PAST, PRESENT, AND FUTURE OF HEALTH MANAGEMENT EDUCATION IN INDIA

Dr. Mayanka Sharma

Professor, Saibalaji International Institute of Management Sciences (SBIIMS),Pune,India.
Email: drmayankasharma@gmail.com

Abstract

This article examines the evolution of fitness control schooling in India, in addition to its present day scenario and destiny prospects. Health control commenced in India in reaction to the executive desires of the healthcare system, that is currently moving from its in advance shape of domestic healthcare and in the direction of institutional care. New roles for fitness control specialists have emerged because the subject has progressed. Several articles were written within side the beyond describing the scenario of fitness control schooling and its growth. In a fantastically dynamic healthcare environment, this essay underlines the need to organize the world and layout its destiny to fulfill the necessities of over one billion folks that use the offerings of more than one companies, at once or indirectly. We`ve recognized the present day troubles dealing with the world, which include filling open positions, linking jobs with training, and making essential adjustments to curricula. Solutions to those troubles were mentioned as well, which, in our opinion, will be a leap forward on this industry.

Keywords : past , present , health management, education,

1. Introduction

The management needs of healthcare providers have led to the development of healthcare management in India. It has grown into a complex discipline with applications in a variety of medical fields. Health managers are "hidden careers" (1) (when people think about health services, it is not an obvious career choice), health managers, health managers, health managers, public health managers, etc. Has various positions in the organization of. Advances in medical knowledge have led to the transition from home care to institutional care and have created the field of health care. The first major in hospital administration at Marquette University, which began in 1922, was canceled due to lack of registration. After the publication of Michael Davis's book, Hospital Administration, a Career, the actual process of formal training in hospital administration began (1). Hospitals can be found as far back as the 6th century BC. In India, during the reign of Buddha and King Ashoka. Over the years, the medical system has evolved, with the addition of Hakimus and then European missionaries due to foreign invasions, creating a symptomatic medical system "2". A few emergency clinics, clinical affiliations and drug stores were laid out during the British organization in India. Whenever the nation became free in 1947, there were 7,400 emergency clinics with a populace of 0.24 per 1,000 (2). The UK has abandoned a model structure that fills in as the reason for building a medical services framework in the country. Be that as it may, given factors like populace development, the rise of new infections, and quick innovative advances, the ongoing abilities of the framework should be rethought.

2. Healthcare Management Education in India—History and Overview

With a populace as extensive as India, a quickly developing economy that significantly increases the weight of sickness requires a solid general wellbeing framework. This must be accomplished with the assistance of thoroughly prepared general wellbeing work force. Wellbeing the board assumes a significant part in organizing different assets, heterogeneous staffing, complex methods and working with partners to accomplish positive approach objectives and changes, so of the private and general wellbeing frameworks. Both are significant (6). By supporting the administration of general wellbeing and clinic the executives graduate courses for clinical experts and clinical projects for clinical, dental, AYUSH (Ayurveda, Yoga, Unani, Siddha, Homeopathy), nursing and related clinical experts. , Strengthen the board of the clinical area. As indicated by the report, India's High-Level Commission on Universal Health Coverage (6), distributed in 2011. (6). The Commission likewise suggested the quick foundation of general wellbeing schooling organizations and close contact with general wellbeing the board offices. To fortify the administration of the general health care coverage (UHC) framework and bring issues to light of general wellbeing, the report gives proficient chiefs to state-level wellbeing framework the board and general wellbeing administrations at the public level. Suggested the formation of chiefs. Such a framework would urge more individuals to seek after a profession in general wellbeing organization (6). In India, medical care training has generally been presented as part or a supplement to clinical schooling and is along these lines restricted to the clinical and paramedical calling. The executives, medication, insights, sociologies, conduct sciences, finance, functional administration, funding, regulation, public approach and examination are parts of this interdisciplinary subject. The quick development of general wellbeing schools/foundations, barring clinical schools, is the consequence of new mindfulness and acknowledgment of the interdisciplinary idea of this field, which additionally urges non-clinical alumni to enlist. At present, a few organizations offer seminars on different parts of medical services. The principal formal course of medical services training was emergency clinic the executives. In India, AIIMS (All India Institute of Medical Sciences) got the primary graduate degree in clinic the board in 1961 (7). Presently, in excess of 120 colleges offer medical clinic the executives programs at the undergrad, graduate, graduate, and doctoral levels.

Geographical distribution of public health management institutions in India.

S. No.	State	Number of Institutions	EAG state
1	Karnataka	8	No
2	Delhi	6	No
3	Maharashtra	5	No
4	Uttar Pradesh	4	Yes
5	Tamil Nadu	4	No
6	Kerala	3	No
7	Chandigarh	2	No
8	Gujarat	2	No
9	Rajasthan	2	Yes
10	Telangana	2	No
11	West Bengal	2	No
12	Himachal Pradesh	1	No
13	Nagaland	1	No
14	Odisha	1	Yes
15	Puducherry	1	No
	Total	44	

Table: 1 Geographical distribution of public health administration in India

India's healthcare business is booming thanks to billions of dollars in investment from national and international organizations, the pharmaceutical industry, state and federal governments, and development partners. According to a survey by Yes Bank and industry groups released in November 2009, the healthcare sector is expected to grow at a rate of 23% annually through 2022, reaching a record $ 77 billion industry (12).). To be able to effectively counter this growth, we need to develop human resources in the areas of public health management and hospital management. While the process of developing human resources in health care has begun, more learning and education is needed to reach the goals of a strong health care workforce. Table 22 lists the key issues that need to be addressed as the future of health care education materializes.

The way ahead for health management education in India.

Area of concern	Need and recommendations
Quality of education	• Need a central regulating body for assessment of the quality of the programs, and monitoring of the institutions offering the programs • An accrediting body would help guide the process of standardization of the programs.
Curriculum design	• Standardization of the curriculum • Allied skill development • Increased industry exposure as part of the curriculum • Limited flexibility in curriculum design to allow local context
Faculty development	• Capacity building to meet the demand of faculty in terms of numbers and quality • Need for a multi-disciplinary faculty • To introduce more doctoral programs to build capacities
Assessment of demand and supply	• Need for a realistic assessment of the demand for the various specializations in the profession • Need to assess the available pool of professionals and analyze the demand and supply rationally
Continuous education	• Courses to be made available for working professionals to update themselves in the latest developments in the industry and develop new skill sets wherever relevant

Table: 2 Advancement of health management education in India

3. Quality of Education and Accreditation

The absence of a steady educational plan among schools offering medical care programs and the absence of appropriate administrative and quality control strategies have brought about a wide scope of item grades (13). The University Program Association for Hospital Management (AUPHA) addresses numerous instructive projects in clinical administration in the United States. AUPHA has additionally started a conventional affirmation process for different instructive projects in progress by the Healthcare Management Education Certification Committee (CAHME). Instruction certificate is a genuinely new term in India. Proficient organizations like the All India Council of Technical Education (AICTE), University Grants Commission (UGC), and Medical Council of India (MCI) are right now answerable for certifying different medical care courses in India. The National Board of Accreditation (NBA) laid out by AICTE and the National Assessment and Accreditation Council (NAAC) laid out by UGC give institutional level authorization and are currently specialists in laying out a program level license process in the country. A gathering is framed. Existing institutional level authorization may not be adequate to fulfill the need for dynamic setting approval of courses in industry-explicit projects, for example, medical care.

4. Faculty Development

The Lancet Commission's report, "New Century Health Professionals: Educational Changes to Improve Health Systems in an Interconnected World," is an industry and academic leader in removing public health education from different occupational silos. Revealed a vision shared between (17). Therefore, it is necessary to adopt an interdisciplinary educational approach to

prepare students for the reality of practice. Reports from two medical laboratories in 2002 (18) and 2003 recommend this type of interdisciplinary approach (19). Teachers of public health management programs currently have a variety of backgrounds. On the other hand, courses offered in support of medical institutions are usually taught by medical staff. There is a lack of teachers with the training and expertise needed for these programs. By offering additional PhD programs in this area, more abilities can be created in terms of the number and quality of faculties (20).

5. Assessment of Demand and Supply

As of now, there is no dependable gauge of the number and kind of clinical experts required in the business. This is significant data as it fills in as the need might arise, both regarding number and sort of trained professionals. Needs examination can be performed in light of nitty gritty staff appraisals, considering the necessities of the accompanying elements: state and area level general wellbeing framework specialists, different state wellbeing frameworks, private/public emergency clinic area/NGOs. Sectoral Requirements and Related Areas of Health Management like Health Insurance, Health Technology, Governance, Pharmacology, as displayed in Figure 1
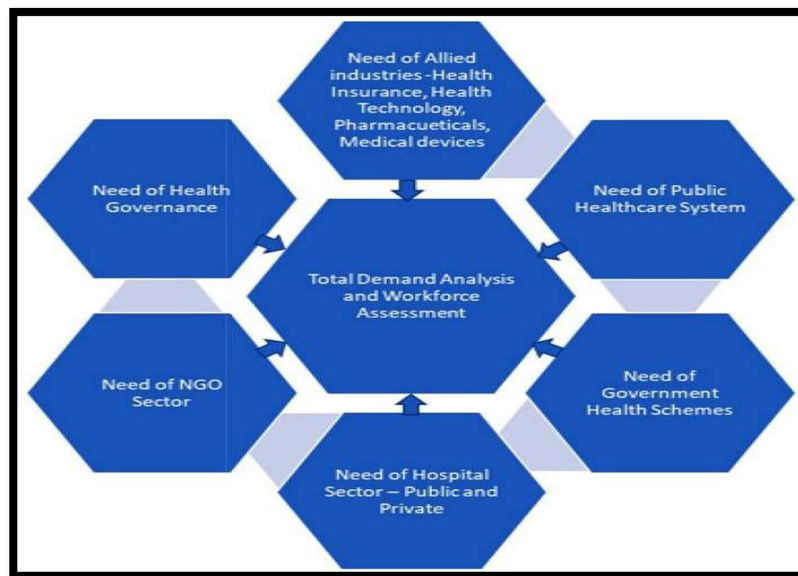

Figure: 1 Needs and Personnel Analysis-Snapshots.

6. Continuing Education

With ever-changing technology in the healthcare industry, managers must be able to address the dynamics of the field. "It's not the strongest species that survives, nor the smartest species," Charles Darwin observed. Therefore, continuing education is essential to respond to changes in the industry and enable professionals to make the necessary changes to respond to changes in a particular work environment (21).

7. Creation of Career Paths

There is a broad industry consensus that there is a shortage of qualified health care

professionals and a corresponding demand. However, the data show that there are not enough registrations to fill the available locations. This shows that in order to attract more students to pursue health care as a career option, the focus should be on streamlining the system rather than expanding its capabilities. (twenty two). The most urgent requirements (23) for these professionals are clear career options and promotion opportunities, and proper payment methods.

8. Conclusion

A few papers depicting the state and design of medical care the board training in India have been distributed before. The issues are not with the schooling system's ability, but rather with the design, content, quality, and conveyance of projects that give medical services the executives preparing. To guarantee the incorporation of a base arrangement of abilities for all alumni in this field, there is a requirement for a specific degree of consistency among the projects regarding the design and content of the educational plan. A full appraisal of the area's necessities is in this manner required, not exclusively to legitimize the improvement of expert courses to address the area's issues, yet additionally to actually smooth out the geographic dispersion of establishments as well as the design of courses to fit the unique situation. An administrative/license office, such to AUPHA, to prompt and direct the projects would go far toward guaranteeing the nature of these projects. We additionally assist you with building an expert organization to divide information and overcome any issues among the scholarly world and industry. You can likewise fill the ongoing preparation hole in your framework. We really want to zero in on procedures to increment support in these courses by bringing issues to light and furnishing these experts with a superior profession viewpoint. A survey of the school system in this space will assist with guaranteeing that the changing necessities of a huge country with a populace of more than 1 billion are met. Further developing consistency among projects and characterizing a bunch of center capabilities for all alumni in the area is helpful to them, no matter what their administrative position.

9. References

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