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Requisite changes in the adaptation of curriculum and its conditions in inclusion

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Abstract
Inclusion does not mean enrolling children with disabilities in the regular classroom but along with enrollment of the child with his/her need to be assisted to cope with regular classroom. So adaptation is an accommodation if the student can demonstrate mastery of the standard of an assessment. It is important to have the knowledge of how to make changes in course content, lesson, activity or assessment, teaching strategies, test presentation, scheduling, environmental structuring or other attributes which is a pivotal component of establishing appropriate support to meet the unique needs of students who have disabilities and get education in the general education setting. In addition this adaptation can be modified if the student will not demonstrate mastery of the standard on an assessment.

Keywords: Curriculum, Adaptation, Inclusion

Introduction
Education is a process of teaching learning where a more mature person (teacher) imparts the necessary, adequate information to a less mature (student) to bring about modification in his behavior. The word 'Inclusion' is antonym to Exclusion which implies being a part of something, being embraced into the whole (Puri and Abraham, 2004) [4]. Inclusive education is mainly a purposeful effort to provide educational opportunities to all those groups which in the past, have been excluded from having an access to education. (The Booklet: UNESCO, 2003).

Inclusive Education signifies the dictum," Children who learn together, learn to live together." Curriculum Adaptation is changes permissible in educational environments which allow the student equal opportunity to obtain access, result, benefits, and levels of achievements. These adaptations consist of both accommodations and modifications. Curriculum modification must be functional, age appropriate and reflect transition. Inclusive education requires a wide range of instructional strategies, which enable all students to learn in recognition of student's difference in intelligence, learning style, strength & limitation. So it is necessary to bring reform in curriculum adaptation.

Adapting Curriculum and Instructions in Inclusive Classroom:

Labeling of Activity: Adapt the number of items that the learner is expected to learn or number of activities students will complete prior to assessment for mastery. For example reduce the number of chapter terms a learner must learn at any one time. Add more practice activities or worksheets.

Personal Assistance: Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult student relationship use physical space and environmental structure. For example, assign peer buddies, teaching assistance, peer tutors, or cross age tutors.

Problems: Adapt the skill level, problem type, or the rules on how the learner may approach the work. For example allow the use of a calculator to figure math problems.

Teaching strategies: Change in teaching strategies can influence the child's ability to participate. For example simplifying directions, addition of visual information, use of concrete materials, sequencing learning task from easy to hard, changes in the scheduling of the reinforcement and verbal prompts and or direct physical assistance etc.

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Environmental conditions: The environment arrangement is an important aspect of any early childhood settings. Changes in lighting, noise level, visual and auditory input, physical arrangement of the room or equipment, and accessibility to materials are important considerations.

Positive Involvement: Adapt the extent to which a learner is actively involved in the task. For example ask a student to lead a group.

Lesson formatting: The format of a lesson may be altered to meet the needs of a child by including more opportunities for whole class discussion, games, role playing, demonstration, and or thematic lesson organization.

Substitute Curriculum: Sometimes called "functional curriculum" provide different instruction and materials to meet a learner's individual goals. For example during a language lesson a student is learning toileting skills with an aide.

An alternate activity: This curricular adaptation should be used as a last choice when the other techniques or condition cannot be used to meet a child's educational needs.

Inclusive education is not an integrated approach to education but rather it is more than that. By the adaptation to inclusive approach special education in terms of special classes or special schools has been included and assimilated into general educational approach in such a way that it is inherently an inseparable part of that. It is the central government policy to provide free and compulsory primary education to every Indian child. It is one step further to give every child the right to have admission in any school of his choice/preference through legalized aspect of RTE.

Goals for Teaching in Inclusive setup

To adopt the curriculum we must have the detailed information about the current skills in a child, after obtaining this information, the nest task for the teacher is to decide what to teach the child. The teacher must set the goals and objectives for teaching.

Firstly, teacher has to set the long term goals which are called as annual goal because they may change for each child at the end of every academic year. These are based on the child past achievements of the child, present level of performance of child, required time and resources available.

Secondly, teacher has to set the short term goal which break up the long term goals into smaller units of behavior. These goals are also called behavioral objectives. Selection of the goals are based on these points which are as

- Select a behavioral objective which is appropriate to the ability, age, needs, social background and current level of functioning of the child.
- Select behavioral objective which is functionally relevant and useful in the daily life of child.
- Select behavioral objective which is achievable with in a specific period of time. (i.e. two to three months)
- Select behavioral objective preferably from those domains in which the child shows greater skill deficits.
- Select behavioral objective which would enable targeting skill behaviors that come earlier in life than the ones that come later in life.
- Select behavioral objective for which the child has the necessary prerequisites.
- Select behavioral objective for teaching a child so that the selected tasks increase the opportunity of the child to interact more with non-handicapped people.

Conclusion

Providing for inclusive education in schools is a challenging task. Children with different abilities are to be taught in the same class; therefore, it is essential that the curriculum must be flexible to meet the varied needs and capabilities of the students.

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