

Welcome students. Myself Mrs. Honey Babu, Assistant Professor,
GVM's Dr.Dada Vaidya College of Education Ponda.

I here deal with a topic from inclusive education.

The unit name is curriculum modification.

It is of Unit 3.

The module name is the alternative evaluation system ,adaptation of Co curricular activities, alternative subject choice.

In this module we will be dealing with the alternative evaluation system.

The second point, the adaptation of Co curricular activities.

And the third Point, the alternative subject choice.

After dealing with this module:

The student will be able to understand about the alternative evaluation system.

The students will be able to identify the various ways of adapting of Co curricular activities.

They will be able to acquire knowledge about alternative subject choice.

First point we will be dealing with is the alternative evaluation system.

Evaluating the students using the usual evaluation strategies may not be helpful for all the students in the classroom. In such situations, the teachers can use an alternative evaluation system. Such as curriculum adaptation and teaching strategies are being adapted to suit to the learning needs of each child in the classroom. Method of evaluating their performance must undergo modification. These modifications or alternatives used for evaluation are considered as alternative system of evaluation. Here we will be dealing with some of the relevant points which should be kept in mind while selecting the alternative evaluation system to access the children with special needs.

Every child has their own strength and weakness. Children with special needs in the classroom should be assessed on their individual abilities and progress. Unfair comparisons with other children should be avoided. The criterion referenced testing methods may be adopted which will help the children with special needs also to perform according to their abilities. When criterion referenced testing methods are used, it will help the children with the special needs to be assessed as equal as the normal children.

Evaluation should be conducted on regular basis using several criteria instead of any one.

Teacher should use some other criteria which is relevant to the special needs of children during evaluation, substituting written exercises with oral assessment. Discounting spelling errors, providing a scribe by giving extra time during examination, reducing syllabi, exemption from studying some topics or

Including some non academic activities as criteria for assessment could be the options that may prove useful based on each child's ability and learning need. It is the duty of a teacher to identify those assessment criteria. Extended exam time or providing extra time for examination to take exam.

A room with reduced disturbances or distractions can be provided. Assistance of a reader, scribe or word processor . For example, the option of an oral exam to use spelling and grammar assistive devices for essay exams ,to use calculator for exams focus on authentic skills and on assessing experience in the community or social real life environment, measuring integrated skills across domains.

Use continuous documentation methods if possible. Ask that student to prepare portfolio performance assessment of student's skills and knowledge through indirect ways, preparing a checklist of objectives to be achieved from the first day of the course.

Collaborative form of assessment , collaboration ,and consultation with the parents, experts ,caretakers, and other relevant persons who can give information about students strength and weakness. Link the assessment with the broad objectives of curriculum. Break the link between assessment and the pace of achievement as the time taken by each student to achieve the goal may differ.

The second point to deal in this module is the adaptation of Co curricular activities.

The Co curricular activities, which are structured and assigned commonly in the schools ,may not be convenient for a child with the special need. In that case, teachers have to be creative enough to modify the curricular activities in such a way that it will be suitable for them two. The list of Co curricular activities that can be modified and used are prescribed here.

Debate, group discussions, workshops ,seminars ,conference ,music, art ,craftworks, painting, role play social interaction group ,sports and games, etc. are the co curricular activities which can be modified by the teacher and used for assessing the child and helping the child.

How to modify the code curricular activities?

There are certain points were a teacher can adopt certain strategies and modify the Co curricular activities, develop appropriate activities which are suitable for each student identifying their abilities.

Allow the student for partial participation and allow selecting the role suitable for them considering their interest. Make it flexible according to their special needs and abilities give freedom of choice to select and complete the activities at their pace. Accept alternative communication strategies like gestures, noise, etc.

While choosing the activities, consider their developmental stage.

The Third Point, which we have to deal in this module is the alternative subject choice. Child with special needs during higher education may face difficulties while dealing with subjects which need practical and performance based assessment. They may also tend to be dropouts from higher education because of difficulties of the subjects. In such case alternatives subject choice will help the student to choose the subjects which are less challenging for them.

Visually impaired, hearing impaired autistic and the students with learning disabilities can drop science subjects and choose alternative subjects such as health and home sciences.

For illustrating the mathematics theory, paper will carry only 15 marks.

While remaining the 50 mark of the total paper will be given for a project work, which will be done during the academic year, the project work done by the student can be used to assess the 50 Marks and the

theory 50 marks can be added to that and considered in total the subject work experience can be called as work education and instead of. 3 languages such students can opt for two work education subjects and one language, so it will be together assessed.

Differently abled students have the option of choosing between Health Science and home science in place of general science or a subject that they may find difficult.

Candidates with visual and hearing impairment, dyslexic, autistic and candidates with disabilities as defined in the person with Disabilities Act 1995 have been provided with the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of three language formula as prescribed by the board. Besides one language, any four of the following subject can be offered. Mathematics, science, social science, other language, music, painting, home science, foundation of information and technology, commerce, accountancy, E type writing in English, E type writing in Hindi, introduction to computer technology and information technology are the various courses or the subjects that can be preferred. Candidates with disabilities as defined in the examination by laws, have the option of taking up music, painting and home science as the subjects of study.

Alternative Subject Choice System will help to ensure the higher education possibilities for the children with special needs. As we have to conclude that we can summarize that the alternative evaluation system, the adaptation of Co curricular activities and alternative subject choice are the three different strategies that can be adopted to ensure better participation and engagement of children with special needs. It will always power their way for better inclusion as envisaged in the national education policy, 2020. Thank you.