



ORIC
N U M L

Policy for Awarding Best Teachers Award

Year 2020

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Section-1: Definitions

In this Policy Document, unless otherwise specified, or anything repugnant to the Act and Statutes of National University of Modern Languages, the following expressions shall have the meanings as follows:

- 1.1 **Procedure** is the process followed for implementing the policy.
- 1.2 **Incentive** means awarding Certificate of Appreciation.
- 1.3 **University-Level Best University Teacher Award** is conferred directly by the University.
- 1.4 **Research Paper** means the production of original scholarly work that illustrates an outcome of scientific research with supporting data.
- 1.5 **Journal** means a periodical scholarly publication that contains research papers written by the researchers in any particular field of study.
- 1.6 **Impact Factor** is a measure of the frequency with which the "average article" published in a given scholarly journal has been cited in a particular year or period. It is often used to measure or describe the importance of a particular journal to its field.
- 1.7 **Research Publications recognized by HEC** means publications which meet the minimum criteria for recognition from HEC.

Section-2: Policy for Awarding the Best Teachers Award

1. Purpose:

Teacher Awards aim at recognizing efforts and contributions of outstanding teachers of National University of Modern Languages (NUML). The incentive in terms of: cash prize, *certificate of appreciation*, and *shields etc.* is envisaged to encourage teachers of NUML.

2. Scope:

All teachers of NUML can apply for this award.

3. Policy Statement:

3.1 A Certificate of Appreciation, Shield and Cash Prizes will be given to Outstanding Teachers of the Calendar Year.

3.2 **Sixteen** teachers will be Awarded as Best Teachers each year as per the following detail:
Main Campus (Islamabad): In total, **eight** awards will be given at the Main Campus. **Three** best teachers will be selected from all faculties throughout the University. Additionally, **five** more teachers will be awarded – **one** teacher from each faculty.
Other Campuses: Eight separate awards will be given to other campuses (one for each campus) except Islamabad.

3.3 The Detail of Cash award is as under:

Main Campus: First Prize: **Rs. 2,00,000**. Second Prize: **Rs. 1,75,000**. Third Prize: **Rs. 1,50,000**. Each Faculty's Best Teacher: **Rs. 1,00,000**.

Other Campuses: Each Campus's Best Teacher (except Islamabad): **Rs. 100,000**.

4. Procedure:

4.1 In the Convocation Ceremony, Best Teachers will be recognized through Best Teachers Award for Main Campus Islamabad as well as for all the Regional Campuses.

4.2 The Best Teachers will be selected from the basis of his/her score against the parameters mentioned below:

1. Command of Subject (10)
2. Teaching Philosophy (10)
3. Course Syllabus (10)
4. Grading System, Tests and Assignments (10)
5. Lesson Plan (5)
6. Classroom Teaching (20)
7. Use of Technology (5)
8. Student Interaction and Mentoring (10)
9. Students Evaluations (20)
10. Research Excellence (20)

Total = 120

4.3 Applications of faculty members within the concerned calendar year shall be forwarded on prescribed form to Registrar Office through HoD, Dean Faculty, and/or Regional Director.

- 4.4 Quality Enhancement Cell (QEC) will provide technical support in data provision through Evaluation Forms (in support of parameters 3 to 9).
- 4.5 Registrar Office will check eligibility of candidates on basis of basic criteria (given in next section).
- 4.6 A *Selection* Committee, headed by Rector, comprised of Registrar, Deans, HoDs, Director QEC and Director ORIC will review applications and select winners in all categories. The Committee would finalize its decision by first week of April.
- 4.7 Final awarding authority will be Rector.
- 4.8 Registrar Office will address grievances of faculty members.
- 4.9 For nominating faculty members in HEC National Award Competition – Registrar Office will convey results to Higher Education Commission (HEC) with documentary evidences.

Terms and Conditions for Teachers

Eligibility

The following are the eligibility requirements for University-Level Best Teacher Awards:

- i. Candidates are full-time permanent faculty members, including those on TTS, BPS, or long-term contract.
- ii. They have completed a minimum of three years of consecutive /active service as a permanent faculty prior to the date of the award.
- iii. They are less than 60 years of age.
- iv. They should have been physically present at the University in the previous three years.
- v. They did not miss any class during the calendar year. An exemption may be provided in cases of ill health or medical emergency, on the production of documentary evidence, and if the absence was compensated by the organization of make-up classes in consultation with the students. QEC is responsible for validating this information.
- vi. They did not avail long-term leave (i.e., exceeding 3 weeks during the year of evaluation).
- vii. There were no disciplinary proceedings against them, e.g., on charges of plagiarism.
- viii. There are no adverse remarks in their ACRs during the previous three (03) years.
- ix. They did not receive the Best Teacher Award in the last Three years. A teacher who has already received a Best Teacher Award may apply after a lapse of Three years.
- x. For the purpose of Research Excellence, the performance of last three years will considered from the date of application by the candidate.
- xi. They did not serve on any key administrative positions in the University in the past three years.
- xii. Anyone who provides false or misleading evidence will be barred from the competition for life. An award granted on the basis of false and misleading evidence will be withdrawn.

Evaluation Parameters & Assessment Mechanism

Selection Committee will evaluate the candidates for University-Level Best Teacher Award on the basis of parameters (mentioned in 4.2) and assessment mechanism (given on next page; Table-1) keeping in perspective Questionnaire (based on Evaluation Parameters) and Student Feedback Forms (form given in Section-3).

Table 1: Evaluation Parameters and Assessment Mechanism			
Item	Description	How Assessed	Marks
<i>Command of the Subject</i>	Candidates should demonstrate effective command of the subject. In this regard, the relevant information includes their degrees and certificates, the course syllabus, tests, exams, and assignments prepared, and classroom interaction.	Review all relevant materials to assign a grade. Quality is based on qualifications plus direct evidence from syllabus, lectures, and tests, etc.	10
<i>Teaching Philosophy</i>	Candidates should submit a short (max one page) statement of their teaching philosophy.	Evaluate quality and originality of statement.	10
<i>Course Syllabus, including the grading system, tests, and assignments, and the Lesson Plan</i>	"Syllabus" includes (a) succinct description of the <i>subject</i> of the course, (b) the <i>learning objectives</i> of the course (i.e., what would the students learn by taking the course), (c) the <i>textbook</i> (or textbooks) and supplementary <i>course materials</i> if needed, (d) expectations from the students, (e) grading system, (f) the lesson plan, (g) reference to any relevant university or HEC rules (e.g., on plagiarism), and (h) any special condition or requirement. The good grading system should induce students to undertake the work required for effective learning. Besides the grading scheme, it also includes tests, quizzes, if any,	Assign a grade based on the assessment of the syllabus, grading system, tests, etc., and lesson plan submitted by candidates.	25 (10 for Course Syllabus, 10 for Grading and 5 for Lesson Plan)

	<p>assignments, both in-class and homework, class participation, field work, lab work, and group work.</p> <p>The detailed lesson plan divides the course materials into individual lectures, each with its own (clearly defined) content, learning objectives, assigned readings, other homework assignments, and power point slides, if any.</p>		
<i>Classroom Teaching</i>	<p>Evaluation of (at least one) videotaped lecture by a candidate, including assessment of how the teacher set out the learning objectives at the start of the lecture, his/ her lecture style, classroom atmosphere, use of active learning, use of current event examples, student engagement. It should also be examined whether the teacher was able to achieve the learning objectives in the lecture.</p>	<p>Assign a grade based on review of the videotape, PPTs and background material (e.g., announcements regarding active learning practices).</p>	20
<i>Use of Technology</i>	<p>Candidates will submit a statement on their approach to using modern technology tools in teaching, including audiovisual materials, flipped classrooms, automated grading systems, class blogs and social media, and others. Evidence should be provided on</p>	<p>Assign a grade based on review of the candidate's statement on the technology tools used by her/ him. Given that good teachers are looking for ways in which technology can help pedagogy, the Questionnaire (based on evaluation</p>	5

	whether and how they deployed such tools.	parameters) can reveal the interest and commitment of candidates.	
<i>Student interaction and mentoring</i>	Candidates will provide a statement describing whether they were available for office hours, the time they spent per week on mentoring students, their approach to mentoring and supervision of research scholars and research teams, and their engagement in classroom blogs and social media channels.	Assign a grade based on review of candidate's statement and background materials. Besides interaction with course students, the Questionnaire (based on evaluation parameters) provides a metric to determine the quality of the mentorship provided to graduate students.	10
<i>Student Evaluations</i>	Student evaluations are one of the means of assessing teaching effectiveness.	This helps make comparative assessment of candidates. Assign a comparative grade based on review of all evaluation results.	20
<i>Research Excellence</i>	Doing high quality research is one of the hallmarks of university teaching experience. Candidates should provide the proof of their research activities in the last three years of university teaching.	Assign a grade based on the research excellence in terms of Research Publication, Research Projects and Research Supervision.	20 (5 for Research Projects, 8 for Research Publications, 7 for Research Supervision)

Guidelines for Filling Questionnaires

- a.) Appropriate spaces have been provided in the Questionnaire(s) so that the softcopies of relevant documentary evidences can be attached in that space and hyperlink is created to the source folder. This will facilitate the Committee Members to have access to the evidences just by clicking on the link.
- b.) While sending the filled electronic Questionnaires, also send the softcopies of the documents for which hyperlinks were created in the questionnaire. For that matter, it is recommended to save both the questionnaire and the hyperlinked documents in one/single folder and send that folder in a USB/CD to Registrar Office along with the duly signed covering letter.

Supporting Documents

The complete dossier of the applicant will comprise of the following documents, which must be maintained in electronic form.

- i. A covering note prepared by the candidate.
- ii. Latest CV of the candidate.
- iii. Completed Questionnaire (based on Evaluation Parameters), including following attachments:
 - The syllabus or syllabuses (including grading systems, exams, tests, quizzes, assignments and lesson plans) prepared by the candidates during the calendar year.
 - Video tapes of lectures and PPTs
 - Student evaluations of the courses being considered for the award, and the average evaluation scores of faculty member and courses across the department, faculty, and the entire university. Student evaluations are confidential documents, and would be available only to the Committee members.
 - Three one-page statements prepared by the candidates. The three statements are:
 1. Statement of teaching philosophy.
 2. Statement on how the faculty member used technology in the courses being evaluated.
 3. Statement on student interaction and mentoring.
- vi. List of Research Projects showing their name, number and cost of at least one year duration or above funded by National / International agencies completed during the last three years.
- vii. List and details of Publications at National & International level must be attached separately for the last three years and the list of books published during the last three years.
- viii. List of papers presented in the National and International Seminars / Conferences during last 3 years.
- ix. Separate lists of the students supervised at M.Phil and Ph.D level with a copy of Approval Page of thesis supervised by the teacher including Supervisor Name.
- x. The details of projects written in the proforma must be approved and notified by the Department. Copy of notification must be provided.

Section-3: Questionnaires

Questionnaire - Eligibility Requirements

A. GENERAL INFORMATION

1.	Name	
2.	Present Position & Department	
3.	Discipline & Area of Specialization	
4.	University	
5.	Date of joining (present position)	
6.	Total Teaching Experience	
7.	Terminal Qualification & University	
8.	Date of Birth & Domicile	
9.	Received Teacher Award previously (Year)	
10.	Contact Information (Tel, email, Fax)	
11.	Covering Note	<i>(Please attach softcopy of covering note provide hyperlink to source folder)</i>
12.	Curriculum Vitae	<i>(Please attach softcopy of covering note provide hyperlink to source folder)</i>

ELIGIBILITY REQUIREMENTS

(Please check all the boxes and attach softcopies of evidences with hyperlink to source folder in provided column).

SN	Check List (Please check all the boxes)	Response (Yes/No)		Attach evidence(s) (with title)
1.	Is the candidate a full-time permanent faculty member, on TTS, BPS, or long-term contract, at a recognized public or private sector university or DAI?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<i>For example: <u>Employment Letter</u></i>
2.	Has the candidate completed three years of consecutive /active service as a permanent faculty at the nominating university or DAI?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<i>For example: <u>Letter from Rector/ Registrar/ Director QEC</u></i>
3.	Is the candidate less than 60 years of age?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<i><u>Copy of CNIC</u></i>
4.	Was the candidate physically present at the university in the previous three years?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<i>For example: <u>Letter (s) from Rector/ Registrar/ Director QEC</u></i>
5.	Did the candidate attend every class during the calendar year?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
6.	In case the candidate missed a class, was it on account of ill health or medical emergency	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

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	(documentary evidence to be provided), and was the absence compensated by a make-up class?			
7.	Did the candidate avail long-term leave (i.e., exceeding 3 weeks during the year of evaluation)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<i>For example:</i> <u>Leave Orders</u>
8.	Were there any disciplinary proceedings against the candidate during the previous three (03) years?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<i>For example:</i> <u>Letter (s) from Rector/ Registrar/ Director</u> <u>QEC</u>
9.	Were any adverse remark recorded in the ACRs of the candidate during the previous three (03) years?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
10.	Did the candidate receive the national best university teacher award (BUTA) in the last five years?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
11.	Did the candidate hold an administrative position at the university (e.g., VC, Registrar, COE, Treasurer, Director (QEC) during the past three years?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
12.	Has the candidate attached their research related activities only in the last three (3) years	Yes <input type="checkbox"/>	No <input type="checkbox"/>	QEC /ORIC

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Questionnaire on Evaluation Parameters

Important Notes:

- i). Faculty members are required to follow guidelines given in Table-1 {Evaluation Parameters and Assessment Mechanism} while responding to questions against each of the parameters.
- ii). Please check all the boxes against each question under a parameter. All questions carry equal marks, as below:
Yes = 2, Somewhat = 1, No = 0.
- iii). Marks against each parameter may be calculated as per following formulae and total marks obtained will be calculated by adding marks obtained by the candidate against each parameter:
(Marks Secured/Max Marks x Weightage) x 100
Solved Example for Parameter 2 below (Course Syllabus) which has 11 questions (so max marks are 22) and weightage of 10% (as per table 1 above)
{21 (marks secured)/22 (Max Marks) x 10/100 (Weightage)} x 100 = 9.5
- iv). Name of the candidate along with his/her department, university and year of award must be mentioned on each page of the questionnaire.
- v). Faculty members are required *only* to use the template below in responding against each question under various evaluation parameters. Questionnaire not filled as per the below format will not be accepted. Student feedback form is provided below with parameter 9 (Student Evaluations) for collecting information from students.
- vi). Attach softcopies of the evidences in the space provided in the questionnaires. No marks will be accepted if the required documentary evidence is not attached in support of achievements claimed against each of the parameters.
- vii). Softcopies of all the filled questionnaires along with evidences attached/hyperlinked must be saved in PDF/Non-Editable file format in one single folder. Faculty members are required to ensure that proper hyperlinks to the attachments are created and saved in the same folder.

Questionnaire based on Evaluation Parameters

Questionnaire based on Evaluation Parameters						
SN	Parameter	Check List	Response (Yes/Somewhat/No)		Attach softcopies of evidences with adequate title	
1.	Command of the Subject <i>Maximum marks (10);</i>	i. Does candidate have a degree in the discipline?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>For example: Copy of Degree</i>
		ii. Does candidate have a certificate, diploma, or other qualification in the course topic?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>For example: Copy of Diploma</i>
		iii. Does the syllabus demonstrate command of the subject?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	

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<i>Weightage (10%)</i>	iv. Do the exams/assignments demonstrate command?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
	v. Does the lecture and classroom interaction demonstrate command of the subject?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
Marks obtained by the candidate under "Command of Subject"					Total =

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach softcopies of evidences with adequate title
2.	Teaching Philosophy <i>Maximum marks (10); Weightage (10%)</i>	i. Has the candidate submitted their statement of teaching philosophy?	N/A	N/A	N/A	<u>Statement on Teaching Philosophy</u>
Marks obtained by the candidate under "Teaching Philosophy"					Total =	

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach softcopies of evidences with adequate title
3.	Course Syllabus <i>Maximum marks (22); Weightage (10%)</i>	i. Was the syllabus made available ahead of time?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>Syllabus(s)</i>
		ii. Does the syllabus describe the subject matter effectively?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		iii. Are the learning objectives clear and well crafted?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		iv. Does the syllabus list any prerequisites for the course?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		v. Is there a main textbook for the course?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		vi. Was the textbook published in the last three years?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	

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	vii. Are other course materials (if any) selected professionally?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
	viii. Does the syllabus list the expectations from the students?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
	ix. Does the course ask students to read the assigned materials ahead of time?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
	x. Does the syllabus list or refer to relevant university or HEC rules (e.g., on plagiarism)?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
	xi. Does the syllabus describe any special condition or requirement for the course?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
Marks obtained by the candidate under "Course Syllabus"					Total =

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach softcopies of evidences with adequate title
4.	Grading System, Tests, and Assignments <i>Maximum marks (32); Weightage (10%)</i>	i. Does the syllabus describe the grading system (i.e., distribution of grades for different exams, tests, assignments, etc.)?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	<i>Syllabus (s)</i>
		ii. Have the tests, if any, been prepared professionally?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	<i>Tests</i>
		iii. Do the test questions assess proficiency in the learning objectives?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		iv. Have the quizzes, if any, been prepared professionally?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	<i>Quizzes</i>
		v. Do the quizzes reward preparation or insight?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		vi. Has the professor given in-class assignments?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>Assignments</i>
		vii. Has the professor given homework assignments?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		viii. Do the students receive grades for completion of the assignments?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>Grading System</i>
		ix. Does the grading system encourage students to act in ways as to achieve learning objectives?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		x. Does the professor assign grades for class participation?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		xi. Do the course describe how class participation will be graded?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	

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		xii. Does the course require field work?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		xiii. Does the course require lab work?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		xiv. Does the course outline describe how field work or lab work, if relevant, will be graded?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	<i>Grading System</i>
		xv. Does the course require group work?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		xvi. Does the course outline describe how group work will be graded?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>Grading System</i>
Marks obtained by the candidate under “Grading System, Tests, and Assignments ”						Total =

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach softcopies of evidences with adequate title
5.	Lesson Plan <i>Maximum marks (14); Weightage (05%)</i>	i. Has the faculty member (candidate) submitted a detailed lesson plan for the entire semester (i.e., division of the course materials into individual lectures, with clearly defined content, learning objectives for each lecture, assigned readings, other homework assignments, and power point slides, if any)?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>Lesson Plan(s)</i>
		ii. Does the lesson plan provide learning objectives for each lecture?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		iii. Does the lesson plan provide a precise reading assignment (both textbook and other readings) for each lecture?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		iv. Is the volume of assigned readings for each lecture feasible for students to undertake?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		v. Does the lesson plan include homework assignments?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	

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		vi. Does the lesson plan include in-class assignments or quizzes?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		vii. Does the lesson plan provide for active learning in the classroom?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
Marks obtained by the candidate under "Lesson Plan"						Total =

SN	Parameter	Check List	Response			Attach softcopies of evidences with adequate title
			(Yes/Somewhat/No)			
6.	Classroom Teaching	i. Does the professor use PPTs?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	<i>PPTs</i>
		ii. Have the PPTs been made available to the students?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		iii. Is the length of the PPTs suitable for the time allotted for the lecture?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		iv. Are the PPTs designed professionally (i.e., they are not just a handful of slides thrown together without regard to the learning objectives, assigned readings, in-class assignments, or active learning modules)?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		v. Do the PPTs demonstrate the faculty member's command of the subject?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
	<i>Maximum marks (34); Weightage (20%)</i>	vi. Has the university submitted a videotaped lecture by the candidate?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>Videotape (s) of Lectures</i>
		vii. In the videotape, did the candidate introduce the learning objectives for that specific lecture?	Yes <input checked="" type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		viii. In the videotape, did the faculty member succeed in achieving the learning objectives for the specific lecture?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		ix. In the videotape, does the faculty member demonstrate adequate command of the subject?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		x. In the videotape, does the faculty member's lecture style engage the attention and interest of the students?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	

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		xi. (If relevant) In the videotape, if there was the presentation of a mathematical or quantitative example or problem, was the professor well-prepared in presenting such a problem?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		xii. (If relevant) was the mathematical/quantitative problem explained effectively to students?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		xiii. In the videotape, does the faculty member create a respectful classroom atmosphere?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		xiv. In the videotape, is there a use of active learning?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		xv. (If relevant), in the videotape, are the active learning modules effective and have been designed carefully?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		xvi. (If relevant) In the videotape, does the faculty member use current event examples to illustrate the issues and motivate the discussion?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		xvii. (If relevant) In the videotape, does the faculty member handle politically controversial issues in a balanced manner?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
Marks obtained by the candidate under "Classroom Teaching"						Total =

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach softcopies of evidences with adequate title
7.	Use of Technology	i. Did the candidate submit a statement on their use of technology in teaching?	N/A	N/A	N/A	<i>Statement by the candidate on Use of Technology</i>
	<i>Maximum marks (18); Weightage (05%)</i>	ii. Does the faculty member use any of the modern technological tools listed below?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		iii. Does the faculty member assign any audiovisual materials as homework assignment or use them in the classroom?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	

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		iv. Does the faculty member use the flipped classroom approach?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		v. Does the faculty member use an automated grading system, e.g., for in-class quizzes?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		vi. Does the faculty member ask students to participate in a class blog or class-related social media pages?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		vii. Does the faculty member communicate with students through email list servers or other group arrangements?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		viii. Does the faculty member encourage or require assignments to be submitted electronically?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		ix. Does the faculty member use smart classroom technology for interactive learning?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
Marks obtained by the candidate under "Use of Technology"						Total =

S. No	Parameter	Check List	Response (Yes/Somewhat/No)			Attach softcopies of evidences with adequate title
			Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
8.	Student interaction and mentoring <i>Maximum marks (16); Weightage (10%)</i>	i. Did the candidate provide a statement regarding their mentoring and student interaction activities?	N/A	N/A	N/A	<i>Statement by the candidate on mentoring and student interaction activities.</i>
		ii. Does the faculty member announce regular office hours in which students could see her/him for follow up questions or course-related help?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		iii. In the videotape, does the faculty member try to create an interactive learning environment in which students feel comfortable in asking questions?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		iv. Does the faculty member make an attempt to link the subject to	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	

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		current events or other issues that might be of interest to students?				
		v. (For faculty members advising graduate students) Does the faculty member have a clearly articulated system for supervising graduate students and research teams?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		vi. (For faculty members advising graduate students) Does the faculty member meet regularly with their graduate student mentees?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		vii. (For faculty members advising graduate students) Does the faculty member allocate a minimum of 8 hours per week on mentoring students outside of the classroom?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		viii. Does the faculty member participate personally in classroom blogs or class-related social media pages, e.g., by commenting on posts, raising issues, or providing guidance?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
Marks obtained by the candidate under “Student Evaluations”						Total =

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach softcopies of evidences with adequate title
9.	Student Evaluations * Maximum marks (04); Weightage (20%)	i. Has the university submitted student evaluations for the candidate faculty member?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	Student Evaluation Forms/Results
		ii. Has the university provided evaluation averages across the entire universities and for the department and faculty of the candidate?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
Marks obtained by the candidate under “Student Evaluations”						Total =

* A form for getting students’ feedback on candidate’s teaching is provided.

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10. Research Excellence (Marks 20) (Period of evaluation last 3 years)

Marks to this section 05 under Research						
1.	Research Projects Won <i>Maximum Marks (5)</i>		Detail	Maximum Marks	Marks Secured	Attach softcopies of evidences with adequate title
	i.	Research Projects funded by national agencies of at least one year duration or above.	0.5 Marks for each completed project (Max. 4)	2		
	ii.	Research Projects funded by International Agencies (greater than 0.5 million).	0.5 Marks for each completed project (Max. 6)	3		
			Total Marks	5		

Marks to this section 08 under Research						
2.	Research Publications recognized by HEC. <i>Maximum Marks (8)</i>		Detail	Max. Marks	Marks Secured	Attach softcopies of evidences with adequate title
	i.	International publication with impact factor as a first author	0.5 Marks per paper (Max. 2)	1		
	ii.	International publication with impact factor as a co-author	0.5 Marks per Paper (Max. 2)	1		
	iii.	Res. publication in referred local research journals of Int. repute recognized by HEC as a 1st author.	0.5 Mark per paper (Max. 2)	1		
	iv.	Res. publication in refereed local research journals of Int. repute recognized by HEC as second/third author	0.5 Mark per paper (Max. 2)	1		
	v.	No of Books Authored (not edited) and published by International Publisher (recognized by HEC)	0.5 Marks per book (Max. 2)	1		
	vi.	No of Books Authored (not edited) and published by national Publisher (HEC Recognized Publishers)	0.5 Marks per book (Max. 2)	1		
	vii.	Oral Presentations in an International Conference in the year concerned (Abroad)	0.5 Marks for presentation made per conference (Max. 2)	1		

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	viii.	Oral Presentations in a national Conference in the year concerned (local)	0.5 Mark for presentation made per conference (Max. 2)	1		
			Total Marks	08		

Weightage Distribution to this section 07% under Research							
3.	Research supervision <i>Maximum Marks (28); Weightage (7%)</i> <i>(Period of evaluation is last three years)</i>			Detail	Maximum Marks	Marks Secured	Attach softcopies of evidences with adequate title
	i.	As a supervisor	Ph.D. (maximum 4 students)	1 Marks per student supervised (only completed thesis)	4		
			M.Phil./ MS (maximum 6 students)	0.5 Marks per student supervised	3		
				Total Marks	07		

*In case of International Publication with the Impact Factor and publication in local journals as first author, if the nominee exceeds from the maximum limit but do not have any publication as co-author, the nominee will get the score of co-author automatically against his/her additional publications as first author. The same case will be applicable for books published by international and local publishers.

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Student Feedback Form

Name of Teacher: _____
 Subject & Department: _____
 University: _____
 Date: _____

Note: Each question carries equal marks, according to the criteria given below:

Yes = 2, Somewhat = 1, No = 0

SN	Parameter	Questions	Response		
1.	<i>Course Syllabus</i>	i. Does the syllabus list the expectations from the students?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
		ii. Does the course ask students to read the assigned materials ahead of time?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
2.	<i>Grading System, Tests, and Assignments</i>	i. Do the quizzes reward preparation or insight?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
		ii. Has the professor given in-class assignments?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
		iii. Has the professor given homework assignments?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
		iv. Do the students receive grades for completion of the assignments?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
		v. Does the grading system encourage students to act in ways as to achieve learning objectives?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
		vi. Does the professor assign grades for class participation?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
3.	<i>Lesson Plan</i>	i. Is the volume of assigned readings for each lecture feasible for students to undertake?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
		ii. Does the lesson plan include homework assignments?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
		iii. Does the lesson plan include in-class assignments or quizzes?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
		iv. Does the lesson plan provide for active learning in the classroom?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
4.	<i>Classroom Teaching</i>	i. Does the professor use PPTs?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
		ii. Have the PPTs been made available to the students?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
		iii. Is the length of the PPTs suitable for the time allotted for the lecture?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
		iv. (If relevant) was the mathematical/quantitative problem explained effectively to students?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
		v. (If relevant) does the faculty member use current event examples to illustrate the issues and motivate the discussion?	Yes <input type="checkbox"/>	Somewhat <input checked="" type="checkbox"/>	No <input type="checkbox"/>

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		vi. (If relevant) does the faculty member handle politically controversial issues in a balanced manner?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
5.	<i>Use of Technology</i>	i. Does the faculty member assign any audiovisual materials as homework assignment or use them in the classroom?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
		ii. Does the faculty member use the flipped classroom approach?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
		iii. Does the faculty member use an automated grading system, e.g., for in-class quizzes?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
		iv. Does the faculty member ask students to participate in a class blog or class-related social media pages?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
		v. Does the faculty member communicate with students through email list servers or other group arrangements?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
		vi. Does the faculty member encourage or require assignments to be submitted electronically?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
		vii. Does the faculty member use smart classroom technology for interactive learning?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
6.	<i>Student Interaction & Mentoring</i>	i. Does the faculty member announce regular office hours in which students could see her/him for follow up questions or course-related help?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
		ii. Does the faculty member try to create an interactive learning environment in which students feel comfortable in asking questions?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
		iii. Does the faculty member make an attempt to link the subject to current events or other issues that might be of interest to students?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
		iv. (For faculty members advising graduate students) Does the faculty member meet regularly with their graduate student mentees?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
		v. (For faculty members advising graduate students) Does the faculty member allocate a minimum of 8 hours per week on mentoring students outside of the classroom?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
		vi. Does the faculty member participate personally in classroom blogs or class-related social media pages, e.g., by	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>

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		commenting on posts, raising issues, or providing guidance?			
Total Marks obtained by the teacher					Total:

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