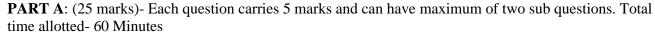# Question paper format for Open book Examination common for all years of B.Tech degree programmes

Sample Format 1:

PART A: (25 marks)- Each question carries 5 marks and can have maximum of two sub questions. Total time allotted- 60 Minutes
1.
2.
3.
4.
5.
PART B: (75 marks) – Each question carries 25 marks and can have 'n' sub question with minimum weightage of 5 marks. Total time allotted- 120 Minutes (Each question approx.-40 minutes)
25. Main Question
25 a.
25 b.
25 c.
26. Main Question
26 a.
26 b.
27 c.
27. Main Question
27.a.
27. b
27. c

Sample Format 2:

The question paper pattern is open ended.

Five questions out of Seven. Total marks 100. Distribution of marks for each question shall vary with the type of questions. One or two questions may be made compulsory.

Total of 14 MCQs distributed equally in all 7 questions i.e., 2 sub-questions in MCQ format in each main question shall be asked so that irrespective of the student's choice of question he / she will get a total of 10

- When designing the exam, consider which module / programme learning outcomes you are testing and how your questions reflect these. Structure questions that test students' ability to apply analyse, evaluate, create, synthesize, interpret etc

- Structure your open book exam questions around particular problem-based scenarios or real-world cases or trouble shooting / half-solved problems or open-ended problems. Provide background information on a given topic or area of study. This gives students an opportunity to apply their skills and knowledge.

- Link to relevant qualitative or quantitative data and ask students to interpret and apply this in particular way.

  - Questions that target application and ask students to solve, use, examine, compare, contrast, relate, etc.

  - Questions that target analysis and ask students to infer, explain, differentiate, distinguish, relate, etc.

  - Questions that target synthesis and ask students to develop, organize, design, create, integrate, etc.

  - Questions that target evaluation and ask students to judge, critique, justify, recommend, assess, etc.