

**SARVAJANIK UNIVERSITY**  
*Institute of Design Planning & Technology (IDPT)-SCET*  
**TERM END EVALUATION**

|                                     |                                                           |
|-------------------------------------|-----------------------------------------------------------|
| <b>Programme Name:</b>              | Master of Planning (Urban & Regional Planning)            |
| <b>Programme Code:</b>              | MUUP                                                      |
| <b>Examination:</b>                 | Summer 2026                                               |
| <b>Year-Semester:</b>               | M Plan. URP II, SEM IV                                    |
| <b>Course Name:</b>                 | Professional Elective 3 – Environmental Impact Assessment |
| <b>Course Code:</b>                 | MUUP14403                                                 |
| <b>Date and Day of Examination:</b> | 14/05/2026 (Thursday)                                     |
| <b>Marks:</b>                       | 60                                                        |
| <b>Time:</b>                        | 9:00 am                                                   |
| <b>Format of Examination</b>        | Jury/Viva/Seminar Presentation/ <b>Time Problem</b>       |

**A. Task/Question given for the Evaluation:**

1. The assessment comprises 60 MCQs of 1 mark each, resulting in a total assessment weightage of 60 marks.
2. Need to attempt all questions.
3. There was no NEGATIVE MARKING for the wrong answers.

**B. Aim:**

To evaluate the knowledge gain of Environmental Impact Assessment and related terms i.e. activities, impacts, mitigation measures, Acts, Guidelines, Rules, etc.

**C. Objectives:**

1. To assess the understanding of Environmental Impact Assessment concepts, terminology, and procedures among participants.
2. To evaluate participants' knowledge of project activities, associated environmental impacts, and appropriate mitigation measures.
3. To measure awareness of relevant environmental legislation, regulations, guidelines, rules, and statutory compliance requirements related to EIA.

**D. Instructions: (If required-as per your exam format)**

Instruction was given on the MCQ question paper.

**E. Requirements:**

To attend all the questions and to mark correct answer.

**F. Expected Outcome:**

Sensitization of students towards Environmental Impact Assessment technique and to strengthen knowledge of associated terms, activities, Acts, Guidelines, etc.

**G. Evaluation criteria:**

Based on nos. of correct answer which carries 1 Mark out of total 60 nos of question.

|          |                                                                                |             |
|----------|--------------------------------------------------------------------------------|-------------|
| <b>A</b> | <b>Total No. of Students registered for the TEE Examination of the Course:</b> | 9           |
| <b>B</b> | <b>No of students absent in the Examination:</b>                               | 0           |
| <b>C</b> | <b>Enrollment No of students absent in the Examination:</b>                    | NA          |
| <b>D</b> | <b>Total No of students appeared in the Examination:</b>                       | 9           |
| <b>E</b> | <b>Name of Examiners:</b>                                                      | <b>Sign</b> |
| 1.       | Jigneshkumar Patel                                                             | JP          |

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**EXAMINATION QUESTION PAPER Analysis for curriculum coverage and BLOOM'S TAXONOMY learning level**

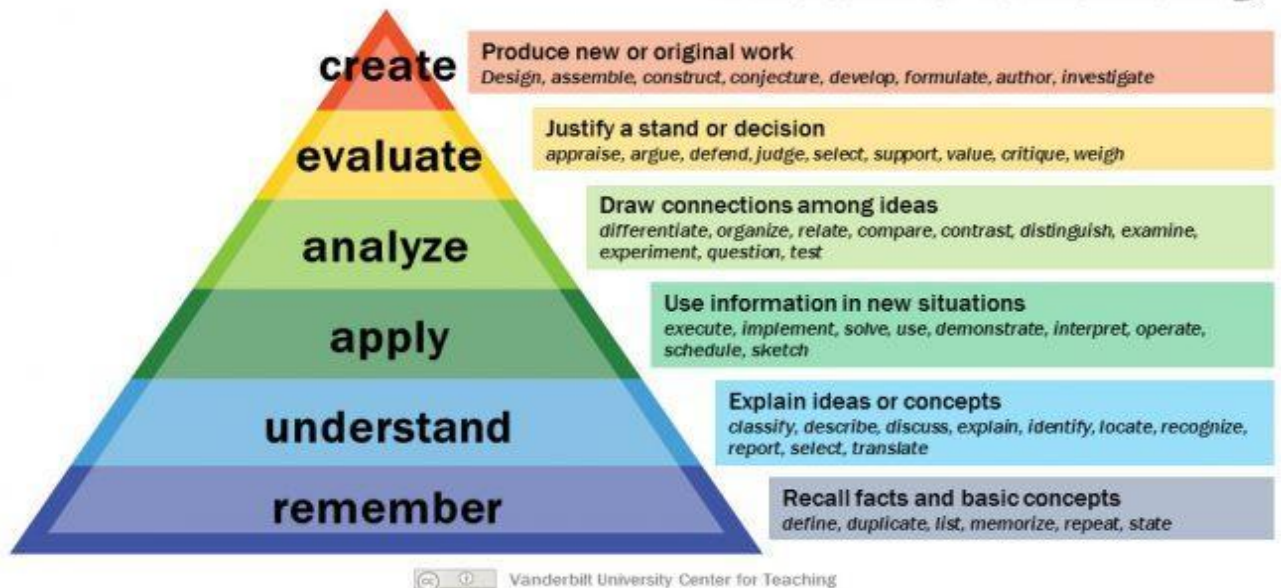
| TASK DESCRIPTION |                             | Weightage either in % or Marks- In this question paper | Cognitive Level (As per Revised Bloom's Taxonomy) R/U/Ap/Ay/E/C |
|------------------|-----------------------------|--------------------------------------------------------|-----------------------------------------------------------------|
| 1                | Multi Choice Question (MCQ) | 60 Mark                                                | R/U/Ap/Ay/E                                                     |

| Learning level coverage as per curriculum analytics (from above mapping) |    |                                          |                                     | Curriculum specified content coverage analytics (From above mapping) |                        |                                          |                                     |
|--------------------------------------------------------------------------|----|------------------------------------------|-------------------------------------|----------------------------------------------------------------------|------------------------|------------------------------------------|-------------------------------------|
| Blooms level                                                             |    | As per curriculum - either in % or marks | In this paper: either in % or marks |                                                                      | chapter /module number | As per curriculum : either in % or marks | In this paper: either in % or marks |
| Remember                                                                 | R  |                                          | 50                                  |                                                                      |                        |                                          |                                     |
| Understanding                                                            | U  |                                          | 20                                  |                                                                      |                        |                                          |                                     |
| apply                                                                    | Ap |                                          | 15                                  |                                                                      |                        |                                          |                                     |
| analyse                                                                  | Ay |                                          | 10                                  |                                                                      |                        |                                          |                                     |
| evaluate                                                                 | E  |                                          | 5                                   |                                                                      |                        |                                          |                                     |
| create                                                                   | C  |                                          | -                                   |                                                                      |                        |                                          |                                     |

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**Bloom's Taxonomy is a powerful teaching and learning tool that can help you shape nearly everything that happens in your classroom.**

## Bloom's Taxonomy



| BLOOM'S TAXONOMY DIGITAL PLANNING VERBS                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| REMEMBERING                                                                                                                                                                                                                                                                            | UNDERSTANDING                                                                                                                                                                                                                                                                                    | APPLYING                                                                                                                                                                                                                                                                           | ANALYZING                                                                                                                                                                                                                                                                                                        | EVALUATING                                                                                                                                                                                                                                                                          | CREATING                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                   |
| Copying<br>Defining<br>Finding<br>Locating<br>Quoting<br>Listening<br>Googling<br>Repeating<br>Retrieving<br>Outlining<br>Highlighting<br>Memorizing<br>Networking<br>Searching<br>Identifying<br>Selecting<br>Tabulating<br>Duplicating<br>Matching<br>Bookmarking<br>Bullet-pointing | Annotating<br>Tweeting<br>Associating<br>Tagging<br>Summarizing<br>Relating<br>Categorizing<br>Paraphrasing<br>Predicting<br>Comparing<br>Contrasting<br>Commenting<br>Journaling<br>Interpreting<br>Grouping<br>Inferring<br>Estimating<br>Extending<br>Gathering<br>Exemplifying<br>Expressing | Acting out<br>Articulate<br>Reenact<br>Loading<br>Choosing<br>Determining<br>Displaying<br>Judging<br>Executing<br>Examining<br>Implementing<br>Sketching<br>Experimenting<br>Hacking<br>Interviewing<br>Painting<br>Preparing<br>Playing<br>Integrating<br>Presenting<br>Charting | Calculating<br>Categorizing<br>Breaking Down<br>Correlating<br>Deconstructing<br>Linking<br>Mashing<br>Mind-Mapping<br>Organizing<br>Appraising<br>Advertising<br>Dividing<br>Deducing<br>Distinguishing<br>Illustrating<br>Questioning<br>Structuring<br>Integrating<br>Attributing<br>Estimating<br>Explaining | Arguing<br>Validating<br>Testing<br>Scoring<br>Assessing<br>Criticizing<br>Commenting<br>Debating<br>Defending<br>Detecting<br>Experimenting<br>Grading<br>Hypothesizing<br>Measuring<br>Moderating<br>Posting<br>Predicting<br>Rating<br>Reflecting<br>Reviewing<br>Editorializing | Blogging<br>Building<br>Animating<br>Adapting<br>Collaborating<br>Composing<br>Directing<br>Devising<br>Podcasting<br>Wiki Building<br>Writing<br>Filming<br>Programming<br>Simulating<br>Role Playing<br>Solving<br>Mixing<br>Facilitating<br>Managing<br>Negotiating<br>Leading |