

In this edition

01

Are We Educating or Certifying?

G. Balasubramanian

Cover Story

03



Examinations - Not the End of the World

Shreeprakash Sharma

09

Education News

19

We Recommend

11

TheTeacher.in Educators' Meet - Jamshedpur

17

Exercises and Yoga for Muscle Care

Dr. Krishnamurthy

07

Cover Story



The Retention and Recall Activity

P. Sathishkumar

15

Educational Theories You Need to Know - Social Learning Theory



Dear Teacher, Dream Big!

RASHMI MARIAN FURTADO
Senior Editor, TheTeacher.in



Let me start by wishing all of you a Happy New Year! A new year starts with celebrations, vacations and resolutions. Along with these traditions, why don't we DREAM? Dream big for ourselves. As educators and teachers, we work very hard to realise the dreams of everyone. In doing so, we often forget that we too have the right to dream for ourselves. A very common trait among educators is to place the dreams of their students before their own. That's a trait that makes a teacher or an educator, who she or he is. But, does that mean we don't set aside an hour every day to put in the effort to fulfil our dream? Are we being fair to ourselves? Don't we deserve to dream and fulfil our dreams?

I have had many conversations with teachers and educators where they say they wanted to do a PhD, write a book or a blog, pursue a hobby and so on. The common thread between all of these is that everyone either spoke in past tense or had reasons and commitments that did not allow them to devote the time and effort to fulfil their dreams. Are these reasons good enough to let go of our dreams? All of us deserve a chance to fulfil our dreams and nobody other than us can give ourselves the chance to do so.

“Our dreams translate to goals, our plans and actions lead to achieving our goals, making our dreams a reality!”

Between us and our dreams is a crevasse of dented self-belief that constantly pushes us to second guess ourselves. Starting 2019, let's make a promise to ourselves to give ourselves a fair chance to fulfil our dreams. Those of us who have not dared to dream because of the hurdles that we see, will pledge to stop focussing on the hurdles and focus on the dream.

Our dreams translate to goals, our plans and actions lead to achieving our goals, making our dreams a reality! Let's plan and take one small step every day that takes us closer to our goals, to our dreams. Reading books, magazines and articles on and around our dream will also give us a better idea on the approach that needs to be implemented. Attending different talks or even watching videos on what we want to do will help us. What is important though is to make that beginning and take the first step.




“Let's remember that our students will dream and believe in dreams if they see their teachers doing the same.”

It's time to make our dreams come true. Let's remember that our students will dream and believe in dreams if they see their teachers doing the same.

Yours Positively!



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A natural writer, teacher and a passionate content creator, Rashmi has authored the Cu and Rio series and created the Keystones program on Values Education from Greycaps. She is one of the founders of TheTeacher.in. She is a sought after speaker at educational conferences, facilitator programs and for motivational talks to students at schools across India. She holds a Master's Degree from the prestigious NIT Suratkal where she also taught before joining Greycaps. Rashmi is also a popular quiz host for schools, colleges and large corporate audiences. She has co-hosted the Tata Crucible quiz and Travel Quest by Thomas Cook.

Are we educating or certifying?

G. BALASUBRAMANIAN

G. Balasubramanian is a doyen of school education in India. He has held several positions of leadership at CBSE, including Director Academics. He was the brain behind the introduction of several innovations at CBSE, which included frontline curriculum, Communicative Approach to Language Teaching, Information Technology, Alternatives to Homework, etc. He is also an author, poet and a sought-after speaker at educational conferences world over.



I have been debating on this question for over a decade. I am convinced that we are systematically derailing from the basics of the process of education.

Whatever processes we are adopting in our educational institutions, both at the school and at higher levels, largely do not appear to fall within the ambit of any definition of 'education'. The goals of all learning appear to be predefined to prepare the learners to pass an examination and obtain a certificate to the effect that (s)he stands qualified. While certainly any system needs to have some metrics to measure the growth profile of the learner(s), the question remains whether those metrics are valid, reliable, credible and do indicate the factual status for which they are enabled.

A pass with a percentage of 35 percent is basically an admission of 65 percent of incompetence! The fact that one stands with a high score on this matrix is also no indication of the interest, aptitude and skills of the individual in this given discipline, as the same may be an outcome of a 'rote learning' process.

In the process of perfecting a matrix and positioning the learner on a pre-conditioned learning curve, we are driving the learning to a linear learning format, strangulating extended learning, further learning, experimental and experiential learning.

Oftentimes, the learners are promoted and certified not because they deserve to be treated so, but to demonstrate the success of a failed system.

The argument that in a large population, the system needs some format to position the performance profile of the learners is acceptable, but why should the learner be drilled and shaped to face an examination ten or twelve years later in his life, thereby negating the joy of learning at every stage of his growth profile? Oftentimes, the learners are promoted and certified not because they deserve to be treated so, but to demonstrate the success of a failed system. In many cases, the survival of the departments, institutions and the functionaries depend on these criteria!

Given the freedom to use localised criteria for such assessments, there is both misuse and abuse of this facility thereby equating, promoting and certifying a 'non-performer' with a 'performer' tag for unjustifiable reasons.

Hundreds and thousands of examinees prepare for such examinations even without any reference to the curriculum, syllabus, textual material and only with targeted question papers. Having been 'certified', they carry with them no 'relevant skills' for such certification. Many a times, interacting with such persons is a painful experience!

Education, if understood clearly, is an entirely different process of empowering people to be competent, confident and contributive citizens. Education is a process of humanising the learner! Unfortunately, 'certifications' always do not meet these criteria! ■

Examinations- Not the End of the World

SHREEPRAKASH SHARMA | Principal, JNV, Mamit, Mizoram

Shreeprakash Sharma has a teaching experience of over 18 years as a Post Graduate teacher of Economics. He is currently the Principal of a residential school, Jawahar Navodaya Vidyalaya, in Mamit, Mizoram, which is the brainchild of former Prime Minister, Late Shri Rajiv Gandhi.

Shreeprakash Sharma enjoys writing and is a freelancer for a number of magazines and newspapers in both Hindi and English. He has also written for the All India Radio and his articles have been broadcast by AIR Raipur (CG) and AIR Darbhanga (Bihar).



All students aim for good marks in the examinations they take. It is nothing but natural. In fact, this sort of wish is not without any reason either, nor is it bizarre. An old saying goes that, nothing succeeds like success. So, having failed once in getting a good grade and high percentage of marks is considered as having failed in almost all facets of life. But are the facts so? Does a single failure or the inability to rise to a particular standard of marks indicate the end of the beginning of realisation of all the beautiful dreams of your life? No, not at all.

In fact, the present examination system tests the memory retention capacity of a student. But at the same time, what we do not accept so easily is the inherent difference in the intelligence quotient of each student, or rather each person in this world. Amid so many differences in the inclination and aptitude of the students, is it not simply unfair to expect the same trajectory of marks from all those who write the papers?

What we need to understand is that 'failure to score high percent of marks is never the end of life'. In fact, low marks and failure to climb up the pinnacle of success may sometimes turn out to be the launching pad for a metamorphosed life, meteoric achievements and the beginning of a promising career if we sincerely go through the following steps -



1. Don't ever lose self-confidence

Who says that marks do not matter? It does, but it does not mean that marks make everything of a student's career and life. One must understand that the percent of marks is not necessarily the reflection of a student's holistic personality and natural talent. So even if you fail to score at par with other students, you must not underestimate yourself. Stop considering yourself less-gifted and unfavourably privileged. Always keep your confidence level high.



Examples of such people are galore, who rose to excellence in post and prestige even after having failed to score good marks in various examinations

that they took in their lives. They ignored the percent, class, division, rank and grade. Only thing that they kept in mind was the fact that marks and percentage do matter but are never a matter of life and death. It is never the end of the beautiful career and successful life. They always believed that marks are material but not more vital than the sustenance of life itself.

2. Introspect and find what went wrong

Getting upset is easier and nothing can be more natural than this when a student fails to achieve the kind of results which he or she had expected. But, getting disturbed and depressed would not do any good to him or her. In fact, failure is the foundation stone for a series of successes.

When reasons for failure are crystal clear, the intensity at which steps are taken to correct them becomes greater. Reformative approach and corrective strategies are essential to tide over the post-failure stresses and strains.

3. Scoring in the examination and knowledge of the subjects are quite different things

The much-perceived opinion rules that examination is the test of knowledge of a subject and the percentage of marks is the evaluation thereof. But what happens

is that, despite pretty good knowledge of the subjects, students sometimes fail to score good marks. The reason is that scoring good marks is more of a matter of fastidious planning, and flawless, strategic preparation, than anything else. It is more a matter of expressing and writing your answers very lucidly and exactly on the answer sheets. All these things do not come naturally. For this, students need to practice consistently and religiously.

4. Low score does not mean the end of the world

Running away from home and committing suicide is very common, which is widely reported in the media, as a reaction to bad results or the failure in examinations. In fact, this is a very dangerous trend which calls for serious self-introspection. Who can deny that good scores not only offer a good socio-personal recognition but also proves to be the golden passport for admission to reputed colleges and universities, and for a host of promising career courses across the country?



But what about the careers of those less-privileged and low achievers who fail to score above the long-established and traditionally-determined line of academic excellence, wrought by the so-called brilliant and high scoring students? Results are transient actions which can be corrected and modified but what about the transient nature of life?

Work hard and be true to yourself. Struggle hard and take pain for the realisation of ambitions you have set for your life. Never forget that a single lapse does not mean a permanent loss and an everlasting failure.

5. Do away with the habit of comparing yourself with others

While comparing with others, we forget one of the basic genetic facts of humans that no two persons out of nearly 7 billion people in the world can have exactly the same genes and chromosomes. Each individual on this earth is unique in his or her own capacity and nature. Each has been gifted with discreet specialisation of human traits and talents which none on the earth can excel and master over. Then, how can we compare the performance of two examinees on the scale of scores and grades achieved in the examination?

It is quite irrational and immensely unfair. A monkey can climb fast and jump easily from one branch of a tree to another, but what about expecting the same from an elephant? The saga of difference in the capabilities of the humans are

not at all different from what we call the capacity contrast story of a monkey and an elephant. So, comparing the agility of a monkey with that of a pachyderm is not a realistic approach. That is why you must stop comparing your talent with that of your peers.

You must realise and respect the inherent natural differences of each individual and stop panicking upon finding others better than yourself in areas where you feel incapable. Marks cannot be the standard yardstick to measure the capacity of all individuals. Stop the practice of cursing and disappointing yourself for no fault of yours, at least not on the ground that you have been awarded lower score than what you had aspired for.

Real education is not the matter of what is written on the pages of a book, but what ultimately remains in our memory once we come out of the classrooms.

6. Understand the true philosophy and practical meaning of real education in human life

Human life is the by-product of circumstances and the powers beyond our control. What it does mean is, sometimes we do not get the result in proportion to the labour put and struggles suffered. This paradox has been interpreted much differently by different people - some say it is the divine game of fate, some say that is the natural cycle of sorrow and happiness, and still for many of us, it is quite mystic. But it does not mean that one should quit and surrender to the unproven and unseen forces.

The only thing which needs to be done is to recognise your talent and the strengths which can end up making miracles for you. Once you know yourself perfectly and recognise your talents immaculately, then what remains is to work hard towards honing and cultivating the talents to the extent of making you an expert professionally, academically superb and successful.

The great scientist Albert Einstein had once said that real education is not the matter of what is written on the pages of a book, but what ultimately remains in our memory once we come out of the classrooms. This is the very memory which can be called as the cornerstone of what we become later in the future.

The hidden message in the line is that 'not everything which is taught is worth learning by rote'. Education, no doubt, means acquiring knowledge but this must not be accomplished at the cost of your mental peace. ■

The Retention and Recall Activity

P. SATHISHKUMAR | Principal,
KSC Public School, Anthiyur, Erode

P. Sathishkumar has been in the education and training space for more than two decades. He frames curriculum for communicative English and trains teachers of various boards on teaching methodology. He is the overseas faculty of New Zealand College of Education. At present, he is the Principal of KSC Public school, Anthiyur, Erode. He is also a voracious reader and publishes articles on education.



Whatever the education system is, whatever the board of examination is, memorising certain concepts, formulae and definitions are mandatory for the students. On the contrary, today's 'digi-students' are not ready to read concepts again and again to memorise. They just want to produce the text on their own. So, I tried many methods to make them memorise certain areas and finally found the following method to be a good one.

Let us consider that children are to memorise the following statement.

'Energy can neither be created nor be destroyed but can be transformed from one form to another.'

To help students to retain this statement, prepare a slide and project it on the board. This will allow the students to read the statement at least three to four times.

Later, once the students have seen the first slide clearly, show them the second slide.

Energy can neither be _____ nor be _____ but can be transformed from one form to another.



Now, the children are allowed to read the statement as they read in the first slide but, a few words are removed and substituted with blanks. Even with the missing words, they will read the statement correctly because they have viewed the sentence earlier.

Now, show the next slide with a few more words removed and substituted with blanks.

Energy can neither be _____ nor be _____ but can be _____ from one _____ to _____.

Here again, the students will read the complete sentence, filling in the blanks by themselves. It is better to remove the content words and not the structural words. Now, show the next slide,

_____ can _____ be _____ nor be _____ but can be _____ from one _____ to _____.

Now, the students will be able to recall most of the key words. Even if the slide has only blanks, the students will say the words needed to fill the entire statement.



At the end, even if a blank screen is showed, the students will be able to recall the statement correctly.

This method can be followed to help remember formulae and other concepts too!

In case teachers do not have a smart board or a projector in the class, the statements

or definitions can be written on the board and the key words can be erased one after the other. ■

EDUCATION NEWS

MHRD prescribes weight limit for school bags

The Ministry of Human Resource Development (MHRD) has issued a directive asking the states and the union territories to formulate guidelines to regulate the teaching of subjects and weight of school bags.

As per the order, the schools cannot assign homework to students of class 1 and 2.

The schools should not prescribe any other subjects except language and mathematics for students in class 1 and 2. Language, EVS and mathematics must



be prescribed by NCERT for students in class 3 to 5.

MHRD has fixed the weight limit for students as follows:

- Weight of school bag shall not exceed 1.5 kg for students of class 1 and 2.
- Weight allowed for students of class 3 to 5 is 2-3 kg.
- Weight of 4 kg for students in class 6 and 7.
- Weight of 4.5 kg for students in class 8 and 9.
- Weight of up to 5 kg for students in class 10.

Samsung to conduct research on learning outcomes and stress

Samsung India is set to undertake a two-year research to enhance learning outcomes for middle school students in India and reduce their stress levels.

The research is named 'MyDream' project and will be conducted in collaboration with UNESCO MGIEP (Mahatma Gandhi Institute of Education for Peace and Sustainable Development) and Navodaya Vidyalaya Samiti. The study will focus on project-based and socio-emotional learning,

and how it can be used to drive learning outcomes of students as defined by their mathematics and science scores.

This research will be conducted across 64 Jawahar Navodaya Vidyalaya schools in the country.

The project aims to develop intellectual and emotional resilience of young people. It also aims to make learning fun and stress free. The research intends to train youngsters to be mindful, empathetic and compassionate.

Cambridge International's Global Education Census 2018

The Global Education Census was conducted by Cambridge International. The survey sheds light on what the students learn and how. This survey collected inputs from 20,000 teachers and students across ten countries – Argentina, China, India, Indonesia, Malaysia, Pakistan, Spain, Saudi Arabia, South Africa and US. The Global Education Census surveyed 4400 teachers and 3800 students from India.

The findings of the study, with regard to India are:

- Students cram more activities into their schedules than their peers from other countries. Those taking extra lessons mainly take Maths (74%), Physics (64%) and Chemistry (62%).
- 72% of students participate in extra-curricular activities, of which debating is the most popular with 36% opting for it. Other activities include, science club (28%), art (25%) and book club (22%).
- 74% play sports regularly in schools. Some of the popular sports opted by the students include, badminton (37%), football (30%) and cricket (30%).
- 40% children spend 2-4 hours completing homework every day, while 37% spend the same time over the weekend too.
- The study also showed a significant change in culture and teaching methods, indicating a transition from a rote learning culture to one that focusses on the development of the child.
- Apart from being academically driven, students also make use of other learning opportunities to pursue their interests and passions.
- Medicine and engineering continue to remain popular avenues, with students stating that they want to be doctors/dentists (23%), engineers (23%), software engineers (16%) and scientists (8%).
- 73% of the teachers stated that their schools often provided children with career advice and counselling.
- While 56% of the classrooms used blackboards, 43% of the classrooms made use of smart boards/interactive white boards.
- 42% teachers claimed teaching to have good opportunities and 67% found teaching to be a rewarding career.
- Most teachers (73%) helped students prepare for exams by teaching them to respond to different types of questions. Few others (68%) helped their students plan their time in the exam room.
- Teachers also offered study periods for revision (50%) and taught students to create personal revision timetables (42%).
- 33% of the teachers stated that their students take multiple mock exams and a final exam. 26% said that their students take two full sets of exams.
- With regard to student achievement, 60% of the teachers stated that the performance is rewarded through trophies and certificates, 40% stated that the students received a special note in the report card. ■

TheTeacher.in Educators' Meet - Jamshedpur

TheTeacher.in conducted its first Educators' Meet in Jamshedpur, in association with Hill Top School. With the theme 'Future Ready Schools', the first edition saw close to 200 teachers and educators from different schools taking part with great enthusiasm and eagerness.

How did the Meet come to be?

While the future is set, and the educators are still trying to understand what lies ahead, the Educators' Meet is a platform that bridges the gap between the educator and the future of education.

During its numerous interactions with institutional heads and teachers, TheTeacher.in found that they needed a healthy discussion pertaining to the future. While there are many conferences for the educators, very few address the needs of the educators and provide guidance to the 'future'. This led to the organisation of Educators' Meet.

Why was it held?

With the technology improving by the day, the world is changing at a rapid

pace. It is essential for the teaching methods to be trendy and the teachers to stay in tune with the trends.

The Educators' Meet was held to lay emphasis on the fact that schools must adapt to the changes as early as possible, in order to not become obsolete.

Having foresight will help teachers to be better prepared for tomorrow. There could be no better platform than the Educators' Meet to talk about this.

The Meet...

G. Balasubramanian, the former Director of CBSE, was the keynote speaker.

He addressed the topic of 'Future Ready Schools' and engaged the audience with his wit, knowledge and anecdotes.

He ensured that there was never a dull moment in the hall. The event also witnessed a panel discussion which involved three principals – Ms. Puneeta B. Chouhan, Hill Top School, Ms. Rajani Shekhar, DBMS English School and Ms. Amy Billimoria, Tarapore School.

The principals discussed the future of schools and shared their perspectives. The audiences shared their thoughts and posed questions as well.

Educators interacting
at TheTeacher.in's
Educators' Meet.



The welcome address
by the Senior Manager
of TheTeacher.in,
Varsha Prasad.



Senior Editor of
TheTeacher.in,
Rashmi Furtado,
introducing the
keynote speaker,
G. Balasubramanian.





G. Balasubramanian, former Director of CBSE, and the keynote speaker at the Educators' Meet addressing the gathering.

Ms. Amy Billimoria sharing her thoughts during the panel discussion.



Ms. Rajani Shekhar lending her perspective on 'Future Ready Schools'.

Ms. Puneeta B. Chouhan
speaking about the future
of education.



Teachers and Educators
at the Educators' Meet.



The Educators' Meet
Jamshedpur family.



EDUCATION THEORIES YOU NEED TO KNOW

Social Learning Theory

In 1977, Albert Bandura, an influential social cognitive psychologist, developed the Social Learning Theory based on a 'Bobo doll experiment'. He made use of the experiment to prove that human behaviour is learnt through social imitation and copying, rather than other factors. He conducted this experiment on children, as he wanted to show that aggression can be imitated or learnt by children, just by observing an adult.

Bandura made the following predictions for this experiment -

1. Children who observed an adult behaving aggressively would be most likely to imitate the behaviour and act aggressively, even in the absence of the adult.
2. Children who observe non-aggressive adult behaviour would be less aggressive when compared to the children who observe aggressive models.

Bandura chose a group of children and divided them into groups and all of them were left in a room with various toys.

Step 1 - Exposure to external behaviour

The first set was left in a room with an aggressive adult. Here, they were made to watch the adult behave aggressively with a toy called the 'bobo doll'.

The children observed the adult hit and verbally abuse the doll. The second set was left in a room with a non-aggressive adult. In this room, the adult behaved in a quiet and disciplined manner.

Step 2 - Observing the behaviour

The children were later taken separately to another room containing the same toys and were allowed to play freely with the toys. The children and their behaviour were carefully observed to see if they would show actions, similar to that of the role model they were previously exposed to.

It was observed that the children who were exposed to the aggressive adult imitated the adult by verbally and physically abusing the bobo doll, when compared to the ones exposed to the non-aggressive adult.

The findings of this experiment matched Bandura's prediction of children imitating adults' behaviour and supported his Social Learning Theory.



It supported the theory that social behaviour, especially in children, is learnt through the process of observation - through watching and observing the behaviour of another person.

This study has various implications. In the modern world, children are exposed to various things in the society and they tend to imitate what they see. For example, if a child is exposed to a TV show that is violent or any person who is aggressive, the child is most likely to imitate the behaviour. Similarly, if the child is exposed to an adult being kind to people and animals, and is exposed to a positive body language, the child is sure to inculcate the same. If the behaviour (positive or negative) is rewarded or encouraged, the child takes it as reinforcement and continues with it.

Children are surrounded by many influential models - parents, teachers, friends, TV characters and TV shows. These models are example of behaviours which they observe and imitate.

If children imitate a particular behaviour and the response to it is rewarding, they are more likely to continue with it. For example, if a child hits another child and sees an adult or a friend laughing at the situation, the child can consider it as reinforcement and is more likely to continue with the same behaviour. If the same behaviour is questioned and if the child is spoken to about the behaviour being wrong, the child tends to reduce such behaviour.

Parents, teachers and peers can learn from this theory and can set examples for children as they are the first role models and it is from them that the children learn. ■



EXERCISES AND YOGA FOR MUSCLE CARE

Dr. KRISHNAMURTHY

Dr. M. R. Krishnamurthy is a primary care physician with 42 years of experience. After completing his MBBS, he has worked in the UK and Canada.

In this article, let us discuss muscle pain in relation to occupation and, the exercise and activities that can be done to help prevent it.

One of the most common problems is muscle fatigue, and this occurs due to any repetitive movement of a particular muscle or a group of muscles. Standing in one place for a prolonged time period can cause leg muscles to cramp.

It is better to pace up and down than stand in one place, to prevent this. It also pumps the blood back to the heart.

An easy exercise to develop upper limb muscles is to use dumbbells which strengthen muscle groups to prevent fatigue. This exercise used to be part of the curriculum a generation ago, in schools. It is a pity that it has been discontinued in most schools today.



It doesn't cost a lot to get a set of dumbbells weighing 2-3 kilograms, and spend 10 minutes a day.

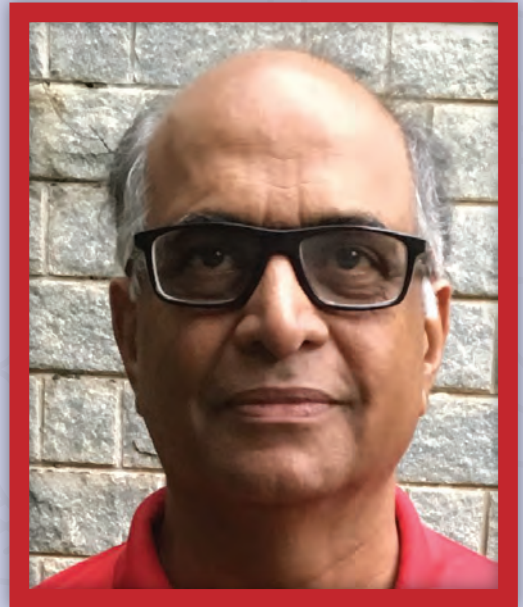
A major problem with anyone working with a computer for long durations, is shoulder and neck pain. Two exercises prevent this - shrugging and bracing.

Shrugging - One has to stand erect with feet together and shrug both shoulders as much as possible and hold it for 5 seconds (or to a count of 10). Relax and repeat it 20 to 25 times. This exercise strengthens the shoulder muscles.

Bracing - This involves pushing your elbows backwards, with forearms bent at 90 degrees. You should feel the muscles tighten between your shoulder blades. Hold the position for 5 seconds and repeat it 20 to 25 times.

The two exercises take about 5-6 minutes to perform and the results are impressive.

Another exercise which is good for the lower back is a yoga pose known as 'sethubandasana', or the bridge pose. It strengthens the muscles of the lower back and helps in maintaining the correct posture. To be able to do this properly, one must first be able to stretch the muscles in the front of the thigh, which can be done by another yoga pose known as 'vajrasana'. Both are available on many YouTube videos for beginners.



In this age of instant gratification, it is sometimes difficult to get people to understand the wisdom of age-old practices which have prevented and healed many diseases. One such institution is yoga, which, in my opinion, should be made compulsory in all schools. Half an hour spent on this will improve both physical and mental wellbeing and is addictive. It is usually continued for life without any need for coaxing. It does not require any equipment or a special place to practice. ■

**Until next time,
Dr. Krish**



WE RECOMMEND

The First Grader

The First Grader is a biographical drama released in 2010. The movie, directed by Justin Chadwick, went on to win at some major international film festivals like the Durban International Film Festival, Toronto International Film Festival, Zanzibar International Film Festival and Sedona International Film Festival in 2010 and 2011.

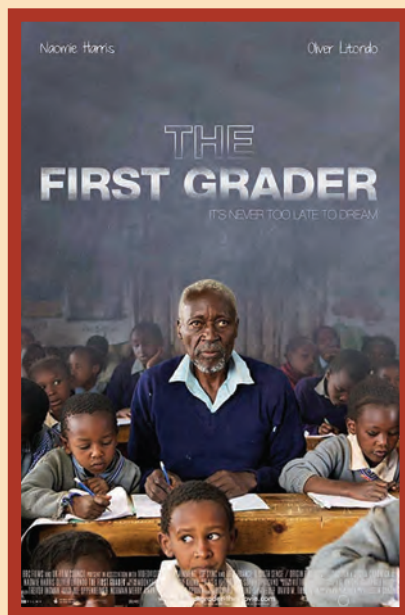
The First Grader is based on the true story of Kimani Maruge, a Kenyan villager who enrolled in first grade at the age of 84.

The movie starts with a Kenyan radio station announcing the government's latest initiative – free primary education for all natives. Kimani Maruge (played by Oliver Litondo), an 84-year-old ex-service man hears the announcement and decides to get educated. Kimani meets the principal, Jane (played by Naomie Harris) and expresses his desire to learn.

On commencing his classes, Kimani starts recalling his service days during the Mau Mau Uprising against the British, and begins to hallucinate. As news about the 84-year-old begins to make headlines, many disapprove and ridicule his desire to learn in a school meant for children. Kimani is soon forced to join an adult education facility where he finds people lacking enthusiasm and ambition to study. He returns to the children's school, causing friction among the parents.

The movie explores Maruge's relationship with his classmates and the support he receives from Jane. Maruge's fight for his right to learn makes 'The First Grader' a heart-warming and an inspiring story.

How he completes his education and goes on to prove that 'it's never too late to dream' forms the rest of the story! ■



LEISURE

Word Sudoku

Here is a word version of the classic sudoku.

None of the alphabets should repeat itself in the same row/column and each box should have all the 9 alphabets, A-I

A		C	D	E		G	H	I
G	H	I	A		C			F
	E	F		H	I	A	B	C
I	A	B	C	D	E	F		H
	G	H	I			C		
	D	E	F	G	H	I	A	B
H		A	B	C	D	E		
E		G	H				C	D
	C	D	E	F	G	H	I	A

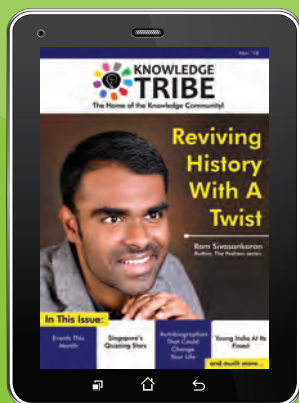
A	B	C	D	E	F	G	H	I
A	B	C	D	E	F	G	H	I
A	B	C	D	E	F	G	H	I
A	B	C	D	E	F	G	H	I
A	B	C	D	E	F	G	H	I
A	B	C	D	E	F	G	H	I
A	B	C	D	E	F	G	H	I
A	B	C	D	E	F	G	H	I
A	B	C	D	E	F	G	H	I

Answer

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eMagazine!



November 2018



December 2018

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- Events you can't miss
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