

ANNEXURE -I

Model Template for Internal Assessment & End Semester Examination

Max Marks: 40

1st Internal Assessment	2nd Internal Assessment	3rd Internal Assessment	4th Internal Assessment
1) 10 Questions - ½ Marks each MCQ – 5 Marks	Short Answers Questions - 10 Questions - 1 Mark each	Report Writing – 10 Marks (or) Two Paraphrasings - 5 Marks each	1) Assignment- 5 Marks
2) 10 Questions – ½ Mark each Fill in the blanks – 5 Marks		(or) Book review / Article review / Reflective journal	2) Seminar Presentation - 5 Marks

Model Question Paper End Semester Examination (ESE)

Time: 2 Hrs

Max Marks: 50

PART – A: Fundamental Concepts (Choose All) Attempt / Answer all Questions (5 x 2) = 10 Marks

- (1) Question No. 1 - Recall - 2 Marks
- (2) Question No. 2 - Recall - 2 Marks
- (3) Question No. 3 - Understanding - 2 Marks
- (4) Question No. 4 - Understanding - 2 Marks
- (5) Question No. 5 - Application - 2 Marks

PART – B: Higher-Order Thinking Skills Attempt all Questions (5 x 8) = 40 Marks

(6) Question No. 6: Application of Fundamental Concepts

- a. Question – 1 - Application - 5 Marks
- b. Question – 2 - Analysis - 5 Marks

(7) Question No. 7: Critical Thinking

- a. Question – 1 - Analysis - 5 Marks
- b. Question – 2 - Evaluation - 5 Marks

(8) Question No. 8: Practical Problem Solving

- a. Question – 1 - Application - 5 Marks
- b. Question – 2 - Synthesis - 5 Marks

(9) Question No. 9: Case Study Examination

- a. Question – 1 - Analysis - 5 Marks
- b. Question – 2 - Evaluation - 5 Marks

(10) Question No. 10: Synthesis of Knowledge

- a. Question – 1 - Synthesis - 5 Marks
- b. Question – 2 - Evaluation - 5 Marks

Note: Considering the diverse nature of our academic programs, it is acknowledged that certain courses may encompass three, four, or five units. In light of this, the structure of Part-B, comprising five questions, might pose challenges for courses with fewer units. To ensure an equitable distribution of questions, in instances where a program has three or four units, one or two additional questions can be included from any one or two units, respectively. This approach aims to maintain fairness and adaptability, accommodating the specific nuances of each course while upholding the integrity of the examination process. The model question paper adheres to Bloom's Taxonomy, though exemptions are possible where Bloom's Taxonomy is not applicable.