



SRI BALAJI VIDYAPEETH

(ACCREDITED WITH 'A' GRADE IN THE FIRST CYCLE BY NAAC)

Pillaiyarkuppam, Pondicherry - 607 402

SBV POLICY FOR STUDENTS

NEEDING ADDITIONAL CURRICULAR SUPPORT (SNACS)

& STUDENTS NEEDING ENRICHED CIRCULAR SUPPORT

(SNECS)

2019

(REVISED EDITION OF 2015)

SRI BALAJI VIDYAPEETH (SBV)

(DEEMED -TO –BE-UNIVERSITY)

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Prepared by	Reviewed by	Approved by
Name: 1. Dr.Adkoli B.V 2. Dr.Shivasakthy 3. Dr.Richa Gupta Designation: 1. Director – CHPE, SBV 2. Dy. Director – CHPE, SBV 3. Associate Professor, Physiology,MGMCRI	Name: Dr.Ananthakrishnan N Designation: Dean of Faculty, SBV	Name: Prof. Subhash Chandra Parija Designation: Vice Chancellor, SBV
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Document Revision History

Date	Edition Number	Brief Description of change	Change Request Number
9/10/2015	Original	----	
23 rd February 2019	First revision	<p>Scope Removal of SNAPS</p> <p>Special Programmes catering to the needs of SNACS / SNECS Programmes for Students needing Additional Psychological Support (SNAPS) removed</p>	<p>SBV-SNACS/ SNECS – PL- 2015 Page 3</p> <p>Page 6</p>

**TITLE AND APPLICABILITY:SBV POLICY FOR STUDENTS NEEDING
ADDITIONAL CURRICULAR SUPPORT
(SNACS) & STUDENTS NEEDING
ENRICHED CIRCULAR SUPPORT (SNECS)2019**

1.0 PREAMBLE

Sri Balaji Vidyapeeth (SBV) is a progressive health sciences Deemed-to-be University endowed with constituent colleges catering to the needs of the students in the Faculty of Medicine, Dentistry, Nursing, Allied Health Sciences. This essentially denotes the diversity of the students with respect to the chosen discipline.

2.0 PURPOSE

The purpose of this policy is to outline the process and activities related to the identification of Students Needing Additional Curricular Support (SNACS) and Students Needing Enriched Circular Support (SNECS) of all Undergraduate programmes at all the constituent colleges/centers of Sri Balaji Vidyapeeth.

3.0 SCOPE

This policy applies to the Heads of the departments, Institutional Educational Units and Deans/ Principals/ Directors of the constituent colleges/ Centers of Sri Balaji Vidyapeeth.

In any educational system, the emphasis should be on the quality of teaching-learning and evaluation and competency building. Since the students differ in their learning behaviours, making the teacher understand the learning patterns of the students so as to innovate tailor made teaching process is of paramount importance. Since the teachers encounter students with different learning abilities and pace, hence the use of the term slow learners and advanced learners. However, since it is pejorative to use the term slow learners and to avoid labelling effects, Sri Balaji Vidyapeeth has proactively implemented agreeable terminologies for addressing the students with varying learning needs, as **Students Needing Additional Curricular Support (SNACS) and Students Needing Enriched Curricular Support (SNECS)**. In addition, methods and strategies have been devised, as outlined in this policy to bridge the gap and benefit the Students Needing Additional Curricular Support (SNACS) and Students Needing Enriched Curricular Support (SNECS).

4.0 RESPONSIBILITY

This policy applies to the Heads of the departments, Institutional Educational Units and Deans/Principals/ Directors of the constituent colleges/ Centers of Sri Balaji Vidyapeeth.

4.1 The Heads of the institutions/ centers shall entrust the curriculum committee with the responsibility of forming a working group with the Heads of the Departments, the members of the educational units and mentors.

4.2 Phase wise Curriculum Committee shall be responsible for following the criteria mentioned in the policy to identify Students Needing Additional Curricular Support (SNACS) and Students Needing Enriched Curricular Support (SNECS) and submit to the Heads of the institutions/ centers for further action. The mentors of the identified students should be informed of the same.

4.3 Curricular subcommittees shall be responsible for organizing programs for Students Needing Additional Curricular Support (SNACS) and Students Needing Enriched Curricular Support (SNECS) and submit to the Heads of the institutions/ centers for further action.

4.4 All the faculty members of SBV shall be responsible to ensure that the students undergo the programs envisaged for them.

5.0 ACCOUNTABILITY

The heads of all the constituent colleges/centers of Sri Balaji Vidyapeeth shall ensure the implementation of the policy in all undergraduate programs.

6.0 COMPONENTS

6.1 Proforma for initial identification of Students Needing Additional Curricular Support (SNACS)/Students Needing Enriched Curricular Support (SNECS)

Students' Name and UIN	+2 Level Marks

The list shall be arranged in descending order for ranking. Students in the lower one- fourth rankings shall be considered as SNACS while the top one-tenth ranking students will be considered as SNECS.

6.2 Methodology and criteria for the identification of Students Needing Additional Curricular Support (SNACS) and Enriched Curricular Support (SNECS)

6.2.1 For the Initial categorisation of the students for SNACS and SNECS, the Criteria is the marks scored by the candidate in the +2 level exam. The lists of students identified for SNACS and SNECS is to be put up to the HoDs for the follow up action.

6.2.2 After the initial identification of the students using the above proforma, The HODs and the faculty of the departments shall monitor the participation and performance of SNACS in formative assessments and participation during classes and group tasks. They shall obtain peer, mentors and teachers feedback for the same. SNECS shall be given opportunities for further competence building by ensuring their participation in quizzes, conferences, poster presentation and undergraduate research

6.2.3 Based on their performance in formative and summative assessments, the strategies and steps for SNACS shall be upgraded such that the evaluation of the students supplements and complements the teaching-learning process and further quality assurance is ensured through the systematic implementation of the strategies and periodic review at various levels including the Heads of the Departments, the IQAC and the Heads of the institutions. Periodic Feedback process also should ensure that SNACS and SNECS are effectively implemented and the desired value addition and competence building are taken care of.

6.3 SPECIAL PROGRAMS CATERING TO THE NEEDS OF SNACS/ SNECS

6.3.1 PROGRAMMES FOR SNACS

After the initial identification of the students using the above proforma, the HODs and the faculty of the departments shall monitor the participation and performance of SNACS in formative assessments and participation during classes and group tasks with inbuilt feedback system. For improving their participation in teaching-learning activities, small group teaching sessions with SNECS in group, should be conducted which has proven to improve outcome measures of slow learners.

After first internal assessment, the departments shall schedule remedial classes based on the 'Must Know Core' topics where class teachers undertake concept clarification with Q&A sessions. Assignments and formative assessments during remedial classes along with individualized feedback shall be provided to help them identify their learning needs to achieve the learning outcomes. The advanced learner students may act as peers helping the students in remedial coaching. Extra demonstration and practical session hours shall be scheduled for psychomotor skills. Special attention to slow learners shall be given during ward rounds, skills lab sessions and bedside teaching. This shall continue along with mentor and student counsellor support.

In addition, parent teachers meeting shall be conducted periodically to include all stakeholders in decision making for the student.

6.3.2 PROGRAMMES FOR SNECS

After initial identification, SNECS shall be appointed as group leaders for practical, small group teaching, demonstrations, ward rounds and shall be inducted in students committees. They shall participate in peer-peer teaching for SNACS. They shall undertake ICMR and management sponsored STS projects and publish their research findings, present the findings in conferences and SBV research week. In addition, they shall participate in quizzes, seminars, workshops, scientific and academic forum, Chancellor's medal and college annual day contests the student obtaining the highest mark in the university examinations shall be awarded a medal and a certificate during the convocation.

7.0 INVOLVEMENT OF MEDIA, IF ANY

NIL

8.0 INVOLVEMENT, IF ANY OF MAJOR FINANCIAL IMPLICATIONS CONCERNING EXTERNAL AGENCIES

NIL

9.0 EXCEPTIONS, IF ANY

NIL

10.0 ANY OTHER PERTINENT DETAILS


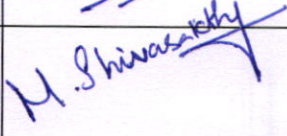
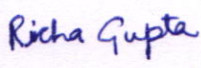
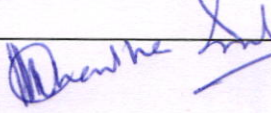
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11.0 ENQUIRIES

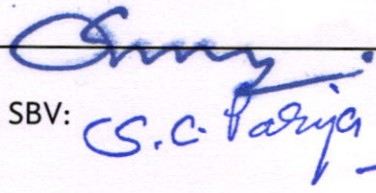
All enquiries related to this policy should be addressed to the Registrar, SBV through the Head of Constituent Colleges of SBV.

12.0 APPELLATE AUTHORITY

For all difficulties pertaining to this policy, the power to remove difficulties rests with the Vice Chancellor, who is the chairperson of both the Academic Council and the Board of Management.

Sl.No	Role	Name	Designation	Signature
1	Prepared by	Dr. Adkoli B.V	Director – CHPE, SBV	
		Dr. Shivasakthy	Dy. Director – CHPE, SBV	
		Dr. Richa Gupta	Associate Professor, Physiology, MGMCRI	
2	Reviewed by	Dr. Ananthakrishnan N	Dean of Faculty, SBV	

Approved by: Prof. Subhash Chandra Parija, Vice Chancellor, SBV:


S.C. Parija