



## **SRI BALAJI VIDYAPEETH (SBV)**

(Deemed to be University)

u/s 3 of UGC Act 1956

Puducherry-607402

### **Institutional Distinctiveness**

SBV envisions “To be in the forefront of higher education in order to give India the high calibre manpower she needs” and within 2025 “To be known nationally and internationally for leadership and excellence in health professions education and to strive for progress of humanity and for sustainable development of our globalized society through outstanding holistic health care, translative research and value-based transformative education.”

**SBV is focusing on the following to achieve this vision.**

- To provide quality collegiate education from undergraduate level to postdoctoral programs.
- To ensure a high standard of behaviour and discipline, amongst our student community.
- To guarantee rapid transfer of the very latest research findings into our Institutions.
- To create a climate of joyful learning to impart skills in students which will make them successful in their endeavour.
- To provide meaningful industrial education, research, and training at all levels.
- To offer a wide range and flexibility of options especially in the areas of non-formal and continuing education.
- To set a high standard of professional conduct and ethics for staff and students alike.

In tune with the above, SBV endeavours to produce graduates who will have a 360-degree personality development, as a professional health professional and as a compassionate human being. Health Professions Education has been given a fresh thrust in the year 2016-17, where all the Education units of the Constituent colleges have been strengthened. The Center for Health Professions Education (CHPE) along with the education units, contributes to the enrichment of the students in Competency Based Education and also the empowerment of the faculty with pedagogical skills and also to evolve as educational administrators, leaders, mentors, and curriculum developers. A memorandum of Understanding with the Partners Medical International, Harvard, has provided ample opportunity and platform for the conduct of numerous faculty development program in educational technology. The evaluation and assessment systems were revolutionized to become more objective



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and bias-free, at least in the formative evaluation and assessment. Post validation of the exam performance is used to provide input on the curriculum, relevance of the curriculum and the method of delivery of the content. Integrated teaching is implemented in the UG program called as “STEPS” curriculum. PG program was reformed with the competency-based education. National conference on Changing Trends of Health profession education provided platform to represent to the statutory bodies to implement the competency-based education at all levels of health professions education. Student Centric learning methods and self-directed learning becomes the crux of the teaching learning methods. To promote the self-directed learning, the Learning Management System is widely used. Experiential learning in the form of early exposure to the community, patients and the hospital functioning as well as to the industries, along with the competency based training makes the graduate SBV wholesome and sensitive to the needs of India.