

### **2.7.5.1 DESCRIBE WITH EXAMPLES THE EXTENT TO WHICH THE ASSESSMENT TASK AND THE PERFORMANCE OF STUDENTS REFLECT THEIR INITIALLY IDENTIFIED LEARNING NEEDS IN NOT MORE THAN 500 WORDS**

**I. Initial:** An initial effort is taken to assess the developmental stages of pre- service teachers and judiciously plan the sessions that are tailor made for the specific needs of the batch enrolled. Functioning of an autonomous institution is explained to assess the student teachers commitment towards self and society while they interact during ice breaking sessions. This performance would give insights into their attitudinal dispositions, which are attended to and formed during the formative phase.

There is a deliberate effort to identify a list of skills that the enrolled candidates have achieved laurels at State and National level. Their talents are assessed and motivated to lead peers and others towards a joyful blended learning.

**II. During:** From academics to practicals, specific assessment strategies are applied through the continuous internal project based learning. They are not only deconstructed and reconstructed, but the in-service teachers are placed as observers to understand core practices, imitators, practitioners, before they articulate and absorb the styles of teaching. Their pre-suppositions and dispositions about the methods and techniques to be adapted at schools are demonstrated, making them as assessors, so that they reflect on their own growth from the initial stage of apprehensions to a balanced approach towards encountering instructional strategies in physical classrooms and understand hardship of class management. This stage is not a stand-alone stage but they are assessed as to how they learn new techniques, culturally sensitive practices, individualised learning techniques compiled with hands-on-experiences. Data collected from the pre-assessment tools that measures knowledge, skills, competencies, and attitude are all analysed to check the difference in their performances from the entry level till date and reinforcement techniques are included.

**III. Post:** Student Teachers complete task oriented activities. After the internal assessment and semester end achievements, they reach a stage to prove their worthiness through preparing instructional design, demonstration of knowledge beyond current trends in pedagogical practices, exhibition of cultural competence, complexities of teaching to stakeholders and suggest policy revision and show a genuine accountability towards self, society and nation by the end of the B.Ed. / M.Ed. programme. The student teachers finally translate the skills into actual student learning gains and this is ensured by the assessment tasks provided and these tasks make them confident

and well-equipped to gather and analyse assessment data in their future and make trustworthy decisions leading to support the future generations. The objective of this assessment task is to improve self-efficacy and a positive attitude towards sustainable development as an edupreneurs as well as responsible teachers.