In this edition

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01
Error Analysis - An Effective Tool For Learning
G. Balasubramanian

07
Education News

09
Effective Praise
Leah Davies

Cover Story
03

Bridging the Urban-Rural Divide
Dr. Nirmala Krishnan

17
We Recommend

11
Educational Theories You Need to Know - *Howard Gardner's Theory of Multiple Intelligences*

15
The Chalk and its Effects on You
Dr. Krishnamurthy

13
What Really Counts in Assessments...
Twinkle Khanna

You can scan the code by using any free-to-download QR reader available on the App Store, Play Store and Windows Store. Wifi/Mobile data will be required.

Dear Teacher, you are a Role Model

RASHMI MARIAN FURTADO |
Senior Editor, TheTeacher.in

Your students may not know how much you know but, they know how much you care. With six hours a day, six days a week, a teacher is one of the most influential persons in a students' life. Beyond their parents, children learn from their elementary or primary school teachers.

Teachers support and guide students through every significant stage of development of a child's life. As children reach adolescence, a critical stage of their life, the middle school teachers mentor them through it. They move on to becoming young adults in their high school and the teachers answer their questions, listen to their problems, be their friend, confidant and teach them about this new phase of their lives. You not only watch your students grow, you help them grow.

> *"Advisors create good people, role models create great people."*

With a consistent decline in parental time today, teachers are becoming increasingly significant role models for children. It is therefore, very important for a teacher to understand the impact she or he makes in the life of a child. Children mirror the behaviour and habits of their parents and teachers. Just like children imitate their parents' behaviour, they imitate your behaviour. So, if you want them to be good imitators you need to be a good role model. People admire two kinds of people, advisors who tell what to do and role models who show what to do. Advisors create good people, role models create great people.

I was at a school recently, addressing teachers and during the break a child walked up to me to have a conversation on different career opportunities that are available.

As the conversation went on, she made a beautiful remark. She said, "My teachers guide me to realise MY dream, my parents want me to realise THEIR dream!"

"Be the role model you needed as a child!"

Being approachable, humble, encouraging the children to think for themselves, being empathetic, recognising the positives and being kind are some ways to be an effective role model. "Be kind whenever possible. It is always possible", a famous quote by Dalai Lama.

Role models are those teachers who are recalled and discussed by students when they meet at their reunions. So, take a moment to remember the teachers, who are your role models and do your best to emulate them and make them proud. Be the role model you needed as a child!

Yours Positively!

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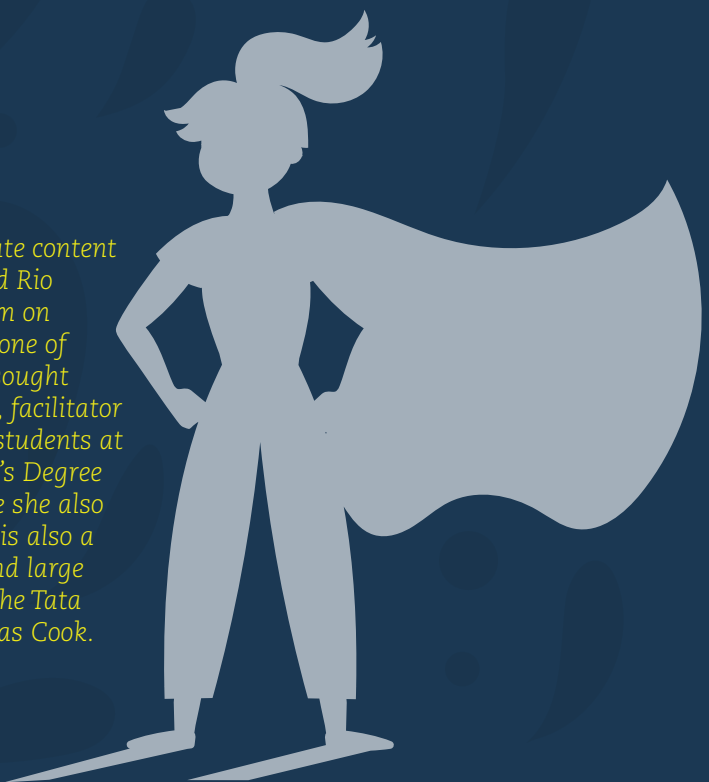
Rashmi Furtado

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.



Error Analysis - An Effective Tool For Learning

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 education conferences world over.

One of the shortcomings in the Indian learning systems, both at the school as well as the higher education levels, is the excessive focus on the results of performances. While theoretically it sounds good to have all the learners to be successful in whatever they do, it often happens at the cost of the quality of the learning processes. Learning doesn't become effective unless the learner is aware of the kind of mistakes he or she does, the reasons for such a mistake, and the methods of correcting and updating them. This appears to be totally absent in the learning strategies, as both the teacher and the taught are concerned about the results than the process. Consequently, in many institutions the teachers aren't aware of identifying different types of errors the learner would do – at the conceptual level, processing level and the communication level.

On a lighter note, in many of the laboratory processes in schools and colleges, the learners go ready with the required result and even if the tools and appliances are non-functional or defective, the inputs are manipulated to lead to the result. As such, these practices become a second nature and there are cases, even at the research levels, where data manipulations have become an order of the day. Subsequently, when people land in jobs, they are absorbed in execution of work and sometimes land in crises with their inability to locate the errors, if any.

The ability to accept mistakes or errors as they are and analysing the inherent causes for the same is just an exercise in establishing the integrity, honesty and discipline in the learning processes as well as in a work environment. Unfortunately, the errors are considered as a reflection of the incompetence of the person and looked upon with a sense of contempt. There is a need to change the mindset.

"Knowledge rests not upon truth alone, but upon error also."

Error analysis develops a culture of examination, and triggers positive and provocative action. These skills are essential for most professions and cannot be developed overnight. The skills have to be identified and cultured right from the school level.

Error analysis can be a fun-filled activity. Admission of inaccuracies, and often times omissions and commissions, can lead to lighter moments of humour and laughter. Further, it leads to learning.

Error analysis can be used as a case-study. Objective review of data, processes and strategies would lead to meaningful learning for strategic operations, futuristic planning, critical thinking and decision making.

As such, the ability of the learner to self-evaluate based on the errors committed would add a greater value than directed learning through external inputs.

Maybe our evaluation systems need to refocus on differentiated evaluation of the learners based on specific and targeted studies on the above, so that mere knowledge (memory) based learning without insights gives way to insightful learning.

"Knowledge rests not upon truth alone, but upon error also"- Carl Jung. ■

Bridging the Urban-Rural Divide

DR. NIRMALA KRISHNAN | General Manager, JSW Foundation

Dr. Nirmala Krishnan is currently the General Manager at the JSW Foundation. She has completed Design Thinking from MIT Sloan, Educational Leadership from NIE Singapore & IIM Ahmedabad, has a Bachelor's degree in Pharmacy, Bachelor's degree in Education (B.Ed.), M.Phil. in English Literature, Post-Graduation in Guidance and Counselling, and a Ph.D. from the University of Madras. She has won numerous awards like the School Leadership Award (2017), National Award for Education (2015), Innovative Idea Award and Fellowship in Innovation in Education (2012). Through her programme, 'I am a responsible girl', she has touched the lives of many girls in the country. Dr. Nirmala has spent more than 20 years in the education space, working in both tier 1 and tier 2 cities.

You have a vast experience in teaching and school management. What keeps you going?

My mentor Dr. Daisaku Ikeda has created education systems which train each one of us to focus on happiness of each child as our priority as educator. And that drives me to make a difference in the life of each child I meet- through the parents I meet, the teacher I meet and the school leader I meet.

'Ek Junoon hai kuch kar dikhane ki... Har bacche ko khush dekhne ki…'

You have worked with schools in both tier 1 and tier 2 cities. Is there a shift in the attitude toward teaching?

Attitude towards teaching across cities are similar. The teaching profession draws teachers from diverse backgrounds. Though their interests may vary, what keeps them coming back to school is APPRECIATION FOR THEIR WORK in the form of their students achieving their dreams. Tier 1 city teachers have too many resources

available and have excess training programmes scheduled in their calendar. There is dearth of the same for tier 2 city teachers. I have observed 'maximising available resources effectively' being practiced by tier 2 teachers than tier 1 teachers. A medium, to share resources between tier 1 and tier 2 cities, can lead to more students benefitting from this approach.

Is 'digitisation in education' bridging the gap between rural and urban schools?

Yes, digitisation in education is a EUREKA moment for education in 21st century. If one has to record the history of education, digitisation will emerge as a protagonist. With Corporate Social Responsibility (CSR) initiatives, we observe foundations spending 25 to 65% of their budgets on digitisation in rural schools. Budget 2017-18 promises 1.5 lakh gram panchayats with high-speed broadband service by the end of the year. According to a report by Boston Consulting Group (BCG), 36% of the online population in India belongs to rural areas. Through partnerships, the spend is definitely more in rural India. Thus, a student in a rural school (mostly in vernacular) gets very similar explanation to the topics as one in an urban school, owing to digitisation in education.

The rural schools' digitisation stops when the CSR support is withdrawn after their period of intervention.

How effectively are these digitised classrooms being used across schools? Do the urban schools really have an upper hand?

In urban schools, the classrooms were digitised, in many cases to have a fee component added for the schools. The benefits of digitisation are highly visible in urban schools. In rural schools, this did draw the attention of students to understanding the concept visually than memorisation. The teachers are also learning more in the process, though the teacher training in digital classrooms fall short as the teacher movement is inevitable and new teachers don't get trained immediately. In rural schools, the enthusiasm lasts couple of months from installation and remains merely to be a ribbon cutting ceremony. The rural schools' digitisation stops when the CSR support is withdrawn after their period of intervention. In most rural schools, post exit of the CSR partner because of NO funds for AMC, these turn into e-waste.

What are the problems that educators/teachers face in rural schools, when compared to those working in urban schools?

Access to knowledge is the only challenge. The rural schools are still producing stories of success at par with urban schools, which are facing a different kind of challenge with social media engulfing the students' approach to socially responsible thinking.

How important is teacher training in bridging this gap?

Teacher training is crucial. However, the limitations being- fixed approach to teacher training, as this is considered as a tick box event in the school planner. If the schools can understand the needs

of their organisation and evaluate individual teachers on their competency and map corresponding programmes in teacher training, it will be a game changer for schools. Now it's more of all teachers of primary or secondary will attend this list of training programmes. There has to be a shift in this paradigm. The Bill and Melinda Gates Foundation spent more than $200 million on a teacher effectiveness initiative, and an independent assessment found that the programme failed to help students.

Do you think the concept of 'happiness' should be included in the school curriculum? If yes, how? Kindly elaborate.

The work space today is at par with the latest in each vertical, however our curriculum and evaluation hasn't changed in last 30 years.

Happiness is relative and absolute. Both are essential. Relative happiness inspires a student to set goals and achieve them. Absolute happiness can be trained into by continuous process of life skills. A curriculum is a good thought, the implementation has to be beyond completion of the printed lessons. It should be practiced in schools - in thoughts, words and action. The leadership of a school can make a lot of difference in making 'being happy' an effortless process. If we can achieve this, top 3 problems of this world related to well-being, which originates from being unhappy, can be addressed.

With rising concern on child safety, what role can teachers and parents play in keeping the child informed and safe?

Child safety has always been a major concern. Now it is being shared extensively on media, thus it seems glaring. Teachers' and parents' role is to provide a safe society for the child. Who is making this place unsafe for a child? Definitely - someone's child, right? If each parent and teacher can make it possible to raise their children to be protectors and not predators, if they raise their children to be able to follow the norms of the society which includes keeping everyone around safe, we will have fewer cases compared to what we see now. So, how do we address the existing situation? The only way is educating a child towards their own safety, create safe circles and keep in touch with the child at all places. Worst case scenarios- if our child has had an unsafe experience, let us stand by our child and support him or her come out of it more bravely. A proactive approach to the person causing unsafe situations for a child has to be addressed and made responsible for changing his or her behaviour. A 5-year follow-up of these people will lead to safer places for our children.

If given a chance to change one thing in the Indian education system today, what would it be and why?

The one change Indian education system requires is updating curriculum and corresponding evaluation process, both in school and college. All efforts in teacher training and emulating best practices across the world fall flat because of the redundant curriculum

which has major gaps to fill, when a student enters work space. The work space today is at par with the latest in each vertical, however our curriculum and evaluation haven't changed in last 30 years.

What is your message for young, aspiring teachers?

Very excited to meet the younger lot of teachers, many of them like me have shifted to teaching out of passion from various professions they have graduated in. The younger teachers are inspiring, enthusiastic and are very clear about wanting to make a difference in the lives of children, very similar to best teachers of our age. My message is - Accept each child as he or she is. Work diligently in finding ways in which he or she learns than teaching the way you know. Form a bond with each child beyond what is visible on their exam papers. Each child deserves to be trusted and encouraged to fly in their space of interest, resulting in you seeing each student you connected with blooming into a happy child. ■

Top 5 Essentials a Teacher Must Have

1. Medical supplies - Teaching can turn out to be stressful on days, especially while teaching a noisy class. Therefore, it may help a teacher to keep a stock of paracetamol tablets or other painkillers with them in case of emergencies.

2. Adhesive tape and sticky notes - Adhesive tape can help repair anything from handbags to heels. Transparent tape helps to patch mobile phone screens, textbook covers, etc. Sticky notes on the table can help a teacher recognise where each student sits and also help distinguish between their books.

3. Hand sanitizer - It is important for a teacher to carry a bottle of hand sanitizer while dealing with a large group of students, as germs and diseases could easily spread.

4. Extension Cord - Unfortunately, not many classrooms have the required electrical outlets to support all the electrical appliances that we take to class. This could include cords for computers, projectors, speakers and chargers. Thus, carrying an extra cord may help prevent any last-minute glitches in class.

5. Water - A glass of water is always advised for teachers every 20 minutes. Drinking water at regular intervals not only keeps the body hydrated, but also helps soothe the throat which is strained easily due to constant talking, class after class.

EDUCATION NEWS

CBSE makes it mandatory for schools to submit physical education data

The Central Board of Secondary Education (CBSE) is following up on its mandate with regard to holding physical education classes daily.

Health and Physical Education (HPE) is mandatory for students of class IX to XII. To ensure that the affiliated schools are adhering to the order, the board has decided to not accept the submission of list of candidates unless the schools submit data related to HPE. The list of candidates is essential for the issuance of board exam admit cards.

Earlier this year, CBSE had issued a manual listing the various activities that can be taken up by the students and the method of grading. HPE also includes Social Empowerment through Work Education and Action (SEWA), which aims to develop a person's intellect, emotion and personality, thereby contributing to an overall growth.

'NET or SET compulsory for higher education teachers' says UGC

The University Grants Commission (UGC) has made it compulsory for all entry-level higher-education teachers to clear the National Eligibility Test (NET) or State Level Eligibility Test (SET). The only exceptions that was made was for those with a Ph.D., for which enrolment was made prior to 11 July, 2009.

The UGC issued a statement listing the regulations on minimum qualifications for the appointment of teachers and other academic staff in schools and universities. A notification released by the Grant stated that the candidates directly recruited by the university or college in the disciplines of arts, commerce, humanities, education, law, social sciences, sciences, languages, library sciences, physical education, journalism and mass communication should have cleared the eligibility tests. The candidates are also required to have cleared a master's degree with 55 percent marks.

The notification also exempted those candidates who were awarded a Ph.D. degree provided they fell under two categories-

1. They had to be registered for their respective Ph.D. programmes prior to 11 July, 2009 or
2. They must have obtained a Ph.D. from a foreign university or institution that ranks among the top 500 Universities in the World University Ranking (at any time) by the Quacquarelli Symonds (QS), the Times Higher Education (THE), the Academic Ranking of World Universities (ARWU) or the Shanghai Jiao Tong University (Shanghai).

'Social relationships improve learning' says study

A recent study has found that friendly relationships between students, teachers and parents will lead to an improved learning capacity among students.

The study showed that social capital (the name given to network of relationships between school officials, teachers, parents and community) had a larger effect on reading and math score of primary school children, than financial capital.

According to the study, social capital helped in promoting academic achievement. While money was important, the study found that social relationships played a key role in supporting the students in a cost-effective manner.

The study was published in the 'Journal of Education for Students Placed at Risk' and involved data collected from 5003 students and their teachers from across 78 public elementary schools in Michigan. The teachers had to fill up a questionnaire that measured the level of social capital in their respective schools.

The results showed that schools spending more money had better test scores than those that did not. But, the effect of social capital was three times larger than financial capital on math scores, and five times larger on reading scores of children. ■

Effective Praise

LEAH DAVIES | Educator

Leah Davies received her master's degree from the Department of Counselling and Counselling Psychology, Auburn University. Her professional experience includes teaching, counselling, consulting, instructing at Auburn University, and directing educational and prevention services at a mental health agency.

The goal of educators is to help children become intrinsically motivated. Children's self-worth develops from working hard, surmounting frustrations and overcoming obstacles. Honest praise provides children with the opportunity to gain a realistic understanding of their strengths and weaknesses. In order to feel strong, confident and independent, children must receive truthful valuation. Children, who have grown accustomed to continuous applause, may develop anxiety about their abilities, a fear of failure, a reluctance to try new things and be ill-prepared to cope with future setbacks.

Effective praise focusses on a child's effort rather than on what is actually accomplished. When educators give genuine praise that is specific, spontaneous and well-deserved, it encourages continuous learning and decreases competition among students.

How can educators use praise effectively?

1. Think in terms of acknowledgment and encouragement rather than praise. Praise helps most when it conveys not only approval, but information about the progress a child is making. For example, "You have been trying so hard to learn those new words and now you are able to read the whole story!"

2. Demonstrate interest and acceptance in children because they have an innate value that is not contingent on their work. For example, say, "(Child's name), I'm glad you are in my class."

3. Use positive body language such as smiling, looking directly at the child, standing close, listening intently and assisting when needed.

4. Acknowledge a child's effort or progress without judgment using clear, specific language. Offering descriptive praise shows that you are paying close attention. For example: "I'm glad to see you are working so hard on your spelling words!" Whenever possible, take the time to say something similar to the above examples, instead of using a generic response like, "Great work," "That's terrific!" or "You're super!"

5. Communicate constructive observations. For example, say, "You listened without interrupting."

6. Acknowledge a child's specific behaviour rather than commenting on his or her character. For example, "Since you have been doing all your math homework, you have brought up your grade!" rather than saying, "You are such a good student."

7. Foster children's discussion and evaluation of their work by asking questions, "I can see that you worked hard on this project. Can you tell me about it?" When adults listen to children, they are demonstrating interest and care.

8. Encourage positive character traits in students by naming them. For example, "Boys and girls, I appreciate each of you being quiet while I talked to Mrs. Jones. You were being respectful."

9. Relate praise to effort and to how it benefitted the child as well as others. Say things like, "Since you remembered to return your homework this week, you have done better in math and I have had more time to spend helping the other students."

10. Promote initiative and attempting new skills. For example, "You listened well and followed directions without any help," and "Last week you could not kick the ball, but you practiced, and now you can!"

11. Encourage perseverance and independence, and acknowledge independent thought and creativity.

12. Reserve exuberant praise for outstanding effort. ■

Source - www.kellybear.com

EDUCATIONAL THEORIES YOU NEED TO KNOW

Howard Gardner's Theory of Multiple Intelligences

While many famous educational psychologists have developed numerous theories to gain a better understanding of the cognitive process, there are some theories that continue to be of relevance in today's world. These theories have shaped and continue to shape modern-day education.

Howard Gardner, an American developmental psychologist, developed a theory on multiple intelligences. He suggested eight different intelligences, stating that an individual may have more or less of any given intelligence.

The different intelligences proposed by Howard Gardner are:

1. Linguistic intelligence: This involves sensitivity to the meaning and order of words.
2. Logical-mathematical intelligence: The ability in mathematics and other complex logical systems.
3. Musical intelligence: The ability to understand and create music.
4. Spatial intelligence: The ability to 'think in pictures', to perceive the visual world accurately, and recreate or alter it.
5. Bodily-kinesthetic intelligence: The ability to use one's body in a skilled way, for self-expression or to achieve a goal.
6. Interpersonal intelligence: The ability to perceive and understand other individuals, their moods, desires and motivations.
7. Intrapersonal intelligence: An understanding of one's own emotions.
8. Naturalist intelligence: The ability to connect with nature.

This theory was developed to suggest that the traditional notion of intelligence based on IQ, was far too limiting. The theory also shed light on different aspects of intelligence like language, music, interpersonal relationships, etc.

Howard Gardner's theory places emphasis on students who have been labelled as learning disabled and goes on to prove that 'all children have strengths'. It is essential for the teachers to take individual differences of students seriously and understand that each student has a different mind. Awareness on 'multiple intelligence' has led teachers to adopt various methods to help children perform better in classrooms.

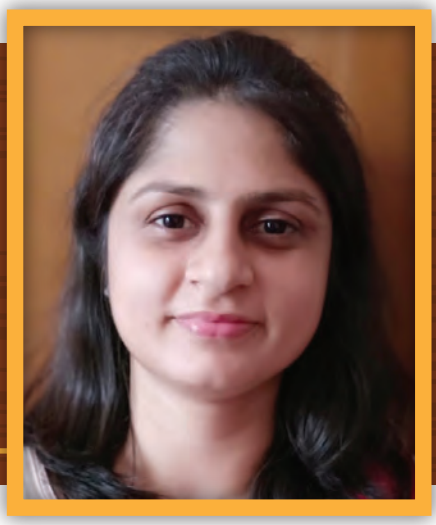
To understand the different learners, teachers and administrators need to completely understand this theory. Then, they can allow students to safely explore and learn in many ways, and they can help students direct their own learning. Educators can help students understand and appreciate their strengths, identify activities that students are good at and foster a real world connect, to further build upon a child's strengths.

In today's classroom, the Multiple Intelligences theory can be used for curriculum development, planning instruction and assessment strategies. When the instruction is designed to help the students develop their strengths, it will trigger their confidence and will also help them develop in areas where they lack strength. ■

What Really Counts in Assessments....

Twinkle Khanna | Teacher

Ms. Twinkle Khanna is an experienced teacher at Sunbeam School, Annapurna. She is skilled in pastoral counselling, lesson planning, classroom management and assignments. She is a firm believer in teaching with heart and contributing in every possible way to shape the young minds.



Assessment is the word which gives jitters not just to the students, but also to the teachers. The question which keeps everybody confused is 'what really counts in assessment?'

Assessment literally means 'judging or evaluating someone's ability'. But, if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid. Every child is unique and if we start judging every child on the same parameter, we will perhaps be unjust as it will not be a true reflection of their calibre. This is the biggest concern related to the assessment pattern of the education system. Every school aims to achieve holistic development of a child. Then is it not necessary to assess a child holistically?

In the present scenario a child is assessed on the basis of his or her performance in the written examination. A child scoring 90% is considered to be intelligent and a child scoring 60% is considered to be an average child. But is it always true? Does this give us the true and actual evaluation of a child's ability? I don't think so.

A child may score well in the exams, but he or she might lack the skills or deeper understanding required to deal with the practical and real-life situations. On the contrary, a child may not fare well in the exams but might have the skills required in the long-run. To be precise, the written examination cannot be taken as a true reflection of a child's abilities. While assessing a child, emphasis should be laid on more complex capabilities like conceptual understanding and long-term transfer skills. As educators, we also need to think of some ways to help students understand and reflect their own learning progress. This will make them self-sufficient.

So, next time before judging a child, we first need to ensure whether we are able to see the hidden part of the iceberg or if we are still looking at the surface. ■

L E I S U R E

Decode the Square

The sum of each row and each column is 'U', and each alphabet has a number associated with it, like A = 1, B = 2,…. Z = 26.

Fill the boxes with the right alphabet, such that the total of that row/column is U.

	H	
G		K
	J	

THE CHALK AND ITS

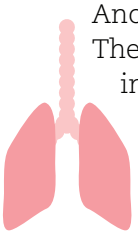
Dr. KRISHNAMURTHY

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 issue, let us talk about the problems associated with the use of white or coloured chalk in our schools and colleges.

As you all know, when you write on a blackboard with white or coloured chalk, a fine dust is released into the surroundings. If you are allergic to the dust, it can affect your body in many ways.

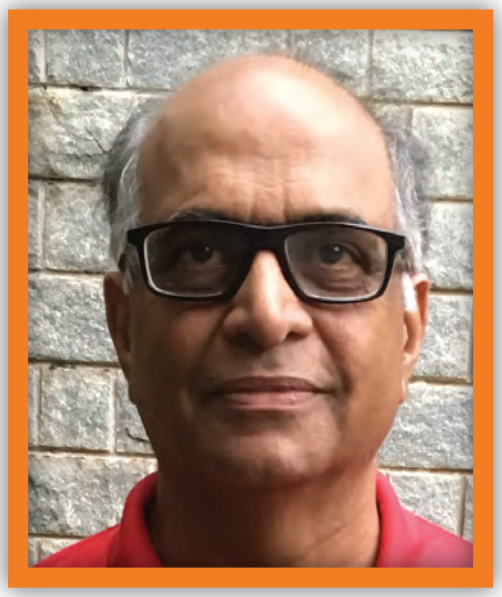
The most common effects are on the respiratory system. It can cause irritation of the throat and nose, leading to repeated attacks of sneezing and a dry cough lasting for days. If you are susceptible to asthma, it can increase the frequency and severity of attacks. You may need to use inhalers to relieve symptoms of asthma and a long acting antihistamine like cetirizine, for relief of irritation of the throat and nose.



Another common problem with chalk allergy is eye irritation. The eyes become red and itchy and you feel as if there is sand in your eyes. Frequent washing with cold water offers some relief.

Exposed parts of your skin can get dry and itchy with chalk allergy. Avoid the temptation to scratch, as it

EFFECTS ON YOU



worsens the itchy sensation. Wash the part with cold water and apply a soothing skin cream or dry skin lotion. Do not use antiseptic or steroid based creams.

Lastly, scalp and hair are also affected by chalk allergy. The scalp becomes dry and itchy, the hair loses its lustre and is prone to falling prematurely. Washing 2-3 times a week with a mild shampoo should bring back the lustre to your hair. There is no easy way to relieve the itchy scalp without the use of powerful medications. You could try coconut oil as it lubricates the scalp.

Of course, with all diseases, prevention is better than finding a cure. We can change to white boards and suitable pens (even though it may be a more expensive option). In the long run, probably we will spend less on medications and shampoos. ■

Until next time,
Dr. Krish

WE RECOMMEND

Matilda

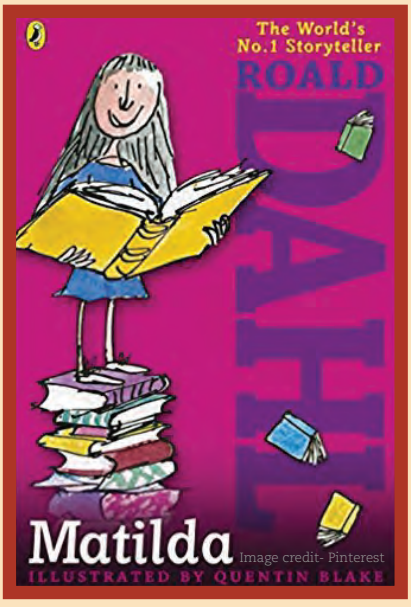


Image credit- Pinterest

Matilda is one of the many popular works by the British writer Roald Dahl, who has also penned down books like Charlie and the Chocolate Factory, James and the Giant Peach, etc.

Matilda Wormwood is a five-year-old gifted child with telekinetic powers (manipulating objects at will). She lives with her unintelligent and unimaginative parents in a cottage in Buckinghamshire. She is often misunderstood and ill-treated by her parents who fail to understand her exceptional talents, so much so that when she asks them for books to read, she is told to watch the television instead. She comes up with ingenious ways to get back at them by playing pranks like gluing her father's hat onto his head, mixing peroxide in her father's hair dye and so on.

As Matilda begins school, she befriends her teacher, Ms. Jennifer Honey, who is surprised by Matilda's intellectual abilities. Ms. Honey tries to get Matilda to join a higher class, but is refused by the tyrannical headmistress, Ms. Trunchbull. The headmistress abuses children in school and is often seen hurling them through the window and punishing them in every way possible.

Matilda uses her supernatural powers to get back at Ms. Trunchbull for ill-treating Ms. Honey and the other students in the class. Ms. Trunchbull is eventually forced to leave the region.

The book was also made into a movie in 1996, starring then child artist Mara Wilson as Matilda Wormwood, Embeth Davidtz as Ms. Honey and Danny DeVito as Harry Wormwood. Directed by Danny DeVito and produced by Lucy Dahl, the movie was nominated for many categories and awards, and won the Oulu International Children's Film Festival Starboy Award.

With a strong message that 'anything is possible', this heart-warming tale is all about finding the joy to learn, and is apt for both teachers and students. ■