



**UNIVERSITY OF ENGINEERING AND TECHNOLOGY,
MARDAN**

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Office of the Registrar

Ref. No.: 18873 /13 / 22nd Synd/2026/UETM-R
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NOTIFICATION

On the recommendations of the 20th meeting of the Academic Council held on 15.11.2025, the Syndicate, University of Engineering & Technology, Mardan, in its 22nd meeting held on 22.11.2025, approved HEC Framework for HEC Best University Teacher Award (Annexed).

Registrar

Copy to:

1. Dean, Faculty of Engineering & Computing, UET Mardan.
2. All Heads of the Departments, UET Mardan.
3. Director Academics, UET Mardan.
4. Director QEC, UET Mardan.
5. Deputy Registrar Academics, UET Mardan.
6. P.S to Vice-Chancellor, UET Mardan.
7. Master File.


Registrar
University of Engineering &
Technology, Mardan

Item No. 12-03 (ix) of the Minutes of 22nd Meeting of the Syndicate

FRAMEWORK FOR HEC BEST UNIVERSITY TEACHER AWARD (HEC BUTA)



**Higher Education Commission
Islamabad
2025**

FRAMEWORK FOR HEC BEST UNIVERSIY TEACHER AWARD

The Best University Teacher Award was established in 2003 to recognize outstanding teachers, and incentivize all teachers to enhance their pedagogical skills. It is open to BPS, TTS, and contract teacher from public as well as private universities.

The framework of Best University Teacher Award was revised in 2019 wherein a different set of awards criteria, based on indicators of effective teaching, was incorporated with an aim to encourage more attention to teaching.

Objectives: Best University Teacher Award has three objectives.

- *Incentive:* Provide an incentive to teachers to improve the quality of their teaching and andragogy;
- *Andragogical:* build a national consensus on what constitutes good teaching;
- *Capacity Building:* build a national database, accessible to all teachers, especially junior teachers, of syllabuses, grading systems (including tests, exams, quizzes), lesson plans, and lecture slides (PPTs).

A. Award Levels

The Best University Teacher Award has been split into two levels:

a. University-Level Best University Teacher Award

The university level awards would be conferred directly by the universities. Each university's best teacher awards will consist of a certificate of merit, plus, if a university Syndicate so decides, a cash award of up to Rs. 200,000/-.

Only the winners of university level awards would be eligible for competing in the HEC national award competition.

b. National-Level Best University Teacher Award

HEC would confer one or more national awards, to a limited number of recipients, to ensure their exclusivity and prestige. The HEC National Level Best University Teacher Award consists of a cash prize of Rs. 1,000,000/- (Rupees ten lacs only) along with a certificate of merit and an HEC Medal.

B. Award Criteria and Assessment Mechanism

The basic eligibility and revised set of criteria is placed below and at **Annex-I**.

i. Eligibility Requirements

Only those teachers who meet all these eligibility requirements will be considered for University-Level as well as National-Level Best University Teacher Awards. Selecting "No" will render the applicant ineligible to compete for BUTA.

Table 1: Eligibility Requirements

SN	Check List (Please check all the boxes)	Response (Yes/No)		Attach Evidence
1.	Is the teacher a full-time permanent university teacher member, on TTS, BPS, or long-term contract, at an HEC recognized public or private sector university or DAI?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Employment Letter
2.	Has the teacher completed three years of consecutive /active service as a permanent university teacher at the nominating university or DAI?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Letter from Registrar/VC/Director QEC
3.	Is the teacher less than 60 years of age?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Copy of CNIC
4.	Was the teacher physically present at the university in the previous three years?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<i>Letter(s) from VC/Registrar/ Director QEC</i>
5.	Did the teacher teach a minimum of 6 credit hours in each semester during the evaluation period (Fall-Spring)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
6.	Did the teacher attend every class during the period of evaluation?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
7.	In case the teacher missed a class, was it on account of ill health or medical emergency (documentary evidence to be provided), and was the absence compensated by a make-up class?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
8.	The teacher did not avail long-term leave (i.e., exceeding 3 weeks during the period of evaluation.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
9.	There are no disciplinary proceedings against the teacher during the previous three (03) years.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
10.	There are no adverse remarks recorded in the ACRs of the teacher during the previous three (03) years.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
11.	The teacher did not receive the HEC Best University Teacher Award after 2019.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
12.	The teacher did not serve as Vice Chancellor or any other key administrative position at the university during the past three years.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Parameters and Assessment Mechanism

Table 2: Parameters and Assessment Mechanism			
Item	Description	How Assessed	Weight
<i>Command of the Subject</i>	Teachers 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, classroom interaction and contribution in assessing faculty programs as part of the program evaluation process.	Review all relevant materials to assign a grade. Quality is based on qualifications plus direct evidence from syllabus, lectures, and tests, program evaluations etc.	10%
<i>Teaching Philosophy and Ethics</i>	Teachers should submit a one-page statement of their teaching philosophy and Ethics.	Evaluate quality and originality of statement.	10%
<i>Course Syllabus, including the grading system, tests, and assignments, and the Lesson Plan</i>	<p>"Syllabus" includes (a) succinct description of the subject of the course, (b) the learning objectives of the course (i.e., what would the students learn by taking the course), (c) the textbook (or textbooks) and supplementary course materials if needed, (d) expectations from the students, (e) grading system (see below), (f) the lesson plan (see below), (g) reference to any relevant university or HEC rules (e.g., on plagiarism), and (h) any special condition or requirement.</p> <p>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, 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>	Assign a grade based on the assessment of the syllabus, grading system, tests, etc., and lesson plan submitted by teachers.	25% (10% for Course Syllabus, 10 % for Grading and 5 % for Lesson Plan)

<i>Classroom Teaching</i>	Evaluation of (at least one) videotaped lecture by a teacher, 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. Moreover, it should be observed whether the teacher invited field experts to the classrooms and incorporated real world scenarios into assignments, exams and presentations.	Assign a grade based on review of the videotape, PPTs and background material (e.g., announcements regarding active learning practices).	20%
<i>Use of Technology</i>	Teachers 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 whether and how they deployed such tools.	Assign a grade based on review of the teacher's statement on the technology tools used by her/him. Given that good faculties are looking for ways in which technology can help andragogy, these questionnaires in Table 3 (Annex-I) can reveal the interest and commitment of teachers.	5%
<i>Student interaction and mentoring</i>	Teachers 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 teacher's statement and background materials. Beside interaction with course students, the questions in table 3 (Annex-I) provides a Metric to determine the quality of the mentorship provided	10%

		to graduate students.	
<i>Student Evaluations</i>	Student evaluations are one of the means of assessing teaching effectiveness. Students' feedback will also show the improvement in teaching.	This helps make comparative assessment of teachers. Assign a comparative grade based on review of all evaluation results.	20%

These criteria may be revised from time to time. However, any future change in criteria will take effect only in the following year.

The questionnaire at Table-3 (Annex-I) is to be filled as per the "Parameters and Assessment Mechanism" provided in Table-2 above.

C. PROCEDURE

- a. All awards pertain to a particular academic year (Fall to Spring).
- b. Upon announcement by HEC, the participating universities will issue the call for nominations, widely disseminating the information to all the departments, for University-Level Best University Teacher Award competitions.
- c. Each participating university would set up a permanent selection committee, chaired by the Vice Chancellor (and including the Registrar, Director QEC, and two senior most Deans) to review the applications or nominations and select the winners. The selection committee would finalize its decision and the results conveyed to HEC within the prescribed deadline.
- d. University-level best university teacher awards would be distributed at the time of the university convocation.
- e. The winners of the university-level best teacher awards would automatically be entered into the competition for the HEC national best university teacher award. Only those whose application and supporting documents that were submitted for university-level award will be eligible for the national award.
- f. One copy of the complete dossier, comprising all the documents and assessment (properly ordered, tagged/annexed with page numbers inserted) of the winner of the university-level best teacher award, must be submitted to HEC for consideration for National-Level Best University Teacher Award. The dossier must include the following:
 - i. A covering note prepared by the teacher.
 - ii. Filled nomination form, duly signed by the VC/Registrar.
 - iii. Latest CV of the teacher.
 - iv. A certificate, duly signed by all members of the University's Selection Committee (in original), certifying that all eligibility criteria has been met by the

university-level award winner.

v. Completed questionnaire (see **Annex-I**) with marks added and supporting documents of the teacher included, pertaining to the particular assessment period. The supporting documents must include the following:

- The syllabus or syllabuses, including grading systems, exams, tests, quizzes, assignments and lesson plans.
- Video tapes of lectures and PowerPoint presentation (PPTs). The videos are to be provided within a USB or uploaded at any hosting service over internet, for which a working link along with access rights assigned to everyone, is to be provided.
- Student evaluations of the courses being considered for the award, and the average evaluation scores of teacher and courses across the department, faculty, and the entire university. Student evaluations are confidential documents, and would be available only to the evaluation committees and will be shared with HEC.
- Three one-page statements prepared by the teacher. The three statements are:
 1. Statement of teaching philosophy and ethics.
 2. Statement on how the teacher used technology in the courses being evaluated.
 3. Statement on student interaction and mentoring.

g. HEC will set up a national evaluation committee (EC) to review the dossiers of eligible teachers. Members of the EC will be selected carefully from amongst the best teachers in the country.

h. The EC will finalize its recommendations, and the Commission will review the recommendations and approve the final selection.

D. TERMS AND CONDITIONS OF THE AWARD

1. The HEC Best University Teacher Award consists of a cash prize of Rs. 1,000,000 (Rupees ten Lac only) and a certificate of merit with an HEC Medal.
2. Each university level best teacher award will consist of a certificate of merit, plus, if a university Syndicate so decides, a cash award of up to Rs. 200,000.
3. Only those who have won the competition for the University-Level Best Teacher Award are eligible to compete for the national level Best University Teacher Award.
4. The following are the eligibility requirements for university-level best teacher awards as well as the national level best university teacher awards:
 - i. They are full-time permanent teachers, including those on TTS, BPS, or long-term contract, at any public or private sector university or DAI recognized by the HEC.
 - ii. They have completed a minimum of three years of consecutive /active service as a teacher of the nominating university or DAI 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 nominating 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 serve as Vice-Chancellors or on other key administrative positions in the university in the past three years.
 - x. Their application/ nomination along with all supporting documents have been provided on or before the annual deadline.
 - xi. The teacher must have taught a minimum of 6 credit hours in each semester during the evaluation period (Fall-Spring). The number of courses taught will be verified through student evaluations.
 - xii. The teacher did not receive national level Best University Teacher Award after 2019.
5. The Selection Committee will certify that all eligibility criteria have been met by the nominee, and send the certificate, duly signed by all members, to HEC.
6. The Selection Committee of the University/DAI will select a winner and two runners up for the university-level award process.
7. HEC will only entertain nominations received according to the prescribed channel and procedure. HEC's decision will be based solely on the documentary record, plus the

recommendation of the university's selection committee.

8. A teacher may receive Best University Teacher Award once in their life time.
9. The university will set up a mechanism to address grievances, if any.
10. The University/DAI is responsible to ensure the transparency of the process.
11. HEC has the right to not make an award in a particular year.
12. The decision of the HEC will be final.
13. 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.
14. The teacher shall have no pending liabilities with any Division of HEC. He/she will provide a certificate countersigned by the Director QEC/Registrar of the university.

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, except question xviii in Parameter-6 (Classroom Teaching):
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

Below is the solved example for Parameter 3 (Course Syllabus) in a scenario where the teacher's answer to 9 questions is “Yes” and to 2 questions is “Somewhat”:

Total questions in parameter 3 are 12, thus maximum marks of the parameter are 24

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 as per above mentioned formulae = $(20/24 \times 10/100) \times 100 = 8.33$ (weight obtained by the teacher in parameter 3)

The total weight obtained by the teacher in all parameters will be the sum of weights obtained by the teacher in each of 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 filled questionnaires are to be submitted to HEC along with other documents of the teacher for consideration of HEC National-Level Best University Teacher Award.

Table 3 – Questionnaires on Best University Teacher Award Evaluation Parameters

Name of Teacher: _____
 Designation & Department: _____
 University: _____
 Assessment Period:

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach evidences (with appropriate title/Annex number)
1.		i. Does teacher have a degree in the discipline?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>For example: Copies of Degree,</i>

Command of the Subject Maximum marks (12); Weight (10%)	ii. Does teacher have a certificate, diploma, or other qualification in the course topic?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>Diploma, certificates etc.</i>
	iii. Does the syllabus demonstrate command of the subject?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	<i>Course Syllabus (s) developed during the assessment period</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"/>	
	vi. Does the teacher contribute to assessing the faculty programs as part of program evaluation process?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	<i>Evidence from QEC/Concerned Faculty</i>
	Weight obtained by the teacher under “Command of Subject”				

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.	Teaching Philosophy and Ethics Weight (10%)	i. Has the teacher submitted the statement of his/her teaching philosophy and ethics?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>One page statement on Teaching Philosophy and Ethics</i>
Weight obtained by the teacher under “Teaching Philosophy and Ethics”		<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)
Course Syllabus Maximum marks (24); Weight (10%)	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 address 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. Did the recommended textbook cover contemporary knowledge?	Yes <input type="checkbox"/>		No <input type="checkbox"/>		

	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"/>	
	xii. Does the teacher provide feedback to ensure that the syllabus reflect current trends and international developments?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
Weight obtained by the teacher under “Course Syllabus”					

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)
4.	Grading System, Tests, and Assignments Maximum marks (30); Weight (10%)	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 teacher given in-class assignments?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		vii. Has the teacher 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 teacher 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 lab/field work/research/capstone project?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
xiii. Does the course outline describe how field work, lab work, research or project, if relevant, will be graded?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
xiv. Does the course require group work?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
xv. Does the course outline describe how group work will be graded?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
Weight obtained by the teacher under “<i>Grading System, Tests, and Assignments</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)
5.	<i>Lesson Plan</i> Maximum marks (14); Weight (5%)	i. Has the teacher 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"/>	Somewhat <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"/>	
Weight obtained by the teacher under “<i>Lesson Plan</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)
6.	Classroom Teaching Maximum marks (36); Weight (20%)	i. Does the teacher 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 teacher'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 teacher?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		vii. In the videotape, did the teacher 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 teacher 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 teacher demonstrate adequate command of the subject?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		x. In the videotape, does the teacher's lecture style engage the attention and interest of the students?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		xi. In the videotape, was the quantitative/qualitative problem explained effectively to students?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	<i>Videotape (s) of Lectures captured during the assessment period</i>
		xii. In the videotape, does the teacher create a respectful classroom atmosphere?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		xiii. In the videotape, is there a use of active learning?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		xiv. 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"/>	
		xv. In the videotape, does the teacher use current event examples to illustrate the issues and motivate the discussion?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	

	xvi. In the videotape, was the teacher leading the academic discourse and discussions in an adequate manner?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
	xvii. Does the teacher invite field experts to classrooms and incorporate real world scenarios into assignments/exams/presentations?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	<i>Letter/Evidence</i>
	xviii. Has the teacher taught a minimum of 6 Credit Hours each in both the semesters of the evaluation period?	Yes <input type="checkbox"/> (1 mark for meeting the mandatory 6 credit hours teaching requirement per semester during the evaluation period)	Yes <input type="checkbox"/> (2 marks for credit hours taught over and above minimum requirement, up to a max. of 18 credit hours in two semesters)	No <input type="checkbox"/> (Teacher is in-eligible for BUTA)	<i>Timetable and student feedback/evaluation forms</i>
Weight obtained by the teacher under “Classroom Teaching”					

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)
7.	<i>Use of Technology</i> <i>One page Statement (Question i)</i> Weight (2%) <i>Maximum marks (14) for Questions a-g;</i> Weight (3%)	i. Did the teacher submit a statement on their use of technology in teaching?	Yes <input type="checkbox"/>		No <input type="checkbox"/> <i>One page statement by the teacher on Use of Technology.</i> <i>(Weight to the statement should be assigned upon evaluating its quality and originality)</i>
		ii. Does the teacher use any of the modern technological tools listed below?			
		a. Assign any audiovisual materials as homework assignment or use them in the classroom?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
		b. The flipped classroom approach?	Yes <input type="checkbox"/>		No <input type="checkbox"/>

	c. An automated grading system, e.g., for in-class quizzes?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
	d. Ask students to participate in a class blog or class-related social media pages?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
	e. Communicate with students through email list servers or other group arrangements?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
	f. Encourage or require assignments to be submitted electronically?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
	g. Smart classroom technology for interactive learning?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	

Weight obtained by the teacher under “Use of Technology”

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)
8.	<i>Student interaction and mentoring</i> <i>One page statement (Question i)</i> Weight (5%) Maximum marks (16) <i>for questions ii-ix</i> Weight (5%)	i. Did the teacher provide a statement regarding their mentoring and student interaction activities?	Yes <input type="checkbox"/>		No <input type="checkbox"/> <i>Statement by the teacher 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 teacher 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 teacher 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 teacher 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 teachers advising graduate students) Does the teacher 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 teachers advising undergraduate and graduate students) Does the teacher meet regularly with their graduate student mentees?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
vii. (For teachers advising undergraduate and graduate students) Does the teacher 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 teacher 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"/>	
ix. Does the teacher regularly update and facilitate access to instructional resources, including support materials and labs, for assignments and projects?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
Weight obtained by the teacher under “Student Interaction and Mentoring”				

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.	Student Evaluations Maximum marks (06); Weight (20%)	i. Has the university submitted student evaluations for the teacher of all the courses taught during evaluation period?	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 university and for the department and faculty of the teacher?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		iii. Did the teacher show improvements in his/her communication and andragogical skills based on students' feedback?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
Weight obtained by the teacher under “Student Evaluations”						