MBA in Hospital Management</li> <li>- Certificate Program in Supply Chain &amp; Logistics Management (online- 1 year)</li> <li>- Certificate Program in Hospital Management (online-1 year)</li> <li>- PhD Program</li> <li>- Certificate Program in Legal and Ethical aspects in health</li> </ul>
Health Systems and Implementation Research		<ul style="list-style-type: none"> <li>- Masters in Public Health (Implementation Research)</li> <li>- Certificate Program in Global Health</li> <li>- Certificate Program in Applied statistics</li> </ul>	<ul style="list-style-type: none"> <li>- Masters in Public Health (Implementation Research)</li> <li>- Certificate Program in Global Health</li> <li>- Certificate Program in Applied statistics</li> <li>- Masters in Epidemiology</li> <li>- PhD Program</li> </ul>	<ul style="list-style-type: none"> <li>- Masters in Public Health (Implementation Research)</li> <li>- Certificate Program in Global Health</li> <li>- Certificate Program in Applied statistics</li> <li>- Masters in Epidemiology</li> <li>- PhD Program</li> </ul>
Digital Health and Healthcare IT Management	PGDM (specialization in Health Information Technology Management)	<ul style="list-style-type: none"> <li>- MBA in Health IT Management</li> <li>- PhD Program</li> <li>- Certificate Program in Health Analytics</li> </ul>	<ul style="list-style-type: none"> <li>- MBA in Health IT Management</li> <li>- PhD Program</li> <li>-Certificate Program in Health Analytics</li> </ul>	<ul style="list-style-type: none"> <li>- MBA in Health IT Management</li> <li>- PhD Program</li> <li>-Certificate Program in Health Analytics</li> </ul>
Health Economics, Financing and Policy	Executive Program in Public Health Financial Management	<ul style="list-style-type: none"> <li>- Online Certificate Program in Public Health Financial Management (1 year)</li> </ul>	<ul style="list-style-type: none"> <li>- Online Certificate Program in Public Health Financial Management (1 year)</li> </ul>	<ul style="list-style-type: none"> <li>- Online Certificate Program in Public Health Financial Management (1 year)</li> </ul>

			<ul style="list-style-type: none"> <li>- Masters (MSc) in Health Economics and Technology assessment</li> <li>- Certificate program in Health Technology Assessment (online-1 year)</li> </ul>	<ul style="list-style-type: none"> <li>- Masters (MSc) in Health Economics and Technology assessment</li> <li>- Certificate program in Health Technology Assessment (online-1 year)</li> <li>- Integrated Masters- PhD Program</li> </ul>
Environment and Population Sciences		<ul style="list-style-type: none"> <li>- Certificate Program in Disaster Management</li> </ul>	<ul style="list-style-type: none"> <li>- Certificate Program in Disaster Management</li> <li>- Masters in Environmental Sciences</li> <li>- Masters of Applied Population Sciences</li> </ul>	<ul style="list-style-type: none"> <li>- Certificate Program in Disaster Management</li> <li>- Masters in Environmental Sciences</li> <li>- Masters of Applied Population Sciences</li> </ul>
Social and Behavioral Sciences			<ul style="list-style-type: none"> <li>- Certificate Program in Aging</li> </ul>	<ul style="list-style-type: none"> <li>- Certificate Program in Aging</li> </ul>

*\* New proposed programs are highlighted in blue*

**5.6.3 Expanding Research and Knowledge Creation:**

Research in health care management, implementation and program evaluation and health policy is at the core at IIHMR that distinguishes it from other academic institutions and universities in India. Creating new knowledge and developing and testing alternate health care delivery models are explicit mission and goals.

In the area of research, IIHMR, Delhi is contributing to the development of health and population policies, strategies, program monitoring, evaluation, and generation of new knowledge. Over the years there has been an expansion in the nature and scope of projects and research studies undertaken by the Institute.



To carry forward the legacy, the Institute would endeavour to generate knowledge that can be translated into effective policies and programs. This will be achieved through the following objectives:

- Strengthen health systems, translational and implementation research, and health technology assessment for improved and efficient health care.
- Develop research capacity of faculty and research scholars.
- Foster the development of new and existing research partnerships.

**5.6.3.1 Develop Capacity of Faculty & Scholars to Conceptualize Ideas and Lead Research Activities:** The research at IIHMR Delhi has two important dimensions, namely focussing on new areas of research including national health programs, and areas that are highly relevant to the needs of society. Young faculty members will continue to be groomed in their areas of interest. Exposure would be given to them through seminars, workshops, and research projects with international agencies so that they can develop their research horizons and can actively participate in the institute's research activities. They would be encouraged to actively participate in the research brainstorming sessions for development of new ideas and research proposals.

**5.6.3.2 Work Closely with Government on Topics Relevant to Government Policy-** The Institute intends to build and maintain a positive and on-going relationship with different Ministries, relevant to the themes of mutual interest in the healthcare sector. It plans to conduct research on policy related issues that have societal impact and relevant to the national policy. The Institute will take forward the agenda of engaging with academia and development partners to implement and evaluate national programs.

**5.6.3.3 Engage with Community and Development of Field Practice Area-** The Government of Delhi has approved the Institute's request to establish a field practice area, Goyla Dairy close to the campus. This serves as the demonstration site and facilitates on site learning for the students and faculty. IIHMR is committed to developing stronger linkages with the local community and civil society to create opportunities for positive engagement and contribution. Research activities in the field practice area would be enhanced with the help of students' involvement in the research activities in the area. Such experiences will enhance the quality of reflection, build compassion, help students develop leadership and research traits and willingness to participate in self- and societal development.

**5.6.3.4 Foster Development of New and Existing Research Partnerships-** IIHMR intends to deepen its research networks across a variety of disciplines within the country and with research Universities around the world. Sound infrastructure and state-of-the-art amenities in the area of research would be developed that will help to sustain and improve existing as well as new

collaborations with globally reputed research institutions and organizations. Strengthening existing national and international collaborations by jointly applying for large grants and exploring possibilities of expanding research network will remain the key focus. Every attempt would be made to bid for establishing national and international centres of excellence supported by Government bodies such as Department of Science and Technology (DST), Department of Biotechnology (DBT) and Indian Council of Medical Research (ICMR), to name a few. Similar opportunities will be explored for international partners such as Wellcome Trust, National Institute of Health, National Institute of Health Research. With the expanding research activities in the institute, more research staff would be appointed.

**5.6.3.5 Strengthen Implementation Science, Translational Research, and Health Technology Assessments-** The institute would focus on the areas of research that will ultimately benefit humankind. For this purpose, development of capacity in translational research would be the main priority. Along with the capacity building in translational research, other emerging and important areas of research such as Health Technology Assessment (HTA) and implementation research would be strengthened.

**5.6.3.6 Improve Faculty and Student Contribution to Publications-** Support would be provided to improve the quality and quantity of publications. To increase its impact, policy relevant research would be encouraged, and policy briefs developed for wider consumption. Separate funds would be earmarked for faculty publications in high impact journals. The citations per faculty score would be calculated, monitored, and support would be enhanced in the years to come. It is a measure of the relative intensity and volume of research being done at an institute.

**5.6.3.7 Upgrade Innovation Cell to Incubation Centre-** An Innovation cell has been established complying with the requirements of Ministry of Education. The cell is mandated to encourage students and faculty to germinate ideas with an aim to address health specific problems. There are ongoing collaborations with several start-up organizations. The Innovation cell will develop into an Incubation centre in due course as we progress from evaluation of innovations to validation of innovations.

**5.6.3.8 Enhance Consultancy Assignments-** Faculty members will continue to be encouraged to provide consultancy services in their respective area of expertise. Additionally, they would be encouraged to register themselves onto the databases of reputed organizations such as WHO, UNICEF, World Bank for specific assignments.

**5.6.3.9 Centers of Excellence (COE)-** Focused attention would be given to creating Centers of excellence on topics of national and global health importance. This process will strategize Institution's activities for concerted efforts to make a mark in the health space. The

process will command commitment and accountability of the faculty that would translate into meaningful gain in the longer run. The proposed centers are as under:

Department	Existing COE	Proposed COE (2024-38)
Hospital and Health Management		Centre for Transgender Health Management
Health Systems and Implementation Research		Public Health Research centre
Digital Health (Health Information Management)		Resource centre for Data Analytics
Health economics, financing, and policy		Resource centre for HTA
Environment and Population sciences	Centre for Climate change and Environment health	Centre for Climate change, Environment health and Disaster Management
Social and Behavioral Sciences		Centre of Excellence for Aging

**5.6.4 Strengthening Short Term Training/ Capacity Building Programs-** IIHMR Delhi is building up the capacity in health and hospital management by empowering young students and working professionals through academic and training programs designed to meet the national and global industry requirements. Following goals have been set for the training:

- Augmenting governmental and non-governmental training programs.
- Increase training collaborations at national and global levels.
- Development of customised training programs.
- Identifying key areas for training in the healthcare sector.
- Measuring the impact of training programs.

Training programs would be specially designed and delivered for short duration for the working executives of industry, education, and government sectors, in order to equip them with the advanced knowledge and skills in the evolving realities of healthcare management practices and applications; and also, in facilitating their personal contribution to the future success of their organizations where they are working. Training programs would be designed to cater to the needs of both government and non-government organizations.

IIHMR Delhi has collaborations with national and international organizations for conducting various training programs. These collaborations would be strengthened in the future to increase the reach of the training programs not only in the country as well as outside the country. The institute would also collaborate with various state governments for training employees in government health departments.

Though we have our own range of short courses as per the need of the healthcare sector, customised training programs would also be developed. That would specifically be designed for the need of the healthcare organizations. The number of customized training programs would be increased during the years ahead.

In addition to enhancing knowledge and skills, measuring training effectiveness has proven to be a valuable tool to boost employee engagement and retention. Going forward, the Institute will focus not only on providing training to healthcare professionals but also on measuring the impact of the training programs provided by IIHMR Delhi.

#### **5.6.5 Organizational Restructuring:**

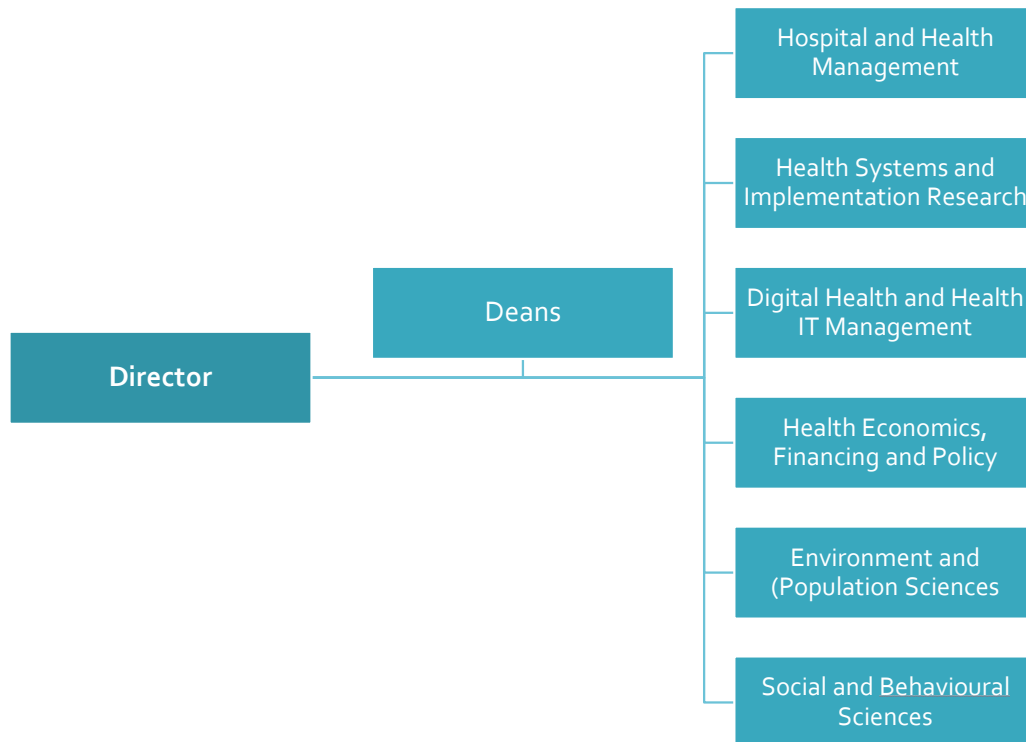
IIHMR Delhi is presently a flat organization with a Director as Head of the Institution and Deans of each vertical – Research, Academic and Training. The faculty is autonomous and engaged in teaching, research, and training. All faculty report to the Director, and the respective Deans coordinate with the faculty in their respective portfolio.

The faculty is multidisciplinary representing broadly five major groupings:

- Hospital and Health Management (Hospital Administration, Health Management)
- Health Systems and Implementation Research (Public Health and Health Systems)
- Health Economics and Finance
- Health Information Technology Management and Digital Health
- Environment and Population Sciences
- Social and behaviour Sciences

Disciplines such Biostatistics and Social behaviour sciences cut across the above disciplines.

There will be six Departments, each having a Head and a team of 3-5 faculty members. Three Deans representing the three dimensions of operational activities would be reporting to the Director of the institute. Under six departments, all the activities related to academics, research and training would be conducted and would be supervised by the respective Deans as depicted in the picture below. Restructuring the institute will help to achieve decentralization and will improve academic governance. This will pave the way for academic enhancement through the development of leadership among the faculty members and staff.



### 5.6.6 Faculty Development

IIHMR Delhi would enhance national and international faculty exchanges through the existing the new partnerships. Visiting and Honorary faculty from across the world would be recruited to facilitate cross learning. Faculty from IIHMR Delhi will continue to be exposed to global academic Universities and Institutions as part of the Faculty Development program. They will be encouraged to enrol and participate as Visiting/ Adjunct faculty with foreign Universities. Provisions to enrol students from neighbouring countries will be explored to provide exposure of faculty to international health sector. The same would be done in consultation with the Ministry of Education, Ministry of External Affairs and Ministry of Health.

Governance structures already in place will be enhanced and autonomy maintained to keep pace with the expansion of academics, research and collaborations. Centres of Excellence will be mandated to initiate inter-disciplinary and multi-disciplinary teaching and research.

Faculty would be encouraged to increase research funding by bidding for large scale collaborative grants addressing the societal needs. A mechanism will be created to address societal needs through cutting edge research and advocacy. Public Health laboratories will be set up to provide hands on training using scientific techniques and methodologies.

We will enhance the culture of publishing regularly in peer reviewed journals. Apart from Investigator initiated research work, faculty members and research scholars will be encouraged

to engage academically in health and societal needs. Funds allocated for internal research grant would be increased and faculty led publications duly recognized.

### **5.6.7 Collaboration, Networking Partnership Building**

IIHMR, Delhi will facilitate building up of Consortium of Universities from India and abroad. This will facilitate South-South and North-South cooperation to advance the goal of cross learning and cross fertilization of innovative ideas. The Institute will provide opportunities for higher education leading to excellence in health and hospital management research. Apart from Masters and Doctoral degrees, it would initiate post-doctoral trainings.

IIHMR, Delhi campus has expanded its portfolio to include international collaborations with multiple International Universities and Institutions. Some such organizations include Mahidol University, Thailand; Jaffna University, Sri Lanka; University of Pretoria, South Africa; Imperial College, London; Johns Hopkins School of Public Health, USA; Tehran University of Medical Sciences, Iran; University of Edinburgh, Scotland; icddr,b, Bangladesh. At the national level, we have collaborations with NSUT (Netaji Subhash University of Technology), MGIMS, Sevagram, Wardha; National Institute of Malaria Research (NIMR).

The academic rigor and quality that distinguishes IIHMR Delhi from other Management Institutions offering health and hospital management will continue to evolve with the growing industry. It will be committed to prepare students, faculty and researchers to compete with Global Universities of repute. It will host international students for various short term and long-term academic programs.

IIHMR Delhi will continue to provide high quality teaching, training, research and consultancy for the advancement of knowledge. Research activities undertaken and led by in-house faculty in diverse fields would be prioritized.

Special emphasis would be provided to teaching and research in unique disciplines that are regarded important for strategic needs of the country, but not provided by existing Institutions in the health or management space. Some such examples include Transgender Health Management, Disaster Management, Environmental Sciences, and Aging.

## 6. Five - Year (5 - Year) Operational Plan

Based on the strategic plan, an operational plan for 5 years has been developed with the following objectives in the short term:

### Short-term Institutional objectives (1-5 years):

1. Academic Excellence:
  - To enhance skill based and experiential teaching along the line of National Education Policy 2020
  - To submit application for accreditation from a recognized global health education body
  - Continuous improvement of the quality of teaching and learning
  - To build and expand infrastructure and human resources as per the recommendations of AICTE/ UGC
2. Research Enhancement:
  - To increase research output (publications, patents)
  - To publish at least one article per faculty in high-impact international journals
  - To establish a research mentorship program pairing senior and junior researchers
3. Financial Sustainability:
  - To launch online academic programs duly approved by AICTE and based on market demand
  - To establish hospital-based research and consulting services
  - To increase overall revenue from programs and services by 15% annually.
4. International Partnerships:
  - To formalize partnerships with 5 international health organizations for Management Development Programs
  - To conduct at least 2 joint training programs with international partners annually
5. Innovation:
  - To establish a fully operational digital health innovation/ incubation lab
  - To initiate at least 2 research projects in emerging healthcare technologies annually.
6. Leadership Development:
  - To launch a structured mentorship program pairing experienced healthcare managers with emerging leaders
  - To achieve an 80% retention rate of mentees in healthcare management roles.
7. Global Visibility:
  - To organize international conferences along with other academic and research partners
  - To increase social media engagement by 50% and website traffic by 30% within 12 months.
8. Alumni Engagement:
  - To develop and implement a comprehensive alumni engagement strategy
  - To increase alumni participation in institutional activities

The above-mentioned objectives can be achieved with suitable plans. The following pages describes the following operational plans:

1. Operational Plan for Strengthening Academic Programs
2. Admission Plan
3. Faculty Recruitment and Development Plan
4. Financial Plan
5. Governance & Administrative Plan
6. Information & Communication Technology Plan
7. Research Plan
8. Infrastructure Development Plan



## 6.1 Operational Plan for Strengthening Academic Programs

### Basic Academic Philosophy of the Institution

IIHMR Delhi is committed to high quality of health management education, training, research program management and consulting in the health sector globally. IIHMR Delhi focusses on creating a learning environment with core values as quality, accountability, trust, transparency, sharing knowledge and information while contributing towards social equity.

### Types of Programs:

The Institute currently offers the following programs:

- PGDM program in Hospital and Health Management with specialization in Health, Hospital and Health IT management (*proposed to be converted as MBA*)
- Certificate Program in Healthcare Supply Chain and Logistic Management
- Fellow Program in Management (Specialisations: Health, Hospital and Health IT Management)
- Short term training Programs for International bodies like WHO, Ministry of Health & Family Welfare and State Govt

The programs offered by the institute are highly relevant to India and the other developing countries, considering the capacity of health care industry and projections for growth in the coming years. The relevance of the programs offered is further substantiated by contemporary focus on health sector reforms, public health management cadre and strengthening health care to achieve SDGs. The programs have achieved a wide spectrum of acceptance by the healthcare industry, consulting firms, hospitals, and IT companies.

The programs offered by the institute prepare human resources for health & hospital management, program implementation and research, environmental sciences & policy formulation and healthcare information technology management, for efficient and effective health care management to improve human development and for developing new knowledge for better strategies and. At present, these skills need to be upgraded and up-scaled expeditiously to facilitate the health sector development in the country and globally.

### 6.1.1 Prospective Plan for Academic Programs

The Institute has charted a roadmap for introduction of new programs over 5-year period. It is proposed to convert all PGDM programs to MBA programs with Specialisation. The Table below provides an overview of the academic programs (current and proposed).

#### ACADEMIC PROGRAMS: CURRENT & PROPOSED

S No	Department	Programs	Ongoing programs	Proposed programs (2024-28)	Proposed programs (2029-33)	Proposed programs (2034-38)
1	<b>Department of Hospital &amp; Health Management</b>	Fellow/PhD	Fellow in Program Management (FPM)-Hospital Management Fellow in Program Management (FPM)-Health Management	<ul style="list-style-type: none"> <li>PhD Program</li> </ul>	<ul style="list-style-type: none"> <li>PhD Program</li> </ul>	<ul style="list-style-type: none"> <li>PhD Program</li> </ul>
		Masters	Post Graduate Diploma in Health care Management (PGDM) (Hospital and Health Management)	<ul style="list-style-type: none"> <li>MBA in Hospital Management</li> <li>MBA in Health Management</li> </ul>	<ul style="list-style-type: none"> <li>MBA in Hospital Management</li> <li>MBA in Health Management</li> </ul>	<ul style="list-style-type: none"> <li>MBA in Hospital Management</li> <li>MBA in Health Management</li> </ul>
		Executive	Executive Program in Hospital Management			
		Certificate	Certificate Program in Supply Chain & Logistics Management	<ul style="list-style-type: none"> <li>Certificate Program in Supply Chain &amp; Logistics Management (online-1 year)</li> <li>Certificate Program in Hospital Management (online-1 year)</li> </ul>	<ul style="list-style-type: none"> <li>Certificate Program in Supply Chain &amp; Logistics Management (online-1 year)</li> <li>Certificate Program in Hospital Management (online-1 year)</li> </ul>	<ul style="list-style-type: none"> <li>Certificate Program in Supply Chain &amp; Logistics Management (online-1 year)</li> <li>Certificate Program in Hospital Management (online-1 year)</li> <li>Certificate Program in Legal and Ethical aspects in health</li> </ul>
	<b>Department of Health Systems &amp; Implementation Research</b>	Fellow/PhD			<ul style="list-style-type: none"> <li>PhD Program</li> </ul>	<ul style="list-style-type: none"> <li>PhD Program</li> </ul>

S No	Department	Programs	Ongoing programs	Proposed programs (2024-28)	Proposed programs (2029-33)	Proposed programs (2034-38)
		Masters		<ul style="list-style-type: none"> <li>Masters in Public Health (Implementation Research)</li> </ul>	<ul style="list-style-type: none"> <li>Masters in Public Health (Implementation Research)</li> <li>Masters in Epidemiology</li> </ul>	<ul style="list-style-type: none"> <li>Masters in Public Health (Implementation Research)</li> <li>Masters in Epidemiology</li> </ul>
		Executive Certificate		<ul style="list-style-type: none"> <li>Certificate Program in Global Health</li> <li>Certificate Program in Applied statistics</li> </ul>	<ul style="list-style-type: none"> <li>Certificate Program in Global Health</li> <li>Certificate Program in Applied statistics</li> </ul>	<ul style="list-style-type: none"> <li>Certificate Program in Global Health</li> <li>Certificate Program in Applied statistics</li> </ul>
3	Department of Digital Health & Health Information Management	• Fellow/PhD	• Fellow in Health IT management	• PhD Program	• PhD Program	• PhD Program
		• Masters	• PGDM Healthcare IT Management	• MBA in Health IT Management	• MBA in Health IT Management	• MBA in Health IT Management
		• Executive		• Executive Program in Artificial Intelligence and Machine Learning	• Executive Program in Artificial Intelligence and Machine Learning	• Executive Program in Artificial Intelligence and Machine Learning
		• Certificate		• Certificate Program in Health Analytics	• Certificate Program in Health Analytics	• Certificate Program in Health Analytics
4	Department of Health Economics, Financing & Policy	• Fellow/PhD				• Integrated Masters - PhD in Health Economics/ Financing
		• Masters			• Masters (MSc) in Health Economics and Technology assessment	• Masters (MSc) in Health Economics and Technology assessment
		• Executive	Executive Program in Public Health Financial Management			

S No	Department	Programs	Ongoing programs	Proposed programs (2024-28)	Proposed programs (2029-33)	Proposed programs (2034-38)
		<ul style="list-style-type: none"> <li>Certificate</li> </ul>		<ul style="list-style-type: none"> <li>Certificate Program in Public Health Financial Management (online 1 year)</li> </ul>	<ul style="list-style-type: none"> <li>Certificate Program in Public Health Financial Management (online 1 year)</li> <li>Certificate Program in Health Technology Assessment (online-1 year)</li> </ul>	<ul style="list-style-type: none"> <li>Certificate Program in Public Health Financial Management (online 1 year)</li> <li>Certificate Program in Health Technology Assessment (online-1 year)</li> </ul>
5	Department of Environment and Population Sciences	<ul style="list-style-type: none"> <li>Fellow/PhD</li> </ul>				
		<ul style="list-style-type: none"> <li>Masters</li> </ul>			<ul style="list-style-type: none"> <li>Masters in Environmental Sciences</li> <li>Masters in Applied Population Sciences</li> </ul>	<ul style="list-style-type: none"> <li>Masters in Environmental Sciences</li> <li>Masters in Applied Population Sciences</li> </ul>
		<ul style="list-style-type: none"> <li>Executive</li> </ul>				
		<ul style="list-style-type: none"> <li>Certificate</li> </ul>		<ul style="list-style-type: none"> <li>Certificate Program in Disaster Management</li> </ul>	<ul style="list-style-type: none"> <li>Certificate Program in Disaster Management</li> </ul>	<ul style="list-style-type: none"> <li>Certificate Program in Disaster Management</li> </ul>
	Department of Social and Behavioral Sciences				<ul style="list-style-type: none"> <li>Certificate Program in Aging</li> </ul>	<ul style="list-style-type: none"> <li>Certificate Program in Aging</li> </ul>

*\* New proposed programs are highlighted in blue*

The commensurate augmentation of faculty, support staff and research scholars are reflected in the Table below. The academic departments will suitably be enhanced with appropriate infrastructure and lab facilities. In order to provide an enabling environment for academia and research it is proposed to establish centres of excellence for Environmental Sciences, Medical Research Unit, Public Health research centre.

**Academic Program: Development Plan for 5 years**

	- 2024	2025	2026	2027	2028
Programs	3 Masters 1 Exec 3 Fellow	3 Masters 1 Exec 3 PhD	4 Masters 3 Exec 3 PhD	4 Masters 3 Exec 3 PhD	4 Masters 4 Exec 3 PhD
Faculty	24	25	29	35	35
Support staff	35	35	42	45	45
Research scholars	20	24	26	28	30
Centres of excellence	Centre for Climate change and Env health	Centre for Transgender Health Management  Centre for Climate change, Env health and Disaster Management	Centre of Excellence for Ageing  Resource centre for Data Analytics	Resource Centre for HTA	Public health Research Centre

**6.1.1.1 Mode of Delivery & Duration**

The academic programs proposed will be delivered through on-campus, hybrid, and online modes. The Masters and PhD programs will be on-campus. Fellow programs, Executive and Certificate programs will be delivered in a hybrid mode with online and on campus for a limited period. Short term trainings will be conducted as online and on-campus as per requirements.

The PhD programs (45 credits) will be for a minimum period of 3 years. Masters programs (105- 120 credits) will be conducted over 2 years. All certificate programs (50-55 credits) will be for a duration of 1 year. To facilitate holistic learning some value added courses will also be introduced by the institute with credits.

**6.1.1.2 Number of Credits**

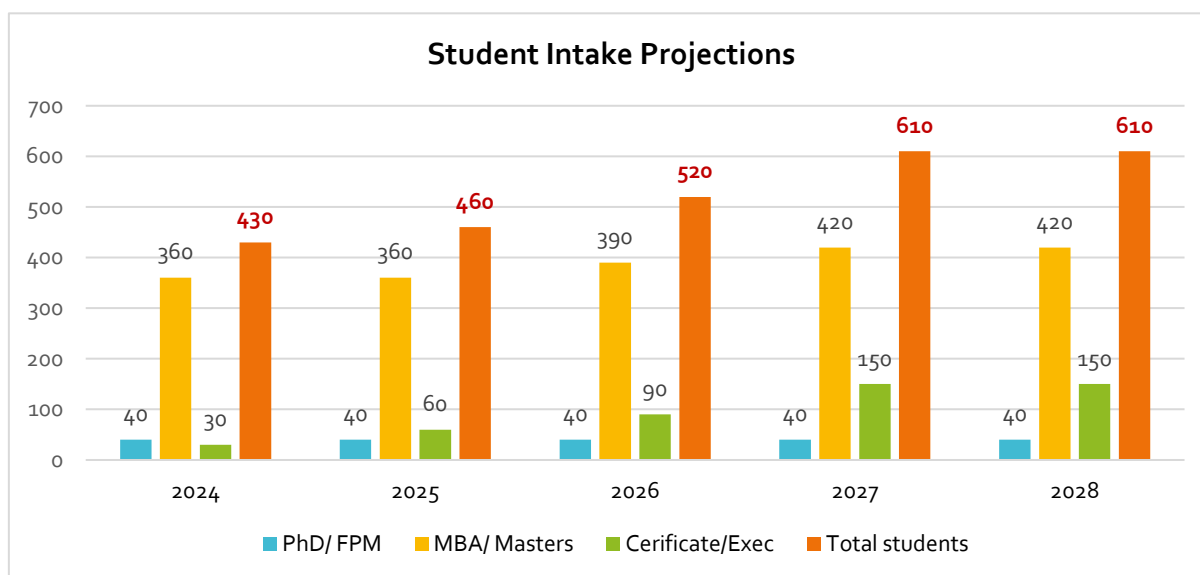
As per the NEP and University Grants Commission guidelines, credits will be allocated for the programs. The institute will encourage registration of the students with the academic

credit bank of universities. Holistic and value-added courses will be introduced to provide a multidimensional growth of the students.

### 6.1.1.3 Student Intake Over 5 Years

The initial intake of students and planned growth over the years is reflected in graph below. Currently student intake is 20 for fellowship programs.

The total intake of students is proposed to be increased from 430 in year 2024 to 610 in year 2028.



### 6.1.2 Program Objectives & Content

The existing programs on Post Graduate Diploma in Health care Management (PGDM) and Fellow in Program Management (FPM) will be upgraded to MBA and PhD respectively.

Besides, some new academic programs will be introduced. The objectives, contents and schedule for the new courses proposed to be introduced over the next 5 years are as follows

#### 1. Masters in Public Health (Implementation Research)

**Program Objectives:** The Masters in Public Health (MPH) programme aims at preparing public health professionals for a challenging career in managerial positions for public and private sectors, NGOs, and national and multinational organizations. The program will provide students with a population perspective on health of the people with effective management skills.

**Program Schedule:** The program will be delivered over a period of 2 years in on-campus mode. The courses will be divided in 4 semesters. The learning for each of the semesters will be graded upwards in all domains culminating in the last semester for a capstone project/dissertation.

**Contents:** The courses offered in the program will include

- Fundamentals of epidemiology
- Statistical reasoning in public health
- Principles of management in public health
- Human resource management for health
- Management of NGOs
- Basic demography and population dynamics
- Health Communication planning and behavior change
- Disaster management in public health
- Health information management and decision making
- Quality in healthcare
- Managing health services organization
- Observational epidemiology
- Public health biology
- Environmental health
- Ethics of public health practice
- Public health in low and middle income countries
- Health economics and cost effectiveness
- Financial management, accounting, and budgeting
- Inventory management and supply chain management
- Strategic management
- Capstone project or dissertation

## 2. Masters in Epidemiology

**Program Objectives:** The Masters in Epidemiology program aims at preparing public health professionals for a challenging career in public health research, health data analytics for public and private research, industry R&D departments, NGOs, and national and multinational organizations. The program will provide students effective problem solving, critical thinking and analytical skills for application in real world situations.

**Program Schedule:** The program will be delivered over a period of 2 years in on campus mode. The course will be divided in 4 semesters. The learning for each of the semesters will be focused on analytical and synthesis skill upgrade. The evaluation domain will be delivered through a dissertation in field of public health.

### **Contents:**

The students will be introduced to public health systems, global health, health program management, environmental health, health implementation and research, fundamentals of epidemiology & biostatistics.

The specialized courses for epidemiology will include:

- Type of research, qualitative and quantitative research techniques
- Statistical reasoning in public health
- Research Design

- Basic Analytical Procedures
- Surveys and building questionnaires.
- Sampling
- Data management and measurement errors
- Hypothesis testing
- Systematic review and Meta Analysis
- Report Writing
- Dissertation

### 3. Online Certificate program in public health financial management

**Program Objectives:** Specialization in public health finance will prepare public health management professionals with deep insights in public health finance for a challenging career in health insurance industry, consulting firms, health organisations, hospitals, NGOs, and national and multinational organizations. The program will provide students effective problem solving, and analytical skills in accounting, health finance, insurance and financial planning including budgeting.

**Program Schedule:** The courses will be delivered over a period of 1 year in on campus mode. The course will be divided in 2 semesters.

#### Contents:

Specialised courses in public health finance will include:

- Financial analysis and Planning
- Fundamental Valuation Concepts
- Capital Budgeting
- Long Term Finance
- Managerial Accounting
- Cost Management Systems and Activity Based Costing
- Budgeting
- Accounting Concepts and Conventions
- Life & Health Insurance
- Policies and Evaluation
- Life Insurer Management & Operations
- Underwriting and Pricing Health Insurance
- Regulations and Taxation
- Capstone project or dissertation

### 4. Certificate program in Supply Chain and Logistics management

**Program Objectives:** The program aims at preparing management professionals in scientifically, efficiently and effectively apply their skills for supply chain management in healthcare. The program will prepare the students for a challenging career in hospital and



health industry, pharmaceutical industry, medical devices industry, NGOs, and national and multinational organizations.

**Program Schedule:** The program will be delivered over a period of 1 year in hybrid mode. The course will be divided in 2 semesters. The first semester will be delivered to develop an understanding of public health systems. The second-semester learning will be focused on developing knowledge, learnings in supply chain management culminating in a capstone project for change management and bringing efficiencies in the health supply chain system.

**Contents:**

The course contents for Supply chain management will include:

- Supply Chain Management in Health Care
- Governance, Laws and Ethics for Supply Chain
- Supply Chain Management in Healthcare
- Designing Supply Chain for Healthcare
- Planning and Sourcing
- Procurement processes
- Financial management & Supply Chain
- Cross Sectional Areas
- Sales and Marketing
- Digital solutions in Supply Chain and Analytics
- Quality Control & Benchmarking
- Performance Evaluation in Supply chain
- Capstone Project or Dissertation

## **5. Certificate program in Global Health**

**Program Objectives:** The program will provide a global perspective to health, focusing on Sustainable Development Goals and beyond. It will equip participants to analyze the emerging and re-emerging conditions that will have implications on health transcending geographical and political borders.

**Program Schedule:** The program will be delivered over a period of 1 year in hybrid mode. The course will be divided in 2 semesters. The first semester will be delivered to develop an understanding of global health. The second-semester learning will be focused on developing knowledge around new concepts of one health, and emerging public health scenarios.

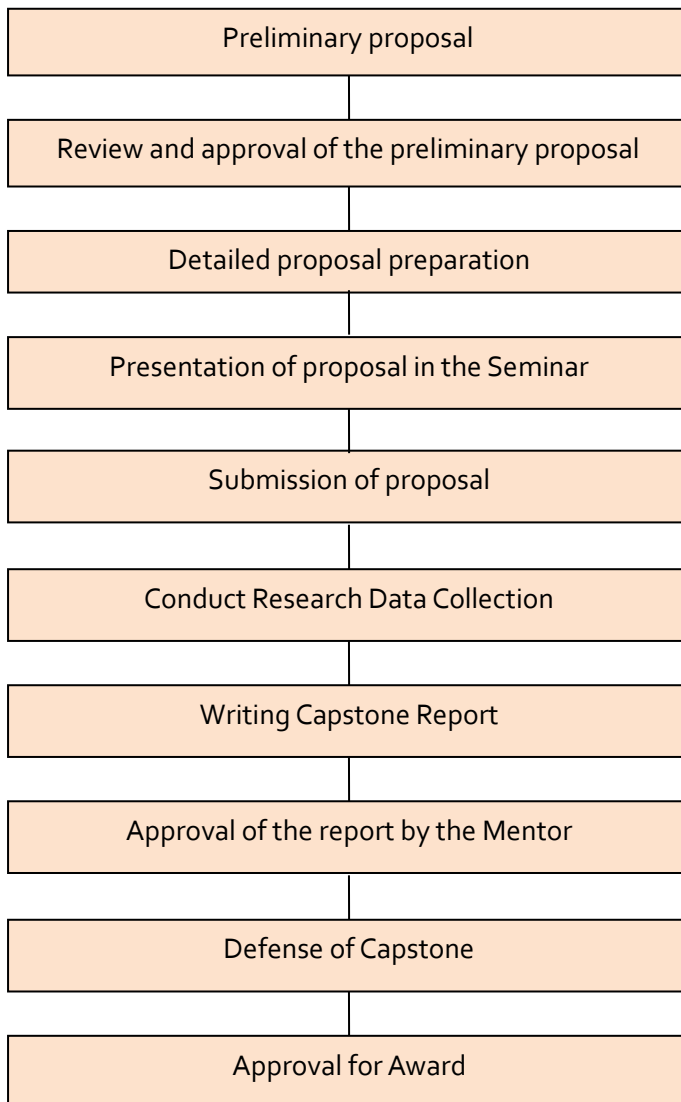
**Contents:**

The contents will include:

- Global burden of diseases
- Sustainable Development Goals (SDGs)
- International Health Regulations
- Actors in global health
- Threats of pandemics and risk mitigation strategies

### 6.1.3 Capstone Project and Internship

Fellowship, Masters and Executive program students will be required to complete a satisfactory capstone project in his/her area of concentration. Students will be assigned internship in health care institutions, hospitals, research organization, industry, IT companies etc. A Capstone project will be proposed by the institution to which the students are attached and approved by the mentor in the institute.



The Capstone project will enable the students to apply knowledge and skills to real world situations thus providing an important bridge from learnings to application. The capstone project report will include critical review of literature pertaining to specific area of interest, data collection and analysis on the selected problem besides other components of the thesis. The project report must be completed before graduating since it's a pre-requisite for the same.

The capstone project activity is envisaged as a problem-solving exercise by which the student is expected.

- (a) diagnose critical problems within an operational area
- (b) provide the management with a set of alternative solutions, and
- (c) design and implementation plan to carry out the most feasible solution.

The flow chart outlines important steps for project development.

### Dissertation

Students interested in research may pursue research in a broad area of knowledge and present it as a dissertation/thesis at the end of the program. The flow of the dissertation will be similar to the Capstone project. In the case of dissertation special focus will be on the epidemiology and biostatistical tools.

### 6.1.4 Access to learning resources: Central Library

The library has an advanced collection, provides user-friendly services and easy access to facilities. The objective of the library is to provide its users, articles or materials on current topics or affairs in minimum amount of time most effectively and to provide users with

accurate information enabling the Institute (IIHMR, Delhi) to achieve excellence in teaching, learning, research, and community services.

The library has a unique collection of publications in various fields, such as health management, hospital administration, health economics and finance, public health, general management, pharmaceutical management, rural management, management information systems, population, research methodology, sociology, economics, computer science etc., and has books of general interest and valuable reference as well as rare books.

The library has around 10,500 publications including textbooks, reference books, reports, theses, yearbooks; back volumes, manuals, case studies etc. The library receives over 68 periodicals of professional and research nature. The library collection also includes 475 CD-ROM and Databases, from India and abroad, like Health Plan, Pop line, e-TALC etc.

The library work is handled with the help of Koha Integrated Library Management System Software. A Linux server, connected with all terminals in the Institute, handles the library catalogue, information regarding new arrivals, circulation-based inquiries and compilation of bibliographies. The multimedia 10 and reprography services are also available in the library. Library provides digital resources through institutional repositories. Resources include dissertation, summer internal project reports, in-house publications, and previous years question papers.

Services like information alert, reference interview, current awareness services (CAS) and Selective Dissemination Information (SDI) are provided. The library is connected with DELNET, which provides facility of connecting it with various libraries in the Network and with other management institutes with AICTE affiliation. It also subscribes to an online statistical database Indiatat.com. Institutional membership of National Digital Library, Shodhganaga research, IRINS portal is also an additional feature of the library. The library is subscribing to ProQuest Health Management, J-Gate online full text Journals and EBSCOHost ebooks collection. Web of Science citation indexing database is available in the library. Kindle resource is available with the library to promote digital reading (paperless).

Apart from automating, as part of modernizing the library all the books, theses, bound volumes, reports, CDs, etc. are bar-coded. The purchase of Data Capturing Unit has also minimized the time taking process of stock verification function of the library. Library has also developed e-library portal using green stone digital library an Open Source Software.

Expansion of library resources of the library resources will be undertaken through the following measures:

- a. Subscribe to the citation databases i.e. Scopus, Web of Science
- b. Online Database Ebsco Journals, Cochrane Library database for systematic review
- c. Online accessibility of library resources for all hybrid programs.
- d. Implementation of RIFD
- e. Update the existing computer with the latest multimedia device.
- f. Procure the latest books, Institution publications, non-fiction, and other reference books to enhance the library collection
- g. Digital archiving of all dissertations/thesis

### 6.1.5 Pedagogical Methods

1. **Learning Methods:** Multiple pedagogical techniques will be applied in the course modules to ensure a holistic learning. Pedagogical methods include all approaches in course delivery. The development of learning through the pedagogical methods will be enabled in the domains of Cognitive, Psychomotor and Affective through Theory lectures, Assignments, Group discussions, Quiz, Seminars, Case study approach, Capstone project and Dissertation. The table below illustrates the goals of the learning process at IIHMR Delhi.

**Learning Goals at IIHMR Delhi (As per Bloom's Taxonomy)**

	Lectures	Assignments	Discussions	Quiz	Seminar	Field Visits	Field Studies	Case Study	Capstone project	Dissertation
<b>Cognitive</b>										
Knowledge	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Comprehension	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Application		Y	Y		Y	Y	Y	Y	Y	Y
Analysis					Y		Y	Y	Y	Y
Synthesis							Y	Y	Y	Y
Evaluation									Y	Y
<b>Psychomotor</b>										
Perception						Y	Y	Y	Y	Y
Set							Y	Y	Y	Y
Guided Response							Y	Y	Y	Y
Mechanism								Y	Y	Y
Complex Response									Y	Y
Adaptation									Y	Y
Origination									Y	Y
<b>Affective</b>										
Receiving	Y				Y	Y	Y	Y	Y	Y
Responding		Y	Y	Y	Y	Y	Y	Y	Y	Y
Valuing							Y	Y	Y	Y
Organising									Y	Y
Value Complex									Y	Y

2. **New Pedagogical Techniques:** In order to meet the requirements of the industry and students, some of the academic programs will be delivered through hybrid mode. To uphold the standards of teaching and learning, our Media room will be upgraded and equipped with good recording and delivery facilities. The Hybrid programs will have an industry interface with real-time problem solving and Capstone projects. The Hybrid programs will enable critical thinking by self-learning referential techniques and synthesizing knowledge. Expert faculty and external resources will be incorporated in the hybrid programs. A quality control

and feedback mechanism are needed to be established to ensure the delivery of the hybrid programs are of the highest quality and relevant to the environment of the day.

- 3. University Collaboration:** Collaborations with eminent National and International Universities to foster students and faculty exchange programs. Students will be encouraged to participate in seminars and participate in discussions.

#### **6.1.6 Quality Assurance**

A quality assurance program will enable the application of pedagogical methods for every program. Internal Quality Assurance Cell (IQAC) will monitor every academic program based on the Terms of Reference (TORs) already laid down by IQAC. The IQAC will provide feedback on continuous academic program improvement to faculty, academics department. An IQAC report will be generated for every semester and suggestions forwarded to academics and faculty. The IQAC will aim to develop a step wise learning plan for students and courses which will be applied in the semester.

## 6.2 Operational Plan for Admission of students to various programs

### Purpose

IIHMR is committed to ensuring that its admission policies and procedures are fair, transparent, ethical, and timely, making study accessible to a diverse range of prospective students. This document outlines admission processes and requirements for the various programs offered by IIHMR as per the policies framed from time to time. The overall aim of this policy is to ensure an effective, efficient, and coordinated admissions process that upholds the values of equality, inclusion and maximising the potential and employability of our current and future students.

### 6.2.1 Objectives

The Student Admission Plan will serve the following objectives:

- i. Establish equitable, transparent, and rational processes for admission to the various programs.
- ii. Contribute to the creation of an inclusive student community, where diversity is regarded as an asset.
- iii. Admit prospective students who have the potential to graduate successfully within the prescribed time for the program and excel in their respective fields.
- iv. Offer equal opportunities to prospective students.

### 6.2.2 Equity & Diversity

IIHMR- Delhi will be committed to providing an environment-free from discrimination, bullying, harassment, or victimization, where all members of its community, including those who seek to apply at IIHMR, Delhi, are treated with respect and dignity. We aim to create a culture of diversity within our community, providing a dynamic working and learning environment, where all members are valued for their contribution individually. We are committed to provide equal opportunity for all students irrespective of age, disability, ethnicity, gender and religion.

### 6.2.3 Admission to Academic Programs

The Institute will offer Certificate, Diploma, master's and Ph.D. and Post Doctoral programs as per NEP guidelines on inclusion of both on- campus & online education. The eligibility and admission plan for various programs are detailed below:

#### 6.2.3.1 Post Doctoral Programs:

##### A. Eligibility:

The applicant must have obtained Ph.D./M.D./M.S. degree from a recognized University. There should be a minimum of 2 publications in peer reviewed indexed journals from the

PhD work. Those who have submitted their Ph.D./M.D/M.S thesis and are awaiting the award of the degree are also eligible to apply.

#### **B. Admission Process:**

The admission process includes screening of applications, and personal interview.

**Personal Interview:** Qualified candidates shall be called for interview/viva-voce before the Departmental Research Committee to discuss their research interest/ area and give a presentation on the same.

The interview / viva-voce shall also consider the following aspects —

- The performance of the candidate during PhD (publications, presentations)
- Interval between award of PhD and submission of application for post doc
- The candidate possesses the competence for undertaking the proposed research (that should be different from the doctoral work)
- The proposed area of research can contribute to new / additional knowledge.

#### **6.2.3.2 Ph.D. programs**

##### **A. Eligibility:**

A candidate possessing the qualifications in appropriate areas and fulfilling the eligibility criteria as prescribed below, shall be eligible for admission to Ph.D. program in relevant discipline:

Masters degree in the appropriate discipline of any recognized University/Institute or equivalent, with a minimum of 55% marks in aggregate (of all the years/ semesters) where marks are awarded, or minimum equivalent Cumulative Grade Point Average (CGPA) as defined by AICTE/UGC or any other competent body as the case may be. In case of PGDHM/PGDBM/PGDM/PGDRM/PGDPM, an AIU equivalence to MBA is essential.

A relaxation of 5% or equivalent grade point in the minimum eligibility shall be applicable to the applicant belonging to the categories of SC/ ST/ OBC (Non Creamy Layer) and Differently abled persons or categories decided by UGC or those who had obtained their Master's Degree prior to 19th September, 1991. The eligibility marks of 55% (or an equivalent grade in a point scale wherever grading system is followed) and the relaxation of 5% to the categories mentioned above are permissible based only on the qualifying marks without including the grace marks procedure.

Candidates who have cleared the MPhil course work with at least 55% marks in aggregate or its equivalent grade B in the UGC 7-point scale (or an equivalent grade in point scale wherever grading system is followed) and successfully completing MPhil degree shall be eligible to proceed to do research work leading to the Ph.D. Degree in the same Institution in an integrated program. A relaxation of 5% or equivalent grade point in the minimum

eligibility shall be allowed to the applicant belonging to the categories of SC/ ST/OBC (Non-Creamy Layer) and differently abled persons or categories decided by UGC.

**B. Admission process:**

The admission process includes three steps: screening of applications, IIHMR Research Aptitude Test and personal interview.

***IIHMR Research Aptitude Test:*** The test shall be of qualifying nature with qualifying marks as 50%. The syllabus for the entrance test shall consist of 50% of research methodology and 50% subject specific (including English language proficiency, reasoning, basic quantitative analysis, and research aptitude). The paper shall consist of 50 objective type multiple choice questions.

***Personal Interview:*** Qualified candidates shall be called for interview/viva-voce before the Departmental Research Committee to discuss their research interest/area and give a presentation on the same.

The interview / viva-voce shall also consider the following aspects —

- The candidate possesses the competence for undertaking the proposed research.
- The research work can be suitably undertaken at the Institution/ Schools/ Research with basic facilities.
- The proposed area of research can contribute to new / additional knowledge.

**Note:** All candidates who have qualified UGC- NET (including JRF/ UGC-CSIR NET including JRF/ SLET/Teachers fellowship holders) and those who have passed MPhil program shall be exempted from Ph.D. Entrance test and will be called for interview.

**6.2.3.3 Masters level programs:**

**A. Eligibility:**

***For Indian Nationals***

**For any post graduate program:** Bachelor's degree in any discipline with a minimum of 50% marks (45% in case of candidates belonging to reserved category) in the aggregate is essential. Candidates appearing at the final year examination of the bachelor's degree or waiting for the results of their final year degree examinations may also apply. Selected candidates will be given provisional admission. They will be required to produce evidence of their graduation within two months of admission.

***For Foreign Candidates***

Only students having qualification recognized as equivalent by AIU are only eligible for admission. Under this category only the students who have studied and passed the qualifying



examination from a school located in foreign country shall be considered. This will include the student studying in school and / or college situated in foreign country, even if the concerned school / college is affiliated to any Board of Secondary, Higher Secondary education or a University in India. However, ward of NRI /Foreign Nationals, who is studying for the qualifying examination in school / college located in India are excluded.

## **B. Admission Process:**

Students will be admitted to different programs through either of the following routes:

- Students willing to take admission to MBA programs will have to qualify in the Management Aptitude Exam (MAT) with 50% marks. For Fresh Graduates, Bachelor's degree in any discipline with a minimum of 50% marks (45% in case of candidates belonging to reserved category) in the qualifying Examination in the aggregate and should have taken any one of the Management Aptitude tests like CAT/MAT/XAT/ATMA/GMAT/CMAT/NMAT/GPAT. Candidates appearing at the final year examination of the Bachelor's degree or waiting for the results of their final year degree examinations may also apply. Selected candidates will be given provisional admission. They will be required to produce evidence of their graduation within two months of admission. The eligible candidates will be invited for Group Discussion and Interview. The final selection of the candidate is based on his/her performance in the qualifying examination with a proportional score in CAT/MAT/XAT/ATMA/ GMAT/CMAT/NMAT/GPAT, group discussion, and interview. Candidates are required to bring original documents at the time of the interview.
- Candidates who have not cleared MAT will have to appear in an entrance examination conducted by IIHMR. The paper shall consist of 50 objective type of multiple choice questions. The syllabi will cover the basic concepts of Subject, English, Logical reasoning, and Current affairs. Those who qualify with 50% marks will be eligible for Group Discussion and Interview. The final selection of the candidate is based on his/her performance in the qualifying examination, group discussion, and interview. Candidates are required to bring original documents at the time of the interview.

### **6.2.3.4 Certificate Programs:**

#### **A. Eligibility:**

##### ***For Indian Nationals***

**For any Certificate program:** Bachelor's degree in any discipline is essential. Candidates pursuing Bachelor degree may also apply. Selected candidates will be given provisional admission on the approval from competent authority.

##### ***For Foreign Candidates***

Only students having qualification recognized as equivalent by the AIU are only eligible for admission. Under this category only the students who have studied and passed the qualifying

examination from a school located in foreign country shall be considered. This will include students studying in school and / or college situated in foreign country, even if the concerned school / college is affiliated to any Board of secondary Higher Secondary education or a University in India. However, wards of NRI /PIO / FN, who is studying for the qualifying examination in school / college located in India are excluded.

**B. Admission Process:**

Not required for certificate programs. The competent panel will evaluate the applicants and finalize the candidates for certificate programs.

**6.2.3.5 Executive Programs:**

**A. Eligibility:**

**For any Executive Certificate programs**, a candidate should be graduate with a minimum of 50% marks (45% in case of candidates belonging to reserved category) in the aggregate and have minimum 2 years of work experience in the relevant industry. S/he should have a willingness to devote sufficient time to complete the course work in a timely manner.

**B. Admission Process:**

The candidates would have to apply for the preferred programs and should submit a Statement of Purpose stating the intent behind doing the course. The final selection of the candidate is based on his/her performance in the qualifying examination, and the statement of purpose.

**6.2.4 Intake & Reservation Policy:**

The seats allocated for admission to Post Doctoral, PG, Doctoral and Online program will be as per the sanctioned intake approved by the University. IIHMR Delhi offers scholarships to meritorious students and UGC criteria will be followed for providing scholarship/ fee concession to Post graduate students belonging to various categories.

**6.2.5 Academic Bank of Credits (ABC)**

It will be utilized to enable multiple entry-multiple exit for students to complete their degrees as per their time preferences, providing mobility across various disciplines and HEIs for Degree/ Diploma /Certificate programs program. ABC will ensure the opening, closure, and validation of Academic Bank of Accounts, verification, accumulation, and transfer or redemption for students. ABC facilitate students to choose their own learning path to attain a degree /Diploma /Certificates, working on the principle of multiple entry-multiple exit as well as anytime, any-where, and any-level learning.

## 6.3 Operational Plan for Faculty Recruitment and Development

### Introduction

Based on the fifteen-year strategic plan, a five-year rolling implementation plan for faculty recruitment at the institute has been developed. The plan is drawn and developed based on the projected growth in academic programs at the institute as mentioned in the Academic Plan. The institute also envisions to obtain PhD equivalence status for the existing FPM program along with successful application and grant of Deemed to be University status for the institute. The institute also aims at increasing the number of admissions in the ongoing academic programs.

The milestones for the year 2024-25 will be accomplished with the help of existing strength of academic and non-academic staffs. However, by 2025, mapping of new positions will be done for beginning recruitments of the staff for the academic year 2025-26. It will also be derived from the proposed increase in number of seats and proposed academic programs that are planned for the upcoming years.

The recruitment plan is anchored in the growth and expansion of the institute from number of programs, types and projected numbers of seats per program. Applicable University Grant Commission statute will be followed for deciding the selection criteria of manpower required.

#### 6.3.1 Goal

- To engage in a proactive recruitment process, which includes advertising as widely as possible to attract a diverse pool of qualified applicants.
- To identify a final set of candidates with background, experience and expertise to best serve the needs of our students, curriculum, department and relationships within our regional community.

#### 6.3.2 Objectives

The faculty recruitment plan will address the following objectives:

- Recruit and retain an exceptional diverse and global faculty
- Create a culture that rewards and recognizes faculty excellence
- Support faculty renewal, development, and quality of work life

#### 6.3.3 Implementation Plan Related to Admission to Various Programs

This plan describes how the position will be shared with diverse audiences and how faculty professional networks will be accessed to identify prospective applicants. In order to keep up with the goals of IIHMR Delhi the plan is drawn against the following pillars:

- Direct recruitment of faculty members from the industry
- Internal promotions of the existing faculty members
- Roping in faculty from reputed academic institutions/ industry partners/ government departments etc as visiting faculty (both national and international)
- Bringing in senior officers from reputed academic institutions/ industry partners/ government departments etc as professors of practice

The plan will draw guidance from the academic growth plan of the institute and increase in number of seats over a period of time. The academic plan will be referred for the proposed increase in number of admissions in the academic programs per annum. This fundamental document will be used and referred from time to time for alignment of faculty recruitment process. Any changes or modification in these documents will be reflected in the operational plan which will be devised annually.

The plan aims to engage in a proactive recruitment process, which includes advertising as widely as possible to attract a diverse pool of qualified applicants. It is deemed to ensure that the final set of candidates come with diverse backgrounds, experiences and expertise to best serve the needs of our students, curriculum, department and relationships. The disciplines will include (but not restricted to) Medicine, Hospital Management, Public health, Population Sciences, Management- General, Human resources, Logistics and Supply Chain, Biostatistics, Information Technology, Healthcare financing, Economics, Anthropology etc. Phases of the recruitment process are as follows:

- 1) Preparing for a faculty search (laying the groundwork, submitting the requisition, forming a committee, drafting the announcement, developing a recruitment strategy). It should be accomplished in 6-10 weeks.
- 2) Launching an approved search (recruiting a diverse applicant pool, evaluating applicants, and conducting short list interviews). Here, the most important emphasis must be on steps to generate the broadest applicant pool. It should be accomplished in 6-8 weeks.
- 3) Identifying and looping in the finalists (identifying finalists, designing successful interviews, and closing the deal with the top candidate). It should be accomplished in 6-10 weeks.

#### **6.3.4 Steps of Recruitment Process**

##### **✓ Preparing for a Faculty Search**

- Propose new position/s, with consultation from the faculty, department chair, Dean, and Academic Affairs team, that aligns with needs of the unit/departments and the strategic priorities of the institution.
- Obtain position approval from Director's office.
- Develop a recruitment plan in consultation with department and dean.
- Craft position ad which conveys inclusive excellence and links to engaged mission, lists documents to be submitted by applicants (e.g., research, teaching, advocacy etc.)
- Director forms a Faculty Recruitment Committee with representatives from IIHMR Delhi and external resource persons.

✓ **Launching an Approved Search**

- Put up advertisements specifying eligibility criteria, positions and numbers on our website, job portals and social media handles.
- Review the existing resume data base and search the applicants through various direct conference visits, individual networks, phone calls, listings with job portals/registry, and where appropriate professional settings outside of academia, etc.
- Faculty Recruitment Committee to perform an initial screening of applicants to shortlist potential faculty members based on their qualifications, experience and suitability for the position/s advertised.
- Propose “short list” of 4-5 (preferred) candidates for every position to the Dean for Zoom/video interviews.
- Obtain demographic data of short list to determine if additional candidates are needed to ensure an equitable pool.
- Develop questions to be addressed to all candidates for zoom/video interviews.
- Faculty Recruitment Committee (under the chairmanship of the Director) conducts video/ in-person interviews to gauge suitability to organizational needs and their motivation level

✓ **Interviewing and Looping the Finalists**

- Committee proposes final list of candidates for final interviews.
- Final list is shared with department, developing questions/concerns for each candidate.
  - The interview panel is formed under the chairmanship of the Trustee Secretary.
  - Manager, HR and Administration invites applicants to campus for interviews.
  - Faculty Recruitment Committee develops process to gather feedback from the panel during the interviews.
  - Reference checks are conducted for the provisionally selected candidates before the appointment.

**6.3.5 Additional requirement of faculty members (2024-2028)**

	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>
Sanctioned Seats	430	460	520	610	610
Existing faculty	20	24	25	29	35
Additional requirement	4	1	4	6	0
<i>Faculty – Professors*</i>	0		1	2	0
<i>Associate Professors*</i>	1		1	1	0
<i>Assistant professors*</i>	3	1	2	3	0
Research Scholars	20	24	26	28	30
Support Staff	35	35	42	5	5

**6.3.6 Quality Assurance of the Recruitment Process**

A check and balance mechanism needs to be introduced in the recruitment process to ensure adequate quality control. The method should be objective and SMART for ease of decision making. Some of the suggested internal quality control methods could be:

1. Timely and regular revision/ updates in the recruitment plan as per the evolving legal and statutory guidelines/ framework
2. Timely and regular meetings of recruitment planning committee and review of action taken.
3. Monitoring the turnaround time of the different phases of recruitment cycle.
4. Monitoring the carder specific attrition rate and evaluating the trends
5. Review and discussion of exit interview findings in the recruitment planning committee and further recommendations to the higher management.

## 6.4 Operational Financial Plan

### Introduction

The International Institute of Health Management Research (IIHMR), Delhi, has attained a national character and is recognized globally for creating and establishing discipline of Health Management, and setting a research agenda in Public Health, Health Policy and Health Program research and healthcare management in India and developing world. The Institute's academic and research programs are expanding gradually to keep up with the growing needs of the health care sector, in line with the principle laid down under NEP.

IIHMR, Delhi is a self-financed, not-for-profit institution. The same policy will be maintained as a Deemed-to-be University.

### 6.4.1 Goal

To achieve financial sustainability, foster academic excellence, and advance research and training initiatives, positioning IIHMR Delhi as a global leader in health management education and research by 2030.

### 6.4.2 Objectives of financial plan

#### 1. **Financial Sustainability:**

- Achieve a balanced budget and financial stability.
- Ensure efficient resource allocation and utilization.
- Establish diverse revenue streams to reduce dependency on a single source.

#### 2. **Academic Excellence:**

- Enhance the quality of existing programs and ensure continuous improvement.
- Increase student enrolment and retention rates.
- Introduce innovative and relevant academic programs to meet industry demands.
- Strengthen partnerships with industry leaders for curriculum enhancement and student placement.

#### 3. **Research Advancement:**

- Expand the research portfolio by increasing the number and scale of projects.
- Foster collaborations with national and international research institutions.
- Increase research funding through competitive grants and partnerships.
- Elevate IIHMR Delhi's profile as a leading research institution in health management.

#### 4. **Training and Professional Development:**

- Improve the effectiveness of training programs to meet industry standards.
- Establish IIHMR Delhi as a recognized training centre for specific courses.
- Increase the number of training programs and participants.
- Strengthen partnerships with organizations for customized training initiatives.

#### 5. **Global Recognition:**

- Attain international accreditation for academic programs.
- Collaborate with reputed global institutions for joint research and academic initiatives.
- Increase the visibility of IIHMR Delhi on the global stage through participation in conferences, publications, and partnerships.

6. **Community Engagement:**
  - Contribute to community health through outreach programs and initiatives.
  - Collaborate with healthcare organizations and government bodies to address public health challenges.
  - Establish IIHMR Delhi as a thought leader in health policy and community health.
7. **Infrastructure and Technological Advancement:**
  - Invest in state-of-the-art infrastructure and technology to support academic and research activities.
  - Ensure a conducive learning and research environment for students and faculty.
8. **Strategic Partnerships:**
  - Form strategic partnerships with government agencies, industry, and NGOs.
  - Expand the network of collaborations to enhance research and training opportunities.
9. **Alumni Engagement:**
  - Strengthen connections with alumni for mentorship, networking, and fundraising.
  - Leverage alumni success stories to enhance the institute's reputation.
10. **Continuous Monitoring and Adaptation:**
  - Implement a robust monitoring and evaluation system to track progress against goals.
  - Regularly assess and adapt the financial plan based on changing market dynamics and educational trends.

By achieving these objectives, IIHMR Delhi can realize its goal of financial sustainability, academic excellence, and global leadership in health management education and research.

The Institute has visualized all possible costs and investments for smooth running of the deemed university and, therefore, the financial requirements have been adequately worked out and resources will be mobilized in time as per the requirements.

The financial projections are made based on industry benchmarks, market opportunity and growth potential. However, past performance lays the foundation for all the future growth projections, to keep the figures realistic.

1. Student intake capacity has been kept constant with a major focus on increasing the enrolments in existing programs. Seat utilization has been at best 90% in the flagship PGDM (Health & Hospital Management) program. New programs have been proposed which will provide boost in revenues.
2. Research Portfolio has been growing at a promising rate and going forward would be one of the significant growth engines for the next decade.
3. Trainings have not shown the expected traction, but High value and Flagships training programs have been proposed to tap into the premium training market.
4. Consulting should be a major growth driver with expansion into the Domestic and International Market through acquisition of large-scale project management capabilities and formation of consortiums. This does not get reflected in the current scenario, as the percentage share in revenue as of now is miniscule.

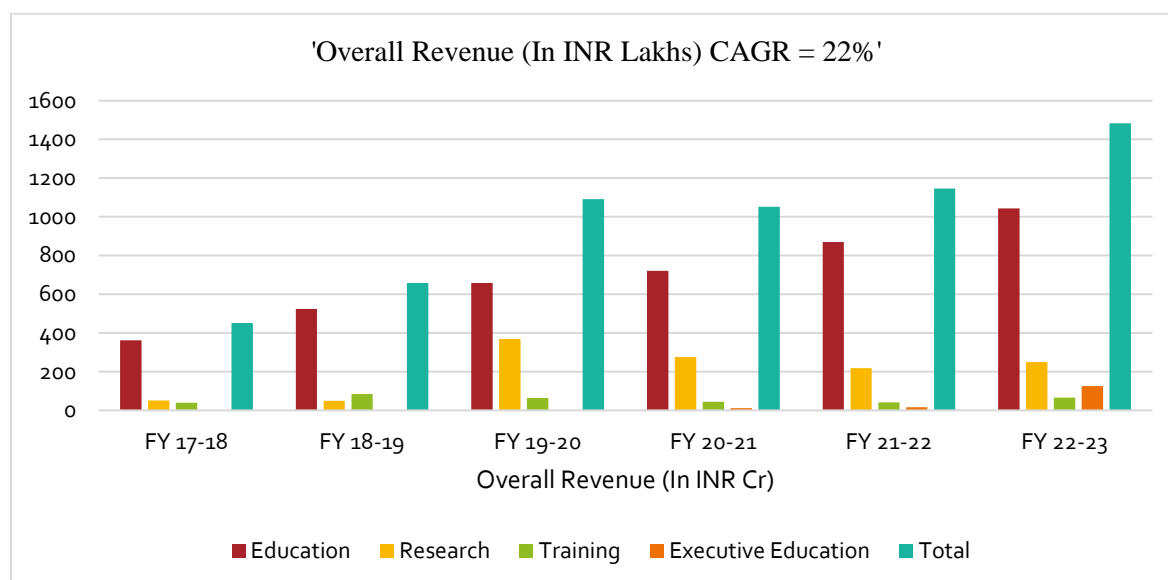


The CAGR in the past decade has been maintained at 22% and there are currently no headwinds to assume otherwise. Therefore, all the projections have been made year on year with a CAGR of 20%.

### IIHMR- Delhi – Current Scenario Snapshot

Overall Revenue (In INR Lakhs)	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23
<b>Education</b>	361.67	524.37	657.9	721.22	869.25	1042.95
<b>Research</b>	50.69	49.84	368.8	275.7	218.8	249.9
<b>Training</b>	39.18	83.51	64.3	44	41.5	66.3
<b>Executive Education</b>	0	0	0	11.18	16.25	125.15
<b>Total</b>	451.54	657.72	1091	1052.1	1145.8	1484.3

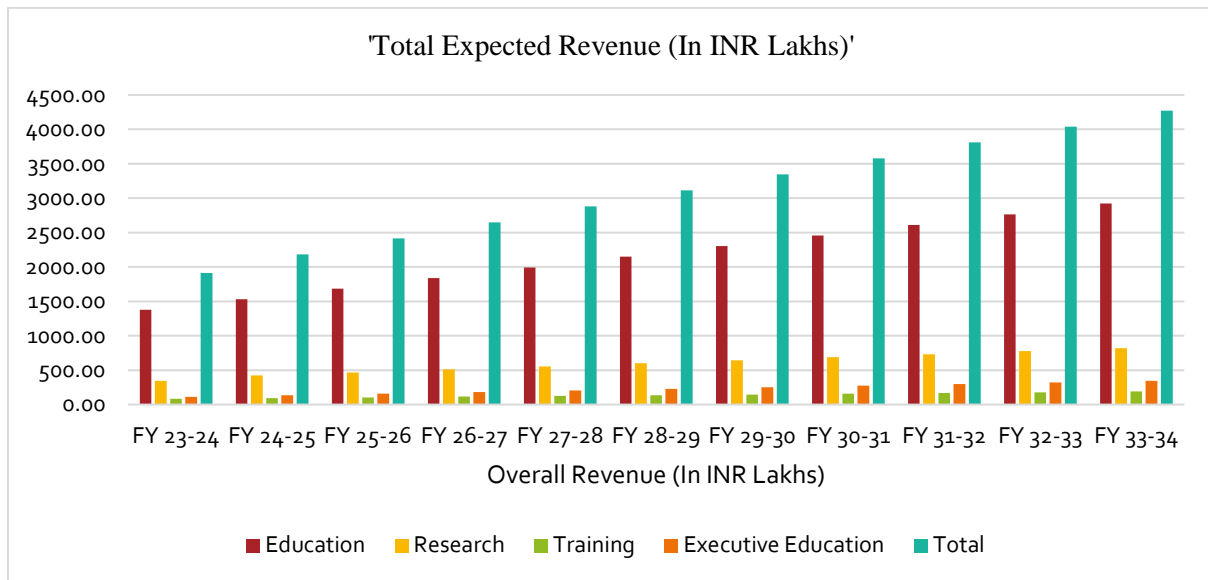
The total revenue of fiscal year 2022-23 is 15 crores INR.



Education has been the major source of revenue and has delivered a CAGR of 25%. Research has shown growth in the past few years. Training has also shown a healthy growth of 25% from last fiscal year. Executive education has picked up Post Covid and now contributes to 10% of the total revenue base.

## IIHMR Delhi Revenue Projections across Education, Research & Training

Overall Revenue (In INR Lakhs)	FY 23-24	FY 24-25	FY 25-26	FY 26-27	FY 27-28	FY 28-29	FY 29-30	FY 30-31	FY 31-32	FY 32-33	FY 33-34
<b>Education</b>	1375.99	1530.43	1684.86	1839.30	1993.73	2148.17	2302.60	2457.04	2611.46	2765.90	2920.33
<b>Research</b>	343.27	421.91	466.21	510.52	554.83	599.14	643.45	687.75	732.06	776.37	820.68
<b>Training</b>	82.93	93.59	104.25	114.92	125.58	136.24	146.89	157.55	168.22	178.88	189.54
<b>Executive Education</b>	112.32	135.35	158.38	181.40	204.43	227.46	250.49	273.52	296.54	319.58	342.61
<b>Total</b>	1914.51	2181.27	2413.70	2646.14	2878.57	3111.00	3343.42	3575.86	3808.29	4040.74	4273.16



The revenue is expected to grow by 20% year on year. The expected revenue in fiscal year 2033-34 is 45 crores INR, out of which 30 crores INR is expected from Education alone. The research revenue is also expected to triple during this duration, positioning IIHMR Delhi as a reputed research organization.

### 6.4.3 Academics and Education

We are positioning ourselves to increase the seat utilisation along with launching of new programs. Currently, our flagship PGDM program is commanding a utilisation of 90%. The online executive program is showing an unprecedented demand with a utilisation of 100%. This is encouraging us to launch new programs and departments.

In the next five years, we are expecting to launch three new online programs along with two on campus full time programs, which should cater to this unmet demand.

Increasing academic revenue as a Deemed University involves strategic initiatives to attract more students, diversify programs, and leverage accreditation status. Here are specific strategies related to renaming the PGDM program as MBA and utilizing the NAAC 'A' status to start online programs:

## 1. Renaming the PGDM Program as MBA:

### a. Increased Marketability:

- Renaming the PGDM program as an MBA will enhance its marketability and recognition. Many students and employers often equate an MBA with higher prestige and value.

### b. Broader Appeal:

- An MBA title may attract a wider pool of students, including those from different professional backgrounds and international students. This broader appeal can lead to increased enrolments.

### c. Alumni Recognition:

- Graduates with an MBA degree may enjoy better recognition in the industry, leading to improved alumni success stories. This, in turn, can attract more students and enhance the reputation of the institution.

### d. Competitive Edge:

- In a competitive educational landscape, offering an MBA can provide a competitive edge over institutions that offer similar programs. It can be a distinguishing factor for prospective students.

### e. Marketing and Communication:

- Implement a comprehensive marketing and communication strategy to highlight the rebranding. Showcase the advantages and improvements associated with the MBA program to prospective students through various channels, including social media, website, and outreach programs.

## 2. Utilizing NAAC 'A' Status to Start Online Programs:

### a. Global Reach:

- Online programs have the potential to reach a global audience. Leverage the NAAC 'A' status to attract international students and offer programs that cater to a diverse range of learners.

### b. Flexibility for Working Professionals:

- Online programs provide flexibility, making them attractive to working professionals. Develop programs that cater to the needs of individuals who seek to advance their education while maintaining their professional commitments.

### c. Cost-Efficient Delivery:

- Online programs can be cost-efficient to deliver compared to on-campus programs. This can result in competitive pricing, attracting budget-conscious students.

### d. Diversification of Programs:

- Introduce a variety of online programs in addition to the existing ones. Explore niche areas that align with market demand and industry trends. Diversifying the program portfolio can attract a broader audience.

### e. Strategic Partnerships:

- Forge partnerships with online learning platforms, industry leaders, and other educational institutions to enhance the reach and credibility of online programs. Collaborations can also bring in additional resources and expertise.

### f. Continuous Improvement:

- Implement a robust online learning infrastructure with continuous improvement mechanisms. Gather feedback from online students to enhance the quality of online program delivery.

By implementing these strategies, IIHMR Delhi can capitalize on the rebranded MBA program and the online program offerings, thereby increasing academic revenue and expanding its influence in the education sector.

#### 6.4.4 Research

Overall Revenue (In INR Lakhs)	FY 23-24	FY 24-25	FY 25-26	FY 26-27	FY 27-28	FY 28-29	FY 29-30	FY 30-31	FY 31-32	FY 32-33	FY 33-34
Expected No. of new research projects	8	9	9	10	10	11	12	13	13	14	15
Research	343.27	383.55	423.83	464.11	504.39	544.67	584.95	625.23	665.51	705.79	746.07
Additional 10%	**	38.36	42.38	46.41	50.44	54.47	58.50	62.52	66.55	70.58	74.61
<b>Projected Revenue</b>	<b>343.27</b>	<b>421.91</b>	<b>466.21</b>	<b>510.52</b>	<b>554.83</b>	<b>599.14</b>	<b>643.45</b>	<b>687.75</b>	<b>732.06</b>	<b>776.37</b>	<b>820.68</b>

Currently, we are being awarded, on an average, 4-8 new projects every year. We expect that, at current rate, we should be able to bag 10 new projects going forward and increase the ticket size to 1 crore for 30% of the projects. However, currently, in these projections we have taken a very conservative estimate of 10% CAGR. Even with a conservative estimate, the expectation is that the research portfolio would be a minimum of 10 crore annually.

#### Strategies to Increase Research Revenue:

To enhance research revenue, a multi-faceted approach encompassing both government-funded and non-government-funded projects is crucial. Here are specific strategies:

- **Government-Funded Projects:**
  - **NAAC “A” and Deemed Status:** Attaining NAAC A accreditation and Deemed University status is pivotal. This achievement opens avenues for eligibility to apply for various government projects, including those initiated by the Department of Biotechnology (DBT), Department of Science and Technology (DST), and Indian Council of Medical Research (ICMR).
  - **Infrastructure Development and Centres of Excellence:** Leverage the eligibility conferred by NAAC “A” and Deemed status to tap into government schemes for infrastructure development and establishing centres of excellence. This can attract funding from DBT, DST, and ICMR, specifically targeting projects that align with their focus areas.
- **Non-Government-Funded Projects:**
  - **Collaborations for Large-Scale Implementation Research:** Focus on forming strategic collaborations with industry partners, research institutions, and NGOs for large-scale implementation-based research projects. These collaborations not only bring diverse expertise but also enhance the potential for securing non-government funding for impactful research initiatives.

- **Empanelment with Funding Organizations:** Actively seek opportunities for empanelment with various funding organizations. Being empanelled enhances visibility and credibility, making it easier to access funding for research projects. Regularly monitor the calls for proposals from these organizations and tailor research initiatives to align with their priorities.
- **Networking and Relationship Building:** Establish and nurture strong relationships with key decision-makers in government bodies and non-government funding organizations. Networking can provide insights into upcoming opportunities, funding priorities, and establish the organization as a preferred partner for research collaborations.
- **Capacity Building and Skill Enhancement:**  
Invest in Research Infrastructure: Allocate resources to enhance research infrastructure and facilities. This not only strengthens the organization's ability to undertake cutting-edge research but also makes it more appealing to potential funding agencies.
- **Continuous Training and Skill Development:** Ensure that the research team is well-equipped with the latest skills and knowledge. Continuous training programs can enhance the capabilities of researchers, making the institution more competitive in securing research funding.
- **Strategic Proposal Development:**
  - **Tailor Proposals to Funding Priorities:** Craft research proposals that align with the specific priorities and focus areas of funding agencies. Tailoring proposals to meet the expectations and objectives of the funding organizations significantly improves the chances of securing funding.
  - **Demonstrate Impact and Innovation:** Emphasize the potential impact and innovation of proposed research projects. Clearly articulate how the research outcomes align with societal needs, industry requirements, and advancements in the respective field.

By combining these strategies, the institution can create a robust and diversified approach to increasing research revenue, ensuring sustained growth and contributing to advancements in knowledge and technology.

### 6.4.5 Trainings

Overall Revenue (In INR Lakhs)	FY 23-24	FY 24-25	FY 25-26	FY 26-27	FY 27-28	FY 28-29	FY 29-30	FY 30-31	FY 31-32	FY 32-33	FY 33-34
Expected No. of Trainings	11	12	14	15	16	17	18	19	20	21	22
Training	75.39	85.08	94.77	104.47	114.16	123.85	133.54	143.23	152.93	162.62	172.31
Additional 10%	7.54	8.51	9.48	10.45	11.42	12.39	13.35	14.32	15.29	16.26	17.23
<b>Projected Revenue</b>	82.93	93.59	104.25	114.92	125.58	136.24	146.89	157.55	168.22	178.88	189.54

Segregating government and non-government training revenue and submitting proposals to be recognized as a training centre for specific courses, such as becoming a WHO collaborating centre, are strategic initiatives that can enhance the revenue and credibility of training programs at IIHMR Delhi. Here's a detailed plan for each:

## 1. Segregation of Government and Non-Government Training Revenue:

### a. Revenue Tracking System:

- Implement a robust system to track and segregate revenue from government and non-government training programs. This system should provide detailed insights into the financial performance of each training category.

### b. Accounting Practices:

- Ensure that the accounting practices clearly differentiate revenue from government-funded training initiatives and revenue from other sources. This helps in transparent financial reporting.

### c. Financial Reporting:

- Include a separate section in financial reports dedicated to training revenue, outlining the contributions from government and non-government programs. This ensures transparency for stakeholders.

### d. Budget Allocations:

- Allocate budgets specifically for government and non-government training initiatives. This allows for targeted resource allocation and strategic planning based on the nature of the training programs.

### e. Analysis and Optimization:

- Regularly analyse the performance of both revenue streams to identify trends, strengths, and areas for improvement. Use this data to optimize marketing strategies and program offerings.

## 2. Proposal Submission for Recognition as a Training Centre:

### a. Identify Target Organizations:

- Research and identify organizations, both governmental and non-governmental, that offer specific courses relevant to IIHMR Delhi's expertise in health management.
- Align with the objectives of the 'National Skills Development' initiative.

### b. Customized Proposals:

- Develop customized proposals for each targeted organization, highlighting IIHMR Delhi's strengths, infrastructure, faculty expertise, and the unique value it can bring as a training centre.
- Review training priorities in health and hospital management as listed by the 'National Skills Development' initiative.

### c. Collaboration with WHO and Other International Bodies:

- Explore collaboration opportunities with global health organizations such as WHO. Tailor proposals to align with the objectives and requirements of these international bodies, emphasizing the institute's commitment to global health standards.
- Identify universities, NGOs, hospitals, consultancy firms, pharmaceuticals, and development partners for collaboration.

### d. Showcasing Past Successes:

- Showcase the institute's successful training initiatives, including case studies, testimonials, and outcomes. This serves as evidence of IIHMR Delhi's capability to effectively deliver high-quality training programs.

### e. Networking and Relationship Building:

- Actively network with key decision-makers in the targeted organizations. Attend industry conferences, workshops, and events to establish relationships and create opportunities for proposal discussions.
- Network with ICMR and MOHFW institutions.

### f. Continuous Follow-Up:

- Implement a systematic follow-up process to ensure that proposals are reviewed and discussed. Maintain open communication channels to address any queries or concerns raised by potential collaborating organizations.
- g. **Adaptability and Flexibility:**
- Be adaptable to the evolving needs of potential collaborators. Tailor proposals based on feedback received during discussions, showcasing IIHMR Delhi's commitment to meeting the specific requirements of the training programs.

By effectively segregating training revenue and strategically submitting proposals for recognition as a training centre, IIHMR Delhi can enhance its financial sustainability, establish itself as a preferred training provider, and contribute to capacity building in the health management sector.

#### **6.4.6 Corpus Funds**

A corpus fund of Rs 25 crores or as decided by the Commission from time to time, shall be created and maintained in the name of the Institute/ Deemed to be University. The interest accrued on the corpus fund shall be used only for the purpose of further development of the Institute/ Deemed to be University. It will invest the corpus in suitable scheme/s.

Corpus fund will be generated from 1% of the tuition fees of students and 2% of the overheads from every research project. Apart from this, surpluses from other projects as well as external charitable fund raising would be developed to reach a target of 50 crores by 2033.

## **6.5 Operational plan for Governance & Administration**

### **6.5.1 Goal**

The goal of the Governance and Administrative plan is to ensure the effective and efficient administration of the University and the achievement of its educational mission and vision. It is to uphold the highest standards by emphasizing academic quality, ethical conduct, financial responsibility, and legal compliance. Transparency is crucial, ensuring decisions and processes that are accessible and understandable to build trust among stakeholders. For a rapidly changing educational landscape, dynamic administration is essential, and the governance plan aims to adapt to the changing educational trends, technologies, and societal needs. This may involve continuously updating and revising curricula, adopting new teaching methodologies, and staying current with the latest research advancements. Additionally, it recognizes the core mission of facilitating learning and research, providing the necessary resources and infrastructure, and fostering a conducive academic environment. The plan aims to achieve and sustain institutional excellence in academic programs, research, faculty development, student success, and community engagement, thereby enhancing the university's reputation and the value of its degrees.

In addition to facilitating learning, the governance plan acknowledges the importance of fostering research and innovation. Research contributes to the expansion of knowledge, economic development, and societal progress. The administration supports the research initiatives, provides research infrastructure, and creates an environment where faculty and students engage in meaningful research endeavors.

In other words, the goal of the governance & the administrative plan is to achieve and sustain institutional excellence. This includes excelling in academic programs, research output, faculty development, student success, and community engagement. By striving for excellence, the university will enhance its reputation and the value of its degrees.

### **6.5.2 Objective**

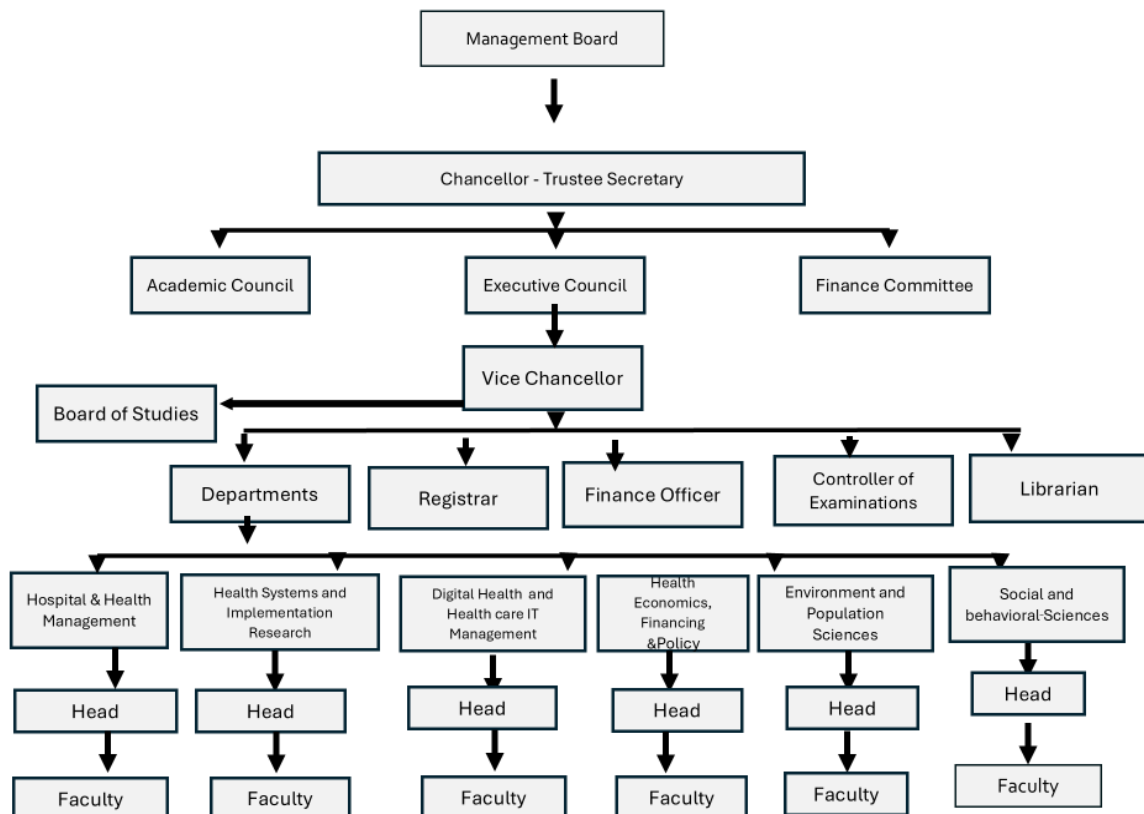
The objectives of the Governance and Administrative Plan is to provide a structured and strategic approach to the management and operation of the institution. It encompasses alignment with the university's mission, efficient resource management, transparent decision-making, compliance, quality assurance, stakeholder engagement, accountability, communication, sustainability, adaptability, inclusivity, technology integration, enhanced reputation, cost-effective operations, long-term planning, faculty and staff support, student success, and community engagement. Collectively, these objectives seek to establish a well-managed, efficient, and accountable university that fulfils its educational mission, serves diverse stakeholders, and adapts to an evolving educational landscape.



### 6.5.3 Scope of the Governance & Administrative Plan

The scope of the Governance and Administrative Plan encompasses the design and organization of a governance system that is structured around two key components: the Management Board, and the Trustee Secretary.

#### Organizational structure



### 6.5.3.1 Management Board:

The Management Board shall be the principal organ of management. The Management Board will be responsible for making high-level strategic decisions, including financial planning, resource allocation, and major policy changes. The MB works in conjunction with the Director to ensure the institution's strategic goals are met.

The Board of Management shall consist of:

- (i) Trustee Secretary/ Chancellor ..... Chairperson
- (ii) Deans of Faculties not exceeding two (by rotation based on seniority)
- (iii) Three eminent academicians/ industry experts as nominated by the Chancellor
- (iv) One eminent academic to be nominated by the Central Government in consultation with UGC
- (v) Two faculty (from Professors, Associate Professors) by rotation based on seniority
- (vi) One nominee of the sponsoring Society
- (vii) The Registrar, who shall be the Secretary
- (vii) Special Invitee (s) as deemed necessary by the Chancellor/Chair

All the members of the Board of Management other than the ex-officio members and the members of the teaching staff shall hold office for a term of three years and shall be eligible for re-appointment. Members of teaching staff in the Board of Management shall hold office for 2 years or till they continue to be members of the teaching staff, whichever is less.

Roles and responsibilities of the Board are outlined in Annexure 1.

### 6.5.3.2 The Executive Council

The highest governing body of university will be the Executive Council to be headed by the Vice-Chancellor and consisting of not less than ten and not more than thirteen members. It will be **the principal executive body of the institution Deemed to be University.**

The composition of the Executive Council shall be as under -

- (a) Vice-Chancellor - Chairperson.
- (b) Pro-Vice-Chancellor (wherever applicable).
- (c) two members from amongst the Deans of schools of studies, by rotation, to be appointed by the Vice-Chancellor.
- (d) one Professor, who is not a Dean, by rotation, to be appointed by the Vice-Chancellor.
- (e) one Associate Professor, by rotation, to be appointed by the Vice-Chancellor.
- (f) one Assistant Professor, by rotation, to be appointed by the Vice-Chancellor.
- (g) One representative shall be nominated by the Commission.
- (h) up to four nominees of the Sponsoring body; and

(i) the Registrar, who shall be the ex-officio Secretary of the Executive Council.

#### **Tenure of the Members of Executive Council —**

(1) All the members of the Executive Council, other than the Vice-Chancellor and Pro-Vice-Chancellor, shall hold office for a term of three years and in the case of Deans, the term shall be three years or until they hold the office of Dean, whichever is earlier.

(2) Members of the Executive Council appointed by the Vice-Chancellor from Professor, Associate Professor and Assistant Professor category shall hold office for a period of one year or till such time they cease to be teachers at the University, whichever is earlier.

#### **Powers and limitations of Executive Council —**

(1) The Executive Council shall have the power of management and administration of the institution deemed to be University.

(2) The Executive Council shall be the final decision-making body of the institution deemed to be University in respect of every matter of the institution deemed to be University, including academic, administrative, personnel, financial, and developmental matters.

(3) Subject to the provisions of these regulations and the rules of the institution deemed to be University, the Executive Council shall, in addition to all other powers vested in it, have the following powers, namely :—

(a) to appoint such Professors, Associate Professors, Assistant Professors and other academic staff, including Chairs, as may be necessary, on the recommendation of the Selection Committee constituted for the said purpose and to fill up temporary vacancies therein.

(b) to regulate and enforce discipline amongst the employees of the institution in accordance with the rules of the institution deemed to be University.

(c) to provide for the appointment of Visiting Professors, Emeritus Professors, Professor of Practice, Consultants, Scholars, etc., and determine the terms and conditions of such appointments.

(d) to exercise such other powers and perform such other duties as may be conferred or imposed on it by the rules and regulations of the institution deemed to be University;

(e) to make rules and regulations for the institution deemed to be University; and

#### **Meetings of Executive Council —**

(1) The Executive Council shall meet at least four times a year (minimum two in one semester), with not less than seven days' prior notice given before every meeting of the Executive Council and emergency meetings may be convened at a shorter notice, for reasons to be recorded in writing for such emergency meeting.

(2) One-third of the total number of members of the Executive Council shall form the quorum for the meeting.

(3) In the absence of the Vice-Chancellor, the Pro-Vice Chancellor shall preside over the meeting; and where there is no Pro-Vice-Chancellor in an institution deemed to be University, a member chosen by the other members of the Executive Council present at the meeting, shall preside over the meeting.

(4) Every member of the Executive Council including the Chairperson, shall have one vote and the decisions at the meetings of the Executive Council shall be taken by simple majority; and in case of a tie, the Chairperson shall have a casting vote.

(5) Any business, which may be urgent in nature, may be carried out by circulation amongst its members.

(6) A copy of the minutes of each meeting shall be furnished to the Chancellor of the institution deemed to be University, as soon as possible after the convening of the meeting.

**Termination of membership** — If a member other than the Vice-Chancellor and those representing the teachers, accepts a full- time appointment in the institution deemed to be University or fails to attend three consecutive meetings of the Executive Council, without proper leave of absence, such member shall cease to be a member of the Executive Council.

**Delegation of powers of Executive Council** — The Executive Council may, by a resolution, delegate to the Vice Chancellor or any other officer or faculty or to a Committee of officers or faculties of the institution deemed to be University, such powers as it may deem fit, subject to the condition that the action taken by the Vice-Chancellor or the officer or faculty or the Committee in the exercise of the powers so delegated, shall be reported at the next meeting of the Executive Council.

### **6.5.3.3 Academic Council:**

- (1) The Academic Council will be the principal academic body of the University.
- (2) The composition of the Academic Council shall be as under—
  - (i) Vice Chancellor - Chairperson.
  - (ii) Pro Vice-Chancellor (wherever applicable);
  - (iii) Deans of faculties of the schools and heads of the departments or centres.
  - (iv) up to ten Professors (excluding those who are Deans of schools and heads of departments or centres) by rotation, to be nominated by the Vice-Chancellor giving due regard to the representation of different schools or departments or centres;
  - (v) up to five Associate Professors from departments or centres other than the heads of the departments or centres, by rotation, to be appointed by the Vice-Chancellor.
  - (vi) up to five Assistant Professors from the departments or centres other than the heads of the departments or centres, by rotation, to be appointed by the Vice-Chancellor.
  - (vii) six persons of repute from amongst the educationists or experts for their specialised knowledge, who are not in the service of the institution deemed to be University, nominated by the Vice Chancellor; and
  - (viii) the Registrar, who shall be the *ex-officio* Secretary of the Academic Council.

(3) The representation of different categories will be through rotation and not through an election and the term of members, other than the *ex-officio* members, shall be three years and the Controller of Examination shall be the permanent invitee to the meetings of the Academic Council.

**B. Powers of Academic Council:**

- (a) to exercise general supervision over the academic policies of the institution deemed to be University and to give directions regarding methods of instruction, co-ordination of teaching among departments or faculties or schools or centres, evaluation of research and improvement of academic standards;
- (b) to bring about and promote inter-departmental, inter-faculty, inter-school, inter-centre co-ordination and to establish or appoint such committees or boards, as may be deemed necessary for the purpose;
- (c) to consider matters of general academic interest either on its own initiative, or on a reference by a department or faculty or school or centre or the Executive Council, and to take appropriate action thereon;
- (d) to prescribe courses or programs of study leading to degree and diploma of the institution deemed to be University;
- (e) to make arrangements for the conduct of examinations in conformity with the rules and bye-laws of the institution deemed to be University;
- (f) to maintain proper standards of the examination;
- (g) to recognise diplomas and degrees of Universities and other Institutions and to determine equivalence with the diplomas and degrees of the institution deemed to be University;
- (h) to institute Fellowships, Scholarships, Medals, Prizes, etc.;
- (i) to frame rules covering the academic functioning of the institution deemed to be University, admissions, examinations, award of fellowships and studentships, free-ships, concessions, attendance, discipline, residence, etc.;
- (j) to take a periodical review of the activities of the departments or centres and to take appropriate action to maintain and improve the standards of instruction;
- (k) to recommend the institution of teaching posts (Professors, Associate Professors, and Assistant Professors) to the Executive Council;
- (l) to make recommendations to the Executive Council for the establishment or abolition of departments or centres or schools or faculties, etc.
- (m) to make recommendations to the Executive Council; and
- (n) to exercise such other powers and to perform such other duties, as may be conferred or imposed upon it by the rules of the institution deemed to be University.

**C. Meeting of Academic Council** — (1) The Academic Council shall meet as often as necessary but not less than four times (at least two times in a semester) during an academic year with not less than seven days prior notice being given before every meeting of the Academic Council and emergency meetings may be convened at a shorter notice, for reasons to be recorded in writing for such emergency meeting.

(2) One-third of the total number of members of the Academic Council shall constitute the quorum for the meeting of the Academic Council.

(3) Each member, including its Chairperson, shall have one vote, and decisions at the meetings of the Academic Council shall be taken by simple majority; and in case of a tie, the Chairperson shall have a casting vote.

(4) Any business that may be necessary for the Academic Council to perform, which may be urgent in nature, may be carried out by circulation amongst its members.

#### **6.5.3.4 Finance Committee**

(1) The composition of the Finance Committee will be as follows

(i) Vice Chancellor - Chairperson;

(ii) Pro Vice-Chancellor (wherever applicable);

(iii) one person nominated by the society or trust or company, as the case may be (wherever applicable);

(iv) three persons to be nominated by the Executive Council, out of whom at least one shall be a member of the Executive Council;

(v) One representative shall be nominated by the Commission;

(vi) three persons to be nominated by the Chancellor;

(vii) Finance Officer-Secretary- ex officio

(2) All members of the Finance Committee other than ex-officio member shall hold office for a term of three years.

(3) The Finance Committee shall meet at least four times in an academic year (at least twice each semester) to examine the accounts and scrutinise the proposals for expenditure and one-third of the total number of members of the Finance Committee shall form the quorum for a meeting.

(4) All proposals relating to the creation of posts and those items which have not been included in the Budget, shall be examined by the Finance Committee before the Executive Council considers them and to decide waiver in fees, the establishment of scholarships, free ship and any other financial benefits.

(5) The annual accounts and financial estimates of the institution deemed to be University prepared by the Finance Officer shall be laid before the Finance Committee for consideration and comments and thereafter the same shall be submitted to the Executive Council for approval.

(6) The Finance Committee shall recommend limits for the total recurring and non-recurring expenditures for the year, based on the income and resources of the institution deemed to be University.

#### **6.5.3.6 Board of Studies**

There shall be one Board of Studies for each department. The composition of the Board of Studies shall be—

(i) Dean of school or Head of the department - Chairperson;

- (ii) all Professors of the school or department;
- (iii) two Associate Professors of the school or department, by rotation;
- (iv) two Assistant Professors of the school or department, by rotation; and
- (v) two external experts to be co-opted for their specialised knowledge.

(2) Subject to the overall control and supervision of the Academic Council, the functions of a Board of Studies shall be to approve subjects for research for various degrees and other requirements of research degrees and to recommend to the concerned School Board in such manner as may be prescribed by the rules of the institution deemed to be University regarding—

- (a) courses of studies;
- (b) appointment of supervisors for research; and
- (c) measures for the improvement of the standards of teaching and research.

(3) The powers and functions of the Board of Studies shall be prescribed by the rules of the institution deemed to be University.

#### **Selection Committee for appointment of teaching staff—**

There shall be one or more Selection Committees constituted, for making recommendations to the Executive Council for appointment to the post of Professors, Associate Professors, Assistant Professors and such other posts as may be prescribed, in accordance with the University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and other Measures for the Maintenance of Standards in Higher Education) Regulations,

2018.

#### **6.5.3.7 Officers of Institution Deemed to Be University**

**A. Chancellor:** (1) The Trustee Secretary of the Management Board will be the Chancellor. Chancellor shall hold office for a period of five years from the date of assuming office and shall be eligible for re-appointment for one more term by following the procedure prescribed for the appointment of the Chancellor:

PROVIDED that the Chancellor in the institutions deemed to be Universities shall be appointed by the sponsoring body.

(2) The Chancellor shall, by virtue of his or her office, be the head of the institution deemed to be University and shall, if present, preside at the Convocations of the institution deemed to be University held for conferring degrees.

**B. Vice-Chancellor:** (1) The Vice-Chancellor shall be a whole-time salaried officer of the institution deemed to be University and shall be appointed by the Chancellor from a panel of three names suggested by a Search-cum-Selection Committee.

(2) The qualifications of the Vice-Chancellor shall be in accordance with the University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and other Measures for the Maintenance of Standards in Higher Education) Regulations, 2018.

(3) The procedure for composition of Search-cum-Selection-Committee (SCSC) for the selection of Vice Chancellor shall be as under—

(i) a nominee of the Chancellor, who shall be a reputed academician as the Chairperson of the Committee;

(ii) a nominee of the Chairman, University Grants Commission; and

(iii) an academician, with not less than ten years' service as Professor, nominated by the Executive Council.

(4) The Vice-Chancellor shall hold office for a term of three years from the date on which he or she enters upon his or her office or until he or she attains the age of Sixty-five years, whichever is earlier and shall be eligible for re-appointment for one more term by following the procedure prescribed for the appointment of Vice-Chancellor:

Provided that notwithstanding the expiry of the said period of three years, he or she shall continue in office until his or her successor is appointed and enters upon his or her office, however, in no case, the Vice-Chancellor shall hold office beyond the age of seventy years:

Provided further that the Chancellor may direct the Vice-Chancellor, after his or her term has expired, to continue in office for such period, not exceeding a total period of one year.

(5) If the office of the Vice-Chancellor becomes vacant due to death, resignation or otherwise, or if he or she is unable to perform his or her duties due to ill health or any other cause, the Pro-Vice-Chancellor shall perform the duties of the Vice-Chancellor:

Provided that if the Pro-Vice-Chancellor is unavailable, the Chancellor shall appoint the senior most Professor who shall perform the duties of the Vice-Chancellor, until a new Vice-Chancellor assumes office or the existing Vice-Chancellor resumes the duties of his or her office, as the case may be.

**C. Powers and Duties of Vice-Chancellor—** (1) The Vice-Chancellor shall be the Principal Executive Officer and academic officer of the institution deemed to be University and shall exercise general supervision and control over the affairs of the institution deemed to be University and give effect to the decision of all authorities of the institution deemed to be University.

(2) The Vice-Chancellor may, if he or she is of the opinion that immediate action is necessary on any matter, exercise any power conferred on any authority of the institution deemed to be University by or under these regulations and shall report to such authority at its next meeting the action taken by him or her on such matter:

PROVIDED that, if the authority mentioned in this sub-regulation is of the opinion that such action ought not to have been taken, it may refer the matter to the Chancellor whose decision thereon shall be final:



PROVIDED further that any person in the service of the institution deemed to be University who is aggrieved by the action taken by the Vice-Chancellor under this regulation shall have the right to represent against such action to the Executive Council within ninety days from the date on which decision on such action is communicated to him and thereupon the Executive Council may confirm, modify or reverse the action taken by the Vice-Chancellor.

(3) The Vice-Chancellor, if he or she is of the opinion that any decision of any authority of the institution deemed to be University is beyond the power of the authority conferred by the provisions of these regulations or that any decision taken is not in the interest of the institution deemed to be University, may ask the authority concerned to review its decision within sixty days of such decision and if the authority refuses to review the decision either in whole or in part or no decision is taken by it within the said period of sixty days, the matter shall be referred to the

Chancellor whose decision thereon shall be final.

(4) The Vice-Chancellor shall be the ex-officio Chairperson of the Executive Council, the Academic Council and the Finance Committee and shall, in the absence of the Chancellor, preside at the Convocations held for conferring degrees to the students.

(5) The Vice-Chancellor shall be entitled to be present at, and address, any meeting of any authority or other body of the institution deemed to be University, but shall not be entitled to vote unless he or she is a member of such authority or body.

(6) It shall be the duty of the Vice-Chancellor to see that these regulations are duly observed and implemented and he or she shall have all the powers necessary to ensure such implementation.

(7) The Vice-Chancellor shall have all the powers necessary for the proper maintenance of discipline in the institution deemed to be University, and he or she may delegate any such powers to such person or persons, as he or she may deem fit.

(8) The Vice-Chancellor shall have the power to convene or cause to be convened the meetings of the Executive Council, the Academic Council, the Finance Committee, and other authorities.

D. Removal of Vice-Chancellor— (1) Where there are reasons to believe that the Vice-Chancellor of an institution deemed to be University does not possess the qualifications as required under the University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and other Measures for the Maintenance of Standards in Higher Education) Regulations, 2018, or is not appointed as per the procedure stipulated in these regulations or has committed any financial or administrative impropriety, the Chairman of Commission shall constitute an enquiry committee consisting of academic, administrative or financial experts to enquire into the matter.

(2) On the directions from the Commission, the Chancellor shall place the Vice-Chancellor under suspension, pending an enquiry.

(3) The enquiry committee shall give an opportunity of hearing to the Vice-Chancellor before submitting its report to the Commission and where the report of the enquiry committee confirms the ineligibility or procedural violations or impropriety, as the case may be, the Commission shall direct the Chancellor to remove the Vice Chancellor by following due procedure:

(4) Notwithstanding anything contained in these regulations, the Chancellor may, at any time after the Vice Chancellor has entered upon his or her office, by order in writing, remove the Vice- Chancellor from office on the grounds of incapacity, misconduct or violation of these regulations:

PROVIDED that the Chancellor shall make no such order unless the Vice-Chancellor has been given a reasonable opportunity of showing cause against the action proposed to be taken against him:

PROVIDED further that the Chancellor may, at any time before making such order, place the Vice- Chancellor under suspension, pending an inquiry.

#### **E. Pro-Vice-Chancellor —**

(1) On the recommendation of the Vice-Chancellor, the Executive Council shall appoint a Professor as Pro-Vice-Chancellor to discharge the duties of the Pro-Vice-Chancellor in addition to his or her duties as a Professor:

PROVIDED further that where the recommendation of the Vice-Chancellor is not accepted by the Executive Council, the matter shall be referred to the Chancellor, who may either appoint the Professor recommended by the Vice-Chancellor or ask the Vice-Chancellor to recommend name of another Professor for re-consideration by the Executive Council.

(2) The term of office of the Pro-Vice-Chancellor shall be such as may be decided by the Executive Council, but it shall not, in any case, exceed five years or until the expiration of the term of office of the Vice-Chancellor, whichever is earlier:

PROVIDED that the Pro-Vice-Chancellor whose term of office has expired shall be eligible for re-appointment by following the procedure prescribed for the appointment of Pro-Vice-Chancellor:

PROVIDED further that the Pro-Vice-Chancellor shall, while discharging the duties of the Vice- Chancellor, continue in office, notwithstanding the expiration of his or her term of office as Pro-Vice-Chancellor, until the Vice Chancellor resumes office or a new Vice-Chancellor assumes office, as the case may be:

PROVIDED also that, in any case, the Pro-Vice-Chancellor shall retire on attaining the age of sixty-five years.

(3) The Pro-Vice-Chancellor shall have the powers and duties as may be prescribed by the rules of the institution deemed to be University.

(4) The Pro-Vice-Chancellor shall assist the Vice-Chancellor in respect of such matters as may be specified by the Vice-Chancellor on this behalf, from time to time, and shall also exercise such powers and perform such duties as may be assigned or delegated to him by the Vice-Chancellor.

**F. Registrar—**

(1) (a) The Registrar shall be a whole-time salaried officer of the institution deemed to be University and shall be appointed by the Executive Council on the recommendations of the selection committee consisting of the following:—

- (i) Vice-Chancellor - Chairperson;
- (ii) one nominee of the Chancellor;
- (iii) two members of the Executive Council nominated by it; and
- (iv) one expert not in the service of the University to be nominated by the Executive Council.

(b) The meeting of the selection committee shall be fixed after prior consultation with, and subject to the convenience of the Chancellor's nominee and the experts nominated by the Executive Council and the proceedings of the selection committee shall not be valid unless at least three of the Chancellor's nominees or persons nominated by the Executive Council attended the meeting.

(2) The Registrar shall hold office for a term of five years from the date of assuming office and shall be eligible for re-appointment for a second term by following the procedure prescribed for Registrar:

PROVIDED that, the Registrar shall retire on attaining the age of sixty-two years and the emoluments and other terms and conditions of service of the Registrar shall be such as may be prescribed by the rules of the institution deemed to be University.

(3) When the office of the Registrar is vacant or when the Registrar is, by reason of illness, absence, or any other cause, unable to perform the duties of his or her office, the duties of the office shall be performed by such person as the Vice-Chancellor may appoint for the purpose.

(4) The Registrar shall be ex-officio Secretary of the Executive Council and the Academic Council, but shall not be deemed to be a member of any of these authorities.

(5) The Registrar shall be directly responsible to the Vice-Chancellor and work under his or her direction.

(6) The Registrar shall have the power to take disciplinary action against employees, excluding teachers and other academic staff, as may be specified in the order of the Executive Council and to suspend them pending inquiry, to administer warnings to them or to impose on them the penalty of censure or the withholding of increment:

PROVIDED that no such penalty shall be imposed unless the person has been given a reasonable opportunity of showing cause against the action proposed to be taken in regard to him or her.

(7) An appeal shall lie to the Vice-Chancellor against any order of the Registrar imposing any of the penalties specified in sub-regulation (6).

(8) In the case where the inquiry discloses that a punishment beyond the power of the Registrar is called for, the Registrar shall, upon the conclusion of the inquiry, make a report to the Vice-Chancellor along with his or her recommendations:

PROVIDED that an appeal shall lie to the Executive Council against an order of the Vice-Chancellor imposing any penalty.

(9) It shall be the duty of the Registrar—

(a) to be the custodian of the records, the common seal, and such other property of the institution deemed to be University as the Executive Council shall commit to his or her charge;

(b) to issue all notices convening meetings of the Executive Council, the Academic Council, and any Committees appointed by those authorities;

(c) to keep the minutes of all the meetings of the Executive Council, the Academic Council, and any Committees appointed by those authorities;

(d) to conduct the official correspondence between the Executive Council and the Academic Council;

(e) to supply to the Chancellor copies of the agenda of the meetings of the authorities of the institution deemed to be University as soon as they are issued and the minutes of such meetings;

(f) to represent the institution deemed to be University in suits or proceedings by or against the

University, sign powers of attorney and verify pleadings or depute his or her representative for the purpose;

(g) to perform such other duties as may be specified in the rules of the institution deemed to be

University or as may be required from time to time by the Executive Council or the Vice-Chancellor, as the case may be;

(h) to enter into an agreement, sign documents, and authenticate records on behalf of the institution deemed to be University;

(i) to make arrangements to safeguard and maintain the buildings, gardens, office, canteen, cars and other vehicles, laboratories, libraries, reading rooms, equipment and other properties of the institution deemed to be University; and (j) to conduct the official correspondence on behalf of the authorities of the institution deemed to be University.

#### **G. Finance Officer—**

(1) The Finance Officer shall be appointed by the Executive Council on the recommendations of a selection committee constituted for the purpose and he or she shall be a whole-time salaried officer of the institution deemed to be University.

(2) The Finance Officer

shall be appointed for a term of five years and shall be eligible for re-appointment by following the procedure prescribed for the appointment of the Finance Officer:

Provided that, the Finance Officer shall retire on attaining the age of sixty-two years.

(3) The emoluments and other terms and conditions of service of the Finance Officer shall be such as may be prescribed by the Executive Council from time to time.

(4) When the office of the Finance Officer is vacant or when the Finance Officer is, by reason of illness, absence or any other cause, unable to perform the duties of his or her office, the duties of the office shall be performed by such person as the Vice-Chancellor may appoint for the purpose.

(5) The Finance Officer shall be ex-officio Secretary of the Finance Committee but shall not be deemed to be a member of such Committee.

(6) The Finance Officer shall—

(a) exercise general supervision over the funds of the institution deemed to be University and shall

advise it as regards its financial policy; and

(b) perform such other financial functions as may be assigned to him by the Executive Council or as may be prescribed by the rules of the institution deemed to be University.

(7) Subject to the control of the Executive Council, the Finance Officer shall—

(a) ensure that the limits fixed by the Executive Council for recurring and non-recurring expenditures for a year are not exceeded and that all amounts of money are expended on the purpose for which they are granted or allotted;

(b) be responsible for the preparation of annual accounts and the budget of the institution deemed to be university and for their presentation to the Executive Council;

(c) keep a constant watch on the state of the cash and bank balances and on the state of investments;

(d) watch the progress of the collection of revenue and advice on the methods of collection employed;

(e) ensure that the registers of buildings, land, furniture, and equipment are maintained and up-to-date and that stock-checking is conducted, of equipment and other consumable materials in all offices, departments, schools, faculties, centres and specialised laboratories;

(f) bring to the notice of the Vice-Chancellor un-authorized expenditure and other financial irregularities and suggest disciplinary action against persons at fault;

(g) call for from any office, department, school, faculty, centre, laboratory, etc. maintained by the institution deemed to be University any information or returns that he or she may consider necessary for the performance of his or her duties; and

(h) work under the direction of the Vice-Chancellor and shall be responsible to the Executive Council through the Vice-Chancellor.

**H. Controller of Examinations** — (1) The Controller of Examinations shall be appointed by the Executive Council on the recommendations of a selection committee constituted for the purpose and he or she shall be a whole-time salaried officer of the institution deemed to be University.

(2) The Controller of Examinations shall be appointed for a term of five years and shall be eligible for reappointment by following the procedure prescribed for the appointment of Controller of Examination:

Provided that the Controller of Examinations shall retire on attaining the age of sixty-two years.

(3) The emoluments and other terms and conditions of service of the Controller of Examination shall be such as may be prescribed by the Executive Council from time to time.

(4) When the office of the Controller of Examinations is vacant or when the Controller of Examinations is, by reason of illness, absence or any other cause, unable to perform the duties of his or her office, the duties of the office shall be performed by such person as the Vice-Chancellor may appoint for the purpose.

(5) The Controller of Examination shall arrange for and superintend the examinations of the institution deemed to be University in the manner as may be prescribed by the rules of the institution deemed to be University.

(6) The Controller of Examinations shall be a permanent invitee to the Academic Council.

(7) The Controller of Examinations shall ensure that all the specific directions of the Executive Council, Academic Council and Vice-Chancellor in respect of examination and evaluation are complied with.

**I. Dean** — (1) The Departments dealing with allied subjects may be grouped into faculties or schools, etc., and every faculty shall be headed by a Dean.

(2) Every Dean of the school or faculty shall be appointed by the Vice-Chancellor from amongst the Professors in the school or faculty, by rotation, for a period of two years:

PROVIDED that if there is only one Professor or no Professor in a school or faculty, the Dean shall be appointed, for the time being, from amongst the Professor, if any, and the Associate Professors in the school or faculty.

(3) When the office of the Dean is vacant or when the Dean is, by reason of illness, absence or any other cause, unable to perform duties of his or her office, the duties of the office shall be performed by the senior-most Professor or Associate Professor, as the case may be, in the School.

(4) The Dean shall be the Head of the school or faculty or centre and shall be responsible for the conduct and maintenance of the standards of teaching and research in the school or faculty or centre and shall have such other functions as may be prescribed by the rules of the institution deemed to be University.

(5) The Dean shall have the right to present and speak at any meeting of the Board of Studies or Committees of the school or faculty or centre, as the case may be, but shall not have the right to vote there unless he is a member thereof.

## **J. Head of the Department**

— (1) There shall be a Head of the Department or chairperson of the centre for each of the department or centre in the institution deemed to be University, who shall be appointed by the Vice-Chancellor from amongst the Professors of the department or centre:

PROVIDED that if there is no Professor in the department or centre or there is only one Professor in the department or centre, whose term as Head of the department or chairperson of the centre is ending, the Vice Chancellor may appoint an Associate Professor as Head of the Department.

(2) The term of the Head of the department or chairperson of the centre shall normally be two years and he or she shall be eligible for re-appointment for one more term by following the procedure prescribed for appointment of the Head of the department or chairperson of the centre.

(3) The powers and functions of the Head of the department or chairperson of the centre shall be prescribed by the rules of the institution deemed to be University.

**K. Faculty:** Faculty members will be responsible for teaching, research, and contributing to the academic mission of the institution. They instruct students, conduct research, and participate in institutional activities. Collaborate with Deans and other faculty to enhance the educational experience and advance the institution's academic reputation.

#### **Support Staff:**

Support staff includes administrative, technical, and other non-teaching personnel. They provide essential services that support the institution's daily operations, such as administration, IT, maintenance, and more.

#### **System of Monitoring:**

A system of monitoring will be in place as it is essential for maintaining efficiency and quality. This may involve regular reporting mechanisms, key performance indicators (KPIs), and periodic reviews. The Director and Deans may work collaboratively to monitor different aspects of the institution, while the Management Board and Governing Body may provide oversight.

#### **Appraisal and Incentivization:**

Appraisal and incentivization systems are essential for motivating faculty, staff, and other members to excel in their roles. This may involve annual performance evaluations, recognition for exceptional contributions, and opportunities for professional development.

#### **6.5.3.8 University-Level Committees**

The University will have a well-established diverse array of committees and cells, each with specific roles and responsibilities, to ensure the efficient and effective functioning of the University, as well as to address various aspects of academic, administrative, and governance.

**Institute-Level Anti-Ragging Committee:** This committee is responsible for preventing and addressing incidents of ragging on campus, ensuring a safe and welcoming environment for students.

**Grievance Redressal Cell (GRC) for Faculty/Staff:** The GRC handles grievances and concerns of faculty and staff, facilitating a platform for them to seek redressal for workplace issues.

**Student Grievance Redressal Committee:** This committee is dedicated to addressing and resolving students' grievances, ensuring a supportive and responsive environment for them.

**Internal Complaints Committee (ICC) for Prevention of Sexual Harassment at the Workplace:** The ICC ensures that the university is a safe and respectful workplace, addressing complaints related to sexual harassment and promoting a culture of gender sensitivity.

**Committee for SC/ST:** This committee focuses on the welfare and protection of the rights of Scheduled Caste (SC) and Scheduled Tribe (ST) students and staff, ensuring equal opportunities and access to resources.

**Committee for Industry Institute Cell (IIC):** The IIC is responsible for fostering collaboration and partnerships between the university and industries, promoting practical exposure and employability of students.

**Institute Innovation Committee:** This committee encourages innovation and creativity within the university, fostering a culture of entrepreneurship and research.

**Internal Quality Assurance Cell (IQAC):** IQAC monitors and ensures the quality of education and institutional processes, aligning the institution with national and international quality standards.

**Research Ethics Committee:** This committee is focused on ensuring that all research conducted at the university is ethical, complies with relevant regulations, and maintains high standards of integrity.

**Committee for Library:** This committee oversees the management and development of the university library, ensuring it provides necessary resources for teaching and research.

**Purchase Committee:** Responsible for the procurement of goods and services for the institution, ensuring transparency, efficiency, and cost-effectiveness.

**Placement Committee:** This committee facilitates the placement of students in various job roles and industries, preparing them for successful careers.

**Examination Committee:** Manages and oversees the examination process, ensuring fairness, transparency, and adherence to academic regulations.

**Committee on Social, Electronic, and Print Media:** This committee manages the university's presence in the media, both traditional and digital, and ensures that communication aligns with the institution's image and values.

**Canteen Affairs Committee:** Responsible for the oversight of canteen and food services on campus, ensuring quality and adherence to safety standards.

**Student Research Board (SRB):** The SRB supports and promotes student research activities, providing resources and guidance for research projects.



**NAAC Committee:** Focused on the institution's accreditation process, ensuring that the university meets the standards and criteria set by the National Assessment and Accreditation Council.

**Scholarship Committee:** Manages scholarships and financial aid for students, making education more accessible to deserving individuals.

Each of these committees will play a specific role in the functioning of the university, addressing a wide range of issues from academic quality and ethical research to student well-being, workplace ethics, and community engagement. Together, they will contribute to the University's overall success and its commitment to delivering a high-quality educational experience.

The committee structure will be designed to promote transparency, inclusivity, and shared governance within the university. By including faculty, staff, students, and alumni in committee membership, and by providing senior faculty members with leadership roles, the University will benefit from a wide range of expertise and perspectives. This collective effort, under the guidance of the Director, will help in ensuring the smooth and effective functioning of the university and in aligning its activities with its core mission and values.

## 6.6 Operational Plan for Information & Communication Technology

Information and communication technology (ICT) can provide universal access to education, help in professional development of the faculty and working professionals, help to bring in quality to teaching–learning pedagogy, identify appropriation sources of information, analyse, interpret and conduct evidence-based research, enable efficient governance and administration.

### 6.6.1 Goal

To strengthen ICT that will promote innovation by diffusing information, increasing networking among academia and industry, overcoming geographical distances and enabling effective communication.

### 6.6.2 Objective

The Campus Information & Communication Technology Plan lays out the scope of ICT that can be integrated with Academic and Research activities.

### 6.6.3 Scope

Considering the academic, training, research and consultancy portfolio of the Institute, these are some of the ways in which ICT can be applied in the institute.

- Academics
  - Course delivery
  - Examination
  - Student development- personal and career development
  - Faculty professional development
  - Promoting Innovation
- Training healthcare professionals
  - Skilling, re-skilling & up-skilling
- Research
  - Portfolio expansion
  - Research activities monitoring & management.
- Governance
  - Admin activities
  - Staff development
- Institute Networking & collaboration.
- Conferences/ seminars
- Branding and Marketing



### 6.6.4 Activities

- Upgradation of existing Learning Management Systems (LMS): Currently COLLPOLL is being used in the Institute. This will be updated to include more features - video conferencing, self-paced learning (download & learn at own pace)
- Using AI based solutions for grading examinations. This will reduce the time for grading assignments and examinations and allow faculty more time to provide personalized support to the students.
- Virtual labs – Virtual labs will allow the students to have a hands on experience in digital health related software like hospital information systems, electronic medical record solutions and mobile based applications. This will also allow the students to work, test ABDM sandbox applications and gain sufficient know-how to implement ABDM milestones in commercial software.
- Incorporating AR/VR teaching aids. This will provide students with hands-on experience in a safe and controlled environment.
- Data Analytics: The vast amounts of data generated in the healthcare field in hospitals and public health programs can be challenging to manage and analyse. Data from various sources like social media, global positioning system, mobile data, web search query, genome data all are increasingly used for providing healthcare services, monitoring, administration and prediction. ICT can be used to develop and teach data analytics skills, enabling students and healthcare professionals to extract insights from large data sets, how to harness big data, develop AI based analytical solutions and make evidence-based research activities.
- Upgrade the existing student admission, faculty, staff recruitment, promotion, leave management and other HR related activities through digital based solutions
- Learning Management System that incorporates hybrid mode of training to enable offline (classroom & self-paced) and online based learning.
- Simulation based software for upskilling & re-skilling of healthcare professionals in the areas of telehealth, leadership, community engagement etc.

- Integrated project management software: This allows for tracking and monitoring all the research projects carried out in the Institute and also that allows for collaboration between various stakeholders of the project.
- ICT enabled ecosystem for research: This includes activities like data capture, analysis and management tools, plagiarism check, training and capacity building activities for research, collaboration with research partners, structured and centralized access to databases, resources and journals, efficient management of grants and other funding resources and publication of university research journal.
- Cyber Security: As technology becomes increasingly integrated into every aspect of healthcare, cyber security is becoming more critical. ICT can be used to develop and teach cyber security skills especially blockchain to students, enabling them to identify and mitigate security threats in systems and networks. Blockchain training can be provided to the healthcare professionals working in the field.
- Internet of Medical Things: This is another area which is highly being utilized in health care and medical field. Wearable sensors are making industry wise impact on patients, physicians and hospitals. ICT can be used to develop a lab that can allow students and faculties to test and learn such solutions, develop new solutions that can implemented and tested in pilot mode. This can also pave way for innovative research & product-based patents to be generated and provide professional trainings in the area.

The following activities have been proposed for the next five years:

### **1<sup>st</sup> year**

- In the first year, the focus will be on developing a strong foundation for the university's ICT infrastructure. This includes upgrading the network infrastructure, upgrading the lab systems and software and installing high-speed internet connectivity.
- Implement an effective distance learning, a robust Learning Management System (LMS). This system will allow students to access course materials, assignments, assessments, and collaborative tools.
- Design and implement a virtual lab that allows for hand-on training and demo from outside the campus through industry experts and collaborative organizations.
- Develop and implement a program to train faculty and staff on the use of latest ICT tools and technologies like LMS, virtual lab, cloud-based services, cybersecurity measures, and other technologies.

### **2<sup>nd</sup> Year**

- Implement a cloud-based infrastructure that supports greater scalability, flexibility and cost savings: This involves adopting a cloud-based computing system, which

allows the college to store, access, and manage its data and applications over the internet for academics, training, research and other administration related activities.

- Upgrade the existing examination system to provide students with real-time feedback and progress tracking: This would allow students to receive feedback and track their progress in real-time.
- Expand the use of virtual labs and simulations to provide students with hands-on experience in healthcare management courses.
- Implement a data analytics program that enables faculty and students to extract insights from large data sets generated by research projects, experiments, and other academic activities.
- As a first step towards building ICT based Ecosystem for research upgrade and implement various software related to quantitative and qualitative data analysis in the lab inclusive of software that can handle big data like genomic data, Electronic Medical Records

### **3<sup>rd</sup> Year**

- Implement digital signage and kiosks around campus that provide real-time information on events, schedules, and university news
- Explore the use of artificial intelligence (AI) and machine learning (ML) to improve teaching and learning outcomes
- Implement the use of simulation exercises and solutions in the lab for experiential learning.
- Expand the use of virtual collaboration tools, such as video conferencing and virtual whiteboards, to enable remote collaboration among students and faculty members across different locations and time zones.
- Upgrade the examination system and ICT infrastructure as per the growing needs of the university.
- Social Media and Marketing: Develop a comprehensive social media and marketing strategy to promote the university's brand and attract top talent to its academic programs.
- In continuation to development of ICT ecosystem for research, implement an integrated project management system for all research and consulting activities of the university.

### **4th Year**

- Incorporating AR/VR teaching aids to mimic real-time situations, events, scenarios for training students.
- Explore the use of blockchain technology to create a secure and decentralized system for managing student records, academic data and research data.
- Implement IOMT based training programs and courses. Ensure both a physical and virtual lab set up for testing and developing IOMT based solutions in the campus.

- Implement advance cyber security measures to protect the university data.
- Further upgrade the exiting ICT capabilities for research by linking various databases both national, regional and international, establish a university research publication.

### **5<sup>th</sup> Year**

- Implement a smart campus technology system that will provide real-time data on energy consumption, occupancy rates, and other important information. This technology will enable the university to optimize its resources and improve sustainability.
- Develop immersive learning environments using technologies such as virtual reality, augmented reality, and mixed reality to provide students with realistic and interactive simulations that enhance their learning experience.
- Develop a personalized learning system so that learners have the ability to choose their learning trajectories and programs, and thereby choose their own paths in life according to their talents and interests.

## 6.7 Operational Plan for Expansion of Research Activities

### 6.7.1 Goal

To position IIHMR Delhi at the centre of cutting-edge research in health systems, where new research ideas are aimed at problem solving, new knowledge emerges and translated to evidence and inform policies to improve population health and welfare.

### 6.7.2 Objective of the plan

IIHMR Delhi will engage in multi-disciplinary research, invest in action research, generate and disseminate relevant, policy-oriented evidence, participate in collaborations that create effective platforms for furthering their research agenda and will nurture an inclusive, congenial and ethical culture for research professionals.

The guiding principles to promote research will be to:

- Develop capacity of faculty & scholars to conceptualize ideas and lead research activities.
- Foster development of new and existing research partnerships.
- Strengthen implementation science, translational research, and health technology assessments.

IIHMR Delhi serves as a hub where researchers:

1. Brainstorm on new ideas and develop them into research proposals.
2. Plan and implement assessments and exploratory studies to evolve hypothesis.
3. Carry out health systems research including implementation research projects in real life settings to address challenges and discuss solutions.
4. The evidence generated is converted to solutions for problem solving in health sector and demonstrated in incubation centre.
5. Widespread dissemination of research findings and evidence – through a plethora of platforms.
6. Culture of learning and sharing and scientific writing
7. Focus on ethics in research.

### 6.7.3 Expectations by 2028

1. IIHMR receives at least 2 big ticket projects (budget more than 1 crore INR) from national/ international funders every year, in key Health Systems Research areas.
2. IIHMR has 3 Centres of Excellence in key research areas.
3. Every faculty member is Principal Investigator of at least one research project at least once in 3 years, out of which 25% are implementation projects in key, relevant areas of health systems. It is assumed that at any point of time 50% of them will have one project.

4. At least three patents for technology-based solutions/products developed at the incubation centre by 2028
5. Each faculty member has at least 3 publications in Q1 journals, with at least one of them as first/corresponding author.
6. Research evidence disseminated systematically through workshops, meetings, press conferences – multiple events per year.
7. IIHMR has its' own annual conference, which sets agenda, floats strategies and promotes evidence in health sector.
8. 50% of faculty members have consultancy projects.
9. At least 50% of faculty members are a part of Research/ program implementation committees of Central and/or State governments.
10. Collaborations with partner organizations collaborative, inter disciplinary research

The table below captures the year wise expected attainments during a five-year period.

**Table: Research plan- year wise break up for 5 years**

Sl No	Item	2023-24	2024-25	2025-26	2026-27	2027-28
1	Big ticket projects per year	1	2	2	2	3
2	Faculty as PI of projects (%)	30	50	70	90	100
3	Faculty having projects in Health System Research (%)	30	50	70	90	100
4	Research patents per year (number)	1	1	1	1	1
5	Development of apps/technology-based solutions (number)	2	2	3	3	3
6	Funding for internal research grant (in lakhs)	15	20	20	25	25
7	Support to faculty for international events (conferences, exchange programs, FDPs) (%)	10	15	15	15	15
8	New collaborations in research (number)	3	3	4	4	4
9	Research workshops, consultations, round tables etc	2	2	2	2	2
10	Faculty have consultancy projects (%)	5	10	10	10	10
11	Faculty with publications in Q1 journals (%)	30	40	50	50	60
12	Faculty have published edited books (number)	2	2	3	3	3



13	Faculty have published chapters in edited books (%)	20	30	50	70	90
14	IIHMR Conference on relevant themes annual –( number)	1	1	1	1	1
15	Faculty in Government Task force/ Committees	1	2	3	4	5
16	Faculty attaining research related advanced degree/other	2	2	3	3	3

#### 6.7.4 Development of research facilities in IIHMR

The culture of learning and teamwork has to be facilitated in the institute for the faculty and research staff.

##### *Human Resources*

Assuming that the number of faculty will be approximately 35 and 50% (18) will have a project each during 2024-25, 18 full time Research Officers will have to be on board which will increase to 36 in 2027-28. This is in addition to the Data Entry Operators (DEO) and field staffs who will have to be hired for short durations of time. Also, a full-time administrative staff member is required for the Research Division who will liaise internally and externally for admin/finance related activities.

Faculty Development Programs will be conducted to strengthen their research skills. Due importance would be given to improve research outputs of the students. Separate funds would be earmarked for student led projects. To promote student led publications, funds would be allotted.

Partnerships with industry leaders would be fostered to strengthen the innovation cell established at the Institute. Students would be encouraged to bring forth ideas that can be incubated with support from Innovation Cell.

**Table: Research facilities for five years**

No	Item	By 2024-25	By 2027-28
1	Research Officers	18	36
2	DEO	3	3
3	Research (Admin)	1	1
4	Project rooms	3 +3	5 +3
5	Meeting rooms	2	2

##### *Learning resources:*

In order to facilitate research, additional library resources will be procured. Databases (Web of Science/ Scopus databases) will be procured and made accessible to faculty members and

research staffs at the Institute. Existing statistical software will be upgraded, and additional ones procured and made accessible to students, research staffs and faculty members.

### ***Collaborations***

We would strengthen existing national and international collaborations by jointly applying for large grants. Every attempt would be made to map out suitable opportunities to bid for collaborative proposals.

We would proactively apply for bids for establishing national and international centres of excellence supported by Government (Department of Science and Technology, Department of Biotechnology, Indian Council of Medical Research) or international partners (Wellcome Trust, NIH, NIHR).

We would explore possibilities of expanding research network. The International Research Network (IRN) is a measure of global engagement, and specifically on how institutions create and sustain research partnerships resulting in internationally co-authored publications with other institutions across borders to collaborate on solving the world's challenges and disseminate vital research to wider audiences. The involvement of faculty in such networks would be monitored and promoted through existing partnerships.

### ***Publications***

The Institute would support to improve the quality and quantity of publications. In order to increase its impact, policy relevant research would be encouraged, and policy briefs developed for wider consumption. Separate funds would be earmarked for faculty publications in high impact journals.

The Citations per Faculty score would be calculated and monitored. It is a measure of the relative intensity and volume of research being done at an institute, taking into account institute size. Citations, evaluated to take into account the size of the institution, are a well-understood and widely accepted measure of research strength.

### ***Quality Assurance***

We would upkeep the quality of research to the highest possible standards. The registration of our Institutional Review Board (IRB) with Department of Health Research (DHR) and Institution with Department of Scientific and Industrial Research (DSIR) would be renewed regularly. Every faculty member and research staff would mandatorily have to obtain the GCP certificate to maintain ethical standards. Internal Quality Assurance Cell (IQAC) will monitor selected projects periodically.

## 6.8 Operational Plan for Infrastructure Development

### 6.8.1 Goal

To provide world-class infrastructure to promote a good learning environment for students, faculty, staff, and research scholars.

### 6.8.2 Objective

To accommodate the growing activities of the Institute in terms of academic programs, training activities, and research projects.

### 6.8.3 Five Years Infrastructure Development Plan

IIHMR-Delhi is centrally located in Delhi with sprawling area of 1 acre. It has been constantly upgrading the infrastructure with increasing demand and additional requirements to accommodate new programs and is optimally utilized for various events and activities.

It is a Wi-fi-enabled campus with state-of-the-art infrastructure and learning resources including ICT enabled classrooms, seminar halls, smart classes, library, Divyangjan facilities and other support facilities. Fully equipped computer labs, communication and language labs, Audio-Visual Studio with Broadcast devices, Lecture Capturing Systems, Editing Software, LED projectors, LED-Commercial displays with and facilities to develop e-content for LMS. Massive renovation of its building was undertaken during the last five years.

By 2028, three more online programs and two additional offline (on campus) academic programs will be initiated, that will increase the number of students in the coming years and the gap between sanctioned intake and actual admissions in all the courses would be eliminated by 2029-30.

Year	Growth Targets
2024	<ul style="list-style-type: none"><li>· 1st online program</li><li>· Equivalence of FPM to PhD-AIU</li></ul>
2025	<ul style="list-style-type: none"><li>· 2nd online program</li></ul>
2026	<ul style="list-style-type: none"><li>· One additional on campus program</li></ul>
2027	<ul style="list-style-type: none"><li>· 3rd online program</li></ul>
2028	<ul style="list-style-type: none"><li>· One additional on campus program</li></ul>

With the proposed expansion in the numbers of academic programs and research activities, additional space is being planned to be created to comply with the AICTE requirements. An additional requirement of 3500 square meters is envisaged. Efforts are on to refurbish the existing infrastructure.

### 6.8.4 Infrastructural Requirement

By 2030 as per the projected students and number of programs, we plan 4 more classrooms, girls and boys' common rooms, IQAC room, tutorial rooms, faculty rooms, exam cell, library extension, incubation centre, rooms for centres of excellence, additional cafeteria, washrooms, recreation room, additional sports facilities, hostel for boys and staff rooms.

The details of the infrastructure development plan 5-10 years shown in the table below.

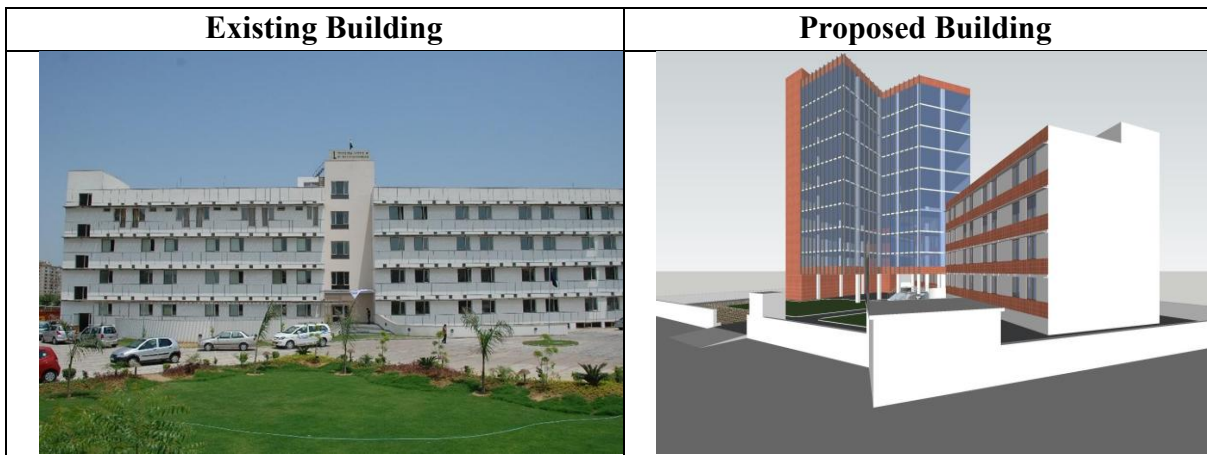
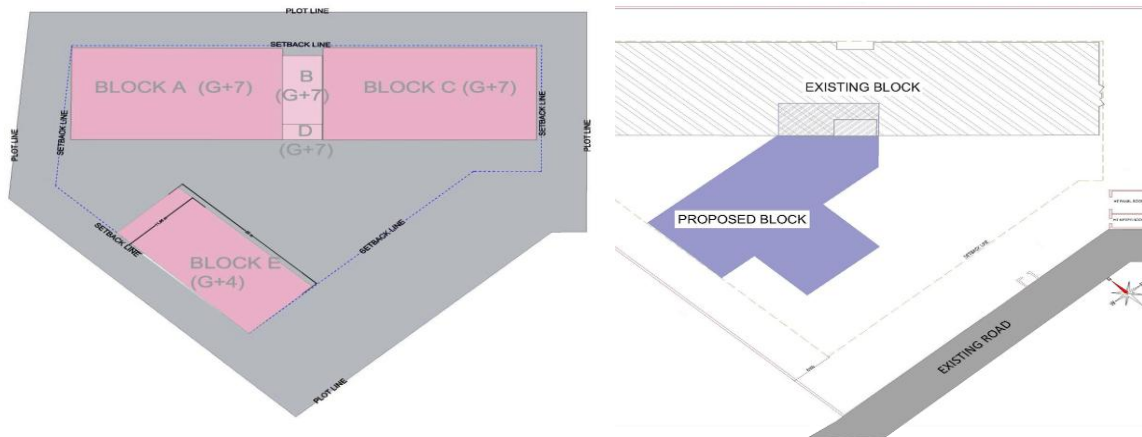
<b>Items</b>	<b>Number</b>	<b>Area/item Sqm</b>	<b>Total Area required Sqm</b>
Classrooms	4	66	264
Tutorial Room	1	33	33
Common room boys	1	100	100
Common room girls	1	100	100
Gym	1	200	200
Auditorium	1	400	400
Boys Hostel	1	As Per requirement	
Cafeteria	1	150	150
Exam Cell	1	30	30
Placement Office	1	30	30
Faculty room	15	5	75
Library	1	100	100
Seminar Hall	2	132	264
Computer Lab	1	150	150
IQAC Room	1	30	30
Recreation Room	1	30	30
Toilets (Ladies and Gents)	1	As Per requirement	

There will be a concurrent expansion of the IT infrastructure to support all the academic and research activities. The projected increase as anticipated is as under:

<b>Particulars</b>	<b>2020-2021</b>	<b>2022-2023</b>	<b>2028-29</b>
Desktops	196	165	300
Laptops	39	45 + 13	100
Printers	43	48	100
Servers	2	2	4
Projectors	17	10	20
Scanners	4	4	10
Internet Bandwidth	36Mbps	125Mbps	300 Mbps
Educational CRM		Implemented	Upgraded
Edu-ERP (CollPoll)		Implemented	Upgraded
Smart Classroom (Hybrid)		5	15
Wi-Fi enabled Campus (Ent. Solution)	Partial	Fully	Fully

Media room fully equipped for Online/ hybrid class		1	5 (1 for each program)
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Currently, a total area of 5000 sq. meters is optimal for the existing academics, research and training activities. Keeping in future development, a new multistorey block with all the modern facilities has been proposed with additional 45000 sq. ft according to DDA guidelines. The drawings of future expansion are shown as under:



Plot Area	4009 sqm
Maximum Ground Coverage	9020 sqm.
Maximum Height	37 m.
Current built area	3688 sqm.
Proposed built area	4641.2 sqm.

The following strategies will be adopted while planning for development and expansion of infrastructure.

<b>Years</b>	<b>Plan for expansion (2023 – 2028)</b>	<b>Facilities to be created</b>
1	<p><b>Modernization and expansion</b> - Classrooms, Tutorial rooms, Computer center, Library &amp; reading rooms, Laboratories, Seminar halls, smart classrooms, &amp; equipment.</p> <p>Development of “Continuing Education Program Centre/ Centre for Advanced Learning and Training” for organizing various faculty &amp; staff-development activities</p>	<p>Boys and girls reading room, Project laboratory/Incubation Facilities for students, and faculty, Automation of Library (integrated Library Management System)</p> <p>Dedicated faculty &amp; Staff Development Centre, Institute Innovation Centre, Centre of Excellence</p>
2	<p><b>Gymnasium/ Sports Complex</b> - Provide well-maintained and accessible sports facilities for all major sports</p>	<p>Sports &amp; games office, sports store,</p>
3	<p><b>Development of Additional Academic Block</b></p> <p>Academic block for the PG programs and Ph.D. programs -</p> <p>Separate departments/divisions-Health / Hospital / Health IT Management / Populations sciences &amp; biostatistics / Public Health</p>	<p>Dean’s Office/ HOD Room /Department office/ Faculty common room, Examination Control Room, Training &amp; placement, faculty rooms/ stores</p> <p>Internal Quality Assurance Centre (IQAC) Office</p> <p>Student Council</p> <p>Student Grievance Redressal Cell</p> <p>Personality and Character Development Cell</p> <p>Innovation Centre</p> <p>Computer Center</p> <p>Automation Centre</p> <p>Virtual Learning Centre</p> <p>Classroom Complex</p>
4	<p><b>Administrative</b> - Development of additional administrative Building / Block</p>	<p>Chancellor / VC/ Pro- VC/ Registrar/ COE/ DSW/ Proctor / Wardens, security in charge, examination cell,</p>
5	<p><b>Auditorium</b> - Development of an Auditorium for Academic/ Cultural Activities</p>	<p>Auditorium with capacity of 400 plus</p> <p>Seating capacity fully air-conditioned</p>
6	<p><b>Health Infrastructure</b></p> <p>Dispensary</p> <p>Emotional and Mental Health Unit</p> <p>Counselling service room</p>	

7	<b>General Amenities &amp; utilities</b> – water supply, electric supply, sewerage disposal, garbage disposal, drainage system, air- conditioning plant.	Landscape and horticulture amenities - gardens, parks, lawns, and nursery, Parking lot for cars/scooters/bicycles. communication facilities, A DOT/private telephone exchange for connection of the Institute communication network (digital PABX with voice with required extensions) with the National Telecommunication Network, CCTVs at strategic points, Wastewater recycling system,
8	<b>Equipment &amp; Furniture</b>	Teaching and R&D Activities, Library and Information Support Services, Academic Support Facilities including the Computational Facilities, the Workshop, and the Virtual Learning Centre, Administrative Support Services, Furniture & Equipment for Student Hostels / Mess Kitchens / Student Co-Curricular Activities / CEP Centre / Works & Maintenance Unit.

### **Fifteen Years Infrastructure Development Plan**

To propel our institution's growth and relevance in the ever-evolving educational landscape, a comprehensive 15-year infrastructure development plan is imperative. The strategic vision encompasses an expansion of academic offerings, catering to a diverse global audience through both online and offline programs. This expansion aims to broaden the scope of educational opportunities for students and professionals alike, fostering a dynamic learning environment.

Central to this plan is the enhancement of our facilities to accommodate these increased academic programs and research activities. Upgrading physical infrastructure, such as classrooms, laboratories, and technology resources, is critical to ensure an optimal learning experience. The goal is to create an ecosystem that encourages innovation, collaboration, and hands-on learning.

Furthermore, the plan prioritizes the development of specialized training facilities to cater to the needs of both national and international audiences. These facilities will be equipped with state-of-the-art resources, enabling tailored and impactful training sessions for a variety of disciplines.

The ultimate aim of these infrastructure developments is to not only enrich the educational experience but also to bolster our research capabilities. Advanced research facilities and specialized centers will facilitate groundbreaking research activities, attracting notable projects and fostering an environment that encourages academic and scientific innovation.

By investing in infrastructure that aligns with our strategic objectives, we aim to attract a larger student body and prestigious projects, thereby solidifying our institution's reputation as a leading center for education and research. This 15-year plan represents a commitment to long-term sustainability, innovation, and growth, ensuring that our institution remains at the forefront of academic excellence.

Growth plans in infrastructure would commensurate with the requirements for academic plans over the next 15 years.



## **Annexure 1: Roles and responsibilities of different bodies under the Governance plan**

### **The Management Board shall have the following powers, namely:**

- *Operational Management*: Oversee the daily operations of the university, including administrative functions, facilities management, financial affairs, and other non-academic aspects.
- *Implementation of Policies*: Execute and implement the policies and decisions established by the Governing Board and other governing bodies, ensuring that they are carried out effectively.
- *Financial Management*: Manage the university's finances, including budget development, financial planning, and allocation of resources to support academic and administrative needs.
- *Resource Allocation*: Allocate resources and budgets to various departments and units, ensuring that they align with the institution's strategic priorities and objectives.
- *Human Resources*: Oversee the recruitment, appointment, evaluation, and management of administrative and non-academic staff members.
- *Administrative Policies*: Develop and implement administrative policies and procedures that support the university's mission, goals, and ethical standards.
- *Infrastructure and Facilities*: Ensure that the university's physical infrastructure, including buildings, technology, and equipment, is well-maintained and supports the needs of the academic community.
- *Student Services*: Provide or support essential services for students, such as housing, healthcare, counselling, and extracurricular activities.
- *Safety and Security*: Promote a safe and secure campus environment by implementing security measures and emergency response plans.
- *Legal and Regulatory Compliance*: Ensure that the university complies with all relevant laws, regulations, and accreditation standards, and address legal matters as they arise.
- *Strategic Alignment*: Align administrative functions with the university's strategic goals and objectives, contributing to the achievement of the institution's mission.
- *Technology and Information Systems*: Oversee the development and maintenance of technology infrastructure and information systems to support academic and administrative processes.
- *Financial Sustainability*: Work to ensure the financial sustainability of the university by making sound financial decisions and managing financial risks.
- *Risk Management*: Identify and mitigate operational and administrative risks that could affect the university's reputation, financial stability, or operational efficiency.
- *Reporting*: Provide regular reports to the Governing Board and other stakeholders on the university's administrative performance, financial status, and other relevant matters.
- *Emergency and Crisis Management*: Develop and implement crisis management plans and procedures to address emergencies, natural disasters, and other unexpected events.
- *Stakeholder Relations*: Maintain positive relationships with the university's faculty, staff, students, and other stakeholders, addressing their concerns and needs.

- *Ethical and Legal Conduct:* Uphold ethical standards and ensure that the administrative functions of the university are conducted with integrity and in accordance with applicable laws and regulations.
- *Community Engagement:* Promote the university's engagement with the local community, government, industry, and other external stakeholders to foster collaborative opportunities and positive relationships.

**The Roles and Responsibilities of the Executive Council will be as Follows:**

- Establish the University's mission, vision, and core values, which define its overall purpose and long-term objectives.
- *Strategic Planning:* Develop and approve strategic plans that outline the university's goals and objectives over a specified period, aligning these with the institution's mission.
- *Policy Development and Approval:* Formulate and adopt policies that govern various aspects of university operations, including academic programs, finances, ethics, and other important areas.
- *Financial Oversight:* Oversee the university's financial health and approve budgets, ensuring that resources are allocated efficiently to support the institution's mission and goals.
- *Academic Affairs:* Provide guidance on academic matters, including the approval of new academic programs, changes to curricula, and the establishment of academic standards.
- *Quality Assurance:* Monitor and evaluate the quality of education and research, making necessary improvements to maintain or enhance academic standards.
- *Compliance and Legal Matters:* Ensure the university complies with all relevant laws, regulations, and accreditation standards.
- *Community Engagement:* Promote the university's engagement with the local community, industry, and other stakeholders to foster positive relationships and collaborative opportunities.
- *Resource Development and Fundraising:* Assist in fundraising efforts to secure financial support for the university, including donations, grants, and endowments.
- *Ethical and Moral Leadership:* Uphold ethical standards and serve as moral leaders, setting an example for the university community.
- *Risk Management:* Assess and mitigate risks to the university, including financial, operational, and reputational risks.
- *Accountability:* Hold the university leadership accountable for achieving strategic objectives and upholding the institution's mission and values.
- *Public Relations and Advocacy:* Serve as advocates for the university, promoting its interests and fostering positive relationships with government agencies, the media, and other relevant parties.
- *Transparency and Reporting:* Ensure transparency in university operations and provide regular reports to stakeholders on the institution's performance and achievements.

- *Conflict Resolution*: Act as a mediator in resolving internal conflicts within the university community when necessary.

**Roles and Responsibilities of the Academic Council will be as follows:**

- *Curriculum Development*: Review and recommend changes or updates to academic curricula to ensure they meet the latest educational standards and industry requirements.
- *Program Accreditation*: Assist in the accreditation and quality assurance of academic programs, helping the university maintain high academic standards and meet regulatory requirements.
- *New Program Proposals*: Evaluate proposals for new academic programs and make recommendations on their feasibility, relevance, and alignment with the institution's mission.
- *Academic Policies*: Review and provide feedback on academic policies, such as grading systems, credit transfer, and academic integrity.
- *Faculty Recruitment and Development*: Offer input on faculty recruitment, promotion, and professional development to ensure a qualified and motivated teaching staff.
- *Research and Innovation*: Advise on strategies to promote research and innovation within the institution, including support for faculty research projects and the development of research centres.
- *Student Support Services*: Provide recommendations on student support services, such as academic advising, tutoring, and career counselling, to enhance the overall educational experience.
- *Academic Calendar*: Review and suggest revisions to the academic calendar, including the scheduling of classes, examinations, and breaks.
- *Quality of Teaching*: Evaluate teaching methods and pedagogical approaches to ensure that they meet the highest educational standards.
- *Assessment and Evaluation*: Develop and recommend assessment methods to measure the effectiveness of academic programs, student learning outcomes, and faculty performance.
- *Library and Information Resources*: Ensure that the institution's libraries and information resources are equipped to support the academic needs of students and faculty.
- *Student Engagement*: Encourage and support activities that enhance student engagement in academic and co-curricular activities.
- *Program Reviews*: Periodically conduct reviews of academic programs to assess their effectiveness and relevance, making recommendations for improvement or discontinuation as necessary.
- *Interdisciplinary Initiatives*: Promote interdisciplinary collaborations and innovative approaches to education that enhance the learning experience for students.
- *Institutional Goals*: Ensure that the academic programs are aligned with the overall goals and mission of the deemed-to-be university.

- *International Collaborations:* Explore opportunities for international collaborations, such as partnerships with other universities and exchange programs, to enhance the academic environment.
- *Student Feedback:* Consider and respond to feedback from students regarding academic programs and services, striving to improve the student experience.
- *Community Engagement:* Promote academic initiatives that engage the local community, fostering positive relationships and collaborative opportunities.
- *Academic Excellence:* Strive to uphold and enhance academic excellence within the institution, ensuring that academic programs are of the highest quality.