(Extra-Ordinary)

NOTIFICATION

No. : 183 / 2022 Date: 07/11/2022

Subject : Instructions to the Paper Setters

It is notified for general information of all concerned that the Choice Based Credit System has been implemented from the Academic Session 2022-2023. The Scheme of Teaching, Learning, Examination & Evaluation, syllabi and concerned Direction has already been published on Website, similarly, the instructions to the Paper Setters approved by Hon'ble Vice – Chancellor as recommended by the Associate Dean and Deans of the respective Faculties are as follows :-

Instructions to the Paper Setter :

1. The duration of University theory examination shall be of **Three hours** or appropriate hours as prescribed in the syllabus/curriculum of the pertinent course

2. The Question Paper shall consist of MCQ objective type, Short Answer type and Long Answer type questions.

3. Examiner shall set Long answer type Questions and Short Answer type Questions as specified in the following Tables (Table 1 to Table 6) or as applicable as per the curriculum.

4. There shall be internal choice for Short-Answer type Question as well as Long Answer type Question for every Unit.

5. The Question paper should be set based on the Course Outcomes (COs) defined in the curriculum and please ensure that all the outcomes are addressed through appropriate questions. Please read and study the Course Outcomes of a paper/subject/course very carefully.

6. The Questions should help to measure attainment of their corresponding Course Outcomes as prescribed in the syllabus/curriculum. All questions must be mapped to their related Course Outcomes.

7. Questions paper should try to address the different levels of learning (Bloom's Taxonomy) i.e. Knowledge / Remembering, Understanding, Applying, Analyzing, Evaluating and Creating

8. The nature of Q. No.1 shall be of objective type : MCQs and / or fill in the blanks and / or very short answer type question.

All questions in Q. No. 1 are compulsory.

9. All Units mentioned in the course should be covered with equal weightage. The question paper shall be set so as to cover the entire syllabus of the respective course (paper).

NOTE: No questions shall be set on SEM (Skill Enhancement Module) contained in a paper/subject/course

10. The degree of difficulty of the question paper should be such that a student, who has engaged himself in the continuous learning process should be able to clear with ease. However, for scoring further his all-round knowledge and skills should be tested.

11. Model Solutions/answers to the objective type question, short answer type questions, long answer type questions and scheme of marking for all question shall be submitted along with the question paper in a separate envelope.

12. Please ensure that the total marks for a course/subject/paper amounts to the prescribed total as notified in the scheme/curriculum. The total number of marks available for each question and each part of a question should be shown in the mark scheme and must tally with the marks shown on the question paper.

13. Avoid Questions like "Write short notes on …"

14. The question paper should be precise and should be designed such that the questions:

a) are unambiguous

b) are asked for appropriate marks

c) The questions should be serially numbered as 01, 02, 03, 04 & 05 etc.

d) Sub-questions, if any, shall be numbered as a, b, c, d … or i, ii, iii….etc.

e) It must be ensured that all questions are from within the prescribed syllabus

f) The paper setters should specify whether any Charts, Graphs, Tables, Codes, Books etc. are to be provided to the students. The use of which shall be permitted during the actual conduct of the examination.

15. For Short-Answer type Questions, ensure that:

 the item calls for a single, brief answer

 the item has been written as a direct question or a well-stated incomplete sentence

 the desired response is related to the main point of the item

 clues to the answer have been avoided (e.g. "a" or "an", length of the blank)

 the units and degree of precision is indicated for numerical answers.

16. For Long Answer type questions, make sure that:

 questions starting questions with "who", "what", "when", "where", "name", "list" are avoided as these terms limit the response

 questions demanding higher order skills, such as those indicated in the following Table are used

Outcome	Sample Terms
Comparing	Compare,classify,describe,distinguishbetween,explain,outline,summarize, etc.
Interpreting	Convert,draw,estimate,illustrate,interpret,restate,summarize,translate, etc.
Inferring	Derive, draw, estimate, extend, extrapolate, predict, propose, relate, etc.
Applying	Arrange,compute,describe,demonstrate,illustrate,rearrange,relate, summarize, etc.
Analyzing	Breakdown,describe,diagram,differentiate,divide,list,outline,separate, etc.
Creating	Compose, design, devise, draw, formulate, makeup, present, propose, etc.
Synthesizing	Arrange, combine, construct, design, rearrange, regroup, relate, write, etc.
Generalizing	Construct, develop, explain, formulate, generate, make, propose, state, etc.
Evaluating	Appraise, criticize, defend, describe, evaluate, explain, judge, write, etc.

17. The questions should be based on Bloom's Taxonomy levels of (a) Remembering (b) Understanding (c) Application (d) Analysis (e) evaluation and (f) Synthesis as shown below

(a) Remember:

Skill Demonstrated	Sample Question Ques / Verbs for tests
Ability to recall of information like, facts, conventions, definitions, jargon, technical terms, classifications, categories, and criteria ability to recall methodology and procedures, abstractions, principles and theories in the field Knowledge of dates, events, places, etc. Mastery of subject matter	List, define, describe, state, recite, recall, identify, show, label, tabulate, quote, name, who, when where, etc.

(b) Understand:

Skill Demonstrated	Sample Question Ques / Verbs for test
Understanding information grasp meaning translate knowledge into new context interpret facts, compare, contrast order, group, infer causes predict consequences	Describe, explain, paraphrase, restate, associate, contrast, summarize, differentiate interpret, discuss, etc.

(c) Apply:

Skill Demonstrated	Sample Question Ques / Verbs for test
Use information use methods, concepts, laws, theories in new situations solve problems using required skills of knowledge Demonstrating correct usage of method or procedure	Calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, experiment, show, examine, modify, etc.

(d) Analysis:

Skill Demonstrated	Sample Question Ques / Verbs for test
break down a complex problem into parts. Identify the relationships and interaction between the different parts of complex problem.	Classify, outline, break down, categorize, analyse, diagram, illustrate, infer, select, etc.

(e) Evaluation (Judging)Analysis:

Skill Demonstrated	Sample Question Ques / Verbs for test
Evaluation questions encourage students to develop opinions and make value decisions about issues based on specific criteria	Assess, Critique, Determine, Evaluate, Judge, Justify, Measure & Recommend, etc. *Examples of questions:* "How could you select...?" "How could you prove...?" "How would you prioritize...?" "What information would you use to support...?"

(f) Synthesis (Creating):

Skill Demonstrated	Sample Question Ques / Verbs for test
These questions encourage students create something new by using a combination of ideas from different sources to form a new whole	Arrange, Combine, Create, Design, Develop Formulate, Integrate & Organize, etc. *Examples of questions:* "What could be changed to improve...?" "How would you test...?" "What way would you design...?" "What outcome would you predict for...?"

Table 1. Faculty: Commerce & Management PG (Except MBA)

Total marks of Theory Paper	MCQ of 1 Mark each equally based on all Units	Marks for Long Answer type Questions	Distribution of Unit wise Long Answer type Questions Total no. of Units = 5
80	20	60	12 Marks Long Answer type Questions based on each Unit (i.e. 12 x 5 = 60)
60	20	40	8 Marks Long Answer type Questions based on each Unit (i.e. 8 x 5 = 40)

Table 2. Faculty: Science Stream (Science & Technology), Commerce & Management (except MBA) [UG and M. Sc.], Inter Disciplinary Studies and Humanities (Languages)

Total marks of Theory Paper	MCQ of 1 Mark each equally based on all Units	Marks for Long + Short Answer	Distribution of Unit wise Long/Short Answer type Questions If Total no. of Units (other than SEM) are		
			04 Units	05 Units	06 Units
80	20	60	*Long Answer: 10 Marks *Short Answer: 5 Marks	*Long Answer: 8 Marks *Short Answer: 4 Marks	*Long Answer: 7 Marks *Short Answer: 3 Marks
75	15	60	*Long Answer: 10 Marks *Short Answer: 5 Marks	*Long Answer: 8 Marks *Short Answer: 4 Marks	*Long Answer: 7 Marks *Short Answer: 3 Marks
70	10	60	*Long Answer: 10 Marks *Short Answer: 5 Marks	*Long Answer: 8 Marks *Short Answer: 4 Marks	*Long Answer: 7 Marks *Short Answer: 3 Marks
40	10	30	For Any Three Units: *Long Answer: 5 Marks *Short Answer: 2 Marks And For the remaining Fourth Unit * Long Answer: 6 Marks *Short Answer: 3 Marks	*Long Answer: 4 Marks *Short Answer: 2 Marks	*Long Answer: 3 Marks *Short Answer: 2 Marks

*** Solve any One Question out of Two Questions**

Note: In case of the exceptional situation not clarified in this document, with respect to the Course having an unequal distribution of marks on MCQ, the remaining distribution of marks can be adjusted on any one unit of the said Course.

Table 3. Faculty: Humanities (Social Science Group: Except Languages and Geography)

Total marks of Theory Paper	MCQ of 1 Mark each equally based on all Units	Marks for Long + Short Answer	Distribution of Unit wise Long/Short Answer type Questions If Total no. of Units (other than SEM) are
			05 Units
80	20	60	Long Answer Two Questions of each 12 Marks based on any Two Units Short Answer: Four Questions of each 03 Marks based on other Three Units (other than for which Long Answer type Questions are asked) 12 x 2 = 24 (4x3) x3 = 36 Total= 60
75	15	60	Same As Above
70	10	60	Same As Above
40	10	30	Long Answer One Question of each 10 Marks based on any One Unit Short Answer: Four Questions of each 05 Marks based on other Four Units (other than for which Long Answer type Questions are asked) 10 x 1 = 10 5 x 4 = 20 Total= 30

Table 4. Faculty: Humanities (Geography)

Total marks of Theory Paper	MCQ of 1 Mark each equally based on all Units	Marks for Long + Short Answer	Distribution of Unit wise Long/Short Answer type Questions If Total no. of Units (other than SEM) are
			05 Units
60	20	40	Long Answer Two Questions of each 8 Marks based on any Two Units Short Answer: Four Questions of each 02 Marks based on other Three Units (other than for which Long Answer type Questions are asked) 08 x 2 = 16 (4 x 2) x 3 = 24 Total = 40

Table 5. Faculty: Humanities (Music) UG

Total marks of Theory Paper	MCQ of 1 Mark each equally based on all Units	Marks for Long + Short Answer	Distribution of Unit wise Long/Short Answer type Questions If Total no. of Units (other than SEM) are
			05 Units
50	10	40	Long Answer Two Questions of each 08 Marks based on any Two Units Short Answer: Four Questions of each 02 (Solve any Four Questions out of Six Questions) Marks based on other Three Units (other than for which Long Answer type Questions are asked) 08 x 2 = 16 (4 x 2) x 3 = 24 Total = 60

Table 6. Faculty: Humanities (Music) PG

Total marks of Theory Paper	MCQ of 1 Mark each equally based on all Units	Marks for Long + Short Answer	Distribution of Unit wise Long/Short Answer type Questions If Total no. of Units (other than SEM) are
			05 Units
80	20	60	Long Answer Two Questions of each 12 Marks based on any Two Units Short Answer: Three Questions of each 04 (Solve any Three Questions out of FIVE Questions) Marks based on other Three Units (other than for which Long Answer type Questions are asked) 12 x 2 = 24 (4 x 3) x 3 =36 Total = 60

Sd/-
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