

**BEST UNIVERSITY TEACHER AWARD - 2021**

**HIGHER EDUCATION COMMISSION**

**ANNEX-I**

**Questionnaires on Best University Teacher Award Evaluation Parameters**

**Important Notes:**

- i). Universities are required to follow “Parameters and Assessment Mechanism” mentioned in Table 2 above while responding to questions and assigning weights against each of the parameters.
- ii). Response to all the questions within the questionnaires is mandatory. The questions carry equal marks, as below:

**Yes = 2, Somewhat = 1, No = 0**

- iii). Weightage against each parameter must be calculated as per the following formulae:

**(Marks Secured divided by Maximum Marks multiply by Weightage) x 100**

*Solved example for Parameter 3 below (Course Syllabus) in a scenario where answer to 9 questions is “Yes” and 2 questions is “Somewhat”:*

*Total questions in parameter 3 are 11, thus maximum marks are 22*

*Weightage of parameter 3, as per Table 2 above, is 10 % or 10/100*

*Marks Secured for Yes:  $9 \times 2 = 18$  and for Somewhat:  $2 \times 1 = 2$ , so total marks secured are 20*

**Weight calculation =  $(20/22 \times 10/100) \times 100 = 9.09$**

The total weight obtained by the candidate will be the sum of weights obtained by the candidate in all the nine parameters.

*(Weight calculated on any other method or without responding against all questions will not be accepted).*

- iv). Universities are required to use the provided template in responding against each question under various evaluation parameters. Questionnaires not filled as per the below format will not be accepted.
- v). No marks will be accepted if the required documentary evidence is not attached in support of accomplishments claimed. The evidences must be attached in order against each parameter and must be tagged properly to facilitate evaluation. The entire dossier must be page numbered.
- vi). The questionnaires would be submitted to HEC along with other documents of the candidates for consideration of HEC National-Level Best University Teacher Award (see “Procedure” section above).

**Table 3 – Questionnaires on Best University Teacher Award Evaluation Parameters**

Name of Teacher: \_\_\_\_\_  
Designation & Department: \_\_\_\_\_  
University: \_\_\_\_\_  
Assessment Period: **Fall 2020 – Spring 2021**

SN	Parameter	Check List	Response (Yes/Somewhat/No)	Attach evidences (with appropriate
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					title/Annex number)	
1.	<b>Command of the Subject</b>  <i>Maximum marks (10);</i>  <b>Weight (10%)</b>	i. Does candidate have a degree in the discipline?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>For example: Copies of Degree, Diploma, certificates etc.</i>
		ii. Does candidate have a certificate, diploma, or other qualification in the course topic?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		iii. Does the syllabus demonstrate command of the subject?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		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"/>	
<b>Weight obtained by the candidate under "Command of Subject"</b>						

**Table-3 – Questionnaires on Best University Teacher Award Evaluation Parameters**

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach evidences (with appropriate title/Annex number)
2.	<b>Teaching Philosophy</b> <i>Weight (10%)</i>	i. Has the candidate submitted their statement of teaching philosophy?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>One page statement on Teaching Philosophy</i>
<b>Weight obtained by the candidate under "Teaching Philosophy"</b>			<i>Weight should be assigned upon evaluating the quality and originality of the statement.</i>			

**Table-3 – Questionnaires on Best University Teacher Award Evaluation Parameters**

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach evidences (with appropriate title/Annex number)
3.	<b>Course Syllabus</b>  <i>Maximum marks (22);</i>	i. Was the syllabus made available ahead of time?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>Course Syllabus (s) developed during the assessment period</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"/>	

<b>Weight (10%)</b>	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"/>	
<b>Weight obtained by the candidate under "Course Syllabus"</b>					

<b>Table-3 – Questionnaires on Best University Teacher Award Evaluation Parameters</b>						
<b>SN</b>	<b>Parameter</b>	<b>Check List</b>	<b>Response (Yes/Somewhat/No)</b>			<b>Attach evidences (with appropriate title/Annex number)</b>
4.	<b>Grading System, Tests, and Assignments</b> Maximum marks (32);  <b>Weight (10%)</b>	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>Grading System, Tests, Quizzes, Assignments, developed during the assessment period</i>
		ii. Have the tests, if any, been prepared professionally?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		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"/>	
		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"/>	
		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"/>	
		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"/>	
		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"/>	
		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"/>	
<b>Weight obtained by the candidate under “Grading System, Tests, and Assignments”</b>						

**Table-3 – Questionnaires on Best University Teacher Award Evaluation Parameters**

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach evidences (with appropriate title/Annex number)
5.	<b>Lesson Plan</b> Maximum marks (14); <b>Weight (05%)</b>	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) developed during the assessment period</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"/>	
		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"/>	
<b>Weight obtained by the candidate under “Lesson Plan”</b>						

**Table-3 – Questionnaires on Best University Teacher Award Evaluation Parameters**

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach evidences (with appropriate title/Annex number)
6.	<b>Classroom Teaching</b>  Maximum marks (34);  Weight (20%)	i. Does the professor use PPTs?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	<i>PPTs developed during the assessment period</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"/>	
		vi. Has the university submitted a videotaped lecture by the candidate?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>Videotape (s) of Lectures captured during the assessment period</i>
		vii. In the videotape, did the candidate introduce the learning objectives for that specific lecture?	Yes <input 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"/>	
		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"/>	
<b>Weight obtained by the candidate under “Classroom Teaching”</b>						

<b>Table-3 – Questionnaires on Best University Teacher Award Evaluation Parameters</b>						
<b>SN</b>	<b>Parameter</b>	<b>Check List</b>	<b>Response (Yes/Somewhat/No)</b>			<b>Attach evidences (with appropriate title/Annex number)</b>
7.	<b>Use of Technology</b>  <i>Maximum marks (16) for questions ii-ix with 03% weightage;</i>  <b>2 % weight for the Statement on use of technology by the candidate</b>	i. Did the candidate submit a statement on their use of technology in teaching?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>One page statement by the candidate on Use of Technology.</i>  <i>(Weight to the statement should be assigned upon evaluating its quality and originality)</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"/>	
		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	Yes <input type="checkbox"/>		No <input type="checkbox"/>	

		blog or class-related social media pages?				
		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"/>	
<b>Weight obtained by the candidate under "Use of Technology"</b>						

<b>Table-3 – Questionnaires on Best University Teacher Award Evaluation Parameters</b>						
<b>SN</b>	<b>Parameter</b>	<b>Check List</b>	<b>Response (Yes/Somewhat/No)</b>			<b>Attach evidences (with appropriate title/Annex number)</b>
8.	<b>Student interaction and mentoring</b>  Maximum marks (14) for questions ii-viii with <b>05% weightage;</b>  <b>5 % weight for the Statement on Mentoring and Student Interaction Activities</b>	i. Did the candidate provide a statement regarding their mentoring and student interaction activities?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>Statement by the candidate on Mentoring and Student Interaction Activities</i>  <i>(Weight to the statement should be assigned upon evaluating its quality and originality)</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 current events or other issues that might be of interest to students?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		v. (For faculty members advising graduate students) Does the	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	

		faculty member have a clearly articulated system for supervising graduate students and research teams?				
		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"/>	
<b>Weight obtained by the candidate under “Student Interaction and Mentoring”</b>						

Table-3 – Questionnaires on Best University Teacher Award Evaluation Parameters						
SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach evidences (with appropriate title/Annex number)
9.	<b>Student Evaluations</b> 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"/>	<i>Student Evaluation Forms/Results For the assessment period</i>
		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"/>	
<b>Weight obtained by the candidate under “Student Evaluations”</b>						