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## The Great Teacher



**Dr. Sarvepalli Radhakrishnan**  
(5 Sept. 1888 – 1975)

## **Editorial**

India has witnessed a profound shift in its educational scenario and the general macro environment. Any growth in the Education sector will ultimately bring us closer to the realization of our National goals by turning around the uncertain economy and contributing towards the GDP of the country. In addition, it shall bear results in the near future being one of the strongest drivers of employment. While the overall macro-environment is upbeat there is a pressing need for crucial measures so that the overall education system of the country can function at its optimum best.

Several major changes have been brought about to revamp the Educational system. Government of India has launched the SSA in 2001-2002 in partnership with the state and local-self governments to universalize and improve quality of elementary education in the country. SSA has played an important role in reducing the number of out-of-school children. Primary school enrolment has come close to being universal and current attendance rates as well as literacy rate have risen encouragingly. Many more developments, such as the RTE, RMSA, MDM, etc., resulted in an improvement in education development index, enrolment, and student -teacher ratio.

The National Council of Teacher Education (NCTE) has made some big changes in the curriculum of the Bachelor of Education (B.Ed.) course following the directive of the honourable Supreme Court to revamp the system of teacher education before the end of the year 2014. The Teacher training institutions and B.Ed. colleges all over the country have to follow the new regulations from this academic session. One of the most important guideline of the new regulation is to make one year B.Ed. course to two years. Further, the management of B.Ed. colleges would now have to appoint at least 16 teachers who should be have doctoral qualification (Ph.D.). A new (model) curriculum framework has been proposed.

The response to these changes is skewed towards more people being apprehensive about the outcomes. Whether this change will bear fruit is yet to be seen. Nonetheless, every reform needs examples more than advocates. It is the joint responsibility of one and all to shoulder and strengthen this reform, a need to work in synch and endeavour to overcome what ails. As teacher Educators we must heed to the societal needs and the falling standards as well as weaknesses of the program. The implementation of the new curriculum will be meaningful only if it is adopted in true spirit and the purpose of the exercise is not short changed.

SPIJE invites papers that will not only assess and evaluate the viability of such changes but will ultimately strengthen and propel this herculean endeavour of raising the standards of our prevailing education system in general, and teacher education in particular, towards new horizons.

We also invite discussions, comments and remarks on published papers.

**Editor SPIJE**

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