


Assessment of teaching of student teachers is viewed from two perspectives , knowledge assimilation, Microteaching skills. The students are assigned topics from school curriculum to teach one skill for 5-7 minutes and after feedback again reteach for 10 minutes. In this process their level of teaching competencies are assessed primarily and later pedagogical training is attuned accordingly, which helps the teacher educator in designing the methods of teaching. Assignments allotted are focused on deriving critical thinking, problem solving and self-reflection. Project based learning activities search for efficacy in team work, compilation, presentation skills, analyzing and showcasing. During the peer-teaching sessions, the triangulation approach is applied for assessment. Predominantly, evaluation system is diverse and uses different types of assessment tools and techniques to check the progress Mentor Assessment proforma, practical aspects in all courses , Field work, Literary references ,Preparation of subject , ICT based teaching. The student teachers are exposed to experiential processes in preparing questions for the question bank, assessment rubrics, MCQ's, blue print, question-wise, item analysis. SAT records helps to measure the capabilities of individuals and analyse and standardize achievement test, diagnostic test and interpret the areas of difficulty faced in planning and implementation of formative assessment.

  
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