

POLICY ON CURRICULUM MODIFICATION

Policy Reviewed - March 2024
Date of Next Review- March 2025

Introduction

As an inclusive school, we pride ourselves on ensuring that all students can enjoy and participate in all aspects of the curriculum and provide numerous pathways. Modification and the removal of barriers are an intrinsic part of curriculum planning at The Indian Academy Dubai. This extensive planning ensures that the needs of all groups of students are met through extension and support material. This ensures full engagement and challenge for all students of all abilities.

Rationale

- To ensure the right balance between the NCERT/CBSE and National Agenda Parameter requirements are met.
- To make provisions for Students of Determination as per the Dubai Inclusion Framework.
- To make provisions for Arabic Beginners.
- To transition seamlessly across the grades by bridging learning gaps aligned with the school Transition Policy.

Adaptations and Modification

As recommended by NCERT 2015 Adaptation refers to adjusting assessments, material, curriculum, or classroom environment to accommodate a student's need so that he/she can participate and achieve the teaching-learning goals.

Enriching Classroom

Accommodations in the Classroom Environment

Doable

Provide least restrictive environment in the classroom. Eliminate unnecessary obstacles from classroom

Allow the student to travel with peer/buddy/soul partner /shadow teacher .

Familiarise / reinforce the route map of library , medical room, washroom, labs, playgrounds and way back to classroom with students. Visual cue/signage can be given.

Keep the doors of classroom completely open or closed to avoid accidents.

Curriculum Planning

Learning goals suiting all students are prepared by the teacher for the active engagement of children with diverse needs in an inclusive classroom. Teachers use differentiated instruction techniques and technology for various purposes, modify the physical environment, integrate adaptive technologies, and adopt culturally responsive language into the curriculum for curriculum enhancement. The following are a few curriculum adaptations that help, and more than one can be adapted simultaneously.

- **Multi-level Curriculum** – Students work at different levels but in the same subject area.
- **Curriculum Overlaying** – Students have different curriculum areas but are involved in the same activity.
- **Alternative Curriculum** – Students are involved in some substitute activities to meet the primary instructional needs when the team feels that the general curriculum-tobe, is not appropriate for the child. Activities followed in this alternative curriculum are performed in the classroom.
- **Providing Physical Assistance** – Students are assisted in completing activities by making modifications in material and equipment if needed.
- **Using Accommodating Material** – Using materials that allow the students to get involved in age-appropriate activities without having prior communicative or cognitive skills. For example, if a tape recorder is used by a student suffering from dyslexia for listening to directions, stories, and specific lessons. The student can replay the tape to clarify their understanding of directions or concepts. Also, to improve reading skills, the student can read the printed words silently as they are presented on tape.

Student Outcomes and their relationship to the curriculum

For students with severe disabilities/disorders, the "criterion of ultimate functioning" is often used to guide instructional and curricular planning. In this approach, each student's long-term outcomes are designated through the IEP process; instruction then focuses on building skills that will lead to these outcomes in age-appropriate natural settings. The premise is that effective instruction involves systematic planning to determine the kinds of skills to be taught and the most effective contexts in which to teach and apply them. Skills are never taught in isolation from actual performance demands. For elementary-school-age students, curricular priorities most often involve communication, socialization, self-help, motor skills, and functional academics. For secondary school-age students, curricular priorities include employment preparation and placement, personal management, and leisure.

Differentiation and delivery of content

Adaptation of materials, instruction, assessment, and the classroom environment are common techniques to help children with a range of abilities to access the curriculum. One systematic review of inclusive education in both primary and post-primary settings reported that the most common pedagogical or classroom technique was adaptation of instruction, such as teaching students to use specific memory techniques to help them remember the material.

No.	Content delivery strategy	Description	How it looks like?
A.	Level and pace	Students work on a similar topic at a level and pace that reflects their previous achievement in that area.	In a mathematics lesson about money, one group could work on concepts of addition and subtraction of money amounts, while a student with a specific learning disability could work on the recognition of coins.
B.	Interest	The student's own interests are used to motivate and enhance the learning experience.	Draw on the student's favourite topics (for example, pop groups, television programmes) to illustrate concepts.
C.	Access and response	Students access and respond to the same curricular content in ways that are modified to suit individual needs and competencies of students with special educational needs.	One group responds to a given picture by writing a descriptive story, while a student with specific learning disability could describe the picture orally onto a tape, while another group re-creates the picture pictorially, or by using suitable software.
D.	Structure	Some students take small steps of learning, while others learn in whole blocks of integrated curricular content.	Mainstream class teacher may outline the objectives with four levels in mind: minimum, median (average), extension (additional), and optimum (highest level possible) and assign the objective that suits the individual need of a student with SEND.
E.	Sequence	Students access different parts of subject content at different times throughout the year.	Some students might need to cover certain content as a prerequisite for understanding, whereas students with additional needs might not need the same ordering of content.
F.	Teaching style	Students experience various approaches and different styles of teaching and forms of response.	Alternative teaching/response styles include: didactic teaching approaches, class discussion, investigation, student presentation, research using the internet, the use of film/video.

Curriculum flexibility, breadth, and IEPs:

The school curriculum offered to students with special educational needs is flexible to meet individual needs of students with special educational needs and it is considered as a higher priority. A central principle for giving students with special educational needs full access to the curriculum is that delivery needs to be flexible and tailored to the needs of the individual student. IEPs are widely used as one way of documenting the modifications each student needs. In order to ensure the flexibility of the curriculum offered to the students with special educational needs, the school leader assure the following:

- Teacher attitudes are central to how effectively students with special educational needs can access the curriculum.
- Tools are generally considered useful in helping students with special educational needs access the curriculum, such as aids to help visually impaired students.
- Individual education plans (IEPs) make school experiences of parents and students with special educational needs more positive, and these plans are considered as useful focus for communication between staff, parents and students and can support planning and alignment with both national and CBSE standards.

Personalizing the Curriculum

Action	Description
Tier 1	Who is involved? The class teacher is responsible for differentiating work for all students.
	What is involved? The teacher plans for the activities to be given to the students at the appropriate level of need for success and the progress to be achieved. A Tier 1 IEP or 504 Plan may be written which is reviewed regularly by the class teacher.
	Next Steps: If, after observations in a variety of contexts and in discussion with parent/caregivers, a student is not making adequate progress, placing the child on the ELP register at Tier 2 is considered. The teacher responsible for the child informs the SENDCo of the concern using the 'ELP Referral form'.
Tier 2	Who is involved? The child is placed on the ELP register at Tier 2. Appropriate interventions are identified, and parents/caregivers are informed.
	What is involved? The child is placed on the ELP register at Tier 2. Appropriate interventions are identified, and parents/caregivers are informed.
	Next steps: Most students should make progress with the additional help, but if the targets and strategies implemented mean that adequate progress is not made, advice is requested from outside agencies.
Tier 3	Who is involved? The SENDCo requests advice from an external agency. The student moves to Tier 3. An IEP is devised from the additional guidance given and is agreed with parents/caregivers. A learning support assistant is allocated to the student. The teacher involved delivers the plan of action.
	What is involved? The IEP is implemented in the class using the strategies and additional/different resources suggested. Support from home is considered. The IEP is reviewed regularly. LSA support with push in and pull-out sessions. Student may be receiving support from external agencies.
	Next steps: The majority of students will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for statutory assessment.

Teaching Methodology

There are varieties of teaching methodology used by teachers in an Inclusive classroom to meet the educational needs of children with and without disabilities.

Universal Design for Learning –(UDL) is used in regular classrooms for inclusive instruction and special education students, allowing general education students’ access to multiple ways of learning and creating a greater sense of belonging for students with special needs. Teachers create a more nurturing, equitable and inclusive space by using strategies.

The three UDL principles

1. Multiple means of representation give learners various ways of acquiring information and knowledge.
2. Multiple means of expression to provide learners alternatives for demonstrating what they know
3. Multiple means of engagement to tap into learners’ interests, offer appropriate challenges, and increase motivation.

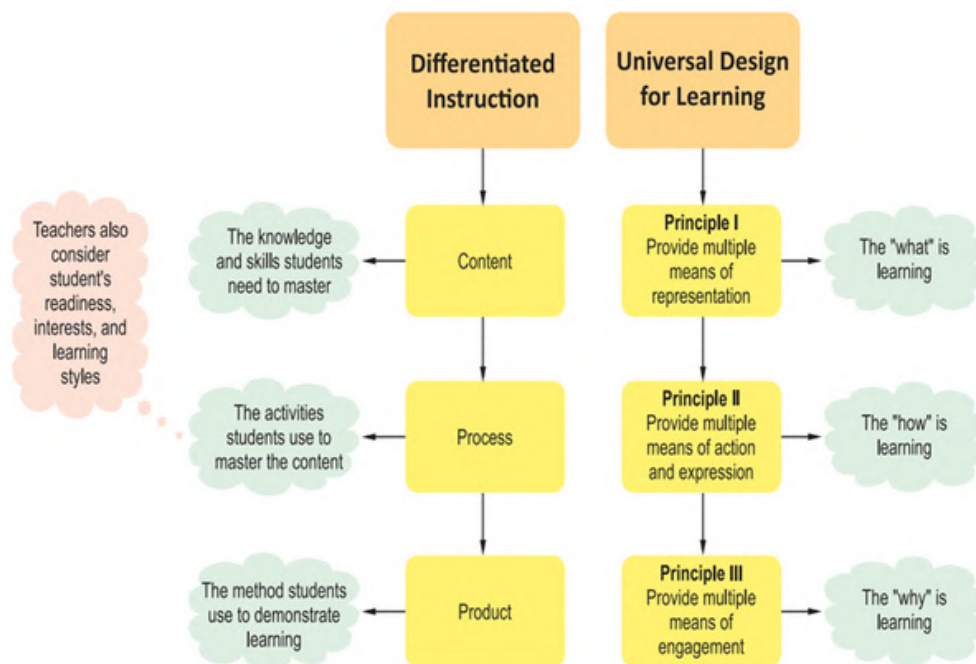
This curriculum-design allows students to spend more time together in a learning environment, fostering a sense of inclusivity that benefits all students in the end. It also allows special needs students to see and hear content presented in multiple ways that may increase their ability to absorb the material, since all students learn in multiple ways.

Differentiated instruction – is a process of teaching and learning for students of differing abilities in the same class. Differentiated instruction is based on modification of four elements: content, process, product, and affective/learning environment.

Seven Wonders of Learning – There are several ways learners learn and understand concepts. Feeling, Touching, Seeing, Hearing, Tasting, Laughing, and Loving are the seven wonders of learning.

Collaborative Teaching – It is a strategy to teach all the students the same content and meet the same educational standards. It is method in which general education and special education teachers work in collaboration to plan lesson teaching strategies, monitor the progress of students and manage the classroom for overall development of all.

High Five Learning Strategy – The High Five Learning Strategy generates interest and provides a variety of avenues through which a teaching-learning process can be implemented for diverse learners.



Both instructional strategies attempt to maximize the learning of all students by offering multiple ways to learn content or skills and to demonstrate that knowledge. The difference between Differentiated Instruction and UDL is in when and how changes are made to address the needs of students. Differentiated Instruction happens during instruction and UDL happens when designing the curriculum.

Sports and Children with Special Needs- Exercise and sports benefit all children as it channelizes energy and results in the release of happy hormones which keeps them healthy and fit. Sports can help in building self-confidence, improving interpersonal skills and team spirit. It also helps in weight management, which is a common problem among today's children



Role of Visual Arts – “Art can level the playing field because children with difficulties in academic subjects might excel at drawing, painting, acting or dancing and singing” For example, storytelling using puppets will be more interesting and interactive.

Benefits of Visual Arts:

- Improves behavior.
- Creates sensory awareness and capacity for self-control.
- Provides therapy.
- Helps cope with behavioral problems.
- Promotes self-esteem and motivation.
- Enhances communication and expression.

Role of Music – Music in any form is a multi-sensory experience. It can be used to develop sensory perception and psychomotor skills. Music provides a platform through which children who are unable to speak can express their feelings, ideas, and emotions.

Benefits of Music:

- Provides therapy.
- Improves cognition.
- Develops self-esteem.
- Enhances social skills.
- Reduces behavioral problems.
- Increases self-control.

Role of Dramatics – Drama can act as a potent platform for collaboration and negotiation. In a mixed abilities group, drama can bring children with special needs closer to others in their peer group. Drama offers a perfect environment to encourage students to work in a team, thus developing in them a sense of team spirit, trust and friendship.

Benefits of Dramatics are:

- Relieves emotional tension.
- Empowers children.
- Teaches self-regulation.
- Encourages language development.
- Teaches conflict resolution.
- Supports Math and Literacy

Buddy System

The buddy system is a practice of providing academic, emotional and social support to a child with special needs and helping him in achieving the desired goals Buddy system makes students feel valued and supported, teaches important social skills and creates a caring ethos in the school. A Buddy is appointed from the class, keeping in mind the needs and personality of the student.



Buddy as a Partner – A Buddy can be paired in several ways:

- New admission with older students
- A low achiever with a high achiever
- Behavioral challenging with adults
- Quiet child with a talkative child.
- Academically bright with one having academic difficulties.
- Buddy can be rewarded in the classroom at regular intervals by teachers.
- The successful buddy can be rewarded in assembly.
- Buddy must be felicitated with a buddy badge.
- The successful buddy can orient other students

Rewarding the Buddy – A timely reward of the Buddy helps in maintaining positive behavior and willingness to help other students. Providing them with the opportunity to lead by example will reinforce the idea that their accomplishments are, in fact, exemplary.

Integrating Multiple Intelligence in the Teaching-Learning Process

Intelligence	Learning Activities and Project Ideas	Characteristics
Verbal-Linguistic Intelligence (Word Smart) - Show interest in words and use them as a primary way of understanding and thinking	<ul style="list-style-type: none"> • Playing Scrabble, Solving Crossword Puzzles, etc. • Writing short stories, letter to the editor, articles • Writing poems • Narrating a story • Participating in debates and storytelling competitions 	Good writers, speakers, or both Use words to learn, argue, entertain, and/or teach
Logical-Mathematical Intelligence Math Smart – Logicalmathematical students enjoy working with numbers	<ul style="list-style-type: none"> • Activities like Dominoes, Chess, and Monopoly. • Use of science tool kits for science experiments /programs. • Designing codes. 	Easily interpret data and analyze abstract patterns. Think in terms of cause and effect
Spatial Intelligence - Picture Smart – Students, strong in spatial intelligence, think and process information in pictures and images	<ul style="list-style-type: none"> • Take photographs for classroom activities, annual day, assignments. • Use slime, play dough, mud to understand concepts. • Making a connection while studying by using flow charts, mind maps, diagrams. • Writing notes for chapters. • Using maps, puppets, and Legos to act out and reinforce concepts learned in class. 	Have excellent visual receptive skills and excellent fine motor skills. Use their eyes and hands to make artistic or creatively designed projects.

<p>Musical Intelligence - Music Smart – Students who possess Musical Intelligence think, feel and process information primarily through sound.</p>	<ul style="list-style-type: none"> • Write songs and music about content-area topics. • Listening to the music of different eras. • Using rhythm, tapping, and clapping to memorize Math facts. • Listening to CDs that teach concepts like the alphabet, parts of speech, states and capitals. 	<p>Have superior ability to perceive, compose, and/or perform music. Constantly hear musical notes in their head.</p>
<p>Bodily-Kinesthetic Intelligence Body Smart – Bodily kinesthetic students are highly aware of the world through touch and movement</p>	<ul style="list-style-type: none"> • Design props costumes for role-play, skits, stories, acts. • Using blocks, cubes or Legos to represent concepts from content area lessons. 	<p>Have special harmony between their bodies and their minds. Can control their bodies with grace, expertise, and athleticism</p>
<p>Interpersonal Intelligence People Smart – Students strong in interpersonal intelligence have a natural ability to interact with, relate to and get along with others effectively.</p>	<ul style="list-style-type: none"> • Working in groups to study or complete projects. • Working with peers to learn Math facts. • Tutoring younger students, interviewing people knowing content. 	<p>Are good leaders. Like to interact with others and usually have lots of friends</p>
<p>Intrapersonal Intelligence Self Smart – People with strong intrapersonal intelligence have a deep awareness of their feelings, ideas and goals.</p>	<ul style="list-style-type: none"> • Writing essays and dissertation from the perspective of historical figures. • Penning an autobiography, reflecting on their reading life. • Writing goals for the future and planning ways to achieve them. • Making a scrapbook for their poems, papers, and reflections. 	<p>Usually need time alone to process and create.</p>
<p>Naturalistic Intelligence Nature Smart – This intelligence refers to a person’s natural interest in the environment.</p>	<ul style="list-style-type: none"> • Caring for classroom plants. • Caring for pets. • Sorting and classifying natural objects, such as leaves and rocks. • Researching animal habitats. • Observing natural surroundings. • Organizing or participating in park/ playground clean-ups, recycling drives and beautification projects. 	<p>Easily recognize and categorize plants, animals, and rocks.</p>

Monitoring Progress

- Curriculum is reviewed at the beginning of every academic year, at the midyear and as and when required.
- Modifications are done to align the existing curriculum as per the NCERT Learning Outcomes to the framework of international assessments – PISA, TIMSS, PIRLS, ASSET and GL Assessments such as PT tests.
- Modifications are also made by the change in MOE and NCERT guidelines, wherever applicable.
- Any barriers to participation are minimal and students are monitored to recognize their contributions and interests. More reluctant students are identified, and steps are taken to ensure this does not compromise their learning experience at TIAD.
- In addition to this, the result analysis of external, international benchmark and internal examinations are considered while modifying the curriculum.
- The weak areas are identified, and reinforced, and additional topics are included, if needed, to bridge the gaps to meet the NA parameters.
- Curriculum is further modified to meet the needs of Students of Determination and Arabic Beginners aligning with the inclusive policy of the school and Dubai Inclusion Framework.
- Middle Leaders (HODs) lead the curriculum modification supported by the team of teachers.
- The mapped curriculum is vetted by the Head of Section of the respective phase.
- Curriculum modifications for the Students of Determination are vetted by the R.I.S.E department (Inclusion team)

At TIAD Adequate progress is defined in several ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

CBSE Provisions and Concessions

Exemptions/ Concessions Extended to Differently Abled Candidates for Class X/ XII Examinations Conducted by CBSE

SUMMARY OF EXEMPTIONS

Category	Code	Exemptions/ Concessions
1. INTELLECTUAL DISABILITY	C	<ul style="list-style-type: none"> Flexibility in choosing a subject Relaxation of Attendance (as required) Exemption in studying second language Reader/ Adult prompter/ scribe and compensatory time Examination room on ground floor Option of skill based subjects
1(a) Specific learning Disability	CS	<ul style="list-style-type: none"> Dyslexia Dysgraphia Dyscalculia Dyspraxia Developmental
1(b) Autism Spectrum	CA	
* Various disabilities- Refer PRD/CT 2016		
2B. VISUAL IMPAIRMENT	B	<ul style="list-style-type: none"> Flexibility in choosing a subject Relaxation of Attendance (as required) Exemption in studying second language Examination through computers Scribe and compensatory time Examination room on ground floor In the subject where practical are involved, theory paper of same marks can be provided as happens in case of visual impairment Permitting assistive devices during exam with Doctor's advice (Magnifying Glasses / Portable video magnifier) Option of skill based subjects Waiving off registration fees for INX & NISB
2B (a) Blindness	BB	
2B (b) Low Vision*	BL	
Computer for typing answers, enlarged font size and listening questions.		
2C. Hearing Impairment	D	<ul style="list-style-type: none"> Flexibility in choosing a subject Relaxation of Attendance (as required) Exemption in studying second language Compensatory time Scribe/ Reader and compensatory time (only for speech and language disability) Examination room on ground floor In the subject where practical are involved, theory paper of same marks can be provided as happens in case of visual impairment (not for speech and language disability) Permitting assistive devices during exam with Doctor's advice Option of skill based subjects
2C (a) Deaf	DD	
2C (b) Hard of Hearing	DH	
2D (a) Speech and Language Disability	DL	
3. PHYSICAL DISABILITY/ LOCOMOTOR DISABILITY	H	<ul style="list-style-type: none"> Flexibility in choosing a subject Relaxation of Attendance (as required) Exemption in studying second language Examination through computers Scribe and compensatory time in case of hand dysfunction Examination room on ground floor In the subject where practical are involved, theory paper of same marks can be provided as happens in case of visual impairment Permitting assistive devices during exam with Doctor's advice * Option of skill based subjects
3(a) Leprosy	HL	
3(a)(i) Cerebral Palsy	HC	
3(a)(ii) Dwarfism*	HD	
3(a)(iii) Muscular Dystrophy	HM	
3(a)(iv) Acid Attack Victims	HA	
* In case of Dwarfism Assistive device during exam is NOT permitted		
4. Mental Behaviour	S	<ul style="list-style-type: none"> Flexibility in choosing a subject Relaxation of Attendance (as required) Exemption in studying second language Examination through computers Reader/ Adult prompter/ Scribe and compensatory time (only for mental behaviour) Scribe and compensatory time (only for multiple disabilities) Examination room on ground floor Option of skill based subjects
4(a) Mental Behaviour	SM	
5. Multiple Disabilities	S	
5 (a) Multiple Disabilities	SD	
6. Disability caused due to Chronic Neurological Condition & Blood Disorder	S	<ul style="list-style-type: none"> Flexibility in choosing a subject Relaxation of Attendance (as required) Exemption in studying second language Examination through computers Reader/ Adult prompter/ Scribe and compensatory time Examination room on ground floor Permitting assistive devices during exam with Doctor's advice Option of skill based subjects
6(a) Chronic Neurological Condition	SN	<ul style="list-style-type: none"> Multiple Sclerosis Parkinson's Disease
6(b) Blood Disorder	SB	<ul style="list-style-type: none"> Hemophilia Thalassemia Sickle Cell Disease

IMPORTANT POINTS TO NOTE

Issuing Authority of Disability Certificate

Central or State Government Hospitals

Recognized Institute of National level

Practitioner registered with ICI

Competent Authority

Students considered for exemption / concessions should be registered with CBSE in Class IX and/or XI

Appointment of Scribe and Related Instructions:

- i. Discretion of opting own scribe reader or request examination centre.
- ii. If Scribe/ Reader provided by Exam Centre- qualification of Scribe -NOT more than min. qualification criteria of exam.
- iii. If candidate brings own scribe, qualification of scribe -one step below the qualification of candidate
- iv. Option of meeting scribe -two days before examination.
- v. Can change Scribe/Reader in case of emergency.
- vi. Allowed to take more than one scribe reader for writing different papers.
- vii. Only one scribe per subject.
- viii. Centre Superintendent to forward to the concerned Regional Officer of the Board, a report giving full particulars of the candidate and scribe.
- ix. Suitable room to be arranged for the candidate for whom scribe is allowed.

Flexibility in Choosing Subjects:

Class X

(A) One compulsory language as against two.

(B) Any four from the following 2 groups:

Group 1: Mathematics, Science, Social Science, another language, Music, Painting, Home Science, Elements of Business, Elements of Book Keeping and Accountancy, Computer Applications

Group 2: Skill Subjects for Regular Candidates only (except Automobile Technology): Retail, Information Technology, Security, Introduction to Financial Markets, Introduction to Tourism, Beauty & Wellness, Agriculture, Food Production, Front Office Operations, Banking & Insurance, Marketing & Sales, Health Care Services, Apparel, Media, Multi Skill Foundation Course

State Information Technology from Group 2 cannot be offered if -"Computer Applications" from Group 1 is opted.

(c) Domicile residents of Delhi appearing as Private candidate CANNOT take subjects having Practical Component at Secondary level but candidates with disabilities as defined in the Examination Bye-laws CAN take up Music, Painting, Home Science

(d) Physio-therapeutic exercises -equivalent to Health and Physical Education course of the Board.

Class XII

Domicile residents of Delhi appearing as Private candidate CANNOT take subjects having Practical Component but candidates with disabilities as defined in the Examination Bye-laws CAN take Music, Painting, Home Science

Alternate questions/ Separate Question:

Class X

- i) Alternative type questions in lieu of questions having visual inputs for disabled candidates in English and Social Science.
- ii) Separate question papers with enlarged font size for Mathematics and Science.

Class XII

- i) Separate question papers with MCQs based on Practical component in lieu of practicals in Physics, Chemistry, Biology
- ii) Physics, Chemistry, Mathematics, Biology- question papers without any visual input
- iii) Alternative type questions in lieu of questions having visual inputs in History, Geography and Economics

Do's

- Assessment Report/ Disability Certificate should be of 6 months prior to registration.
- Portable video magnifier to be allowed for Visually impaired candidates.
- Relaxation in attendance upto 50% for those unable to attend school for prescribed days (certified by medical practitioners - authorized psychologists)

Don'ts

- Use of calculators NOT permitted.
- Those candidates permitted to use computers/ laptops should NOT have internet connection.
- Candidates will NOT have the facility of scribe and reader together.

Enclosed

- Annexure - I
- Annexure - II
- Annexure - IV

Assessment

Taking into account different learning styles and according to the learning objectives and outcomes, multiple methods of assessments should be used like:

- Visuals (preparing presentations, maps, diagrams, models, projects etc.)
- Information and Communication Technology (mobile phones, laptops, tablets etc.)
- Observation (Natural, participant, non-participant, structured and unstructured, recording etc.) Tools and Techniques of Assessment Oral test, Assignments, Quiz, Anecdotal Records, Projects, Portfolios and MCQs

Review and Development

Curriculum review and development is the responsibility of all stakeholders at the TIAD community who have a distinct role to play:

The team with responsibility for Curriculum conducts rigorous reviews of the curriculum and is dedicated to ensuring that continues to offer extensive choice and seamless learning experiences which are innovative, challenging, and purposeful.

The curriculum is reviewed and updated frequently about students' achievements, aspirations and priorities.

- Termly curriculum planning meetings attended by all HoDs allow for rigorous review and ensure seamless transitions between key stages and phases.
- As student achievement continues the curriculum continues to include challenging content and links to their aspirations and talents.
- The curriculum is celebrated on numerous platforms including our weekly newsletter and website.
- Parents are kept up to date with all developments and have access to the curriculum of all subjects to aid the personal development of their children.
- The parental forum is utilized for large-scale changes to the curriculum to ensure that all stakeholders are consulted and informed.

Regards,

Shiny Davison

Principal