
Construction of Question Paper

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Abstract

Evaluation is one of the most difficult areas of educational pursuits. The most common type of evaluation and assessment is through a written examination. The majority of the time, questions are drafted right before the examination without going through a quality control process, which might cause confusion or incorrect interpretation of the questions by the students. Students' self-confidence and self-esteem grow as a result of their increased understanding of the question paper's structure, and they then affirm their ability to complete the task. The design of the question paper is prepared, with consideration given to the objectives, the various forms and types of questions, and the various content areas, a projected time, Level of difficulty anticipated. In order to enhance the standard of student evaluation and assessment, this article focuses on offering instructions and a scientific technique for creating effective question papers.

Key words: Evaluation, Assessment, Question paper, Written examination

Summary

- Examination are important in our system of education as they influence the teaching learning process.
- To assess the learning outcome of students, evaluation plays a crucial role. Standards of question paper need to be followed while constructing a question paper.
- The National policy on education 1986 and its program of action 1992 recommended an improvement in the program of assessment to make it powerful tool to check quality of the teaching learning process.
- This article introduces the concept of testing and evaluation to its readers and it will help in diagnosing the competence and special aptitude of students.

- Educators should consider all the necessary steps while designing the question paper so the learning outcome of students can be assessed properly.

Introduction

The most frequently encountered form of assessment, both for formative and summative evaluation, is the written examination. No other technique can completely replace it. Question paper is the tool utilised in the written examination. Assessment is typically undertaken on two levels: summative assessment, which is the university's annual final test, and formative assessment, which is a periodic internal assessment typically conducted by the departments at the end of each term. Setting question papers is a crucial responsibility for both methods. An excellent question paper is framed in

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a clear, easily understandable language that leaves no space for ambiguity. Objectivity, practicality, and candidate friendly are also characteristics of a good question paper. A thorough and organised preparation can raise the standard of the examination questions.

Setting a Balanced a test paper

To write a fair question paper on any subject for any class, the methods listed below should be used. This article will teach you how to put up test questions and provide a sample test on the topic of nursing management for M.Sc. nursing second-year students.

1. The design of the question paper is prepared, with consideration given to the objectives, the various forms and types of questions, and the various content areas, a projected time, level of difficulty anticipated
2. A sample exam paper.
3. Writing a question on the item sheet.

Table No.1 [original]: Weightage of objectives

Objectives	Remember	Understanding	Application	Analysis	Evaluate	Create	Total
% of Marks	5%	5%	15%	15%	30%	30%	100%
Marks allocated	2.5	2.5	7.5	7.5	15	15	50

b) Weightage of various question formats/types

It is important to consider how they will be examined after reviewing the objectives and content. A particular type of inquiry can be used to test a given purpose and content more effectively. The dependability of the test is taken care of by deciding on the several question types (Essay type, Short response type, Very Short response type, and Objectives type) to be included in the test and the total marks carried by each of them. (Illustrated in table no. 2)

Table No. 2 [original]: Weightage of various question formats/types

Form of questions	Essay type	Short answers	Total
No. of questions	02	06	08
Marks allotted	20	30	50

4. Putting the test together.
5. Analysis by question form.
6. Making the score guide and marking system.

1. Creating a question paper's design

The format of the questions that will be used to test the objectives, course content, and design of the question paper should all be worked out in advance. The various dimensions of question paper are discussed with example below.

a) Objectives are weighted

Analysing the course objectives and selecting which ones are to be assessed in what attributes are necessary for a test to be valid. For this, points are assigned to each aim to be examined based on its significance. All of these objectives' relative importance may be determined using percentages. (Illustrated in table no. 1)

c) Weightage to Different Areas of information:

Examining the syllabus is required in order to give weight to various areas of information. A hypothetical example is given below for M.Sc. Nursing II Year test showing weightage to content units of Nursing Management. (Illustrated in table no. 3)

Table No.3 [original]: Weightage to different areas of information

Unit	Content	Marks Alloted
I	Introduction	2.5
II	Management	5
III	Planning	10
IV	Organization	10
V	Human resource for health	12.5
VI	Directing	10

d) Estimated Time:

Time should be mentioned for each question. Minimum 15–20 minutes should be allotted for simple type questions, 7–8 minutes for short answer questions, 1 minute for very short response questions, and objectives type questions. (Illustrated in table no. 4)

Table No. 4[original]: Estimated Time

Form of questions	Essay type	Short answers	Total
No. Of questions	02	06	08
Marks allotted	20	30	50
Time estimated	30 minutes	90 minutes	120 minutes

e) Estimated Difficulty Level

To differentiate between high achievers and low achievers, the difficulty level of the questions should be planned to accommodate all of the class members. 10% to 20% of the questions in the class can be tough if there are many strong students. The recommended percentages for easy questions are 30%, difficult questions are 10%, and average questions are 60%. (Illustrated in table no. 5)

Table No. 5[original]: Estimated Difficulty Level

Difficulty level	Percentage of marks	Marks allotted
Difficult	20%	10
Average	60%	30
Easy	20%	10
Total	100%	50

2. A sample exam paper

The blueprint is created after the test design is completed. The blueprint is a three-dimensional

diagram that displays where each question should be placed in relation to the objectives and the subject matter it tests.

A blueprint also specifies the percentage weight of cognitive aspects, the degree of proficiency assessed in each knowledge domain, and the weighted average of each question's marks.

Blueprint Preparation Process

Transfer the Performa's previously chosen weighting for the various content units. List the content units under the content areas in the left-hand column and the marks under the totals column in the right-hand column.

Asterisks (*) and a dotted line, as illustrated in the example, should be used to indicate when marks in a question should be divided between two objectives.

The essay-style questions should be listed first in the plan. Put them under the goals that these questions are meant to test. The number of questions may be indicated in brackets, and the marks for the questions may be displayed in the column beneath the objectives.

Place the short answer questions next to the objectives and the content unit you want to test through them after the essay-style questions. Marks outside the bracket, number of questions inside the bracket—these conventions should be followed for both multiple-choice questions and extremely short answer questions.

Subtotals for each question under each target should be calculated. Total the amounts. The sum you came up with should match the weighted objectives and content units you had already marked on the plan.

Complete the overview of question categories, sectional structure, and option structure. (Illustrated in table no. 6)

Table 6: Blueprint – Nursing Management, Programme & Placement: M.Sc. II Yr.

Blueprint														
Class: M.Sc. Nursing I year (Internal Exam)					Subject: Nursing Management						Marks: 50			
S.No.	Objectives	Remember		Understanding		Application		Analyze		Evaluate		Create		Total
	Form of questions	ET	SA	ET	SA	ET	SA	ET	SA	ET	SA	ET	SA	
	Content													
1	Introduction	2.5(--)												2.5
2	Management												5(1)	5
3	Planning			2.5(--)		7.5(1)								10
4	Organization									5(1)			5(1)	10
5	Human resource for health							7.5(1)			5(1)			12.5
6	Directing									5(1)			5(1)	10
Sub total		2.5(--)		2.5(--)		7.5(1)		7.5(1)		15(1)		15(1)		50
Total		2.5 (5%)		2.5 (5%)		7.5 (15%)		7.5 (15%)		15 (30%)		15 (30%)		

Note: The number outside the brackets denotes total marks, whereas the number inside denotes the number of questions.

3. Writing a questions on the item sheet

The following considerations should be made while creating questions:

- It is based on the specific instructional purpose listed in the blueprint.
- It is relevant to the particular content area as

specified in the blueprint.

- It complies with all the requirements for phrasing that type of inquiry and is written in the format specified by the blueprint.
- The level of difficulty is as requested.
- It is written in simple, accurate, and precise language that is easy for students to understand.
- It expresses the breadth and depth of the response.

ITEM SHEET		
CLASS:	SUBJECT:	UNIT:
OBJECTIVES:	MARKS:	SPECIFICATION:
ESTIMATED TIME:		FORMS OF QUESTIONS:
ESTIMATED DIFFICULTY LEVEL:		
QUESTION:		

The preparation of the answers at the same time as the question-writing process is another consideration, as the questions are frequently improved by the replies.

4. Putting the test together.

The questions must be developed and then put together in the form of a question paper. While putting together the question paper, the sequence of the questions must also be decided.

MODEL QUESTION PAPER

COLLEGE NAME.....

PROGRAMME & PLACEMENT: M.Sc. NURSING I YR (Internal assessment - I)**SUBJECT: NURSING MANAGEMENT**

TIME: 02 HRS

TOTAL MARKS: 50

LONG ESSAY

[10x2=20]

Q.1 (a) Explain the term MBO?

(b) Illustrate the application of MBO in nursing process?

[2.5+7.5=10]

Q.2 (a) What is the main objective of National population policy 2000?

(b) Infer the influence of Bhole committee on national health administration?

[2.5+7.5=10]

Q.3 SHORT ESSAY

[6x5=30]

(a) Appraise the significance of communication in nursing administration

(b) Formulate vision and mission for college of nursing

(c) Construct a map of 500 bedded hospital, unit and ancillary services

(d) Criticize on the best method of patient assignment in Intensive care unit

(e) How will you resolve the situation in which a team members level of performance negatively affected your work

5. Analysis by question form.

The preparation of a question-by-question analysis is preferred following the completion of the question paper and marking scheme. This study aids in comparing the test's question totals to the blueprint.

Additionally, it helps us understand the test's advantages and disadvantages better. For instance, we may learn from the analysis how many topics are covered in the syllabus, how challenging each question is, and which specifications are examined by each one.

The following areas are the focus of the analysis:

5. Preparing Question-Wise Analysis

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aids in comparing the test's question totals to the blueprint.

Additionally, it helps us understand the test's advantages and disadvantages better. For instance, we may learn from the analysis how many topics are covered in the syllabus, how challenging each question is, and which specifications are examined by each one. (Illustrated in table no. 7)

Table No. 7(a) [original]: Summary of the Question Paper Blueprint

Forms of Questions	Marks	No. of Questions	Total Marks
Essay type	10	02	20
Short answers	06	05	30

Table – 7(b) [original]: Question wise analysis

Class:M.Sc. Nursing I year			Subject: Nursing Management Total marks: 50			
Q.No.	Objectives	Unit	Form of question	Marks allotted	Estimated time	Estimated difficulty level
1.a.	Understanding	III	ET	2.5	3min	Easy
1.b.	Application	III	ET	7.5	12min	Average
2.a.	Remember	I	ET	2.5	3min	Easy
2.b.	Analysis	V	ET	7.5	12min	Average
3.a.	Evaluate	VI	SA	5	15min	Average
3.b.	Create	II	SA	5	15min	Difficult
3.c.	Create	IV	SA	5	15min	Easy
3.d.	Evaluate	IV	SA	5	15min	Average
3.e.	Create	VI	SA	5	15min	Difficult
3.f.	Evaluate	V	SA	5	15min	Average

The following areas are the focus of the analysis:

- The question's question number.
- The question evaluated the objective.
- The details upon which the query is built.
- Subject covered.
- The question's format.
- Allotted marks.
- The approximate amount of time needed to respond.
- Suggested degree of difficulty.

6. Making the score guide and marking system

For objective-type questions, the scoring key should be ready, and for other questions, the marking scheme. The correct answer's alphabet and the points assigned to each question are provided in the scoring key. The required outline answer and the value points for each component of the answer are provided in the marking scheme. In order to assure consistency and uniformity in scoring by several examiners, a thorough marking scheme is required. In other words, it guarantees the accuracy of the scoring.

Conclusion

One of the most effective teaching strategies is the use of questions, and using best practises can greatly improve education. A question paper must be designed so that it can track changes in students' mastery of a particular subject. Utilising a methodical approach will enhance the question paper setting

for our exams. Plan the design, create the blueprint, create a model question paper, create a making scheme, fine-tune the questions, edit the questions, review the question paper, and then send it off are the stages required.

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Ethical clearance: State College of Nursing, Dehradun

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