Policy on Question Paper Setting Based on Bloom's Taxonomy

Purpose

To ensure all question papers are framed in line with Outcome-Based Education (QBE) and Bloom's Taxonomy, supporting progressive student learning from **basic recall to higher-order thinking.**

Guidelines (For B. Pharmacy Program)

- **First Year:** Question papers shall focus only on **Remembering** and **Understanding** levels.
- **Second Year:** Question papers shall include **Remembering, Understanding, and Applying** levels.
- **Third Year:** Question papers shall extend to **Analyzing** and partially **Evaluating** along with earlier levels.
- **Final Year:** Question papers shall cover all levels, with more weightage on **Evaluating** and **Creating**.

Suggested distribution (percentages may vary slightly depending on subject nature):

Year of B. Pharm	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
First Year	40%	40%	20%	0%	0%	0%
Second Year	25%	35%	25%	10%	5%	0%
Third Year	15%	25%	25%	20%	10%	5%
Final Year	10%	20%	20%	20%	20%	10%

Teachers shall use appropriate Bloom's verbs (e.g., Define, Explain, Apply, Analyze, Justify, Design) while framing questions.

Bloom's Level	Action Verbs (for Q-setting)	Example Question in Pharmacy Context
Remembering (recall facts)	Define, List, Name, State, Identify	Define bioavailability. List the functions of the liver. State four examples of antacids.
Understanding (explain concepts)	Explain, Summarize, Classify, Differentiate, Describe	Explain the mechanism of action of proton pump inhibitors. Differentiate between competitive and non-competitive inhibition.
Applying (use knowledge in practice)	Solve, Demonstrate, Illustrate, Calculate, Show	Calculate the dose of paracetamol for a 20 kg child (15 mg/kg). Demonstrate the method of preparing a primary standard solution.
Analyzing (break down, compare, infer)	Analyze, Compare, Contrast, Interpret, Categorize	Analyze the dissolution profile of two tablet formulations and comment on their bioequivalence. Interpret the given patient prescription and identify possible drug–drug interactions.
Evaluating (justify, critique, assess)	Evaluate, Judge, Justify, Recommend, Critique	Evaluate the suitability of sustained-release dosage form for a hypertensive patient. Justify the use of intravenous route in emergency situations.
Creating (design, formulate, invent)	Design, Develop, Formulate, Construct, Propose	Design a research project to evaluate a new herbal formulation for diabetes. Formulate a new dosage form for a poorly soluble drug. Propose an innovative method for improving patient compliance in geriatrics.

Flexibility

- Percentages may vary slightly depending upon subject requirements (theory, practical, or research-oriented).

Implementation

- Examination Incharge shall review all question papers before examinations to ensure adherence.
- Faculties are encouraged to maintain a **question bank mapped to Bloom's levels** for transparency and academic audits.

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