



# NON-FORMAL EDUCATION IN BIHAR

( For 9-14 Age-group : A part of programme for  
universalization of Primary Education )

**OBJECTIVES, CONSTRUCTS & STRATEGIES**

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A REPORT BY SHRI R. B. MISHRA, SPECIAL DIRECTOR OF PRIMARY  
EDUCATION, BIHAR, PATNA FOR THE NCERT CONFERENCE

ON 29th JUNE, 1981.

## N.F.E. in Bihar

The conference of officers-in-charge of implementing the NFE programme for out-of-School children of the age-group 9-14 is scheduled to discuss the working of the NFE in the States. In the appendix I to this report from the State of Bihar is given a resume of the objective, administrative planning & certain pertinent statistics relating to the programme of NFE in Bihar.

Presented below are some technological approaches, suggested as improvement in the NFE programme based on experiences and analysis of situation in Bihar. It is felt that NFE being an innovative programme arising from the limitations of the formal education, must have technologically sound approaches. Some suggestions are outlined here.

### 1. Defining of the properties of NFE

In order to avoid easy lapse into the formal system and attitudes, properties of the NFE need be well defined. The definition need be operational one i.e. as discernible in actual working and practices of the NFE.

Anticipated effect: There will be a consensus among the workers in the field of NFE and a common vocabulary will develop which in turn will further the work of NFE. At present different workers hold different meanings of NFE and there is a virtual riot of meanings in practice and in theory, neutralizing the positive effects of NFE. The NFE requires a rescue from this morass. It must define clearly its existence and its role.

### 2. Classification of the clientele.

The clientele in the NFE are different from those in the formal. In what respect? The features have to be clearly out-lined so as to produce a precise task awareness for the workers in respect of different classes of NFE clientele. At present programmes of NFE are very much blocked on account of undifferentiated and vague amalgam of NFE clientele. From the

operational point of view classification of children with appropriate mode of treatment for each class is a necessity. Some hints on classification, besides the common-places, like male-female, socially backward=forward, etc., are given below:

- (a) Slow and fast learners,
- (b) Good risks and poor risks (voluntarily coming vrs educationally recalcitrants). Further sub-classification of the recalcitrants according to their attitude towards education e.g. Education interpreted as an exploitation by the adults instead of being perceived as enrichment for one-self, mentally ~~difficult~~ deficient, physically and emotionally handicapped etc.
- (c) Extra-mural and intra-mural (a group of children need residential educational treatment), etc.

A common approach for all these different types, it is feared, will profit none. This presses an issue of individualization of treatment of social deviates as opposed to a mass-treatment.

### 3. Referral and Consultancy Service Centres

NFE aims at reclaiming educational deviates. They in a sense constitute failures of the general schooling system. They are again being brought to schooling. The question is with what preparation? The run-aways are being brought to a centre of education. Very small number may like to avail education. But a large number of the educational deviates show a tendency away from the school. How to change the escape-tendency into an approach-tendency? This is a matter of analysis of behaviour problem in depth. This is ~~xxxxxxx~~ largely beyond <sup>the competence</sup> ~~those~~ of a newly recruited instructors in NFE (and traditional teachers). How-so-ever great be the motivation and devotion of the worker in NFE, he will fail to come in grip with the task unless ~~he~~ he acquires appropriate expertise in the area hitherto less known to the educationists or finds a referral or consultancy service centre to supplement his resources or to obtain a transfer of unmanageable cases to a more equipped organisation. The instru

tors must find a demonstration-centre where some one can show through actual practice how to reclaim the difficult educational deviates, otherwise, the instructors will be filled with a feeling that they have been asked to work in an area where angels fear ~~xxxxxxx~~ to tread. If NFE promises to deliver goods, it must demonstrate to the full confidence of the workers that expertise has reached a stage from where educational deviates can be diagnosed and treated. There must be some one to help where the instructor raises an alarm. We cannot over-stretch the small wisdom, training or equipment of individual instructors beyond proportion for a task which may appear un-attainable.

This referral or consultancy service centre need be a consortium of experts from border-line disciplines like medical, psychological, social and pedagogical services. Two or three experts for example, the psychologist, Social Worker and Educationist may be full-time workers while a paedrist, ophthalmologist or ENT experts, psychiatrists, Neurologists or similar other experts may be members on consultant basis.

It is difficult to obtain the services of full-time psychologists and social worker for all the centres. In the circumstance a centre may work with an educationist as the key-personnel where other experts are not available. All the experts may be easily available at the district level and at the level of the State Capital. The State capital consultancy and referral centre may be a high-powered centre to monitor the expertise to the district level centres and in turn to the local centres. Such consultancy centres should have two or three NFE centres directly attached for constant observation, appraisal, or influx of expertise to the centres. Thus the consultancy centres may develop more empirical approach to the problems of the NFE.

Such consultancy centres may also be entrusted with the task of evaluation of the NFE programme, suggest improvements and also to do monitoring of the programme for the areas lying within their jurisdictions. It may be appreciated that with the launching of the NFE on a scientific basis a vast plethora of data as feedback will be obtained. They need scrutiny, analysis and be organised round value-premises on which the NFE is constructed.

4. Condensation of syllabi and programme of accelerated Learning

NFE aims at reclaiming the educational left-outs and repairing their educational retardation. It is not enough with the NFE to be content with the attainment of literacy and numeracy with the educationally deviate children. In this respect, <sup>the</sup> ~~of~~ NFE for 9-14 age-group is quite different from the National Adult Education Programme. More intensive work of education is required in the NFE programme. Children will respond to the programme with different speed. Those with accelerated speed will have to be provided with the accelerated learning opportunities. They may attain several levels of academic attainment in a year or a given unit of time as distinguished from the formal stream of education where promotion takes place rigidly with the time. As an adjunct to the NFE, there is a concept of the multiple entry programme. A child with good attainments under NFE may like to switch over to the formal stream of education on par with children of their own age-group. This has to be made permissible and children helped to show accelerated educational attainments. The physical and intellectual maturity of new learners consequent on the age factor (9-14 years) is an asset for accelerated learning programme and this asset has to be capitalised and maximised.

The realization of this objective has several problems. The first and the most difficult one is the problem of condensation of the courses. Those items of the courses which are of the repetitive nature and of the nature of side-details meant for lower age-group need be pruned. A conceptual hierarchy has to be worked out in each subject and significant mile-stones in the hierarchy have to be indicated so that a child attaining along the scale of hierarchy may know what mile stone he has covered up. The knowledge of results is an incentive in itself for the learner. A graduated scale of conceptual development in NFE learning if worked out carefully may serve as a measuring yard for evaluation & quantification of effects of NFE programme. There may be a large number of mile-stones for elementary-education level children. Those mile stones need be grouped into the socially perceived and accepted levels of educational attainments, so that children acquiring proficiency of a certain level may also be socially recognised as such. From this point of view Bihar has cognised the four different levels of educational attainments for elementary education under NFE, e.g.

- (i) Literacy stage which includes numeracy as well. This may correspond to the conceptual and skill acquisition of children equivalent to basic ability of class III of Primary Education.
- (ii) Advanced Literacy Stage equivalent to the basic abilities of children crossing class V of Primary Education.
- (iii) Middle stage-roughly corresponding to class VI-VII.
- (iv) Pre-,matric stage corresponding to class VIII.

The NFE stages while corresponding to the formal classes need not be identical with them in end results. Here the equivalence in meaning and intellectual abilities and grasp of

forms and side details. In grasp of the basic concepts the two must be on par at these terminal stages so that multiple entry as a principle can be brought into practice, with confidence.

In order to arouse a real aspiration of educational attainment, the socially well recognised and accepted terminal goal of matriculation examination should appear attainable and tangible to the children under accelerated learning programme of NFE. The children should be prepared for admission at the Matriculation stage entry for which they may seek admission at the IX class, and in some cases may appear as private candidates for Matriculation examination directly.

For attaining condensation of courses and developing the graduated scale of conceptual attainments, intensive effort need be given and NCERT may play a vital role in this technical area. This is a dire need in NFE programme at this moment, as this instrument is not yet ready.

By the time a child attains the educational proficiency equivalent to class VIII a large number of subjects are included in the course. The present arrangement of one instructor for the centre catering to the individual needs of 35 children is too inadequate for the purpose. One instructor can not have the ability to teach all the subjects, nor can he manage so many children at a time. In such a circumstance, there is need to make provision for subject teachings on a coaching and remedial basis in different subjects. How to attain this? May be, the local resources i.e. locally reputed subject teachers working in formal schools <sup>are</sup> ~~may be~~ detailed to the NFE centre, and suitable remuneration given to them either ad-valorum or on monthly basis.

To serve as an incentive and to help the children meet some of the expenses on accelerated learning scholarships, grants,

for purchase of reading-writing materials, other than the free supply of the Text Books, may be made available.

5. Importance of Non-Economic Motivation in NFE Programme

It is a common experience in child guidance work that acute frustrations are witnessed also in children coming from an economically higher group. The frustration arises from the attitude of the Chief executive of the family, usually the parents, who somehow or other fail to emotionally accept the child. The child tries to compensate for the emotional loss through his demands for increased material acquisition, or he may feel forlorn and devoid of material satisfaction in the sociological and geographical environment of material plenty. In the psychological atmosphere, he is poverty-stricken. As such, money itself is no guarantee of child's satisfaction, who administers money and material satisfaction, and how he stands in relation to the child is of importance. Importance of relationship between the adult (here instructors etc.) and the child under NFE programme is of great importance. The quality of relationship can not be improved under sheer material incentive programme. A general impression is that in Primary Education enough money has been given so far, but no commensurate results have been obtained. Even if we increase the out-lay on primary education <sup>say,</sup> twice that of the present, the impact may not be worth-while. So while exploring NFE as an alternative to the formal education, we can not afford to repeat the errors of the formal education of leaning heavily on the bias of the economic determinism of educational life. Bio-psychosocial determinism of educational behaviour has to be understood and appreciated if a new dent in educational policies has to be aimed at. The bogey of poverty as the cause of educational arrest of the country has to be exposed as too lay a concept. Poverty while conceived as a depressant for education



education. Many poor persons can perceive education as a way out of poverty and also out of the lowered survival status in the struggle for existence. In one of the surveys conducted in Bihar in 1975-76 under the auspices of the school complex experiment, it was surprisingly revealed that more than fifty percent of the children falling in the category of poverty-stricken families were attending schools. Poverty, therefore, is equally disposed as a stimulus for education and as a depression. This presses an issue with us as to whether we can credulously cling to poverty as a cause for poor attendance in primary schools, or we have to hunt out some more empirical bases of poor attendance or drop outs in schools. Working under this awareness, the State of Bihar has prepared a list of non-economic motivations in education as part of syllabus under NFE meant for the training of the instructors and supervisory staff. In this list bio-psycho-social motivations in the form of security and satisfaction of the children in the company of the instructor are emphasized. Drop out in formal education are demonstrated not due so much to poverty as due to the attitude of the teachers in relation to the students. The traditional attitude of the teachers is of recognizing and accepting those students who are good at academic performance, who are well-mannered, and who are better presentable. On the other hand, the slow learners the poor in manners and slovenly in appearance are simply dis-owned. In this traditional attitude of preferential selection of children coming from socially more equipped families to the neglect of the mass of children coming from socially less equipped families, <sup>lies</sup> ~~lies~~ the process of elimination of children from the formal education stream.

The School is a meeting ground of dominant and recessive children. With the traditional attitude of preference to the dominant children, the recessive ones are emotionally if not physically harmed in the small group dynamics in the class. The teachers fail to play the protective and impartial role in relation to all children. It is the biological wisdom of the weaker children not to go to such institutions. This important socio-psychological aspect of the class room dynamics has largely remained out of sight of the educational planners while examining the problems of drop outs.

The catalogue of non-economic motivation (Appendix-II) out-lined by Bihar has practical importance in training of the instructors and other personnel in NFE. There has been a marked departure in tone, temper and contents of training meant for NFE personnel from those meant for the traditional teachers. If universalization of P<sub>r</sub>imary Education is aimed at, intensive planning will have to be made to alter the pernicious attitude of 'selectivity' in traditional teachers. Universalization of education is not only a problem of pedagogy. It is a complex problem involving social work, remedy of bio-psychological and attitudinal defects in teachers/instructors as well as in children exposed to the traditional teachers and feudal and aristocratic atmosphere surrounding children in schools.

6. Learning Strategies to be Modified

Certain bold outlines of training strategies in Bihar have manifested themselves. Some are as ~~follows~~ follows:-

- (a) The symbolic learning bias in schools need be examined. The Adivasis in Bihar who have more of kinesthetic experiences right from the time they are born, show excellence, manifestation and fulfilment of their selves.

through motor-activities. This aspect of their special acquisition does not so far find due place in general education being imparted. It requires an expert examination if motor-oriented education, may be, through energetic play situations, through muscular skills and dexterities, will be more useful to the Adivasi students in general and in some of the non-Adivasi students as well. New experience along this line requires to be gained. At any rate even apriori planning with due emphasis on utilizing the native potentialities of a child has to be aimed at in NFE.

(b) Space-time orientation of educationally backward and deviate children is found to be poor. Probably this accounts for their reduced abilities to learn. Helping the child to know with gradual precision his place in the geographical space around him and point of time in which he is acting is to provide a basic and substantial help towards academic arousals. It is witnessed that a poor learner does not know what lies ahead or behind him both in time or in space. As soon as he starts defining himself in time and space, his exploratory expectations increase and here-in lies the increase in the educability of the child (The Hazaribagh experience in educational rehabilitation of problem children). Being thrown to a difficult challenge of NFE, some new and deeper grounds holding key to education have to be discovered. A detailed and careful planning in this strategy is required. It may be a time and effort consuming enterprise. Some attempts have been made in Bihar to clarify this strategy.

#### 7. INVOLVEMENT OF MASS MEDIA EDUCATION FOR NFE

Radios and television can play important part in NFE not only in giving contents in education but also in

providing recreation, standardisation and ~~xxxxxxxx~~ monitoring of the programme. It is believed that radio programmes meant for primary education are not so much utilized by formal education as it could be utilised in NFE. Only timing, appropriate change in contents, and style of presentation need be adjusted. As NFE programmes are scattered in remote corners of our rural life, where other modes of communication are poor, radio and television can play significant role. Already educational technology cells have been started in the States under the supervision of the Educational Technology Section under the Ministry of Education. A co-ordination of their activities vis-a-vis NFE programme may prove worth-while.

CONCLUSION:

In summary, it is felt that the important of micro-planning in NFE cannot be under-estimated.

## APPENDIX - I

### NON-FORMAL EDUCATION AS PART OF UNIVERSALIZATION OF EL. EDUCATION IN BIHAR

#### Objectives , Scope , Administrative Planning and Vital Statistics

The working group set up by Govt. of India had identified 9 educationally backward States which accounted for nearly 74 percent of the out of the school children . Of these Bihar accounted for nearly one sixth. The take of position in respect of enrolment under universalization of elementary education at the end of 1979-80 stood at 58.81 ~~xxx~~ only i.e. 81.12 percent of boys in the age group 6-14 were enrolled and that of girls stood at 35.10 % .

The task of universalization implied 100 percent enrolment and retention of all children till they attain the age of 14. In the post-~~depx~~ independence period , there has been phenomenal growth in the number of primary and Middle schools and the number of teachers and enrolment of both boys and girls but that notwithstanding the number of children not covered under education has been swelling and the goal of hundred percent universalisation is still a for cry. Though the need for launching a sustaining enrolment drive is greater than ever before , and all available infra-structure needs to be used to the optimum so as to maximise enrolment, in view of the heavy drop-outs, which in our State has been found to vary from 78 percent at the end of class V and from 78 to 87 % at the end of class VIII , a massive programme of Non-formal education has been proposed for the Sixth Plan period for part time education of such children who can not take full advantage of the formal schools .

The actual position of universalization at the end of the year 1979-80 stood at 103.5 percent in respect of boys and 47 % in respect of girls in the age group 6-11 and 76 %

in respect of both taken together and in the age group 11-14 the percentage of boys stood at 40.9 and that of girls at 18.7 and the two together being 27 percent only .

The child population in the age group 6-14 is expected to grow to 140.85 lac ( 72.74 lac boys and 68.11 girls ) by 1984-85, the corresponding figure for 1979-80 being 135.21 lac (69.66 lac boys and 65.53 girls ). Thus, in order to achieve 100 percent universalization by 1984-85 , it would need to enrol 61.33 lac additional children ( 16.23 lac boys and 45.10 lac girls ).

The working group in the universalization had set a target of 90 % ( i.e. 96 % boys and 84 % girls) to be achieved by 84-85, but in view of the present low figures of achievement and paucity of resources, this State proposed a target of 80 % in the draft VI plan, (96.39 percent boys and 62.51 percent girls ) which involved enrolment of 33.18 lac additional children ( 13.61 lac boys and 19.57 lac girls) Of this 33.18 lac children , it was suggested to cover 16.32 lacs children ( 4.28 boys and 11.94 lac girls ) in the age-group 6-11 and 16.86 lacs children(9.23 lac boys and 7.63 lac girls ) in the age-group 11-14 through both formal and non-formal systems. It was further proposed that of this 33.18 lac 8 lac children would be covered through the non-formal channel.

The working group set up by the Planning Commission reviewed the State's draft VI plan and taking a realistic view reduced the target of 33.18 lac to 21.32 lac children i.e. 16.32 lac in the ~~age~~ age-group 6-11 and 5 lac in the age-group 11-14. ~~percent~~ Of this about 21.18 lac , 8 lac children were proposed to be covered through non-formal channel, 4 lac of the age-group 6-11 and 4 lac of the age-group 11-14.

In spite of the reduced out-lay and the various constraints the State Govt. would like to adhere to its original proposal in respect of the target. Efforts like vigorous enrolment drive seeking public cooperation , strengthening the teaching staff, free supply of text books

~~scheduled tribes reading in class etc.~~

existing scholarships , opening of residential schools in every block headquarters, construction and renovation of school buildings and supply of teaching aids etc.

According to the population projection for 1989-90 the child population is expected to rise to 144.56 lac. Thus , if 100 percent universalization were aimed by 89-90 , additional 65.87 lac children 18.17 boys and 46.87 lac girls shall have to be enrolled , though the figure actually could be put a little higher in order to provide for under-age and over-age population .

During the year 1980-81 , for the first time , this scheme has been launched. The State Plan had an outlay of 60.00 lac against which 1750 Primary level centres and 500 middle level centres were sanctioned. The Central Govt. in the meantime came out with a massive programme of experimental non-formal education project ~~and~~ under which besides strengthening the State's Primary Directorate and setting up of a State Resources comprised strengthening of primary teachers Education Colleges and setting up of 1050 non-formal education centres. Being the inaugural year , all these 1050 centres are of primary level .

Bihar is a big State with various regional imbalances. hence, in the location of centres , priority has been given to low literacy blocks and areas where sizeable population of scheduled caste and scheduled tribes are available. Sufficient stress has been given on the enrolment of girls both in rural and urban areas for administrative convenience , the State plan is being implemented in 21 districts and in central plan in 11 districts. Giving due regard to aforesaid criteria , the choice of blocks i.e. 146 in the State plan and 85 in the Central plan has been centred around the district and sub-divisional headquarters specially for supervisory convenience.

There are 84 Primary Teachers Education Colleges in the State , 12 of which 10 for male and 2 for female, have been chosen at the divisional level for training of the instructors of the non-formal centres. Of these 84, 10 of them are running 5 centres each, 27 women?

Primary Education centres are running 2 centres each and remaining 47 are running 3 centres each. These centres shall be used ~~from~~ for experimentation and try-out and ultimately each Primary Teachers Education College shall assume pedagogical and academic leadership for other centres of districts also.

Three articles of the State - Nalanda, Palamau and Sitamarhi have administrative structures according to the principles of school complex and each of the 52 Area Education Officers of these three districts has been attended 5 centres.

Each centre with 35 enrolment has its own determined periods of ~~works~~ daily work. As in the case of formal schools, free text books and stationary shall be ~~provided~~ provided to each pupil of the non-formal centres. One very special feature of Bihar's scheme is the provision of Rs. 600/- each primary and Rs. 1000/- to each middle school centre for purchase of tools and working capital to enable training of finger skills and production potential of the pupil. This area of activity shall not only enrich the academic and pedagogical side of the programme but would serve as a motivating feature in as much as it may enable the deprived children to earn something while they learn.

As provided in the Central scheme, a post of Joint Director has been created under the Directorate of Primary Education. A State Resource Centre with posts including one class I officer and 4 class II officers with ~~sufficient~~ support staff has been sanctioned. There is no separate post for this programme at the divisional or district level. In fact, as it is to be taken as post of the overall programme of universalization, it has got to be put under one integrated administration for Primary Education.

Block level supervision:

On the average 10 to 15 centres have been started in ~~xxx~~<sup>a</sup> block the no. is proposed to be increased to 25 each. In Bihar total number of blocks is 567 and total number of Block Education Extension Officer 804. Thus except a few each block is under only one B.E.E.O. the Block Education Extension Officer has to supervise 60 to 80 or some



even 100 or more schools under his charge. Obviously the supervision of the non-formal education centre will require intensive guidance at least at the initial stage. It is felt very necessary that the number of schemes under each B.E.E.O. is brought down to prescribed ration of 1:50. Similarly a workable programme of effective co-ordination between the school and the non-formal centres shall have to be worked out to ensure efficiency as well as to facilitate the extensive use of the infra-structure of the school. There would be need to identify village artisan and other social workers whose services could be sought and awaited for the guidance of ~~xxxxxx~~ pupils.

Some statistics at a glance :

	<u>STATE PLAN</u>	<u>CENTRAL SCHEME</u>
(1) Year of start	1980-81	1980-81
(2) No. of Centres		
(a) Primary Level	1750	1050
(b) Enrolment per centre	35	35
(c) Middle level	500	<del>500</del>
(d) Enrolment per centre	30	--
(3) Amount sanctioned	45.54 lacs	30.46 lacs
(4) Coverage proposed during 80-85.	4.90 lacs	
(a) Primary level		
(b) Middle level	56,250	

CURRICULUM AND INSTRUCTIONAL MATERIALS

The literature produced by the NCERT and some relevant literature obtained from Madhya Pradesh and Literacy House, Lucknow were used as frames of reference. The minimum literacy continuum produced by the NCERT and materials used in the I.C.D.S. schools run by the State Welfare Department will also refer to .

A three day workshop of Specialists drawn for different fields was organised to prepare a Curriculum frame, suited to the regional requirements of the State. After this was done, a seven-days training ~~program~~ programme was arranged for the teacher-educators-cum- Resource persons drawn for the aforesaid 12 Primary Teachers Education College, five from each, who in turn are training the Instructors. The training period for the instructors has been proposed for one month in the beginning followed

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by an in-service course of 10 days before the year end. As an expedient only for this year. This initial training period has been reduced to 1 and on completion of six months work a refresher course for 15 days shall be provided.

TARGET OF THE VI PLAN 1980-85.

Starting with 1080-81 the 2800 centres ~~xxx~~ of Primary level shall grow into 7000 in 1984-85. The total number of annual centres be 28,000. Similarly starting with 500 middle level centres in 1980-81, the number shall grow to 1750 and the total number of annual centres to 2625. As the Primary level centres are of two years duration the expected coverage by 84-85 at the enrolment rate of 35 per centre would be 4,90,000, and that of the Middle level centre at the enrolment rate of 30 per centre would be 56,250. In view of this huge backlog of one of school children and the emphasis laid by the Planning Commission on the non-formal channel, exercises are on to evolve suitable strategies to substantially increase the target for the VI and VII plans.

APPENDIX - II

SYLLABUS FOR TRAINING OF INSTRUCTORS IN NON-FORMAL EDUCATION

(Report of the Committee constituted by the Special Director (Pry. Education) BIHAR,

Meeting held on 24, 25, and 26 of April, 1981.

MOTIVATION

1. Importance of perceiving non-economic motivations in education--- Appreciating the inadequacies of economic motivations.
2. Bio-Psycho-Social motivations- security and satisfaction in the company of the instructors. Appreciating the attitude of the instructor in drop-outs of cases in a classroom situation or a group. The traditional attitude of teacher Vs. the teachers' attitude under the programme of non-formal education-Attitude of acceptance and elimination of certain traditional intolerances (intolerance for slow learning, unsocialized behaviours and poor presentation).
3. Social work with children and its motivational importance---
4. Knowing the pupils intimately as a motivational factor-- preparation of family charts (model to be supplied)-- involving the pupils in the identification of similar children in the area--- Work on Children's register--- sort out children in the age-group 9-14 years, not going to any school-- work out the educational retardation of children attending non-formal education (Basis, correlation chart--- model to be supplied.)
5. Clarity of the instructor's job to the instructor himself as a motivational factor in the instructor-- its spread on to the pupils.
6. Importance of parental contacts on pupils' motivation.
7. Knowledge of results to the pupils as motivation of the pupils--- let the pupils review their own progress periodically. The instructor may aid in the review-- Maintenance of earlier records of a pupil for comparison with later performances.
8. Way of teaching as a motivating factor (e.g.) give to the beginner his well defined position in the space-time--- orientation. Then introduce numeracy. Multiply the example)
9. Instructors' awareness in that he is being watched by his pupils and that he may not appear rude to them-- importance of identification of the pupil with the instructor,. Know that pupils will either imitate or criticise the teacher. Certain dos and don'ts for teacher behaviour. (Adapt U.N. recommendations to the Police Officer dealing with Juveniles)
10. Importance of group work with children as motivating factor.

Sd/- R.B. Mishra

Special Director (Primary Education) Bihar.