Classification of VTU Internal Questions Complexity Level using Cognitive Methods

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Abstract: *The accurate estimation of the difficulty position of the questions posed to scholars is essential to help them to learn more effectively and efficiently. Still, its agreed that preceptors generally fail to identify the correct difficulty position of the questions, according to the answers and final scores attained by their scholars. Therefore, this process examines the capability of preceptors for grading questions by difficulty position, comparing it with the scholars perception and the measures attained by an expert system of question automatic bracket. The results show that scholars perceptive questions more delicate than preceptors, except for the harder ones. In addition, preceptors are only smoothly more accurate (near to the expert system), in malignancy of the general scholars tendency to overrate the difficulty position of less delicate questions. Although no general conclusions can be attained about behaviour and delicacy of preceptors and scholars when they dissect the difficulty of literacy material, the handed analysis could be veritably precious for preceptors in order to descry unclear problem statements and scholars misconceptions.*

Keywords: Educational Technology, Automatic Question Classification, Expert Systems, Teachers Estimation, Students perception.

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