Introduction:

Special education is a young field and is evolving rapidly special education is different from regular education. It takes into account the child's intra individual and inter individual differences. Special education is a profession, has its own tools, techniques, strategies and research efforts aimed at meeting the learning needs of exceptional children. Special education means specially designed instruction that meets the unique needs of an exceptional child.

The services may range from consultation provided to the teacher of a disabled student to special education and related services for special needs children.

According to Heward & Orlansky- "Special is the individually planned and systematically monitored arrangement of physical settings, special equipments and materials, teaching procedures and other interventions designed to help exceptional children achieve the greatest possible personal self sufficiency and academic success."

The process of special education involves different steps. These are-
1. Identifying students with special needs.
2. Assessing special needs.
3. Planning educational programmes.
4. Implementing educational programmes.
5. Evaluating.

Sarva Shiksha Abhiyan is a Flagship Programme of Government of India to support the states in creating, developing and strengthening the formal primary and upper primary school systems to achieve the Goals of UEE:
1. Universal access and enrolment,
2. Universal retention
3. Universal achievement
by providing useful and relevant elementary education to all children of the age group 6-14 years.

The Government of India has launched Sarva Shiksha Abhiyan for Universalization of Elementary Education. The programme aims at providing useful and relevant elementary education in the age group of 6-14 years by 2010. The 86th Constitutional Amendment, which has made free and compulsory education a right of all
children from 6-14 years of age, has given further thrust to the goal of UEE. The objective of UEE cannot be achieved without including children with special needs under the ambit of elementary education. Experiences of programmes like DPEP and various research findings have shown that the number of children with special needs in every district is by no means small. The Ministry of Social Justice and Empowerment, which is a nodal Ministry for disability issues estimates the number of children having special needs as 5%. The Persons with Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1995 provides that every child with a disability shall have access to free education up to 18 years of age. This is a statutory responsibility cast on all appropriate governments. One of the focus areas of SSA is to increase access, enrolment, retention of all children and to reduce school drop outs. The emphasis of SSA is also on providing quality education to all children. Rarely has it been considered that the special educational needs of these children could be met by providing adequate resource support to them in regular schools and giving them an opportunity to receive education in the most appropriate environment. Hence, education of children with special needs is considered an important area in SSA. Education of children with special needs is a relatively new concept and requires a great deal of technical expertise to deal with the needs of children having different kinds of impairments. Hence, a need was felt to develop a comprehensive manual on education of children with special needs. The manual indicates how the programme of inclusive education for children with special needs could be developed by each state and district. The manual is a step-by-step description to initiate, implement and monitor the programme of educating children with special needs in SSA\(^1\). The main objectives are to provide to the implementers an insight into various aspects of inclusive education and provide help and guidance to them. A related objective of this manual is also to help state and district teams in preparation of plans on inclusive education. In view of the zero rejection policy adopted by SSA for children with special needs and in view of the fact that some severely disabled children may require specialised services, the manual describes a variety of options that could be offered to those children who cannot benefit fully by going to regular schools. Inclusive education is a multi-disciplinary process. Another endeavour of education of children

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with special needs in SSA is to establish linkages with other schemes and departments. Therefore, the manual proposes convergence with other existing schemes of central and state governments and to draw benefit from them, in order to enrich and provide quality services to children with special needs. If this manual serves to facilitate the implementation of inclusive education in SSA, it will have achieved the objective for which it has been produced. Last decade also became memorable as the World Conference on EFA was held in March, 1990, which affirmed the ultimate goal of meeting the basic learning all children, youth and adults. This Decade was followed by the UNESCAP Decade of the Disabled Persons from 1993-2002. During the ESCAP Decade, the Government of Spain in cooperation with UNESCO organized the World Conference on Special Needs Education in Salamanca in June 1994,\(^1\) which caste responsibility on the general school system to find ways of successfully educating all children, including those who have serious disabilities. Thus, various Declarations and Decades promoted by organizations like UN have had a significant effect on the policies regarding persons with disabilities. Research, Evaluation, Supervision & Monitoring 1,300/- per school per year to develop and implement monitoring systems to measure quality related outcomes, interlaid, for students learning outcomes, teacher performance, student and teacher attendance rates by gender and social categories, as also parameters for measuring changes in classroom practices, impact of teacher training, efficacy textbooks and textual materials, quality of academic supervision provided by BRCs/CRCs, DIETs etc update Household data on 6 to 14 years old children’s educational status.\(^2\) To carryout Action Research Projects to improve the quality of education in schools and to organize seminars and workshops.\(^3\)

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\(^1\) [http://www.unesco.org/education/pdf/SALAMA_E.PDF](http://www.unesco.org/education/pdf/SALAMA_E.PDF)


\(^3\) [http://www.kidsdata.org.](http://www.kidsdata.org.)
The thrust of SSA is on providing integrated and inclusive education to all children with special needs (CWSN) in general schools. It also supports their education through various other strategies including home based education wherever necessary. NCERT assessed the programme and practices for education of CWSN in 10 states and concluded that there is a need for capacity building at all levels and managing attitudinal barriers for facilitating inclusive education. (Julka, 2005) In another study (2005) she reviewed the instructional adaptations used by teachers in inclusive classrooms and found that teachers preferred use of lecture method for teaching. Lack of knowledge and empowerment and difficulty in adaptation in Indian classrooms were the main reasons for making no adaptation. Training programmes, both in-service and pre-service were looked at by her in 10 states. Study pointed to the need for revising the existing teacher education courses, building the capacity of trainers in DIETs and other teacher training institutions and collaboration with institutions and individuals working in this area. NCERT in a study conducted in five states reported positive participation of PTA in promoting inclusive education (Verma, 2004). Another study reported improvement in attendance of CWSN, their progress and participation in curricular and co-curricular activities because of integrated education. (Verma, 2002) One study in Assam pointed out the need for organising training programme for parents and teachers on proper use of aids and appliances and also making provision for repair of aids and appliances by trained personnel. (Baruah et al, 2009) Another study from Assam reported increase in the identification of CWSN (57.6%). (Das, 2007) Evaluation of Inclusive Education under DPEP– III in Jharkhand found that majority of children with special needs liked coming
to school, though some had difficulty in understanding the teacher. Most of them had non-disabled children as their friends. Teachers taught them by using TLM through activities, books and games. (Chadha, 2005) Residential bridge courses were found to be useful in Uttar Pradesh for integration of CWSN in nearby government schools by making them more independent and also by improving their reading and writing skills (Rastogi & Batra, 2008). Karnataka reported that while parents of children with special needs and NGOs working in this area considered the practice of Inclusive education in schools as good, teachers found it difficult to cope with it on account of their workload and lack of skill in handling such children (Banerjee & Mehandale, 2006). Programmes for developing sensitivity and awareness in the community need to be organized. Training programmes need to be improved upon and should be more interactive (Betsur et al, 2006). Level of aspiration of visually impaired children was compared with normal children in three districts of Madhya Pradesh. Visually impaired (VI) children had higher aspiration level; they participated enthusiastically in educational and co-curricular activities. (Singh, 2004) A study in Tamil Nadu focusing on the social integration of children with mild and moderate disabilities in mainstream classrooms found psychophysical developmental stages to be related significantly to peer-group affiliation and academic performance.

Many researcher conducts owns study owns areas but the researcher would be Rajasthan state Sri Ganga Nagar Distict. Various attempts have been made to overcome the Problems which act as hurdles in the implementation of inclusive Education Programme for CWSNs under SSA. But problems vary from one to another area. they transform according to time, place and situation. Therefore an attempt is made by the investigator in her research work to study the effectiveness of Inclusive Education Programme for CWSNs under SSA in Sri Ganga Nagar District which is not yet done. In this research, an attempt is to be made to study the problems faced by teachers and CWSNs during teaching-learning process in regular.

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Review of Related Literature

Elizabeth O Gorman and Sheelagh Drudy (2010)- “Addressing the professional development needs of teachers working in the area of special education/inclusion in mainstream schools in Ireland”\(^1\) studied at project level and the contention emerges that the professional development requested by teachers was supportive of traditional practices and that these practices more properly belonged to a medical model-influenced, deficit approach to special education rather than to an inclusive approach to education. As a consequence, it is argued that, instead of responding to gradually evolving change, an alternative, more revolutionary approach to professional development could be adopted to challenge ‘conventional wisdom’ and promote a truly inclusive education system in Ireland.

Kaoru Yamaguchi (2003): Development of Special Needs Education in Japan and Some Current Problems\(^2\) studied at project level and the contention emerges that The Committee “Towards Special Education in 21st Century” chaired by Hayao Kawai (Present Commissioner for Culture Affairs) was set up in 2000 and made the final report in 2001. Among several points of the report on how to provide appropriate education for children with special educational needs, one of the major points was that definition of “Special Supportive Education” was shown such as “In addition of children in special schools and special classes, to provide positively for children in regular classes who need special supportive education like LD and ADHD (Attention Deficit Hyperactivity Disorder) etc.

Susan Dobson (2008)- “An action research study on the provision of training for special needs support assistants by a speech and language therapy department”\(^3\) studied at Ph.D. level and found that the project used one small questionnaire from twenty-seven special support assistants (SSA’s) to identify the support assistants training needs. Interviews with two education officers established the courses relationship to existing education

\(^1\) Journal of Research in Special Educational Needs vol. 10 issue. august 2010 pp-157-167
\(^2\) Seisa University, Ashibetsu-shi Hokkaido, Japan Ph.D. Thesis
\(^3\) http://www.down-syndrome.org/reports/61/
training policies. The views, feelings and perceptions of the seven therapists providing the courses and the twenty-four support assistants attending the courses were investigated by the qualitative research technique of semi-structured interviews.


Main findings: The disabled students at the primary level scored higher in peer group affiliation and academic performance than the disabled students at middle school level. Psycho-physical developmental stages were significantly related to peer group affiliation and academic performance. Pre-adolescents have performed better than adolescents. Family, annual income, social community status and categories of disability have significant effect on the peer group affiliation; peer assessed behavioral characteristics and academic performance. Socio-metric status of the disabled students had significant effect on academic performance and all the components of peer behavioral assessment.

Pramila Balasundaram (2005) “The Journey Towards Inclusive Education in India” Seisa University. Ashibetsu Shi, Hokkaido, Japan, July 2005 Some questions will inevitably have to be confronted. Perhaps the most important is not whether inclusive education is relevant for us in India but the problems associated with its implementation. A major deterrent has been the lack of statistics on the prevalence of intellectual disability. Surveys conducted by the NSSO (National Sample Survey) in 2002 and the Census in 2001 show varying figures with the NSSO quoting 1.8% (1.85 crore of the country’s population) and the census quoting 2.19% of the population (2.19 crore). The large number of children inmost schools is another reason since most of our schools except the elitist ones have classes where student teacher ratio is anywhere between 40 to 60. What passes for education in most free educational institutions offering services to the poor and even in some middle class communities catering to a major chunk of educable children can hardly earn the title of quality. The disparity between elite educational institutions and their poorer counterparts are too glaring even to be
mentioned. However, the journey towards Inclusive education has begun and is a reality since the mind set of government and the general public by and large has changed.

**Salamanca, Spain (1994)** “The Salamanca Statement and Framework for action on Special needs Education”1 We call upon all governments and urge them to:

I give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties, I adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise, I develop demonstration projects and encourage exchanges with countries having experience with inclusive schools, I establish decentralized and participatory mechanisms for planning, monitoring and evaluating educational provision for children and adults with special education needs, I encourage and facilitate the participation of parents, communities and organization of persons with disabilities in the planning and decision making processes concerning provision for special educational needs, I invest greater effort in early identification and intervention strategies, as well as in vocational aspects of inclusive education.

**Lea Lurie & Alex Kozulin (2001)*** Didactics of teaching instrumental enrichment to children with special needs**2** What has been described above is just a general framework for using IE with special needs children supported by selected illustrative examples. Our goal was to identify certain focal points at which the chosen didactic means can attune the IE program to special needs of children with various cognitive and learning deficiencies. Practitioners using IE are certainly welcome to amend and expand our catalogue of didactic approaches. One may wish, for example, to add special didactics for the enrichment of conceptual reasoning in children with deficient basic cognitive functions. Additional approaches can certainly be developed for to facilitate the acquisition of various met cognitive skills by children with deficient learning strategies. As to "bridging" we believe that each teacher should have his/her own collection of "bridging" exercises. These exercises should reflect both the socio-cultural context of the

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1 United Nations Educational, Scientific and Cultural Organization Ministry of Education and Science Spain
child’s upbringing and the requirements of the given educational system. In any case, the IE program is not a fixed sequence of notes, but rather a "jazz melody" which each IE teacher uses to "play" his/her own educational improvisation for the child’s benefit.

**Soni, R.B.L (2003) “Perceptions of parents, teachers and students about education of disabled children”**

*Department of Elementary Education, NCERT, New Delhi.*

**Main findings:** There was no significant difference between the perceptions of male and female respondents in all three groups. District wise variations were also not evident. Special facilities for disabled children were non existent in schools of both the districts. Village Education Committees in both the districts had not taken any step for the education of disabled children. All three groups (parents, teachers, and disabled students) were not aware of the provisions of facilities for disabled children under SSA. Organization of awareness programmes for the community to promote education of disabled children is needed.


*Department of Education of Groups with Special Needs, NCERT, New Delhi.*

**Seema Viswas (2009)- Integrated Education for Disabled Children: A Report**

Attitudinal barriers prevent CWSN from coming to schools. Unless these barriers are effectively addressed, success in bringing significant number of CWSN to school may be difficult to achieve. Hence, it is important to undertake wide spread wareness on the need and importance of educating CWSN. In this regard, an attempt has been made by the IED programme of the SSM. ower, the program is observed to have little success in meeting its ob jectives because of the limited roles played by the DLROs and Special Educators. As a result, there is no perceptible difference between the condition of the CWSN in the areas with DLROs and in the areas without them . Consequently, even in the limited areas where the programme is having additional manpower and institutional support, it is doing not as much for the children in need as desirable.

**Main findings:** Teachers of experimental group had initial reservations about the use of cooperative teaching strategies. Later they realized that this in fact reduced their work

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1 Abstracts of Research Studies in Elementary Education (2003-2009) TGG for SSA (India) 2010 Page-83
3 Seema Viswas (2009)- RESEARCH & EVALUATION CELL DISTRICT PROJECT OFFICE SARVA SHIKSHA MISSION, BARDHAMAN pp-1-19
load with children in the class with peer group or older children sharing their task in the school. Parents and members of the community involved in the project also provided support in implementing cooperative teaching strategies. They found their children were learning better, got more involved in their work and worked cooperatively with their peers. Use of cooperative teaching strategies led to self-learning methods, made students responsible for their own learning as well as for the learning of their peers.


**Main findings:** In all 83% of the teachers were familiar with the concept of integrated education of disabled children. 6902 children with different disabilities were identified in regular schools under IEDC. 198 teachers were trained as resource teachers in the six states under the study. The pupil teacher ratio in these states was found to be 35:1; variation was observed in some schools in Rajasthan with PTR being 91:1 and Mizoram 75:1. Integrated Education of disabled has helped in improving the attendance of CWSN in schools, facilitated their progress and participation in curricular & co-curricular activities (83%). It had been instrumental in developing positive attitude among general teachers and non disabled children (85%), improved their personal, social and academic skills (83%), self-esteem of children with disabilities (83%) and reduced the drop out rate (82%).


**Main findings:** Sampled children were mainly using three types of aids and appliances: hearing aids (67), wheel chair (69) and tricycle (79) and others (7) blind stick, crutch etc. User’s manual was not received with aids and appliance; parents were not given any training/demonstration for use of aids and appliances provided to their children. Wheel chairs and tricycles were not suited to village roads. Hearing aids too need to be properly adjusted. Some instances of CWSN being provided with aids and appliances which they do not need were also reported.

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\(^1\) Abstracts of Research Studies in Elementary Education (2003-2009) TGG for SSA (India) 2010 Page-91


Main findings: BRCCs (50%) stated that the training had been provided and trainees were made sufficiently acquainted with the information on disabilities. According to the head-teachers nearly all teachers were trained under IEDC scheme. Duration of training varied from 2 to 8 days. In head-teachers (77.4%) view teachers were familiar with the information regarding disability and had sufficient information about the special care to be taken of disabled children (85.5%). They communicated with the guardians of the disabled children (91.9%). A guardian of disabled child was a member of the VEC in many cases (53.2%). Guardians were familiar with the ‘Equipment-kit’ provided to disabled children (59.7%).


Main findings: They carried the material for CWSN (14.5%) and offered assistance in one way or the other (29.0%). Most (96.5%) of them offered help voluntarily and 3.5% offered help only when asked to do so. They also took help from CWSN (67%). Most of them had CWSN as their friends (96.1%), involved them in play activities (91.75) and peers also visited the homes of CWSN (92.1%). Under DPEP, (65.2%) teachers received training for IED; some (29.4%) had been provided training on Integrated Education project. Most (82.1%) of the teachers had no prior experience of teaching CWSN. Training period ranged from 1 to 5 days. Focus of the training was on how to deal with CWSN (22.6%), teach them using games (13.28%) and use of TLM (10.2%). TLM development was not a part of their training programme (53.6%). Krishnamurthy, H. (2004) “Impact of computer aided learning on children with specific learning disabilities”³ Spastics Society of Karnataka, Bangalore.

Main findings: A significant number of children (64%) showed great improvement in the area of reading. At the time of the baseline test, the children were seen to perform below grade level reading and when tested at the end line they were seen to demonstrate

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grade level reading abilities. Most children showed improvement in visual motor coordination, social intelligence and non-verbal reasoning. There was also tremendous improvement in social behavior, attention, language (oral) and communication and motivation. Observations indicated at positive impact in promoting the reading skills of the children, especially automat city in reading and generalized reading capabilities. Improvements were also seen in aspects of speed and expression, accuracy and clarity. To an extent, the technology enhanced language processing and memory of the children. Though very few children showed improvement in written expression, their motivation to write and use a variety of words improved. Improvement was also seen in writing meaningful sentences (i.e. content and vocabulary) and the length of sentences.

Department of Elementary Education, NCERT, New Delhi. There was no significant difference between the perceptions of male and female respondents in all three groups. District wise variations were also not evident. Special facilities for disabled children were non existent in schools of both the districts. Village Education Committees in both the districts had not taken any step for the education of disabled children. All three groups (parents, teachers, and disabled students) were not aware of the provisions of facilities for disabled children under SSA. Organization of awareness programmes for the community to promote education of disabled children is needed.

Department of Education of Groups with Special Needs, NCERT, New Delhi. Teachers of experimental group had initial reservations about the use of cooperative teaching strategies. Later they realized that this in fact reduced their work load with children in the class with peer group or older children sharing their task in the school. Parents and members of the community involved in the project also provided support in implementing cooperative teaching strategies. They found their children were learning better, got more involved in their work and worked cooperatively with their peers. Use of

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1 Abstracts of Research Studies in Elementary Education (2003-2009) TGG for SSA (India) 2010 Page-83
cooperative teaching strategies led to self-learning methods, made students responsible for their own learning as well as for the learning of their peers.

**Sharma, J.K. (2004)** “Role of Parent for promoting Inclusive Education”¹ *Department of Education of Groups with Special Needs, NCERT, New Delhi.* Major findings:- There were a number of areas in which Parent Teacher Associations (PTAs) helped to promote inclusive education. They took number of initiatives to promote inclusive education such as creating awareness in society regarding the education of the disabled children, providing solutions for problems arising in the classroom, encouraging the children with disabilities to achieve maximum of their capabilities, organizing training programmes for parents and teachers of children with disabilities, conducting different programmes and cultural activities to draw the attention of the members of community towards the problem of children with disabilities, encouraging various organizations and NGOs to provide help to the children with special needs, collecting funds from different sections of the society, providing vocational training to children with disability as per their capabilities and providing good medical and health services to the children with disabilities by motivating the doctors in primary health centers (PHCs). PTAs also made attempts to change the attitude of communities towards the disabled children and majority (97%) succeeded in it.

**Sukla, S.K. (2002).** “An evaluation study of Integrated Education for CWSNs”² *Department of Education of Groups with Special Needs, Mijoram.* Study indicates that in all 83% of the teachers were familiar with the concept of integrated education of disabled children. 6902 children with different disabilities were identified in regular schools under IEDC. 198 teachers were trained as resource teachers in the six states under the study. The pupil teacher ratio in these states was found to be 35:1; variation was observed in some schools in Rajasthan with PTR being 91:1 and Mizoram 75:1. Integrated Education of disabled has helped in improving the attendance of CWSN in schools, facilitated their progress and participation in curricular & co-curricular activities (83%). It had been instrumental in developing positive attitude among general teachers and non disabled

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children (85%), improved their personal, social and academic skills (83%), self-esteem of children with disabilities (83%) and reduced the drop out rate (82%).


Main findings: Sampled children were mainly using three types of aids and appliances: hearing aids (67), wheel chair (69) and tricycle (79) and others (7) blind stick, crutch etc. User’s manual was not received with aids and appliance; parents were not given any training/demonstration for use of aids and appliances provided to their children. Wheel chairs and tricycles were not suited to village roads. Hearing aids too need to be properly adjusted. Some instances of CWSN being provided with aids and appliances which they do not need were also reported.

Chadha, A.K. (2004) “Evaluation of Inclusive Education under DPEP – III in Jharkhand” Jharkhand Education Project Council, Ranchi. They carried the material for CWSN (14.5%) and offered assistance in one way or the other (29.0%). Most (96.5%) of them offered help voluntarily and 3.5% offered help only when asked to do so. They also took help from CWSN (67%). Most of them had CWSN as their friends (96.1%), involved them in play activities (91.75) and peers also visited the homes of CWSN (92.1%). Under DPEP, (65.2%) teachers received training for IED; some (29.4%) had been provided training on Integrated Education project. Most (82.1%) of the teachers had no prior experience of teaching CWSN. Training period ranged from 1 to 5 days. Focus of the training was on how to deal with CWSN (22.6%), teach them using games (13.28%) and use of TLM (10.2%). TLM development was not a part of their training programme (53.6%).

Sujata Rani. (2008)- “A study on the provision of training for special needs support assistants by a speech and language therapy department” studied at Ph.D. level and found that the sixty support assistants attending the courses all worked with children who had statements of special educational needs which indicated that speech and language therapy was required. The project used one small questionnaire from twenty-seven special support assistants (SSA) to identify the support assistants training needs.

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Interviews with two education officers established the courses relationship to existing education training policies. The views, feelings and perceptions of the seven therapists providing the courses and the twenty-four support assistants attending the courses were investigated by the qualitative research technique of semi-structured interviews. The investigation suggested course attendance seemed to have little impact on the SSA’s role perception of speech and language therapy. The courses had however been popular, well received and had been successful in providing an appropriate style of presentation and information level. The investigation resulted in some suggestions for the planning of future training courses for support assistants by the speech and language therapy service and proposals for possible future changes to foster role definitions.


Department of Education, University of Madras, Tamil Nadu. The disabled students at the primary level scored higher in peer group affiliation and academic performance than the disabled students at middle school level. Psycho-physical developmental stages were significantly related to peer group affiliation and academic performance. Pre-adolescents have performed better than adolescents. Family, annual income, social community status and categories of disability have significant effect on the peer group affiliation; peer assessed behavioral characteristics and academic performance. Socio-metric status of the disabled students had significant effect on academic performance and all the components of peer behavioral assessment.

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Statement of problem

Title of Research: “CRITICAL EVALUATION OF INCLUSIVE EDUCATION FOR CHILDREN WITH SPECIAL NEEDS UNDER SARVA SHIKSHA ABHIYAN”

Objectives of the Study:-

1. To study the Physical needs in Boys under SSA schools.
2. To study the Physical needs in Girls under SSA schools.
3. To study the Social needs in Boys under SSA schools.
4. To study the Social needs in Girls under SSA schools.
5. To study the Biological needs in Boys under SSA schools.
6. To study the Biological needs in Girls under SSA schools.

Hypothesis:-

1. There is no significant difference in the Physical needs of Boys under SSA schools.
2. There is no significant difference in the Physical needs of Girls under SSA schools.
3. There is no significant difference in the Social needs of Boys under SSA schools.
4. There is no significant difference in the Social needs of Girls under SSA schools.
5. There is no significant difference in the Biological needs of Boys under SSA schools.
6. There is no significant difference in the Biological needs of Girls under SSA schools.
Work Plan and Methodology

Research Method:-

The survey is a non-experimental, descriptive research method. Surveys can be useful when a researcher wants to collect data on phenomena that cannot be directly observed.

Sampling Method:-

Objectives based Random Sampling method used for collection of data.

Limitation of the study:-

The limitation of the study is a necessary point of research. Because it saves to wastage of time, money, labor and over sources researcher. Therefore, adopted limitation process of the study is given below:-

1. The study relates to only in District Shri Ganganagar in state Rajasthan.
2. The study will be completed from only Students of 10 Primary and 10 Upper Primary schools in Shri Ganganagar District.
3. The sample selection had only 400 students (200 Male+200 Females)
4. The study will be conducted related to only three Needs, Physical needs, Social needs, Biological needs
Name of the Tools:

1. Interview for Physical needs students : Self made
2. Interview for Social needs students : Self made
2. Interview for Biological needs students : Self made

Statistics Techniques: - Following statistics used to analysis of data.

(i) Mean
(ii) Standard Deviation
(iii) Co-relation
(iv) C.R. value

Tabulation and analysis of data

1. Tabulation of data
2. Analysis and Interpretation

Findings, Conclusion, suggestion.