



Techniques of Development of Blueprint

Follow the following steps for developing a blueprint:

Observe the enclosed blueprint based on a prescribed design for subject EVS class 6 for 100 marks.

Letters a, b, c, d, e, f, g, h, i, j, shown within certain squares are not thy part of the blueprint but these letters have been used to facilitate the paper setter to follow the steps in a sequence to prepare a blueprint in a systematic manner.

1. Insert total marks (100) shown in the design in the bottom right comer box (a)
2. Insert column wise (1-4) marks allotted to various assessment objectives in the bottom row of boxes (b)
3. Insert marks allotted to each unit (U1 - U8) row wise in the extreme right boxes (c)
4. Select appropriate units for essay type questions and enter i in relevant boxes depending upon the assessment objectives [see (d) under column 1 and column 2 against units U2, U4 and U6.]

Three essay type questions of 10 marks each are allotted for unit 2,4 and 6. An inte1nal option in case of unit 6 has been provided and indicated by 'O' under column IE. Essay questions in unit 2 and 6 for testing knowledge while the 1 in unit 4 is for testing understanding objectives (column 2 E).

5. Select appropriate units for testing skill (drawing) objective and make entry under column 4 against relevant unit. In the present blue print diagrammatic questions have been provided in units 4,5 and 8 under column 4E and 4S in boxes (e).
6. Select appropriate units most amenable to framing of application based questions and make entries of MCQs (f) first followed by VSA Question (g) and short answer questions (h). (See under column 3, 0, VS and S in boxes f,g,h).

7. Now proceed unit wise across the objectives filling up boxes under knowledge (column 1) and understanding column (2) simultaneously with even distribution of MCQ, VS, SA questions against suitable content units. (see boxes i and j) without changing the row wise total marks shown against each unit under column 5."
8. Count the number of MCQ, VSQ, SAQ to verify whether the number tallies with the stipulated number in the design. In the present blue print MCQ = 20, VSQ = 10, SAQ=10. If the total does not tally with the total of questions given in the design, make suitable adjustment between questions on knowledge and understanding objectives without disturbing entries made under application (column 3) and skill objective (column 4). The assumption is that it is not difficult to reconstruct or modify a knowledge based question into an understanding question and vice versa (see i under column 2 and j under column 1).
9. Make sub-totals and row wise and column wise to check whether weightages to different form of question (ET, SA, VSA, MCQ) are correctly tallying with unit wise weightages (U1-U8) in each row and also objective wise under column 1-4 (40, 30, 20,10). Thereby making the total 100 both row wise and column wise.
10. Insert all entries (d - j) in the same manner indicating no of questions within brackets and marks for these questions outside the bracket.

For example, 10(1), 4(1), 1(1), 2(2) indicate 10 marks 1 question, 4 marks 1 question, 1 mark 1 question and 2 marks for 2 questions (i.e.1 mark for 1 question respectively).
11. Against unit 6 under column IE, double entry 10(1) and 10(1) has been made for an essay type question to be set. It means two parallel questions have been set providing option (o) for students to attempt one of them.
12. Under column 2 against unit 4 an essay type question testing understanding is to be set for 10 marks out of which 8 marks are shown in under E column-2 of understanding objective while 2 marks, are shown 2(-)* in the same row under E skill objective (Column 4) with a sign of asterik on it. This shows that this is the part of the same essay type questions 8(1) under column 2 testing understanding objective, but also testing skill objective in the form of a diagram expected as a part of that answer. This is why question no. is not indicated and a dash is placed in the bracket 2(-). So that questions remains 1 only as indicated under column 2 in sub-column E i.e 8(1)+2(-) = 10 (1).

This is the only question in this blueprint that tests two objectives; all other questions are mono objective. Same thing can be possible in case of short answer questions if the paper setters so desires in certain cases.

Say 4(1) could be split up into 2(1) +2(-) or 3(1) +1(-) to test K/U/A objectives carrying 3 or 2 marks while 1 or 2 marks can be reserved for testing skill of drawing. Under column 4, two questions (e) of 4 marks

4(1) against unit 5 and the second 4 (1) against unit 8 are given under short answer type (e). These are diagrammatic questions testing only drawing skill requiring the students to draw and label the diagram without writing any description.

13. Sometimes, knowledge and understanding or application questions can be combined together in a question depending upon the purpose of question paper. But then this question should be put under the highest objective which it is testing.
14. When two or three separate sections are necessary, as in Biology paper or in social studies paper, separate weightage 50+50 or 40+30+30 to be reflected for different components like Botany and Zoology or History, Civics and Geography in the blue print dividing the questions proportionately in two or three parts in accordance with the allocation of section wise marks.



Ministry of Education
Government of India



Blue Print

(Based on Prescribed Design)

Subject : EVS
Total Marks : 100

Class : VI
Time : 3 hours

Assessment Objectives		Knowledge 1				Understanding 2				Application 3				Skill 4		5
Unit No.	Form of Questions Major Units	E	S	VS	O	E	S	VS	O	E	S	VS	O	E	S	Row-wise Total
U-1	Looking at Maps			1 (1) j	1 (1) J			1 (1) i					1 (1) f			4 c
U-2	The Indian Ocean	10 (1) d			1 (1) j			1 (1) j								12 c
U-3	Our Physical Environment		4 (1) j		1 (1) J				1 (1) j			1 (1) g	1 (1) f			8 c
U-4	Water					8 (1) d	4 (1) j		1 (1) J		4 (1) h		1 (1) f	2* (-) c		20 c
U-5	Air				1 (1) J				1 (1) J		4 (1) h		2 (2) f		4 (2) e	12 c
U-6	Our People	10 (1) 10* (1) d	4 (1) j	1 (1) j	2 (2) j		4 (1) l	1 (1) l	1 (1) l				1 (1) g			24 c
U-7	Our Country			2 (2) J	2 (2) J		4 (1) l	1 (1) l	1 (1) l							10 c
U-8	Living Things								1 (1) j		4 (1) h		1 (1) f		4 (1) e	10 c
Sub Total Column-Wise		20 (2)	8 (2)	4 (4)	8 (8)	8 (1)	12 (3)	4 (4)	6 (6)	-	12 (3)	2 (2)	6 (6)	2 (-)	8 (2)	100 (43)
Total Column-Wise		40 b				30 b				20 B				10 b		100 a