



**Report of webinar**

**on**


# **THE ART OF QUESTION PAPER SETTING**

**(Held on 4<sup>th</sup> September, 2021)**



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The Centre for Quality Assurance (CIQA), KKHSOU and The Examination Branch of KKHSOU jointly organized a one day webinar on ***The Art of Question Paper setting*** for the faculty members of KKHSOU

Dr. Prasanta Kr Acharjya, Professor, Department of Education, Arunachal University was the keynote speaker in this webinar.

He interacted with the faculty members of KKHSOU and provided many tips and guidelines for setting a good question paper. The program was fruitful and all the participants interacted very actively and were benefitted from the webinar.

Some of key points which he touched and suggested are as follows:

**(1) Role of teachers – to set a quality Question Paper**

- Core issue:

Complaints (by learners/students regarding question papers)

- Toughness & contents
- Difficult question & stringent evaluation
- Such thing cause negative impacts on students and society.

**To improve the situation**

- Precaution & preventive steps like:
- Paper setters must have undisputable integrity
- Paper setters should think rationally (do it with honesty & seriousness)

*While question paper setting, the setter should be careful about certain aspects*

50% should be easy for average students

20% below average

30% creamy class/very intelligent students

Students must not lose faith on the institution because of improper question papers.





## How to set Q.P.

Good test will not happen all of a sudden

### ***Q.P. setting is an art***

Criteria :

4 inputs

- Main purpose & who is target group
- Reliabilities factor & consistency
- Applicability
- Practicability

Evaluation techniques is a systematic process

- Intended learning outcome is very important.

What is/are to be assessed: – knowledge, understanding, application/skill objectives etc.

One should note that

- \* Each & every ability can't be assessed and
- \* Purpose of QP should be ascertained.

--How to frame a question –

Course objective/ Programme objectives (*Program Outcome*) should be given proper importance.

= To assess the effectiveness of teaching learning process.

= Level of understanding of the learners ( all categories) to be ascertained





## To assess the Three domains of learning:

: Learners' cognition ability, Psychomotor abilities, Effective abilities.

In a balanced way –

(non-cognitive domain should also be assessed)

- Assess the teachers' own performance. Teacher should ask himself/herself:  
--*Am I oriented properly or not ?*

Redesign of the question papers by the moderator is also important keeping in view various above mentioned aspects.

Framed in: Non referenced manner

Criterionlevel of QP

Maximum performances-- (individual 'will' do)

Typical performances --(individual 'can' do)

(I) Scope & objective of the examination should not be deviated.

(II) Relative weightage & design of QP should be properly balanced.

(Scope of CBCS is also to be ascertained. Through knowledge, through practices)

## Last day preparation should be avoided by the paper setter

Question paper should be prepared with few strategies like:

- 1) Planning
- 2) Preparation
- 3) Setting the QP
- 4) Evaluating the QP





## Skill level question must be there in every QP

Various types of questions with weightage (unit wise) & time

- 1) The teacher needs to write the answer to check the feasibility of time.
- 2) Validate the question
- 3) Answer keys should always be submitted.

### Planning

- 1) Blue – Print
- 2) Model QP
- 3) Marking scheme
- 4) Editing
- 5) Refined QP
- 6) Submit

### Preparing:

- 1) Write down the test items / questions
- 2) Assembling all the test items in line with direction
- 3) Arranged accordingly in the blue print
- 4) Precise, lucid, easily understandable
- 5) Additional questions should be included - for moderators to choose the requisites


Generally the memory flow of the learners is in the order Unit 1 to last unit, hence question papers should also be arranged accordingly.

Question papers should be prepared **with Ascending order of difficulty**.

### General guidelines:

- Questions should be able to check/assess the accomplishment of the learner in the required field.
- If paper setters do not follow the guidelines, it creates difficulty for the moderators.
- Question paper should be relevant for the level/purpose of the examination.





Answer *any five* of the following (Not *any five out of* or not *any five from*)

**Action verbs** are important in the question papers:

e.g. Action verbs: Cognitive, comprehensive, Application, Skill etc. Discuss, Elaborate, Explain, List, State, Compare etc. Same verb should not be repeated in many questions.

More than 1 or 2 additional choice should Not be there in the question paper.

**Rigidity of the questions:**

Restricted response type questions : Degree of freedom given to the learners is less or limited.

Extended response type questions – any factual information may be selected for writing the response as per learners' choice.

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