

Institutional Distinctiveness

It is essential that method masters and those faculty members who have taken the subject for their B.Ed. supervise the lessons given by their own students. The main reason for this is that feedback given will be, not only with reference to teaching skills but also regarding the transaction and accuracy of specific content taught by the trainee. The method master can observe the details that may be overlooked or ignored by other supervisors due to lack of knowledge. In the past faculty members observed and supervised lessons in all subjects including Hindi and Marathi. Method masters were unable to supervise the students that they had guided and whose lesson plans they had corrected in detail. Also, they were unable to get information about how the trainees were putting the guidance given, into practice. Because of this there were many misunderstandings between faculty members. Some of them would say that injustice was done to their students in giving marks for their lessons. Also, many faculty members found it very difficult to supervise the subjects they were not conversant with 100%. As a result, suspected errors in lesson execution remained uncorrected. Only a superficial assessment of teaching skills was possible. Trainees were given marks that they did not deserve because the supervisor preferred to give them the benefit of the doubt. With this context in mind, one of the faculty members, Mr. Nicholas D'Souza took it upon himself to devise a plan whereby the faculty would supervise lessons only of the method they were qualified to teach. Since the admission procedure was fully in the hands of the Institute, the intake of trainees in each method according to faculty members present at that time was relatively easy. This practice helped method masters to keep a check on the progress of the trainees in lesson execution. Errors were corrected appropriately and not repeated in the subsequent lessons. The method masters could also evaluate the effect of their lesson guidance and make the necessary changes accordingly. This practice was successful with trainees and faculty alike, so much so, it is followed to this day even though the admission procedure is now taken over by the Directorate of Higher Education. Lesson guidance and supervision/observation go hand in hand and must be conducted by the same person for best results. This results in increasing the quality of practice lessons. There is greater validity and reliability and also objectivity in lesson observation and evaluation. In such a scenario, the supervisors can also pay heed to the discrimination index when it comes to separating the trainees into the upper and low achievers according to their lesson presentations.