

Guest Editorial

Today, dental education needs reforming itself with newer 21st century goals in mind. An attempt has been made at an educational revolution and not merely an evolution. In other words, the prevalent curriculum and pedagogy have to be reshaped.

In western countries, technology has reinvented not only the curriculum but also their teaching techniques. Classrooms are no longer teaching places but are more of learning-rooms meant for discussions and debates. The teacher is not considered a 'sage on the stage but rather a 'guide on side'. The spirit of a classroom, as mentioned by the education commission in 1964 in the very first line says, 'The destiny of India is being shaped in her classroom'. Whole of the classroom model needs a change in many respects for shaping the destiny of India more perfectly by the changing times.

Newer concepts like evidence based dentistry and literature analyses, instructional supervision, and flat type administration for instance have to find way in the system of dental education. The system cannot be an outcast to the outer world context which is complex, unstable and unpredictable. So students should learn to face uncertainty without getting intimidated by it. The student should be able to learn newer skills through experience and failure, importance of team work and focusing on work should be strengthened and the teachers should develop suitable method in this regard.

The teacher is a facilitator enabling the student to work on basis of his/her own creativity, imagination and innovating skills. The above fundamentals necessities restructuring the approach towards existing system of education. It may be embedded with the following features.

- **Teaching & yielding to learning** - The teachers must learn to shift from teaching to learning, from transacting to transforming. The teacher is no longer a direct deliverer of a lesson in a traditional outlook before passive listeners; rather he is a co-learner in content and pedagogy. The chalk and duster methodology should yield to other learning material using i-pods or mobiles. The use of these gadgets should be in a manner that a student feels more interested in the lesson not only in the class but outside also so that he/she takes interest in the lesson more than a movie song.
- **Change in mindset of teachers**- It looks paradoxical and odd to find an old generation altogether different from the present one in tastes, dress and behavior pattern, providing lessons to new generation amidst advances in dental sciences and technology with which, perhaps the teacher may not be well acquainted with. It is feared that it can create mismatch if the attitudes of the old generation teachers are not changed through well-structured in service in training programmer and teaching
- **Use of technology**- Internet including social sites, has changed the teaching learning dynamics to large extent. Internet makes learning possible 27/7. It has a great transformational impact in the area of knowledge. The teaching fraternity acknowledged that it is difficult to get updated without internet and at cheaper rate.
- **Class room organization**- Classroom has to work more than a discussion or a debate room, its size and structure have to be different from the traditional look and it should ease interaction and creativity.
- **Globalization**- It is another dimension that is ushering in an era of international migration is becoming reality. For providing better career opportunity the teaching fraternity has to familiarize themselves with international competencies grade.

In conclusion, there is a need to have a visionary leadership, in this hour of change, at all levels, teaching, planning and administration to reshape. The education paradigm in letter and spirit or else the institution is likely to falter and the benefits of future can hardly be reaped.

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