

EDITOR'S NOTE

Section 16 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 states that, "No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education". The Act also stresses on the effective implementation of Continuous and Comprehensive Evaluation (CCE) of students' performance and the need to provide continuous support to students in order to ensure that all students learn. We have witnessed a huge change in our elementary education system in terms of providing access to greater numbers of children since the implementation of the Act. At the same time, we also witnessed a huge cry from different corners of our society about the implementation of CCE in schools. Recently, our government decided to roll back the 'No-detention policy' by introducing examinations at the end of Class V and Class VIII.

Two articles in the present issue of the journal explore the no-detention policy and the CCE. The paper by Preeti Vivek Mishra analyses the roll-back debate on no-detention policy. The author scrutinises the arguments for and against the roll-back under the lenses of the human rights-based and post-development thought paradigms. The article tries to provide a deep insight into 'roll-back of no-detention policy' for future research and exercise. It looks at the various dimensions of the structure of the policy as well as the debate surrounding it. Kavita Sharma through her paper highlights the strengths and gaps of CCE schemes implemented in 22 States/UTs by analysing the CCE materials of those States/UTs and makes a proposal for qualitative improvement of elementary education as envisaged under RTE Act.

Various initiatives have been undertaken by the Central and State governments to provide quality education to all in order to ensure the constitutional commitment to social equality and social justice. The recent initiative of Inclusive Education will be successful only if we provide quality education to all children without any discrimination. In an analytical paper, Yaipharemba discusses the Loktak Floating Elementary School, a community initiative school for dropout children in Langolsabi Leikai of Champu Khangpok floating village in the northern part of Loktak Lake, in Manipur. The article shares the journey of struggle to deal with the high dropout rate of underprivileged children and adults, due to the removal of more than 770 floating huts. It explains how the State and educational bodies tried to accommodate and bring back these children and adults to mainstream education. The author describes the functioning of the School as 'Floating RTE' on a conflict-torn lake providing a beacon of hope for the underprivileged children.

An analytical review has been done by Suman Rana and Wairokpmam Premi Devi about the educational status of Scheduled Tribes (STs) of Rajasthan based on various Central and State government reports and statistics. The review highlights factors such as low literacy level, lowest transition rate from primary to upper primary level and secondary to higher secondary level of education and the dropout cases among the STs.

The paper by Suman Negi looks into the current state of government school participation in Himachal Pradesh which has decreased sizeably over the decade. While on the contrary, the share of private school participation has increased. With this context, the study raises a serious concern to revisit the government schooling system, and highlights the need of all stakeholders to take responsibility to build a strong public education system in the State.

The moment we talk about school education system, one needs to take a note of the teacher education system as well because the quality of education is highly dependent on the quality of teachers. Two papers in the present issue throw light on different aspects of teacher education. A reflective paper by Jyoti Kohli critically analyses the recently recommended School Internship programme in the two-year B.Ed. curriculum. She argues that the effective implementation of this internship requires the Pre-service teacher education institutions to re-envision the school observation and school internship programmes in order to ensure that teachers entering the school system are ready for the myriad demands they are likely to face in schools.

The paper by B.C. Das analyses the organisation of secondary teacher education programmes specifically in the north-eastern region of the country. It investigates the various obstacles and challenges that are faced in the organisation of this programme and proposes suggestions for improving quality and functioning. Though the paper has been written before the implementation of National Council for Teacher Education (NCTE) 2014 regulations, which proposes the enhancement of duration of B.Ed. programme to two years. The historical description of teacher education programmes in various north-eastern states given in the paper may be useful and knowledge-enhancing for teachers, teacher educators and researchers.

Organising and managing in-service programmes for teachers requires innovative as well as systematic mechanisms. The paper by Atul Bamrara explores the application of information and communication technology tools for the training need analysis and applicability through a model called ADDIE model. A joint paper by Surabhi Negi and Sunita Magre focusses on the problems faced by teens due to cyber bullying. The study also provides some solutions by looking at the key roles of the victim and other people. It also discusses a few practices that can help in preventing and reducing the number of cases of cyber bullying.

The significance of active learning strategies which increase the dynamic involvement of students is highlighted in Smitha J.M.'s paper. Her paper proposes an innovatively designed teaching methodology to enhance the information processing activities by the human brain to satisfy the cognitive need of the adolescents. Pooja Bahuguna discusses about the importance of early literacy in Indian context based on theories and researches done in that area. The paper by Rakesh Kumar Patel looks at the initiative taken by few administrative officers to establish libraries in the villages of Uttar Pradesh as he believes that these village libraries can strengthen the fundamental democratic institutions of rural India. The paper also talks about how the development of such libraries can help to fill the huge gap between the rural and urban educational infrastructure.

This issue of *JIE* provides articles and research papers on a variety of issues and themes under School Education and Teacher Education. We hope that our readers will be able to relate their personal experiences with the issues/concerns discussed by the authors of these articles/research papers. We invite our readers from different levels of school education and teacher education to contribute to the journal by sharing their knowledge in the form of articles, action research reports, theoretical papers, book reviews, etc. Your valuable suggestions and comments for improvement of the quality of the journal are welcome.

Academic Editor

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