



MAHARASHTRA EDUCATIONAL SOCIETY'S
HUMERA KHAN COLLEGE OF EDUCATION

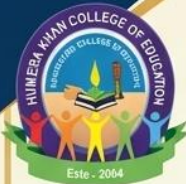
H.K CAMPUS, Adjacent to MHADA Complex, Pratiksha Nagar, Oshiwara, Jogeshwari (W)
Affiliated to University of Mumbai & Approved by NCTE (NCTE Code No: 123082)

Tel: (022)26776221, Fax: (022)26790095

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NAAC Accredited Grade 'B'

Workshop on Blue Print



MAHARASHTRA EDUCATIONAL SOCIETY'S
HUMERA KHAN COLLEGE OF EDUCATION
Oshiwara, Jogeshwari (W), Mumbai-40010
University Affiliated to University of Mumbai
(UGC, NCTE Approved, Affiliated To University of Mumbai (NCTE Code Ne: 123082))



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You are cordially invited to
Under IQAC
ORGANISES
**WORKSHOP
ON
BLUE PRINT**

 DATE	 TIME	 VENUE
12 th September 2026	11:00 am onwards	501 Classroom



RESOURCE PERSON
Dr. Varsha Maru

*Let's build
better systems
for a brighter
future*



"VISION: SHAPING THE PUPIL TEACHER TO SHOULDER
THE RESPONSIBILITY OF SHAPING THE FUTURE YOUTH
OF THE NATION"



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Date: 12th September 2026

Time: 11:00 am onwards

Venue: 501 Classroom

Introduction

Humera Khan College of Education organized an instructional and highly essential "Workshop on Blue Print" to enhance pedagogical skills. The academic event took place on 12th September 2026, scheduled from 11:00 am to 12:00 pm. This workshop was designed to align with the institution's core vision of preparing pupil-teachers to effectively shoulder the responsibility of molding the future youth of the nation. It served as a critical foundational session for developing structured teaching methodologies. The training focused heavily on transforming theoretical educational frameworks into practical classroom application.

Participants

The workshop was specifically tailored for and attended by the Second-Year Bachelor of Education (S.Y.B.Ed.) student-teachers of Humera Khan College of Education. The student-teachers actively participated in every segment of the workshop, demonstrating strong commitment to mastering modern educational evaluation techniques. Throughout the interactive session, the S.Y.B.Ed. batch engaged directly with the resource person, raising pertinent queries regarding weightage distribution and question design, and successfully applying the theoretical guidelines during practical exercises.

Objectives

- To introduce student-teachers to the core concepts and structural importance of a test blueprint.
- To guide participants on allocating appropriate weightage across syllabus content units.
- To align question formulation with cognitive domain levels using Bloom's Taxonomy.



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- To demonstrate the segregation of question formats into objective, short answer, and essay types.
- To enable effective distribution of marks based on designated difficulty levels (easy, average, difficult).

Significance

Developing a test blueprint is a fundamental skill in educational evaluation. It bridges the gap between curriculum objectives and actual assessment. A well-designed blueprint prevents subjectivity, ensures fair coverage of the curriculum, and guarantees that assessments measure higher-order thinking skills alongside basic recall. For .S.Y.B.Ed. students, mastering this tool is vital for professional competence in test construction during teaching practice and future careers.

Content

The core session led by Dr. Varsha Maru focused extensively on the conceptual foundation and practical design of a test blueprint in educational evaluation. Dr. Maru introduced the blueprint as a three-dimensional grid mapping content coverage, learning objectives, and question formats prior to setting a test. She emphasized that constructing a paper without a blueprint leads to biased evaluation and factual over-testing. To prevent this, she explained weightage tables, guiding student-teachers to divide syllabus units systematically and allocate marks based on the instructional time and importance of each topic.

Moving into the core structural dimensions, Dr. Maru explained that setting a valid question paper requires catering to four critical aspects simultaneously: syllabus weightage, cognitive objectives, question formats, and difficulty levels. She aligned question design with Bloom's Taxonomy—specifically focusing on *Remembering*, *Understanding*, *Applying*, and *Creating*—to evaluate higher-order thinking alongside basic recall. Furthermore, she detailed the need to balance question formats across Objective, Short Answer, and Essay types, while distributing mark



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allocations across Easy, Average, and Difficult difficulty levels to ensure fair assessment for all learning capabilities.

Finally, Dr. Maru demonstrated how to integrate these four parameters into a unified blueprint grid, detailing the precise mark allocation and scoring key development. She illustrated step-by-step how to execute vertical and horizontal tallying of marks across topics, objectives, and question types to maintain absolute accuracy. Through practical demonstrations, she showed how a well-crafted blueprint acts as a guiding plan for paper setters, ensuring consistency, objectivity, and transparency in student evaluation.

Conclusion

The workshop provided S.Y.B.Ed. students with practical insight into assessment design. Understanding the mechanics of a test blueprint demystified the process of question paper construction, transforming it from a routine task into an objective, criteria-driven science.

Reflecting on the session, participants learned that an effective test blueprint ensures fairness, prevents test bias, and aligns assessments directly with learning objectives. This training strengthened the pedagogical skills of the student-teachers, equipping them with essential tools for classroom assessment.



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Glimpse of Workshop

