

**2.2.3. There are institutional provisions for catering to differential student needs;  
Appropriate learning exposures are provided to students**

**Whenever need arises in the form of an issue**

Collaborative tasks such as group assignments, projects, seminar presentations, SAP activities, audio-visual activities, peer observation during lessons, skill development in pedagogy sessions and practice teaching, enable students to understand each other's diverse backgrounds and hand hold each other for supportive learning. This effort enables students to work together by knowing and understanding each other's needs and potentials. Such activities are planned and designed based on learner needs/profiles identified by faculty. Institute is equipped with various assistive devices and adaptive structures to cater students' special needs/ challenges. These assistive devices are available in Special Education Cell which are used as per the requirement of the students. Students with partial visibility utilise magnifying lenses for written examinations. Braille is also provided as and when required. This cell also functions with an objective of facilitating student teachers with the knowledge and skills of using various aids and appliances required for different categories of children with special needs, like, hearing impaired, visual impaired, low intellectual ability children with locomotor disabilities. The cell has materials and aids required for the above categories of children

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**SREEKANTH**

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YAGNAMURTHY SREEKANTH  
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प्राचार्य / Principal  
श्रीयोग शिक्षा संस्थान / Regional Institute of Education  
(एन सी ई आर टी) / (NCERT)  
दिल्ली - ११०००६ / Mysuru - 570006

**2.2.3. There are institutional provisions for catering to differential student needs;  
Appropriate learning exposures are provided to students**

**Left to the judgement of the individual teacher/s**

Every student in the institute is mentored by faculty of the institute in various academic activities. Engagement with the field, such as SAP, Internship and Community Living camp, and Research Dissertation are provided with the scope of mentoring/ academic counselling. Students have different issues and concerns, since they belong to diverse socio-cultural backgrounds which include, language, social adjustments, psychological inhibitions. Every student is given individual academic attention, wherein their diversities are determined and inputs are provided accordingly. Remedial teaching is extended to students who have difficulties coping with academic work. Faculty supports those students with learning difficulties, especially those from diverse backgrounds. Students are provided with extra classes and learning materials based on their requirements. In the last few years, faculty even supervised the learning hours of students in the hostels.

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Date: 2023.05.22 11:33:07  
+05'30'

प्राचार्य / Principal  
क्षेत्रीय शिक्षा संस्थान / Regional Institute of Education  
(एन सी ई आर टी) / (NCERT)  
दिल्ली - ५७०००६ / Mysuru - 570006