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**Abstract**

*Evaluation can take many forms, but any process directly involves the teacher. Teacher's Self-evaluation is a process whereby teacher collects the data on his own teaching effectiveness and analysis the information to consider improvement to that teaching. This process can be undertaken in a number of ways. However, the unique benefit of teacher's self-evaluation is the close involvement of teacher in the consideration of the effectiveness of their own teaching. This article considers self-evaluation, teacher's self-evaluation and suggests a technique that has been found to be successful for teacher himself, students, institution and by this, Quality Enhancement in Education and quality assurance in education system.*

**Key Words :** IQAC : Internal Quality Assurance Cell, QA : Quality Assurance, NAAC : National Assessment and accreditation council., UGC : University Grant Commission, PBAS : Performance Based Appraisal System

The UGC has brought out a scheme for the establishment of quality assessment cells in higher education institutions for regular internal self assessment and self monitoring of quality and excellence. The policy of compulsory assessment and accreditation has been recommended by the 11th plan. NAAC, India has also made the higher education institutions with quality assurance. The NAAC has described the quality assurance in higher education through outside as well as inside quality. It is equally true that the quality cannot be imposed from outside but it is within the physical and human resources with the institutions. The quality assurance in higher education can be expressed by the evaluation of physical and human resources. The higher educational institute should evaluate themselves in both physical and human resources for quality assurance. In pursuance of the stipulations laid down by the UGC Regulations of June 2010, the Annual Self-Assessment for the PBAS by the IQAC with immediate effect at every higher education institute. As a part if it here is an attempt to highlight the teacher's self evaluation process as a constituent part of IQAC.

**Self Evaluation: A Constituent Part of QA :** To assure the Quality in higher education, NAAC has brief out the following nine factors with different numbers of sub factors.

Quality Assurance in Higher Education	Higher Education	Role in society NAAC's Core Values
	Concept of Quality	Definitions Why worry about quality ?
	History of Quality Movement(Thinkers)	Deming Juran Crosby
	Dimensions of Quality	Product Software Services Systems view
	How to assure Quality ?	<b>Self-Evaluation</b> External Quality Monitoring
	Tools	Flow Chart Graphs Fish-bone Diagram scatter Diagram Check sheets

Models	Control Chart Baldrige Criteria ISO 9000:2000 Six Sigma CMM Total Quality Management NAAC Model
International Practices	USA UK Australia INQAAHE APQN ENQA
Quality Culture	Continuous Improvement IQAC

(Source: Quality Assurance in Higher Education: An I introduction; National Printing Press, Bangalore; India; p: 04) As shown in the above diagram self evaluation is a constituent part of quality assurance. The self evaluation can be divided in to two parts academic and administrative. This self evaluation can be done by the institutional, students and teacher's themselves.

**Stages of Self-evaluation :** There are four distinct stages in teachers self evaluation process:

Where he is now ?

How does he know that how well he is doing?

What should he do next?

**STAGE 1 :** Teachers should define the criteria that will be used to judge their performance. The specific steps to guide this stage include teacher's brainstorm criteria, teacher and students negotiating criteria and use student language to co-develop standards.

**STAGE 2 :** Teachers should learn that how to apply the criteria to their own work. The specific steps at this stage saks to see examples and teacher practice the examples using the criteria generated.

**STAGE 3 :** Teacher should get students' feedback on his work. The specific steps that can guide this stage include get comparative data and talk about similarities and differences.

**STAGE 4 :** Teachers should develop productive goals and action plane. The specific steps to guide this stage are as identifying strengths/weaknesses based on comparative data, generating goals, taking specific actions towards his goals and goals and action plans are recorded.

**What should teacher ask for Self-Evaluation?**

The following types of question may be asked to himself for self-evaluation.

How much time and effort did I put into this ?

What do I think my strengths and weaknesses were in this assignment ?

How could I improve my assignment ?

What are the most valuable things I learned from this assignment ?

**The benefits of teachers self evaluation:** The teacher's self-evaluation process can support his own professional development and that of his team, through developing skills, knowledge and understanding, develop his analytical thinking skills, foster logic and reasoning skills, learn more about the work done by his colleagues in other parts of the setting, help other staff, parents, and other professionals to learn more about the work he does and celebrate success.

**It further helps himself :** help to clarify the setting's aims and objectives, To provide evidence of improvement, sets higher standards and provides quality control, helps to ensure the good use of resources and informs future policy and practice.

**For others It :** help the colleagues to see their work in a wider context, provides access to the views of other team members, the students and his institution, suggests areas to develop further, highlights good practice that is worth disseminating and provides feedback on performance.

**For students and his institutions It :** offers an opportunity to have his views heard, provides an opportunity for more active participation than usual and provides further information.

**Questions raised for teachers self evaluation :** Here are some questions raised against the teacher's self-evaluation. Does a teacher evaluate his work learn better or more poorly than other?

Does a teacher self-evaluate fairly?

What kinds of self-evaluation techniques have the greatest chance of increasing teacher's achievement and accuracy of his self-evaluation?

What research or theory-based argument best connects teacher's self-evaluation to achievement?

Is simply requiring self-evaluation enough, or does a teacher has to be learn how to evaluate his work accurately?

Are there any benefits for a teacher by training his self-evaluation?

What is the greatest challenge for a teacher incorporating self-evaluation into his assessment repertoires?

What are some tips for getting teacher started with self-evaluation?

**Suggestion :**

Define teacher's self-evaluation clearly to him.

Make the benefits of teacher's self-evaluation visible to him. Address such benefits consciously, both at the beginning of the process and throughout to the teachers.

Visibly deal with teachers' feeling and beliefs about self-evaluation.

Create opportunities for self-evaluation to the teacher.

The experiences of self-evaluation may be involved by the teacher in his daily work with various aspects.

The teacher uses a variety of quick pre-designed forms to get him into the practice of self-evaluating during or after regular activities they do in the classroom.

Expect a range of reactions from his students as they help to get better of your self-evaluation.

A teacher creates collaborative conditions for his own professional.

Work with a colleague in experimenting with self-evaluation. Such experimentation will enhance personal assessment literacy.

Trust that his students can be integral assessment partners.

**Conclusion :** It is the time again for a teacher for his self evaluation at work. He is supposed to brag about what he did the past year, how he made the institution better, put the institutions goals and needs before his own, how he worked hard, how he was reliable, etc. Then he has to set goals for the upcoming year of how is going to do better for himself, students, institution and by this Quality Enhancement in Education and quality assurance in education system.

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