REFERENCES


Lindsay, G. (2007). Educational Psychology and the Effectiveness of Inclusive Education/Mainstreaming. British Journal of Educational Psychology, v77 n1 p1-24


McWilliam, R. A. (2000). Recommended practices in interdisciplinary models, in S. Sandall, M. McLean, & B. Smith (Eds.), DEC recommended practices for early intervention/early childhood special education (pp. 47-54). Soparis West: Longmont, CO


239


National Curriculum Council (2002). Creating Inclusive Schools: Guidelines for the implementation of the national curriculum policy on inclusive education. Malta: Ministry of Education


(Accessed on 12th June 2009)

NCERT (2005) National Curriculum Framework, New Delhi, India


(Accessed on 11th April 2009)


(Date of Retrieval: 25th September 2006)


243


245

Singal, N. (2005a) Responding to difference: Policies to support ‘inclusive education’ in India, paper presented at the Inclusive and Supportive Education Congress 2005, University of Strathclyde, Glasgow


Stainback and M. Forest (Eds.), Educating all students in the mainstream of regular
Exceptional Children, 51, 102-111.
Stancliffe R.J. (1999). Proxy respondents and the reliability of the Quality of Life Questionnaire
Strickland, B. & Turnbull, A. (1990). Developing and Implementing Individualised Education
Programs, Ohio:Merrill.
Stubbs, S. (1993). Integrating Disability into Development Programmes. EENET. Source:
Network). Available online at: www.eenet.org.uk
Swick, K. & Laura Hooks (2005). Parental Experiences and Beliefs Regarding Inclusive
Placements of their Special Needs Children. Early Childhood Education Journal, Vol. 32,
No. 6, June 2005
Champaign, IL: Stipes Publishing Co.
The Persons with Disabilities (Equal Opportunities, Protection of Rights & Full Participation)
Thomas, G. (1997) Inclusive schools for an inclusive society, British Journal of Special
Falmer
empirical implications and future directions for families with mentally retarded members.
In J. J. Gallagher & P. M. Vietze (Eds.), Families of handicapped persons: Research,
programs, and policy issues (pp. 45-66). Baltimore: Paul H. Brookes.


World Health Assembly (2001). International Classification of Functioning.


**APPENDIX I: DATA COLLECTION INSTRUMENTS**

Following are the instruments for data collection. Apart from these I had also conducted unstructured interviews with the child’s non-disabled peers and significant others.