



**Association of Indian
Universities**

Sri Balaji Vidyapeeth

**Academic & Administrative
Development Center
(AIU-SBVDU AADC)**

**Report on
Technology Enhanced
Competency Based Medical
Education**

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Sri Balaji Vidyapeeth

FEBRUARY 2026

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Technology Enhanced Competency Based Medical Education

Workshop Chairperson:

Dr. M. Shivasakthy, Director, Institute of Health Professions Education, Sri Balaji Vidyapeeth

Nodal Officer:

Dr. Shivasakthy Manivasakan, Director, IHPE, Sri Baaji Vidyapeeth

The Association of Indian Universities - Sri Balaji Vidyapeeth Deemed to be University, Academic and Administrative Development Centre (AIU-SBVDU AADC) welcomes you to be part of the Theory and Practice of technology enhanced Competency Based Medical Education workshop. The sessions cover all aspects to enable faculty to implement CBME successfully, guided by well renowned and experienced resource persons. This physical workshop provides an excellent opportunity to all the medical educators to equip themselves with the use of innovative technology in implementation of CBME.

Objectives of the workshop:

By the end of this 5-day face-to-face workshop, participants will be able to:

- Understand the foundational concepts of Competency-Based Medical Education (CBME)
- Apply principles of Workplace-Based Assessment (WPBA) to evaluate higher-order thinking skills (HOTS)
- Integrate technology-enhanced digital tools such as LMS, FACE GT and E-Portfolios to support learning and assessment.
- Develop strategies to address the affective domain and AETCOM competencies
- Design personalized learning pathways and utilize tools like Exit OSCE and radar graphs for formative and summative assessments.
- Employ standardized patients and simulation-based learning technologies to enhance clinical training.

The basics: intended outcome and competency- Dr K R Sethuraman



Dr. K R Sethuraman

Endowed Chair, Institute of Health Professions Education, SBV

Dr K. R. Sethuraman is an eminent physician, medical educator, and academic leader currently serving as Endowed Chair at the Institute of Health Professions Education (IHPE), Sri Balaji Vidyapeeth, Puducherry, and Professor Emeritus of Medicine at AIMST University, Malaysia. With an MBBS (1972), MD in General Medicine (1977), and a Postgraduate Diploma in Higher Education (1997), he has built a distinguished career spanning nearly five decades across India and Malaysia. His academic journey includes key roles at JIPMER, SCTIMST, and AIMST University, where he served as Senior Professor, Dean, and Deputy Vice Chancellor (Academic & International Affairs). He also served as Vice Chancellor of Sri Balaji Vidyapeeth (2013–2018), providing transformative leadership in health professions education. A committed scholar in medical education, he has supervised multiple PhD scholars and MD dissertations, holds 16 copyrights, authored ten books/manuals, published extensively in indexed journals, and delivered over 220 academic presentations internationally. His career reflects sustained contributions to competency-based medical education, faculty development, curriculum reform, and institutional leadership in health sciences education.

Foundations of Competency-Based Education - Dr. K. R. Sethuraman

The inaugural session established the theoretical underpinnings of CBME. Participants revisited the distinctions between aims, goals, objectives, learning outcomes, and competencies — clarifying frequent conceptual ambiguities. Emphasis was placed on writing measurable and observable Intended Learning Outcomes (ILOs), ensuring that outcomes describe demonstrable learner performance rather than abstract knowledge acquisition.



A major focus was constructive alignment — aligning outcomes, teaching-learning strategies, and assessment methods into a coherent framework. The discussion underscored that in CBME, assessment is not an endpoint but an integrated driver of learning. Competencies were framed as contextual, performance-based capabilities that integrate knowledge, skills, values, and professionalism within authentic clinical settings.

Through interactive group exercises, participants drafted competency statements and mapped them to suitable assessment tools. The activity reinforced that curricular coherence demands horizontal and vertical integration, explicit documentation, and clarity of progression benchmarks. The session set the intellectual tone for the workshop, grounding subsequent discussions in strong theoretical clarity.

**Personalised learning pathway, Exit OSCE & Radar graph –
Dr Seetesh Ghose**



Dr. Seetesh Ghose

Dean, Mahatma Gandhi Medical College and Research Institute, SBV

Dr. Seetesh Ghose is a distinguished academician and clinician currently serving as the Dean of Mahatma Gandhi Medical College and Research Institute (MGMCRI) in Puducherry. An expert in Obstetrics and Gynaecology with an MD and fellowships including FICOG and FIMSA, he specializes in high-risk pregnancy and minimal invasive surgery. Throughout his tenure at MGMCRI, he has transitioned from Vice-Principal (Curriculum) to Dean, playing a pivotal role in elevating the institution's national standing and overseeing the implementation of innovative medical curricula. Beyond administration, Dr. Ghose is recognized for his commitment to medical ethics and community health, frequently leading institutional initiatives such as white coat ceremonies and public health outreach programs.

Personalised Learning Pathway, Exit OSCE & Radar Graph Analytics - Dr. Seetesh Ghose

This session introduced advanced models for learner-centered progression within CBME. The concept of personalized learning pathways was explored as a means to accommodate variability in learner pace while maintaining competency standards. Participants reflected on the importance of tracking performance across domains longitudinally rather than relying on episodic examinations.



The Exit OSCE was presented as a structured summative tool that assesses readiness for independent clinical practice. The design principles of blueprinting, standard setting, and psychometric robustness were discussed in detail. Particular attention was given to ensuring alignment between OSCE stations and defined competencies.

The innovative use of radar graphs for performance visualization was especially impactful. By mapping learner performance across multiple competency domains, radar charts allow both faculty and learners to identify strengths, weaknesses, and areas requiring remediation. The demonstration of a candidate's OSCE profile illustrated how analytics can support data-driven feedback and progression decisions. This session emphasized transparency, objectivity, and longitudinal documentation in learner assessment.

Newer technologies in Simulation Based Education - Dr Dinker Pai



Dr. Dinker Pai

Director, Medical Simulation Centre, MGMCRI, SBV

Prof. Dinker Ramananda Pai is a distinguished general surgeon and a global leader in simulation-based healthcare education, currently serving as a Professor of Surgery and the Director of the Medical Simulation Centre (MSC) at MGMCRI, Puducherry. With an extensive academic background including an MBBS, MS (Gen Surgery), and FRCS (Edinburgh), he is notably the only professional from South Asia elected as a Fellow of the Society for Simulation in Healthcare (FSSH) Academy. Dr. Pai has held prestigious international roles, including President of the Pan Asia Simulation Society in Healthcare and Founder-Secretary of the Singapore Society for Healthcare Simulation. His work focuses on advancing faculty development and simulation pedagogy, and he serves as a Senior Editor for the Journal of Healthcare Simulation. Beyond his administrative and educational leadership, he maintains an active research profile with over 60 publications in surgery and simulation-based training

Medical Simulation Centre & Emerging Technologies - Dr. Dinker Pai

Day 2 began with immersive exposure to simulation-based education. Participants explored low, medium, and high-fidelity simulation modalities, understanding their respective roles in skills acquisition and competency mapping. The session emphasized structured scenario design, clear learning objectives, pre-briefing, and reflective debriefing as essential components of effective simulation.



Simulation was presented not merely as skills training but as a platform for integrating clinical reasoning, communication, teamwork, and crisis management. Faculty demonstrated how simulation scenarios are mapped to competencies and assessed using structured rubrics.

Hands-on experience with VR-based modules for blood glucose monitoring and intravenous injection enhanced experiential understanding. Participants appreciated how simulation ensures patient safety while allowing repetitive practice and error correction. The session reinforced that simulation, when systematically embedded into CBME, enhances reliability, standardization, and learner confidence.

Learning Management System as a tool for CBME - Dr Jagan Mohan R



Dr. Jagan Mohan R

Deputy Director, Centre for Digital Resources and Medical Informatics, SBV

Dr. Jagan Mohan R is a medical professional with an MBBS and an MD in Pharmacology from MGMCRI, he also holds dual Master of Science degrees in Clinical Research and Medical Informatics from institutions in the Netherlands. His career at SBV has spanned several leadership roles, including serving as the Head of Medical Informatics and the Deputy Director for the Centre for eLearning and Medical Informatics. Dr. Jagan Mohan is recognized for his expertise in pharmaceutical medicine and the application of Artificial Intelligence in evidence synthesis, frequently conducting national workshops on advanced statistical insights and biomedical research.

Learning Management System (LMS) as the Backbone of CBME - Dr. Jagan Mohan R

The LMS session highlighted digital infrastructure as central to competency tracking and program monitoring. Rather than serving as a mere repository for lecture materials, the LMS was presented as a dynamic system for competency mapping, formative assessment hosting, feedback documentation, and analytics generation.



Participants examined how LMS dashboards enable early identification of learners requiring remediation. Longitudinal data capture allows monitoring of progression, attendance, WPBA entries, and milestone achievements. The importance of structured tagging of assessments to competencies was emphasized to ensure valid mapping.

The session also addressed faculty engagement challenges and data governance. It became evident that technology enhances efficiency only when supported by institutional commitment and faculty training. The LMS was positioned as a transparency-enhancing tool that strengthens accountability and documentation for regulatory compliance.

Gap analysis in AETCOM module - Dr K A Narayan



Dr. K. A. Narayan

Professor, Institute of Health Professions Education, SBV

K. A. Narayan is a distinguished academician and public health expert serving as Adjunct Professor at the Institute of Health Professions Education, Sri Balaji Vidyapeeth, with extensive leadership experience in Community Medicine across premier institutions including JIPMER, AIMST University (Malaysia), and MGMCRI, Puducherry. He has held key administrative roles such as Deputy Dean at AIMST University and Vice Principal at MGMCRI, contributing significantly to curriculum redesign, implementation, accreditation strategies, and faculty development initiatives. A member of the National Teacher Training Centre, JIPMER, he has actively trained health professionals under national and international programs, including World Bank-assisted projects and the Government of India's IDSP programme. He has played a vital role in community-based training initiatives, research methodology training, examination automation systems, and pedagogical reforms in medical and dental education. With over 60 publications, books, and copyrights, he continues to contribute as a journal reviewer and medical education trainer, reflecting sustained commitment to academic excellence and health professions education.

Gap Analysis in AETCOM - Dr. K. A. Narayan

The AETCOM session focused on Attitude, Ethics, and Communication competencies, highlighting their centrality in producing socially accountable physicians. Participants engaged in structured gap analysis exercises to identify curricular redundancies and omissions across phases.

The integration of AETCOM competencies within clinical postings was discussed as essential for contextual relevance. Authentic assessment strategies such as reflective writing, narrative assessments, scenario-based discussions, and structured feedback were explored.



The session reinforced that professionalism cannot be evaluated through checklists alone. Longitudinal observation, faculty modelling, and reflective documentation are essential to meaningful assessment. The need for faculty development in assessing the affective domain was strongly emphasized.

Standardized patients to enhance AETCOM teaching - Dr Sobana R



Dr. R. Sobana

Deputy Director, Medical Simulation Centre, MGMCRI, SBV

Sobana R is a Professor of Physiology and Deputy Director of the Medical Simulation Center at Mahatma Gandhi Medical College and Research Institute, Sri Balaji Vidyapeeth, Puducherry, and also serves as Administrative In-charge of the School of Music Therapy at the Institute of Salutogenesis and Complementary Medicine. With a Master's and Doctorate in Medical Physiology and a Postgraduate Diploma in Music Therapy, she is a Certified Healthcare Simulation Educator and Fellow of the International Pediatric Simulation Society. She has received advanced simulation training from Monash University and PediSTARS and has presented her work at international forums such as IMSH and INSPIRE. Her research interests include the development of low-cost simulation models, notably an award-winning heart simulator and the SPEAK (Standardized Patient Encounter for AETCOM Knowledge) model for SP training, as well as music therapy for wellness. She holds two copyrights, two patents for simulation models, and has authored 35 research publications, reflecting her strong commitment to innovation in medical education and simulation-based learning.

Standardized Patients in AETCOM - Dr. R. Sobana

This highly interactive session demonstrated the use of standardized patients (SPs) in communication and professionalism assessment. Participants learned about SP recruitment, script development, calibration, and quality assurance processes.



Through live demonstrations, the reliability and validity of structured communication assessments were illustrated. Participants interacted with trained SPs, observing how standardized responses ensure consistency across learners.

The session reinforced that SP-based assessments improve objectivity in evaluating empathy, ethical reasoning, and interpersonal communication. It also highlighted the resource and training investments necessary for sustaining SP programs. The challenges and the opportunities with SPs were discussed in detail.

Work Place Based Assessments - Dr M Shivasakthy



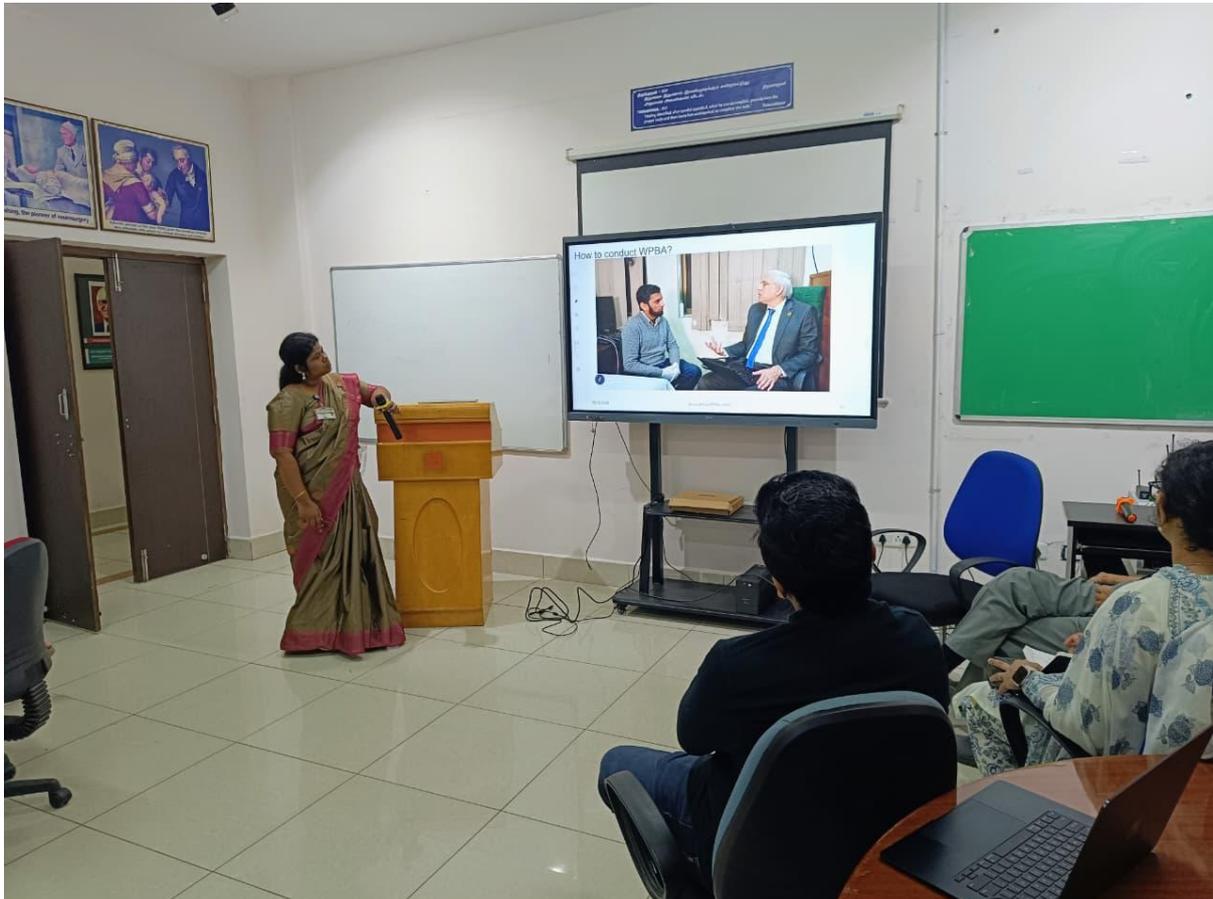
Dr. M. Shivasakthy

Director, Institute of Health Professions Education, SBV

Shivasakthy Manivasakan is a distinguished Prosthodontist, health professions educationist, and academic leader currently serving as Director of the Institute of Health Professions Education and Professor of Prosthodontics at Sri Balaji Vidyapeeth, Puducherry. With qualifications including BDS, MDS, PGDHPE, PhD, FICP, and MFDS (RCPSG), she has demonstrated excellence in both clinical dentistry and medical education, receiving honors such as the Shri Gurucharan Das Endowment Medal for Best PhD Scholar, Best Teacher Award (2020), Eminent Teacher Award (2020), and Best Researcher Award (2022). She has undergone advanced leadership and interprofessional training internationally and is an International Advisor to the Faculty of Dentistry, Royal College of Physicians and Surgeons of Glasgow, and a member of leading global academic bodies including AMEE, ADEA, ASME (UK), and NAMS (India). A key contributor to curriculum reforms, Choice Based Credit System implementation, and National Education Policy initiatives, she has significantly advanced competency-based education frameworks. With six granted patents, three published patents, thirty-four copyrights, over 85 publications, multiple national training manuals, and more than 150 invited lectures worldwide, she continues to contribute extensively to health professions education, intellectual property, palliative care training, and academic governance while mentoring postgraduate and doctoral scholars.

Workplace-Based Assessments (WPBA) - Dr. M. Shivasakthy

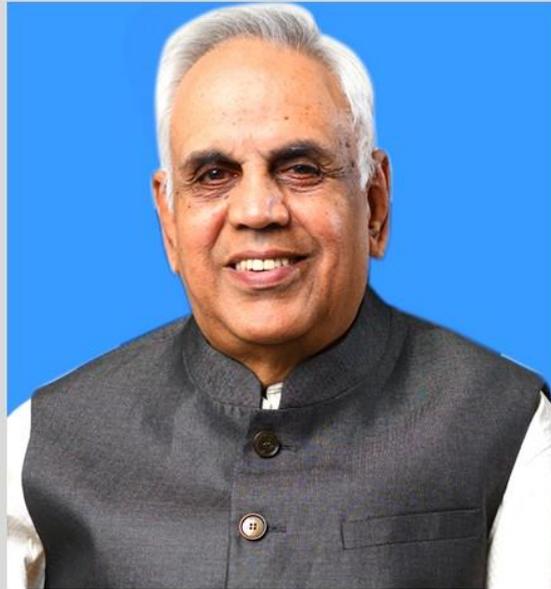
This session focused on Mini-CEX, DOPS, Case-Based Discussion, and Multisource Feedback as tools for authentic workplace assessment. The philosophy of frequent, low-stakes, formative assessments was discussed in depth.



The importance of structured, timely, and actionable feedback was emphasized as central to learner growth. Participants explored strategies to ensure reliability through multiple observations and assessor calibration. The number of encounters, assessors involved and the purpose of assessment were emphasized.

The participants engaged in group activities in preparing the checklists and the feedback questions for the workplace-based assessment they chose for a particular competency testing. The shift from high-stakes episodic examinations to longitudinal workplace-based evaluation was recognized as a major paradigm shift. Documentation, reflection, and continuous improvement were highlighted as integral components of WPBA.

Evaluating HOTS; Competencies & EPA - Dr N Ananthkrishnan



Dr. N. Ananthkrishnan

Professor of Eminence, Institute of Health Professions Education, SBV

N. Ananthkrishnan is an Emeritus Professor of Surgery and Health Professions Education at Sri Balaji Vidyapeeth, Puducherry, with an illustrious career spanning several decades in medical education reform and surgical academia. He served as faculty at the National Teachers Training Centre (NTTC) for 27 years (1980–2006) and has contributed extensively to national and international policy initiatives, including serving as a WHO Short-Term Adviser in Geneva (2002) and as Chairman of the Postgraduate Working Committee of the Medical Council of India (2010–2011), where he led revisions in postgraduate medical education. He has been involved in high-level governmental committees on healthcare IT implementation and rural undergraduate postings, and has contributed to competency-based curriculum development in Surgical Gastroenterology. A prolific scholar, he has published over 530 papers, including more than 100 book chapters and six books, and has served as editor and reviewer for numerous national and international journals, reflecting his enduring impact on surgical training and health professions education.

Evaluating HOTS, Competencies & EPAs

Dr. N. Ananthakrishnan

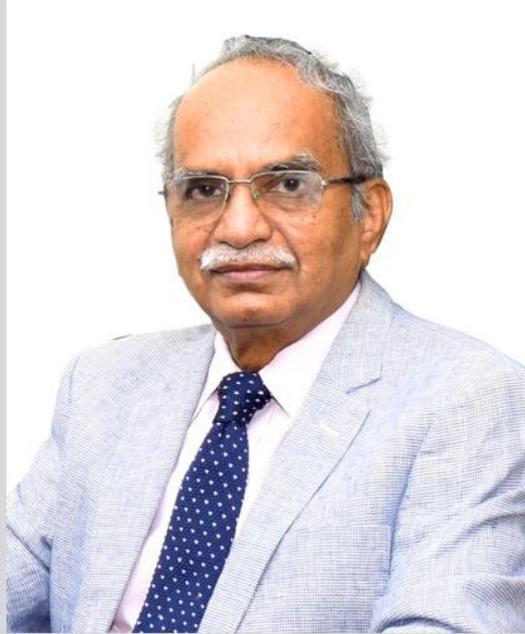
The differentiation between LOTS and HOTS was explored using Bloom's taxonomy. Participants practiced designing assessment items that test application, analysis, and synthesis rather than recall.



The concept of Entrustable Professional Activities (EPAs) was explained as a bridge between competency statements and real-world clinical responsibility. The entrustment decision-making framework — ranging from observation to unsupervised practice — was discussed extensively.

Participants appreciated how EPAs operationalize competencies into holistic, task-based performance units. Linking entrustment to documented evidence marked an important conceptual milestone.

Technology enhanced formative assessment in PG CBME - Dr. M. Ravishankar



Dr. M. Ravishankar

Director, Centre for Digital Resources and Medical Informatics, SBV

M. Ravishankar is a distinguished anaesthesiologist and medical education innovator currently serving as Director of the Centre for Digital Resources, Education and Medical Informatics (C-DREaMs) at Sri Balaji Vidyapeeth, Puducherry, and Professor Emeritus in Anaesthesiology. With extensive leadership experience at JIPMER and Mahatma Gandhi Medical College and Research Institute (MGMCRI), where he served as Professor, Head of Department, Director of the Medical Simulation Centre, and later Dean, he has significantly shaped undergraduate and postgraduate medical education. He pioneered several academic initiatives including the Fellowship in Ultrasound Guided Regional Anaesthesia (FUGRA), the Indian Diploma in Critical Care Medicine (IDCCM), the integrated STEPS undergraduate curriculum, and a competency-based residency program centered on Entrustable Professional Activities with multisource feedback. He also developed the FACE-GT software for postgraduate formative assessment and actively promoted e-portfolios as learning tools. With over 120 publications, numerous guest lectures, and contributions to curriculum development, his work bridges clinical anaesthesia expertise with digital innovation and competency-based medical education.

Technology-Enhanced Formative Assessment - Dr. M. Ravishankar

Digital assessment platforms (FACEGT) were demonstrated, showcasing real-time analytics, automated scoring, and structured feedback systems. The scalability of technology-enhanced assessments was highlighted, especially in large programs.

Alignment with postgraduate CBME was discussed using the six ACGME domains — Medical Knowledge, Patient Care, System-Based Practice, Practice-Based Learning & Improvement, Professionalism & Ethics, and Interpersonal Communication Skills.



Technology was presented as a facilitator of standardization, transparency, and documentation, reinforcing the principle that assessment drives learning.

The final academic sessions focused on postgraduate CBME implementation. Milestones within each of the six ACGME domains were mapped to sub-competencies and EPAs.

Participants discussed evidence-based entrustment decisions, emphasizing longitudinal documentation, multisource feedback, and milestone attainment. The necessity of faculty consensus and defensible assessment practices was highlighted.

E-Portfolio - Dr. Hemanth Kumar; Dr. M. Ravishankar



Dr. H. R. Hemanth Kumar

Prof & Head, Dept. of Anesthesiology, MGMCRI, SBV.

Hemanth Kumar V R is Professor and Head of Anaesthesiology at Mahatma Gandhi Medical College & Research Institute, Sri Balaji Vidyapeeth, Puducherry, with over 25 years of clinical and academic experience. A leader in anaesthesiology, simulation-based education, and competency-based curriculum design, he has served as In-charge of the Simulation Centre and lead faculty for Crisis Resource Management workshops, and has played a key role in developing Entrustable Professional Activity (EPA) and milestone-based training frameworks. An American Heart Association (AHA) Training Center Coordinator and Instructor since 2015, he has actively contributed to resuscitation training and community outreach. He has held leadership roles including President and Secretary of the Indian Society of Anaesthesiologists (ISA), Puducherry State Branch, organized numerous workshops and CMEs, and published 66 peer-reviewed papers along with five copyrights. His initiatives include establishing community palliative care services, promoting green OT practices, enhancing quality indicators, preventing drug administration errors, and strengthening postgraduate training through e-portfolios, 360-degree feedback, and simulation-based learning, reflecting his commitment to academic excellence and community impact.

E-Portfolio as a Central Integrative Tool - Dr. Hemanth Kumar

The e-portfolio was presented as the central documentation hub for competency tracking. Workplace-based assessments, EPAs, reflections, and daily logs can be time-stamped and reviewed longitudinally.



Faculty review mechanisms, feed-forward strategies, and EPA ratification processes were demonstrated. The system supports accountability, reflective practice, and regulatory compliance, particularly under National Medical Commission requirements.

The session concluded by emphasizing that documentation is not bureaucratic but pedagogical — it provides evidence of competence progression and supports structured feedback.

The Technology Enhanced Competency-Based Medical Education (CBME) Five-Day Faculty Development Workshop was a highly structured academic program designed to deepen understanding of competency-based frameworks and their practical implementation. The workshop brought together medical educators from government, private, deemed, and autonomous institutions across India, along with international participants from Malaysia and Nepal. The diversity of participants ensured multidimensional discussions that reflected varied institutional capacities, implementation stages, and regulatory contexts.

Participants represented institutions functioning under traditional time-based curricula as well as those that had fully transitioned to CBME in alignment with the National Medical Commission guidelines. This mix created opportunities to compare transitional challenges, discuss best practices, and examine contextual adaptations. The workshop was structured progressively, beginning with foundational principles, moving toward applied assessment strategies, and culminating in advanced technology-enabled postgraduate CBME systems.

The overarching focus remained on constructive alignment, authentic assessment, longitudinal tracking, faculty calibration, and digital integration. Across sessions, a consistent theme emerged: CBME is not merely a curricular reform but a transformation in educational philosophy, requiring structural, pedagogical, and cultural shifts.

Overall Reflections and Conclusion

The workshop consistently reinforced that **assessment is the engine of CBME**. Without robust, reliable, and longitudinal assessment frameworks, competency-based curricula cannot achieve their intended outcomes.

Technology emerged as an enabling partner rather than a replacement for pedagogy. Faculty development, calibration, and institutional readiness remain critical success factors. The transformation to CBME represents a cultural shift — from time-based progression to demonstrated competence and from teacher-centered delivery to learner-centered accountability.

The program provided conceptual depth, practical exposure, technological insight, and collaborative reflection. The interdisciplinary participation highlighted shared challenges and innovative solutions, strengthening collective readiness for CBME transformation.

Ultimately, the workshop underscored that successful CBME implementation requires structured alignment, continuous assessment, reflective practice, faculty engagement, and institutional commitment to educational excellence

Dear medical educators,

With great pleasure, the Association of Indian Universities - Sri Balaji Vidyapeeth Deemed to be University, Academic and Administrative Development Centre (AIU-SBVDU AADC) welcomes you to be part of the Theory and Practice of technology enhanced Competency Based Medical Education workshop. The sessions cover all aspects to enable faculty to implement CBME successfully, guided by well renowned and experienced resource persons.

This physical workshop provides an excellent opportunity to all the medical educators to equip themselves with the use of innovative technology in implementation of CBME.

Objectives of the workshop:

By the end of this 5-day face-to-face workshop, participants will be able to:

- Understand the foundational concepts of Competency-Based Medical Education (CBME)
- Apply principles of Workplace-Based Assessment (WPBA) to evaluate higher-order thinking skills (HOTS)
- Integrate technology-enhanced digital tools such as LMS, FACE GT and E-Portfolios to support learning and assessment.
- Develop strategies to address the affective domain and AETCOM competencies
- Design personalized learning pathways and utilize tools like Exit OSCE and radar graphs for formative and summative assessments.
- Employ standardized patients and simulation-based learning technologies to enhance clinical training.

Workshop on “Technology Enhanced CBME” 02nd to 06th February 2026 (PHYSICAL)

Registration Fees till 31.12.2025: **5000 INR**

Mode of delivery: **Face to Face (Physical) Mode**

Last day for Registration: **15.01.2026**

Registration fee includes only lunch and tea;

Travel and accommodation to be taken care by delegates

Registration Link:

<https://forms.gle/tm7nBq33NwjgzZFR9>

For further details, please contact:

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Prof. Nihar Ranjan Biswas

Vice-Chancellor, SBV.

Prof. Shivasakthy M

Workshop Chairperson

Director, IHPE &

Nodal Officer,

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AIU-SBVDU AADC

Association of Indian Universities - Sri Balaji Vidyapeeth Deemed to be University
Academic and Administrative Development Centre



WORKSHOP ON TECHNOLOGY ENHANCED CBME (Physical Mode)

02.02.2026 to 06.02.2026



Organized by

**Association of Indian Universities - Sri Balaji Vidyapeeth
Deemed to be University, Academic and Administrative
Development Centre (AIU-SBVDU AADC)**

**Sri Balaji Vidyapeeth
Puducherry**

Program Schedule

Date	Time	Sessions
02.02.2026	09 am to 10 am	Inauguration and icebreaking
	10 am to 01 pm	The basics: intended outcome and competency Dr. K. R. Sethuraman & Dr. M. Shivasakthy
	02 pm to 04 pm	Personalised learning pathway, Exit OSCE & Radar graph Dr. Seetesh Ghose
03.02.2026	09 am to 01 pm	Visit to MSC Newer technologies in Simulation Based Education Dr. Dinker Pai
	02 pm to 04 pm	Learning Management System as a tool for CBME Dr. Jagan Mohan R
04.02.2026	09 am to 01 pm	Gap analysis in AETCOM module Dr. K. A. Narayan
	02 pm to 04 pm	Standardized patients to enhance AETCOM teaching Dr. R Sobana
05.02.2026	09 am to 01 pm	Evaluating HOTS & WPBA Dr. N. Ananthkrishnan & Dr. M. Shivasakthy
	02 pm to 04 pm	Competencies & EPA Dr. N. Ananthkrishnan
06.02.2026	09 am to 01 pm	Technology enhanced formative assessment in PG CBME Dr. M. Ravishankar & Dr. Hemanth Kumar
	02 pm to 04 pm	E-Portfolio Dr. Hemanth Kumar & Dr. M. Ravishankar



Resource Persons Details:

- Dr. K.R. Sethuraman**
Endowed Chair, Institute of Health Professions Education, SBV
Professor Emeritus, AIMST University, Malaysia
- Dr. M Shivasakthy**
Director
Institute of Health Professions Education, SBV
- Dr. N. Ananthkrishnan**
Professor of Eminence
Institute of Health Professions Education, SBV
- Dr. Dinker pai**
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- Dr. Hemanth Kumar**
Professor and Head
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- Dr. Seetesh Ghose**
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Mahatma Gandhi Medical College & Research Institute, SBV
- Dr. R. Sobana**
Deputy Director
Medical Simulation Centre, SBV
- Dr. Jagan Mohan R**
Deputy Director
Centre for Digital Resources, Education And Medical informaticS, SBV.

Name	Designation	Department	Institution
Gitanjali Khorwal	Additional Professor	Anatomy	All India Institute of Medical Sciences, Rishikesh
Vaibhav Nayak J	Professor	Pathology	Subbaiah Institute Of Medical Sciences, Shimoga
KAPAGANTY V. CHAKRADHAR	PROFESSOR	MICROBIOLOGY	NRI INSTITUTE OF MEDICAL SCIENCES
Sanjeev Kumar Gupta	Professor	General Surgery	Institute of Medical Sciences, BHU, Varanasi
Suman	Professor	Community Medicine	M.S. Ramaiah Medical College
VIJISHA PHALGUNAN	PROFESSOR AND H.O.D	ANATOMY	SRI LAKSHMI NARAYANA INSTITUTE OF MEDICAL SCIENCES
Dr. Sreenivas M.	Director Professor	Forensic Medicine	GTB Hospital & UCMS
Dr. CHRISTINA GELLKNIGHT	SENIOR ASSOCIATE PROFESSOR	FACULTY OF MEDICINE	AIMST UNIVERSITY, MALAYSIA
Dr Ashuma Sachdeva	Professor	Biochemistry	Pt BD Sharma PGIMS, Rohtak
Ashwini CA	Professor & Head	Anatomy	M S Ramaiah Medical College
Dr. Sujata Sethi	Senior Professor	Psychiatry	Pt. B.D. Sharma PGIMS Rohtak
Dr Johnson Cherian	Additional Professor	Community and Family	AIIMS Madurai
Hemanth Mohan P V	Assistant Professor	Forensic Medicine	MES Medical College, Perinthalmanna
Dr. Urmila Kagal	Professor	Pharmacology	Jawaharlal Nehru Medical College Belagavi Karnataka
Krishna Pokharel	Professor	Anesthesiology and Critical Care	BP Koirala Institute of Health Sciences
Dr. Bijaya Mishra	Associate Professor	Biochemistry	B.P. Koirala Institute of Health Sciences
Parineeta Thapa	Associate Professor	Anaesthesiology and Critical Care	B. P. Koirala Institute of Health Sciences
Dr Anju Pradhan	Professor	Pathology	B. P. Koirala Institute of Health Sciences
Prof. C.P.Ganesh Babu	Professor and Head	General Surgery	AIIMS- Madurai
Dr. Devika Santhosh	Senior Resident (Academic)	Department of Physiology	All India Institute of Medical Sciences (AIIMS) Patna
Saran A K	Senior Resident (Acad.)	Department of Physiology	AIIMS Patna
G.R.Sathya	Professor	Physiology	Pondicherry Institute of Medical Sciences
Reeta R	Prof. and Head	Biochemistry	MGMCRI
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Naaz Afreen	Senior Resident	Physiology	AIIMS Patna
Kanmani Indra C	Assistant Professor	Dermatology	MGMCRI
Dr Roshany V	Assistant professor	Dermatology, Venereology	Mahatma Gandhi Medical College and Research Institute, Puducherry.

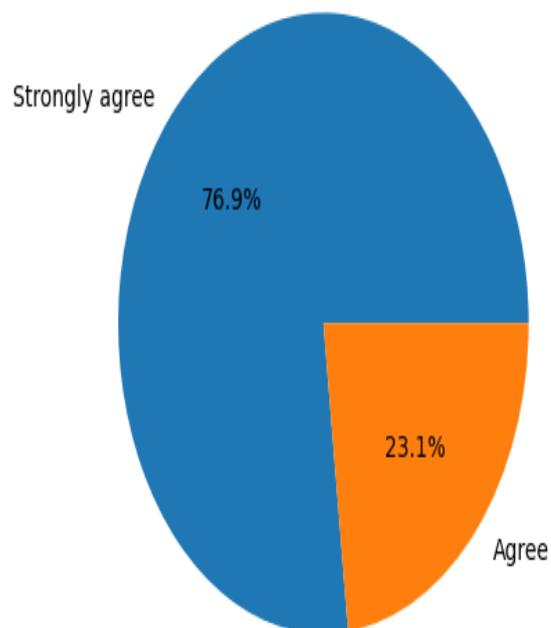
Dr Zakiyyah Tasneem	Senior resident	Physiology	Aiims patna
Dr K N J Prakash Raju	Associate Professor	Emergency Medicine	Mahatma Gandhi Medical College and Research Institute
Dr Punam Verma	Professor	Physiology	AIIMS Bilaspur, HP
Pujan Acharya	Associate Professor	Periodontology & Oral I	B.P.Koirala Institute of Health Sciences
Ichha Maharjan	Additional Professor	Oram Medicine and Ra	B.P.Koirala Institute of Health Sciences
Shivendra Jha	Professor	Forensic Medicine and	B.P.Koirala Institute of Health Sciences
Dr. Rahmath Shameem	Professor	Dept. of Prosthodontics	Sri Venkateswara Dental College & Hospital
Dr. M. Emil Phinehas	Assistant professor	General Surgery	All India Institute of Medical Sciences (AIIMS), Madurai
Sasikala Kathiresan	Assistant Professor	Obstetrics and Gyneco	AIIMS MADURAI

AADC Program Feedback - Summary Report

Question: The topics presented were relevant to the objectives of the entire course

Strongly agree: 20 responses
Agree: 6 responses

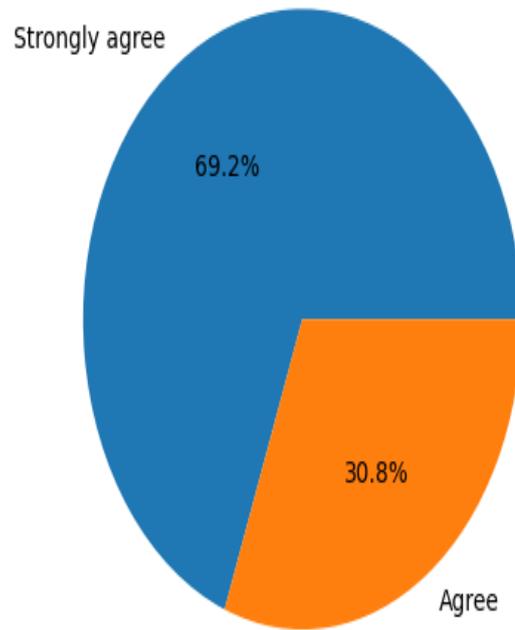
The topics presented were relevant to the objectives of the entire course



Question: The resource material made available during the course was helpful

Strongly agree: 18 responses
Agree: 8 responses

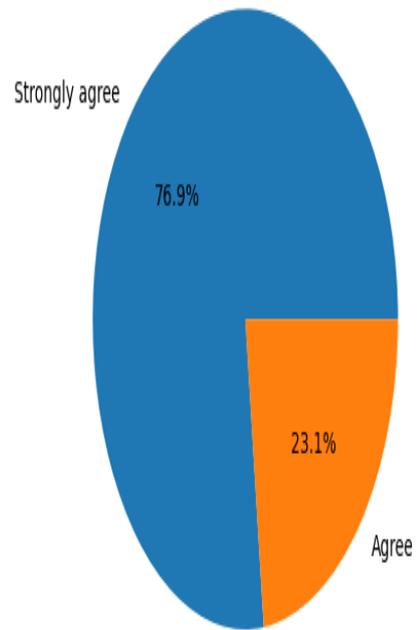
The resource material made available during the course was helpful



Question: The learning climate during the course was characterized by openness and seriousness of purpose

Strongly agree: 20 responses
Agree: 6 responses

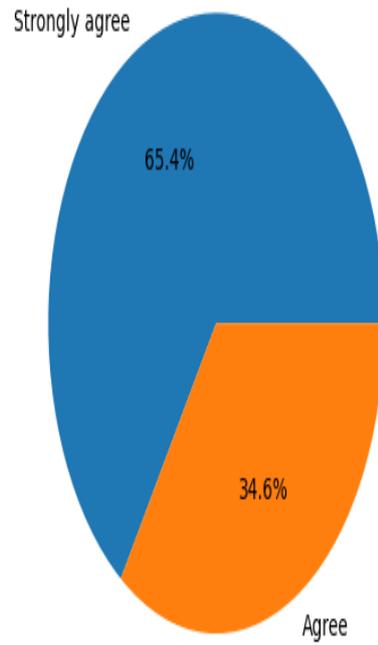
The learning climate during the course was characterized by openness and seriousness of purpose



Question: The teaching/learning experience used during the course encouraged active participation

Strongly agree: 17 responses
Agree: 9 responses

The teaching/learning experience used during the course encouraged active participation

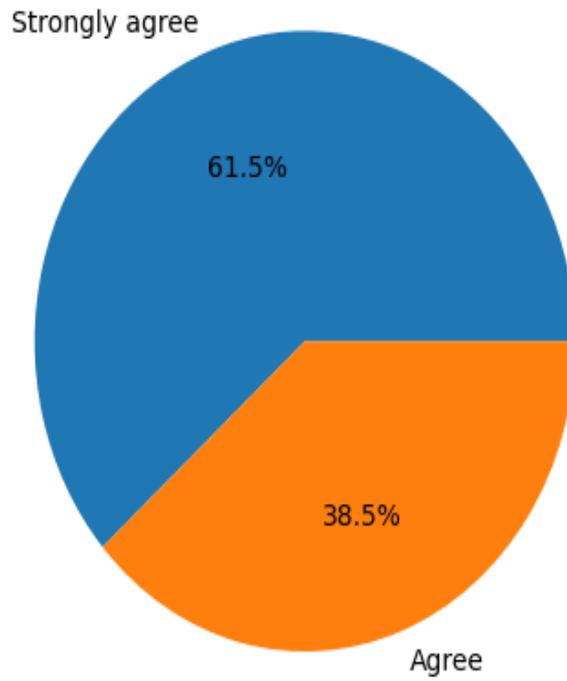


Question: Enough opportunities were given for critical comments

Strongly agree: 16 responses

Agree: 10 responses

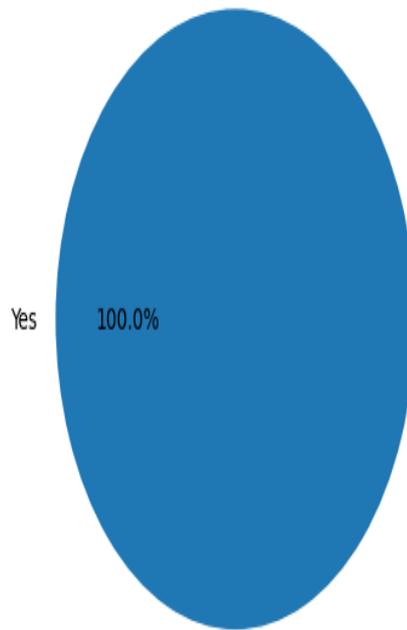
Enough opportunities were given for critical comments



Question: From the instructional stand point, did the course add to your [Theoretical knowledge]

Yes: 26 responses

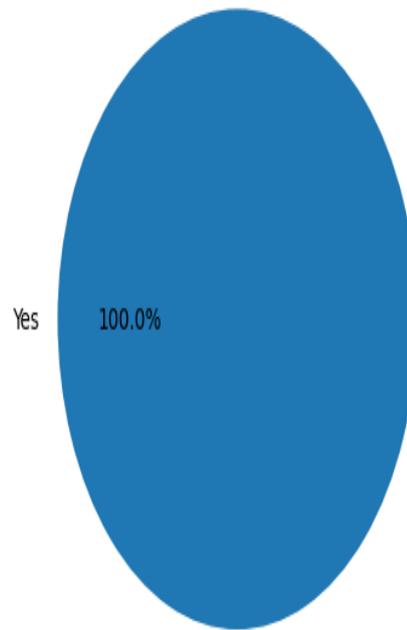
From the instructional stand point, did the course add to your [Practical knowledge]



Question: From the instructional stand point, did the course add to your [Practical knowledge]

Yes: 26 responses

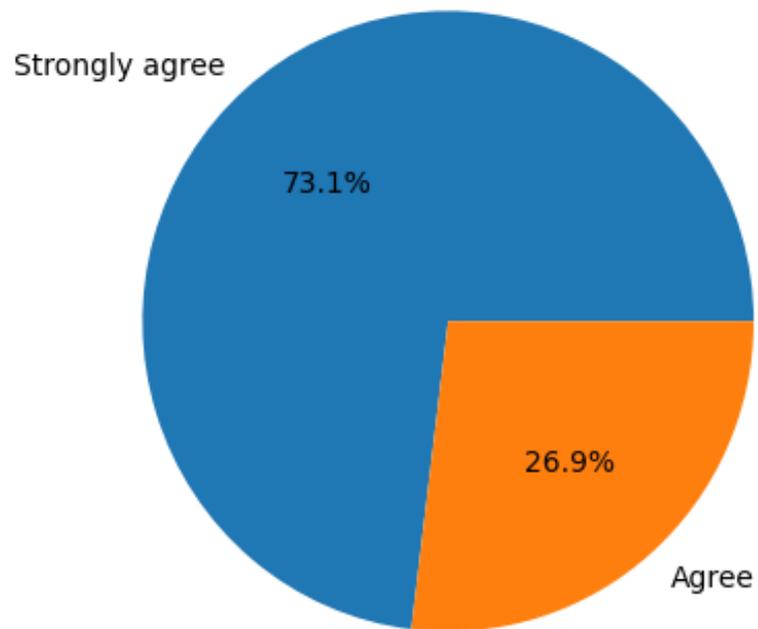
From the instructional stand point, did the course add to your [Practical knowledge]



Question: The hospitality arrangements met your needs

Strongly agree: 19 responses
Agree: 7 responses

The hospitality arrangements met your needs



Other comments

14 responses

The very reason I registered for this workshop was the opportunity to learn from the distinguished resource persons, so that I could become a student again to my own teachers and to the teachers of my teachers. The best part is, I truly felt fortunate to be taught how to teach by the very best teachers. ❤️ ❤️ ❤️ Thank you, Dr. Shivashakti ma'am, for giving me this opportunity. And hats off to ur tireless efforts mam. 😊 In short, if I may echo AK sir's words, *came in with LOTS, going out with HOTS*. 🔥 🔥 🔥 Thank you. 🙏

Extremely grateful for the learning opportunities. Truly inspirational resource person .

LMS session should have been one day for real hands on. The technology enhanced formative assessment could have been more organised and sequential. But the efforts are commendable.

Workshop was awesome, had acquired more knowledge and new terminologies. One suggestion is to add more technology related addons/ activity in each modules.

Well organised program

Very committed faculty

Well organised

Well conducted

It was an immersive and a very meaningful experience .The faculty was very helpful and patient in explaining

Excellent job. Your HPE department is doing a very inspiring and impactful job.

Topic on LMS as a tool could have been controlled in better mamner

Grateful for organising this event.

The training helped me enhance my knowledge and skills on many areas. I am thankful for giving us time and answering all our queries.

The program could be reduced to four days instead of five.

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02.02.2026 to 06.02.2026
Faculty Development Program on
TECHNOLOGY ENHANCED COMPETENCY BASED MEDICAL EDUCATION





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AIU-SBV DU AADC

&

Institute of Health Professions Education

Welcome Delegates

02.02.2026 to 06.02.2026

Faculty Development Program on

Technology Enhanced Competency Based Medical Education

Resource Persons



Dr. K. R. Sethuraman

Endowed Chair,
Institute of Health Professions Education, SBV
Professor Emeritus, AIMST University, Malaysia



Dr. N. Ananthakrishnan

Professor of Eminence
Institute of Health Professions Education, SBV



Dr. K. A. Narayan

Professor
Institute of Health Professions Education, SBV



Dr. M Shivasakthy

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Nodal Officer, AIU SBV DU AADC



Dr. M. Ravishankar

Director
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Dr. Seetesh Ghose

Dean
Mahatma Gandhi Medical College & Research Institute, SBV



Dr. V. R. Hemanth Kumar

Professor and Head
Dept. of Anesthesiology, MGMCRI, SBV



Dr. Dinker pai

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Medical Simulation Centre, SBV



Dr. R. Sobana

Deputy Director
Medical Simulation Centre, SBV



Dr. Jagan Mohan R

Deputy Director
Centre for Digital Resources,
Education And Medical Informatics, SBV.







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