Expansion of Health professional education in India

Transformative education for health professionals

India progress update
### India's Organized Human Resources for Health: Who, What and How Many

<table>
<thead>
<tr>
<th>Role</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctors</td>
<td>1.07 million (as per IMR) of which ~0.86 million (approx. 80%) estimated to be available</td>
</tr>
<tr>
<td>Dental</td>
<td>0.25 million (as per DCI)</td>
</tr>
<tr>
<td>AYUSH</td>
<td>0.77 million (NHP 2018)</td>
</tr>
<tr>
<td>Nurses</td>
<td>2.87 million (NHP 2018)</td>
</tr>
<tr>
<td>Pharmacist</td>
<td>1.12 million (as per PCI)</td>
</tr>
<tr>
<td>ASHAs &amp; frontline providers</td>
<td>1 million</td>
</tr>
<tr>
<td>Estimated A&amp;HPs</td>
<td>~1 million</td>
</tr>
<tr>
<td>Informal providers</td>
<td>~1 million</td>
</tr>
<tr>
<td>TOTAL</td>
<td>Approx. 8.89 million</td>
</tr>
</tbody>
</table>

India has: Healthcare facilities under public sector
- Sub-Health Centres (SHCs): 0.15 million
- Primary Health Centres (PHCs): >25,000
- Community Health Centres (CHCs): >5000
- Hospitals: 12,760
  (inclusive of Sub district, district and medical college hospitals)

*However, 80% of care is provided by the private sector*

#### Educational Institutions

- 496 Medical institutions
- 313 Dental institutions
- 1985 Pharmacy colleges
- 8478 Nursing and midwifery institutions
- >1400 Allied and Healthcare institutions
A TRANSFORMATIVE APPROACH: SHIFTING THE PARADIGM FROM HIERARCHICAL, TOP DOWN APPROACH TO A MULTI-DISPLINARY, PROFESSIONAL EMPOWERMENT APPROACH

1. Investigate cost savings and cost-effectiveness potential with skill mix and division of labor
2. Reduce compensation differential and promote team approach
3. Rationalise use of terminology (team approach does not distinguishes - no one superior or mid or inferior)
4. Leverage the escalating demand for preventive and promotive health care
5. Leverage traditional medicine practitioners and mid level care providers - play major role in communities – AYUSHMAN BHARAT
PRIORITIES IDENTIFIED TO IMPROVE TRANSFORMATIVE EDUCATION

**MEDICAL/ DENTAL**
1. Regulatory reforms
2. Competency based curriculum
3. Modification in Standards

**HUMAN RESOURCES FOR HEALTH**
1. National HRH Policy
2. Strengthen Data –HRH-MIS/ NHWA
3. Cadre structuring and standardization
4. Training policy and e-learning

**ALLIED AND HEALTHCARE SCIENCES**
1. Establishing Regulatory framework
2. Competency based curriculum
3. Standardization and Skill building

**NURSING**
1. Cadre restructuring
2. Licentiate Examinations and Live registry
3. Single entry level for Nursing by 2022
4. Competency based curriculum
5. Strengthening Regulatory framework
PROGRESS IN REFORMS

MEDICAL/DENTAL
- **NEET** and Combined Counselling
- Relaxation in norms for setting up Colleges
- Reservation of seats for PwDs
- Revision of Student Teacher Ratio for PG education
- Requirement of faculty and residents reduced by 20%
- Digital Mission Mode Project
- Lateral entry in teaching posts
- Establishment of 82 new medical colleges

NURSING
- Nurse Practitioner Critical Care program in progress
- Live Register: 0.35 million enrolled
- Induction program
- CNE cell for strengthening training of nurses
- Amendment in RR and cadre restructuring
- Nurse Practitioner-Primary care to be launched in 2018-19

ALLIED & HEALTHCARE PROFESSIONAL
- Regulatory framework
- Standard setting for Allied and Healthcare professional courses and skill based courses
- A&HP database portal
GROWTH IN MEDICAL/DENTAL/NURSING AND PHARMACY SEATS

Increase in UG and PG Medical Seats

UG Seats | PG Seats
--- | ---
2014-15: 54348 | 25346
2015-16: 57138 | 25850
2016-17: 65183 | 26450
2017-18: 67352 | 31415
2018-19: 69712 | 33180

Increase in UG and PG Dental Seats

UG Seats | PG Seats
--- | ---
2014-15: 26030 | 5460
2015-16: 26110 | 5765
2016-17: 26340 | 5934
2017-18: 26460 | 6149

Increase in UG and PG Dental Seats

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2015-16: 55615 | 55000
2016-17: 87435 | 80000
2017-18: 118603 | 100000
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Increase in Diploma Degree and Pharm D Pharmacy Seats

Diploma Seats | Degree Seats | Pharm D Seats
--- | --- | ---
2015-16: 50015 | 6180 | 5000
2016-17: 55615 | 6960 | 5500
2017-18: 87435 | 7500 | 8700
2018-19: 118603 | 7740 | 11800

Increase in Nursing Seats

UG Seats | PG Seats
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2015-16: 84942 | 88211
2016-17: 84325 | 84325
2017-18: 96475 | 96475
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FOREIGN DOCTORS TO INDIA

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<thead>
<tr>
<th>Region</th>
<th>Temporary Registration</th>
<th>Elective Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAARC Countries</td>
<td>245</td>
<td>58</td>
</tr>
<tr>
<td>Gulf Countries</td>
<td>67</td>
<td>32</td>
</tr>
<tr>
<td>Europe</td>
<td>142</td>
<td>127</td>
</tr>
<tr>
<td>African Countries</td>
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<td>46</td>
</tr>
<tr>
<td>USA</td>
<td>112</td>
<td>39</td>
</tr>
<tr>
<td>Southern Countries</td>
<td>98</td>
<td>26</td>
</tr>
</tbody>
</table>
ENABLING FACTORS

- Augmentation of capacity to produce HRH
  - Acknowledgement of *global shortage in health*
  - Favorable *demographic dividend* in India
  - *Capitalization* leading to positive reinforcement

- Suitable HRH Policy at State level
  - *Political willingness*
  - Preparedness to *embrace new concepts*

- Right training and skill mix
  - *Available resources* – financial support, technology etc.
WAY FORWARD

Administrative
• HRH Cell within the MoHFW
• Identifying and establishing Centers of Excellence for different health professionals
• Developing National Workforce repository

Educational and Service oriented
• Standardization of curricula, career pathways, CPE
• Recognition of Prior learning
• Task shifting and task sharing
• Framework for clinical rotations in rural areas
• Innovative Training methods- simulation, blended learning
• Testing primary care models on field and scaling up

Regulatory Interventions
• Restructuring the regulatory mechanism
• National Allied and Healthcare Professions Council