

SELF EVALUATION: AN ESSENTIAL ASPECT TO MAINTAIN QUALITY IN EDUCATION

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ABSTRACT

To ensure empowerment in learning, teachers are encouraged to engage in self-evaluation and reflection to relate theory into practice. Self-evaluation prior to the lecture involves the decision of the topic to be taught, time to be given to each sub-topic, and preparing for the issues and problems of the students related to that topic. Also, teacher should be concerned about how to create interest of the students towards the topic. The result of the qualitative analysis on self-evaluation shows that the teachers demonstrated an increased awareness of their own learning and teaching skills and they demonstrated increased ability to manage problems and doubts of the students. This lends support to the importance of self-evaluation in improving self-esteem, teaching competencies and management of the teaching climate in classrooms. Self evaluation is a long continuous process in which you stay alert and keep observing and always analyzing the results comparing it with the previous outcomes and working towards becoming better teacher. Concept delivery is an important aspect in teaching and one should not avoid it. There are various challenges in doing so we are going to discuss about them in body of paper. In this work self evaluation is considered primarily from the teacher's perspective.

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SELF EVALUATION

Self Evaluation is a collection of several small and large continuous activities. Evaluation is comparison of progress in comparison to previous plans, which are oriented towards improvement. Self evaluation is an opportunity to analyze our own activities and their outcomes. In process of self evaluation whenever we will start we will be in middle of some ongoing current routine, we will evaluate the results coming from current schedule than we will make some changes and then continue with the modified routine and again compare the results with previous ones and this entire cycle goes again and again.

Learning outcomes: whenever we learn something there should be very clear criterion regarding what parameters we had covered, for example if we talk about some basic law in physics then there are several forms in which it can be learned, it can be learned in form definition or it can be learned in form of mathematical equation, we can also learn it in terms of variation between parameters or we can go for its demonstration understanding or the use of law for solving the problems of real world and finally designing some useful machine on the basis of that principal. So there are several levels at which we can learn anything. In self evaluation it is important to identify and prioritize the levels up to which we are going to learn something.

Criterion of accomplishment: while evaluating our own self regarding teaching there should be a fix goal or criterion. For example if in a class 20% of students are getting below 30% marks and 30% are getting between 30 and 50%, 30% are getting between 50 and 70% and remaining 20% are getting above 70%. Then this can be considered as a state and being teacher we can determine a criterion that after one month students getting below 30% must be reduced to 5% and students getting above 70% must increase to 40%. In this way we will be having a well defined criterion of accomplishment.

Questioning: Questioning has very pivotal role in teaching. It can be from students or from teachers. While the questioning done by students will give you the details of their current mental level, comparing it with level of previous questioning we can almost instantly notice the improvement in student. It will also help you in determining your learning levels. On the other hand in your questioning there must be well defined levels and your question must fall in to one

of that level. A question can be asked to judge the knowledge of the student or it can be asked to judge his/her ability to reason. An easy question can be asked to motivate a weak student while a difficult one can be asked to a bright student for indicating continuous practice and learning.

Assessment: it can be done for both, for students as well as for teacher itself. Assessment can be done for checking on your fixed criterion. A periodic assessment is essential step for self evaluation.

Teacher student relation: An effective teaching always results in a teacher student relationship where both of them understand each other, their strengths and weaknesses etc. There is an ease of communication they both pay attention when the other speaks and makes discussion more fruitful. In self evaluation it is very important to evaluate teacher student relation and to enrich it with time.

There are several tools on which we can pay attention. Using these small things we can easily evaluate our own teaching. When we enter in class there are so many unsaid things which we can sense and observe e.g. whether the students are concentrating on our teaching or not? How much students are alert during our class? Are they relaxed, while attending lecture? Whether they want to be in class or not? Are they happy while in class, enjoying the class? How much active they are while in class? Are they excited? When you deliver lecture your time passes quickly or is it difficult to pass the time? Are you full of energy, cheerful while presenting? All of these questions we can ask to ourselves after every class. These small things are very powerful tools to evaluate ourselves as teachers, and not only evaluating but we can also improve us and that is the very goal. By ensuring the self evaluation we can make a noticeable change in our teaching and results. Apart from these points which are not related to particular subject or the quality of subject, there are also points which are about self evaluation of quality of teaching. Dr. Manju and I worked out on some points which we can address for improving quality of teaching.

Teaching style: teaching style or teaching methodology basically can be divided in four parts. The first thing is clarity of purpose. It means what exactly you want to deliver, how much and up to which level. It should be very clear before starting the lecture. A clear cut discussion is far better than roaming around the topics of your interest. Such discussions could be helpful for

creating interest of students in the subject, but as mentioned earlier, it should be planned. After this the next point is structure of lesson. Lecture delivery is an art. Sequencing of points to be discussed is very important. A thumb rule about this to be followed, and that is to discuss the terms in a sequence in which prior taught is to be used in next step. By following this rule we can minimize the unnecessary questioning from the students, which in turn can consume your crucial time in which you managed to grab the concentration of entire class. Also psychologically also an individual feels more special about him/her when they are able to relate current studied point with the next one. Next is pace at which you are going. There is not a fix pace of lecture delivery. It goes with the average grasping of the class. Considering them as a single unit. Sometimes we need to spend more than planned on a particular point but conversely some points we go at much faster pace without disturbing the grasping and understanding of the students. In any lecture examples are very important. Our world is full of examples. There are plenty of examples indicating linearity or non-linearity, what ever may be concept. Every individual is brought up in different situations. We don't know which example will open their mind and break the mental barriers. At least two to three different examples of single topic must be there. Now a days there are so many technology resources. We can use them for developing interest and making our work easy. Smart boards is very good example. However there are so many other points about use of such peripheral which are beyond scope of discussion in this paper.

There are some other points also which are worth discussing. There interaction between students and teacher. Teacher should be well aware about thinking process of students. The response should be affirmative. For achieving all these goals, a class needs to be in discipline. If a class is to be taught by a clear lesson plan then discipline generates automatically. For a content less teacher, discipline is always going to be a major problem while teaching. Questions should be asked in a way to challenge students or to motivate them. Both of these styles are very powerful tools.

Narrowing down our analysis on self evaluation let us discuss with help of an example. Questioning is very common part of any lesson plan. And we ask number of questions to our students while teaching. But here are some points we must work on before asking question. The

very purpose of question should be very clear in our mind. We may ask question with any of the following point in our minds

- To develop the interest or to motivate the students
- To evaluate the achievement of the student
- To evaluate the student
- To identify the points where student is getting difficulty
- To let students start asking questions, we can ask questions
- To promote independent learning habits
- To develop critical thinking of students

If we are clear in our mind that I am asking question with which purpose, we definitely can get most out of it. Further the question asked can be for checking the knowledge of the student or for checking if student understood the applications of the concept or it may be to evaluate student's analytical skills. So if we self evaluate ourselves for these points we can definitely make a better impact. We can motivate students for their right answers and we can also use their wrong answers to develop there understanding. A wrong answer is like the opening of tunnel from which we can further go up to the point from where ambiguity started.

Conclusion: In this paper we had discussed, what Self Evaluation is, and how we can self evaluate ourselves. We had discussed how to prepare a benchmark for measuring our own progress through self evaluation. We discussed the parameters which helps you to self evaluate. After that we had discussed the minute details of the classroom environment which we are doing without observing. And by paying attention to those points we can self evaluate our own performance in classroom. We also discussed about teaching methodology and structure of lesson plan. Finally we discussed with the help of example of questioning that each and every small thing can be classified with meaningful purpose and how it can be used further for making a better understanding. In a nutshell we can say that “SELF EVALUATION IS THE ULTIMATE ASPECT” without self evaluation it is impossible for a teacher or a student to improve and grow in any subject or field. Hence we should understand the significance of self Evaluation.

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