

## Notes from the Editor

The second issue of 2012 begins with a tribute to Paulo Freire, underscoring his messages about the real purpose and meaning of education. **Sabina Yeasmin** and **Khan Ferdousour Rahman** explain the tenets and practice of critical literacy and their relevance for Bangladesh in the context of the explosion of information and communication technologies.

The challenges with regard to assessment of student learning and the problems arising from summative assessment through high profile public examinations are presented by **Janmajoy De** and **Mohammed Noor-e-Alam Siddiquee** in their report of a review of the Bangla language test questions in the Primary School Completion Examination introduced in 2009. They point out difficulties of measuring language competency by a written test based essentially on textbook content and the backwash effect on classroom teaching-learning. It also brings out concerns about the ethical and educational justification of a competitive public examination at the end of grade five, though this was not the focus of the research.

Issues of effective teaching- learning practices are examined in two articles in two different contexts. **Md. Tariqul Islam** and **Farhana Rashid** adapt the Social Inclusion Assessment Instrument (SIAI) and use it in Bangladesh secondary school to ascertain the degree of social inclusion in secondary schools classrooms. **Tracy Beauty E. Omorogiuwa** and **Helen Ehi Eweka** look at integration of classroom teaching and field work in a degree course in Social Work education in the University of Benin in Nigeria.

Finally, **Poorva Jain** presents recent progress in elementary education in India based on the analysis of District Information System for Education (DISE) data. The data analysed are: (i) school- based indicators, (ii) facility indicators, (iii) teacher-related indicators, and (iv) enrolment-based Indicators.