Programme Project Report under revised UGC Regulation-2017
Name of the Programme: Bachelor of Education - Special Education (B. Ed. Spl. Ed.)

### ABSTRACT

<table>
<thead>
<tr>
<th></th>
<th>Name of the Programme</th>
<th>Bachelor of Education - Special Education (B. Ed. Spl. Ed.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Duration</td>
<td>2 ½ years (30 months)</td>
</tr>
<tr>
<td>3</td>
<td>Scheme</td>
<td>Annual</td>
</tr>
<tr>
<td>4</td>
<td>Credits</td>
<td>80 (suggested by RCI)</td>
</tr>
<tr>
<td>5</td>
<td>SLM</td>
<td>Total Blocks Unit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>48 192</td>
</tr>
<tr>
<td>6</td>
<td>Instructional delivery</td>
<td>Personal contact programme, weekend counselling sessions,广播 casting through radio, face to face interaction and audio visual supports.</td>
</tr>
<tr>
<td>7</td>
<td>Medium of Instruction</td>
<td>English and Kannada</td>
</tr>
<tr>
<td>8</td>
<td>Faculty</td>
<td>Associate professor-1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Associate professor-1(Post created, will be recruited)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant professors-6</td>
</tr>
<tr>
<td>9</td>
<td>Eligibility Conditions</td>
<td>Any graduate of a recognised university</td>
</tr>
<tr>
<td>10</td>
<td>Evaluation</td>
<td>Internal assessment, Practice teaching, Inclusive school/special school, Practical examination and term-end examination</td>
</tr>
<tr>
<td>11</td>
<td>Infrastructure</td>
<td>Lecture halls, computer laboratory, Education library, Education psychological lab, ICT enabled facility.</td>
</tr>
<tr>
<td>12</td>
<td>Quality Assurance</td>
<td>Various measures adopted</td>
</tr>
<tr>
<td>13</td>
<td>Expected outcome</td>
<td>Quality and excellence in Secondary Education Employability, skill development, Responsible special education teachers, Parent/Resource person Enhancing professionalism</td>
</tr>
<tr>
<td>14</td>
<td>Department and School</td>
<td>Department of Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School of Education</td>
</tr>
</tbody>
</table>
Introduction

B.Ed. Special Education Programme imparts quality knowledge and skill to the learners with disabilities like hearing impairment, visual impairment, mental retarded and for slow learners.

The Government of India under the aegis of RCI has committed to empower these learners and enable them to come to the main stream.

The programme is offered in tune with regulations of Rehabilitation Council of India (RCI), New Delhi. B.Ed. Special Education Programme in Open Distance Learning System is designed with a professional touch without diluting the quality and standards of the programme laid down by RCI.

A. Programme’s Mission and Objectives

Mission

- To prepare competent and promising special education teachers at secondary school level with professional fragrance.
- To strengthen institutional networking for knowledge sharing and academic excellence.
- To promote the utilization of information and communication technology system.

Objectives

The programme gears to realize the following objectives.

a) To develop skills and competencies to cater to the needs of children in general, and children with special needs in particular, in cognitive, affective and skill domain in various settings.

b) To acquire knowledge about changes in the prevailing and emerging Indian society in view of the recent trends in education and national development.

c) To acquire the various techniques of teaching and evaluation in special and inclusive set up.

d) To perceive the special needs of children and develop confidence in them to realize their potential and abilities to meet the national development with self-respect, dignity and freedom.
e) To develop a broad perspective of the role of specially trained professional as an agent of change in the prevailing and emerging Indian Society in ensuring age of IT revolution and globalization through educating children in inclusive and special school settings.
f) To prepare student teachers to recognize potential in children with disabilities and facilitate a learning environment for actualization of their inherent potential.
g) To equip studentlearners to use various technologies in learning, teaching and evaluation in special and inclusive settings.
h) To develop the ability to manage a special or inclusive school, community based settings, non-formal education and early intervention.
i) To develop competencies for organizing various instructional and student support activities.
j) To develop understanding of **Community Based Rehabilitation (CBR)**-Portage Early Childhood Care and Development (ECCD), psychological principles of growth and development, individual differences and similarities, and cognitive, psycho-motor, language–communication and self-help and social development.
k) To develop the understanding and adopt the ICT tools and techniques for teaching and learning in inclusive education.

**B. Relevance of the Programme with Higher Education Institution’s Mission and Goals.**

Special Education in the country comes under priority sector. The Government of India has accorded greater thrust and encouragement, hence special education grows phenomenally. In an endeavour to meet the challenges of demand for teachers in secondary schools, the B.Ed. Special Education Programme in KSOU imparts the requisite knowledge and skills to the candidates pursuing B.Ed. Special Education by ODL. The programme in ODL matches the B.Ed. in conventional system.

**C. Nature of Prospective Target Group of Learners**

**Target Group**

* Graduate in any discipline
* Eligible aspiring working graduate teachers in special schools.
* Graduate parents of special children.
* Professionals working in the field of special education.
* Graduate workers in NGOs.

**Learners’ Needs**

* To acquire knowledge of inclusive education in secondary school.
* To acquaint with the modes of inquiry and Epistemological frameworks of the subject.
* To develop CBR-TALC (Training adolescents to live in the community) programme for adolescents effectively in school system.
* To enrich subject knowledge and link with child centred pedagogy and learn UNESCO resource pact application in classrooms
* To critically reflect on professional practices
* To continuously assess and improve accountability in education.
* Individual education plan (IEP), Group Education Plan (GEP)
* To develop and use various teaching strategies suitable to the needs of learners including children with special/diverse needs.
* To address the needs of children with special focus.

D. Appropriateness of Programme to be conducted in Open and Distance Learning Mode to acquire specific skills and competence

The B.Ed. Special Education Programme is a professional programme for aspiring graduate candidates including in-service and pre service teachers and professionals working in the field of special education primarily intended for upgrading the professional competencies.

The B.Ed. Special Education programme is offered through the ODL system. The programme has been designed to cater to the needs of graduates.

For this, the programme is structured with

* Understanding of psychological principles of growth, development and learning.
* Knowledge appropriate for reaching the curricular goals and objectives of special education.
* Knowledge of various teaching skills, strategies, methods for teaching in inclusive settings.
* Various teaching skills, strategies, methods to reach the curricular objectives with high standards of achievement.
* The role of a teacher in the social, political and educational context.
* The competencies required for teaching, learning and participatory evaluation using Individual Education Plans (IEP) and Group Education Plans (GEP).
* Competencies for organising various curricular, plus-curricular and extra-curricular activities.
* The ability to use different ICT tools and techniques for teaching, learning and evaluation.

Appropriateness of programme to be conducted in ODL mode to acquire specific skills and competencies. B.Ed. programme offered by distance mode has the requisite competency of the programme to deliver in print media, audio-visuals, video conferencing, online discussion and broadcasting of the knowledge and the skill through radio, which are the essence of open distance learning.

This is imperative as students are constrained from attending the regular institution to gain knowledge and skills. Through the quality self-learning materials (SLM) and contact/counselling classes of the programme, parallel conventional mode of delivering the contents in dissemination of knowledge in reality. Critical reasoning and perception of learners can be accessed through continuous assessment.

E. Instructional Design

The instruction related to B.Ed. Special Education Programme in ODL system is designed as per the norms of UGC/RCI. The courses have been identified to impart the
requisite knowledge and skill to the candidates/teachers. The benchmark set by the regulatory body is taken care to meet all the challenges of the secondary schools education and special education.

Curriculum development plays a very vital role in the development of quality of education. Keeping in view of the norms of UGC/RCI, the university took the following measures:

1. **Articulation:** Curriculum articulation has been adopted to avoid conflicts across the different areas. Development of a logical instructional flow is ensured from one year to the next year. Curriculum articulation maintained at all levels of studies by reducing conflicts and eliminating repetitions.

2. **Realistic Contents:** Contents are developed keeping in view of the contributions expected of a student in his career. Career role with specific tasks, knowledge, skills, attitudes, and values are considered for development of curriculum.

3. **Evaluation-Conscious:** The curriculum being developed keeping in view of evaluation-conscious, logical, accurate and measurable curriculum are being designed.

4. **Employability:** The curriculum is being developed to bridge the gap between the academic knowledge and job market requirement.

5. **Duration of the B.Ed. Special Education Programme:** Two academic years.

6. **Faculty:** The faculty to carry out the programme is as furnished.

   Faculty at Head Quarters:

<table>
<thead>
<tr>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1+1 Post created, will be appointed</td>
<td>6</td>
</tr>
</tbody>
</table>

At the student support centres, qualified academic counsellors will be engaged for better counselling.

7. **Details of the supporting Staff:** The details of the supporting staff are:

   Supporting Staff at Head Quarters:

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>FDC</th>
<th>SDC</th>
<th>DEO</th>
<th>Attender</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

8. **Instructional Delivery Mechanism:** Delivery of the instruction will be in the mode of SLM and student programme guide (SPG) through personal delivery at the time of admission (in print media). Audio-visual, web based service are also used/adopted. Instructional system is also in the form of contact programme/counselling.
9. Instructional system is also in the form of contact programme/counselling.

10. Details of the Syllabi: Details of syllabi are given in Annexure-1

11. Department-School: The programme is managed by Department of Education, which comes under School of Education.

(F) Procedure for Admissions, Curriculum Transaction and Evaluation:

The University has adopted transparent admission policy. All information relating to admissions, course, curriculum structure, evaluation, student support services are explicitly provided in prospectus and also in website. The Headquarter staff will develop curriculum, self-learning materials, student programme guide, model lesson plan and multimedia learning resources for use at the Study Centres/Learning Centres.

Admission: The transparent admission procedure is followed as suggested by UGC/RCI from time to time.

- CET will be conducted transparently as an entrance exam.
- Admission counselling is also conducted so as to enable the selected candidates to opt student learning centres.

Seat Matrix

Selection for B.Ed. Special Education Degree programme will be made based on the seat matrix of reservation as given below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Per Centage</th>
<th>Total</th>
<th>Kan. Medium</th>
<th>Woman</th>
<th>PWD</th>
<th>H.K</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>GM</td>
<td>50%</td>
<td>247</td>
<td>12</td>
<td>74</td>
<td>7</td>
<td>20</td>
<td>134</td>
</tr>
<tr>
<td>SC</td>
<td>15%</td>
<td>74</td>
<td>4</td>
<td>22</td>
<td>2</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>ST</td>
<td>3%</td>
<td>15</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>C-I</td>
<td>4%</td>
<td>20</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>2-A</td>
<td>15%</td>
<td>74</td>
<td>4</td>
<td>22</td>
<td>2</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>2-B</td>
<td>4%</td>
<td>20</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3-A</td>
<td>4%</td>
<td>20</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3-B</td>
<td>5%</td>
<td>25</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>100%</td>
<td>495</td>
<td>149</td>
<td>41</td>
<td>255</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 1% of the total intake is reserved for the defence/Ex-service personnel or wife/son/unmarried daughter of defence/Ex-service personnel.
* 99% of the total intake is for the candidates of Karnataka State.
Note:

a. Physically challenged applications should enclose a recent certificate with their latest photograph, issued by the District Surgeon clearly mentioning the nature of defect and the percentage of disability. Those with greater percentage of disability will be given preference in the allotment of seats.

b. Selection under in-service/ex-service defence reservation category will be made as follows: preference will be given to defence personnel/spouse/son/unmarried daughter of defence personnel in service. If such candidates are not available then the preference will be given in Ex-servicemen/spouse/son unmarried daughter of Ex-service defence personnel.

c. As per the Govt order letter No. ED-65 2013, November 2013 providing 8% reservation – Normal for candidates coming from six districts (Bidar, Gulbarga, Yadgir, Raichur, Koppal and Bellary) of Hyderabad-Karnataka, reservation has been provided. Candidates coming from these districts should submit a letter from the concerned authority stating that the candidate comes from Hyderabad-Karnataka region.

d. Candidates who seek admission under categories order than SC/ST/Category-1, that is category 2A, 2B, 3A, 3B should compulsorily abide by the rules laid down by the Department of Social Welfare, Government of Karnataka about income limit pertaining to creamy layer (vide No. SWD, 225 BCA 2000, dated: 30.3.2002). Then candidates who do not fulfil the above condition as per this order will be considered as general merit candidates without assigning any reason.

e. Candidates claiming reservations under the above categories must produce validity Certificates along with the application. Category certificate received after the prescribed date will not entertained. Those who claim reservations under these categories without producing the valid certificates along with the Application Form will be considered under ‘GM’ category.

CurriculumTransaction: The curriculum is designed by the department through workshops and also feedback from academic peer and alumni. The curriculum is made as per the RCI regulations. The Board of studies and academic council are the bodies to approve the same. The study materials by way of SLM is print and e-content will step up curriculum transaction

Contact Programme: The personal contact programme covers the lecture sessions and counselling sessions. Lecture/counselling is held at study centres convenient to the learners. The personal contact programmes shall be conducted as per details given below:
Programme Schedule

<table>
<thead>
<tr>
<th>Contact Programme - I</th>
<th>8 weeks</th>
<th>Learner Support Centre Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselling – during weekends</td>
<td>72 hours (12 days)</td>
<td>Learner Support Centre Based</td>
</tr>
<tr>
<td>Contact Programme - II</td>
<td>4 weeks</td>
<td>Learner Support Centre Based</td>
</tr>
<tr>
<td>Workshops, Seminars, Lesson plan writing, Preparation for Practice teaching, Micro teaching, Simulated Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Year Examinations</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Teaching Practice</td>
<td>4 weeks</td>
<td>School based</td>
</tr>
<tr>
<td>Academic Counselling – during weekends</td>
<td>72 hours (12 days)</td>
<td>Learner Support Centre Based</td>
</tr>
<tr>
<td>Contact Programme - III</td>
<td>8 weeks</td>
<td>Learner Support Centre Based</td>
</tr>
<tr>
<td>Teaching Practice</td>
<td>8 weeks</td>
<td>School Based</td>
</tr>
<tr>
<td>Practical Examinations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Year Examinations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A student shall be required to put in a minimum attendance of 80% of the total duration of the contact programme and teaching practice (36 Weeks). Those who have not acquired the minimum attendance, such candidates will not be permitted for examination.

**Academic Counselling:** Academic counselling sessions shall be spread over the entire duration of the programme. The academic and personal problems related to the course shall be discussed in the counselling sessions. The counseling sessions shall be utilized for providing personalized guidance to the learners regarding content difficulty, fieldwork, teaching practice, projects, assignments, dissertation, time management, study skills, etc. A minimum of 144 study hours spread over two years shall be devoted to the counseling sessions. The counselling sessions shall be organized in the form of tutorials and not as teaching sessions as the learning materials provided to the learners shall perform the teaching function.

Weekend Counselling Session Chart

(Total 144 sessions)

<table>
<thead>
<tr>
<th>I Year</th>
<th>II Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days/weekend</td>
<td>Duration</td>
</tr>
<tr>
<td>12</td>
<td>1 hr.</td>
</tr>
</tbody>
</table>
**Workshops:** In the workshops the learners will acquire competencies and skills required by a teacher or teacher educator. Therefore, they will be engaged in certain activities as individuals or in groups. The Study Centres shall also make arrangement for practice teaching in classrooms and on simulated situations. The learners shall also be provided training in the preparation and use of ICT by involving them in the preparation of teaching aids, research tools, worksheets, course units, assignment, and assessment rubrics. The learners shall be given sufficient opportunities to practice what they have learnt from the theory courses and what they are supposed to do in the classrooms. There shall be two workshops (one year each) of 6 days’ duration each.

**School-based Activities:** The learners pursuing B.Ed. Special Education programme through the ODL system will be involved in the activities, which a candidate/teacher is supported to perform in the school by way of hands on experience. The learners shall interact with a faculty member (a senior and experienced teacher/principal/faculty of the school/college where the learner is working) to work on school-based activities. Thus a learner shall be supervised/guided by the mentor for a minimum of 15 study hours.

**Teaching Practice:** A learner enrolled in the B.Ed. Special Education programme shall go through a teaching practice for three months, in the school where he/she works, under supervision of senior teacher/academic counsellor. Each lesson will be guided, supervised, assessed and feedback given. The learner shall be provided constructive feedback on his/her performance (strengths and weakness) by the supervisors/teacher educators. Thus, learner shall discuss with supervisors/teacher educators the preparation of the lesson plans, delivery of lessons and feedback on the lessons delivered. Each learner shall receive personal supervision and feedback on his/her teaching practice from the teacher.

**EVALUATION**

Student is assessed by the internal assessment and termend examinations.

**a) Internal Assessment**

Internal assessment comprises of various tools such as assignments, seminars, group discussions, roll plays, workshops etc. It is a continuous assessment by way of formative assessment by the university.

**b) Term end examinations**

The university conducts term end examinations at the end of each academic term. It employs all measures suggested by the UGC/RCI to conduct transparent examinations at various notified centres of the territory. Beside the evaluation system is same as that of the system suggested by the UGC. Single valuation is relayed upon; however revaluation, third valuation are also adopted to reflect that the university conduct evaluation system is conducted transparently and objectively.

The university makes provision for restructuring of credit and evaluation system as per the notification from regulatory bodies from time to time.
The university makes provisions to restructuring credits as per the UGC from time to time.
Financial Assistance:

a) Scholarship for SC/ST students is being awarded as per Government rules.

Notification: The University would notifies its admission policy, financial assistance, delivery of the programme, academic planning and other details on the Website of the University for the Information of the learner once the programme is approved.

(G) Requirement of the Laboratory Support and Library Resources:

i. Laboratory Support: The required laboratory is established both at Headquarters and student learning centres.

ii. Library Resources: The University provides library facilities both traditional and digital at the learner support centres with proper security. Also state of the art library is in place at the headquarters as well.

(H) Cost estimate of the programme and the provisions:

The approximate cost estimate of the programme is as under:

<table>
<thead>
<tr>
<th>Component</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary, Lesson Writing, Lesson Printing, Lab Equipment, Library,</td>
<td>51,00,000</td>
</tr>
<tr>
<td>Evaluation, Contact/Counselling, ICT Applications, Contingency,</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
</tr>
</tbody>
</table>

(I) Quality Assurance and Expected Programme Outcomes

The quality assurance of the programme is maintained by taking the following measures.

1. Editorial committee in the lesson development.
2. Students’ feedback at time of contact classes/counselling.
3. Academic peer / Academic editorial committee review of the study material and audio-visuals for enrichment and upgradation of quality.
4. Professionals are also involved in the quality upgradation process.
5. Periodic workshop is an instrument to promote the quality of the programme.
6. Periodic assessment of the programme by the bodies concerned.

Expected Programme Outcomes

* Produce achievable quality and excellence.
* Produce qualitative human resources with better employable skills.
* Enhance Gross Enrolment Ratio at macro level.
* Produce the teachers with classical and corporate responsibilities.
* Achieve the standards of education at secondary school level.
* Encourage human resource development.
**Bench Mark System:**

* Placement of students.
* Creation of data base system of each student.
* Corporate level services/public services.
* Educational service sectors.
* Civic values, moral and ethical values.
* Quality and excellence in the secondary education.
* Empowerment of learners of differently abled.
ANNEXURE -

COURSE CODE AND TITLE

B.ED., SPECIAL PROGRAME

FIRST YEAR B.ED. SPECIAL EDUCATION

Course 01 - Education in India
Course 02 - Understanding the Learner and Learning Processes
Course 03 - Teacher Functions
Course 04 - Technology of Teaching
Course 05 - Nature and needs of various Disabilities - An Introduction

SECOND YEAR B.ED. SPECIAL EDUCATION

Course 06 - Content-cum-Methodology of Teaching

GROUP A

I (B.ED.S.E.MC-07) Specialisation - Visual Impairment
B.Ed.S.E. VI -01 Introduction to the Education of Children with Visual Impairment
B.Ed.S.E. VI -02 Educational Perspective on Visual Impairment
B.Ed.S.E. VI -03 Instructional Methods and strategies for teaching children with visual impairment

OR

II (B.ED.S.E.MC-07) Specialisation - Mental Retardation
B.Ed.S.E. MR -01 Identification and Assessment of persons with Mental Retardation
B.Ed.S.E. MR -02 Mental Retardation : Its Multidisciplinary Aspects
B.Ed.S.E. MR -03 Curriculum and Teaching Strategies

OR

III (B.ED.S.E.MC-07) Specialisation - Hearing Impairment
B.Ed.S.E. HI -01 Facilitating language, communication development in children with Hearing Impairment
B.Ed.S.E. HI -02 Audiology and Aural Rehabilitation
B.Ed.S.E. HI -03 Introduction to speech and Speech Teaching to Hearing Impaired

OR
IV (B.ED.S.E.MC-07) Specialisation - Learning Disability
B.Ed.S.E. LD -01 Introduction to Learning Disabilities
B.Ed.S.E. LD -02 Assessment of children with Learning Disabilities
B.Ed.S.E. LD -03 Intervention and Remediation

GROUP   B   PRACTICAL COURSES

(B.ED.S.E.P.C.) Specialisation - Visual Impairment
B.Ed.S.E.P. VI -01 Training in Visual Impairment
B.Ed.S.E.P. VI -02 Project work in Visual Impairment
B.Ed.S.E.P. VI -03 Training of using Equipment related to Visual Impairment

OR

(B.ED.S.E.P.C.) Specialisation - Mental Retardation
B.Ed.S.E.P. MR -01 Training in Mental Retardation
B.Ed.S.E.P. MR -02 Project work in Mental Retardation
B.Ed.S.E.P. MR -03 Training of using Equipment related to Mental Retardation

OR

(B.ED.S.E.P.C.) Specialisation - Hearing Impairment
B.Ed.S.E.P. HI -01 Training in Hearing Impairment
B.Ed.S.E.P. HI -02 Project work in Hearing Impairment
B.Ed.S.E.P. HI -03 Training of using Equipment related to Hearing Impairment

OR

(B.ED.S.E.P.C.) Specialisation - Learning Disability
B.Ed.S.E.P. LD -01 Training in Learning Disability
B.Ed.S.E.P. LD -02 Project work in Learning Disability
B.Ed.S.E.P. LD -03 Training of using Equipment related to Learning Disability

GROUP   C   (Teaching Practice Courses / Disability Specialization Area Subject
(Chose the area selected for GROUP -C )

Teaching Practice Course
B.Ed.S.E.TP. V-01 Teaching Practice in Visual Impairment
B.Ed.S.E.TP. M-01 Teaching Practice in Mental Retardation
B.Ed.S.E.TP. H-01 Teaching Practice in Hearing Impairment
B.Ed.S.E.TP. L-01 Teaching Practice in Learning Disability
B.Ed. MPC  Minor Practicum - SUPW, Physical Education and Games, (Minor Practicum)  Co-curricular Activities  Pre-Vocational and job training using packages such as Training Adolescent to live in the Community (TALC)