Assessment practices are critical to the teaching and learning processes. In a culture that is mainly based on an examination-driven system, the innovation using portfolio assessment has met with success. Portfolio assessment has become widely used in educational settings as a way to examine and measure progress, by documenting the process of learning or change as it occurs. It has proved to be an effective assessment technique in Teacher Education Programmes. Portfolios serve as an important tool not only for the teacher trainees but also for the teacher educators. Portfolios inform the teacher educators about the experiences of the pre-service teachers with instructional methodology. They can be used by the pre-service teachers for designing of lesson plans, for writing self-reflections or self-analysis reports and also for development as well as for assessment of writing skills. Recent innovation in the field of assessment is the use of digital portfolio or e-portfolio. So, the purpose of this study is to find out the views of teacher educator’s as to how portfolios should be assessed and also to find out their awareness towards use of digital /e-portfolios in teacher education.