Name:

Enrolment No:



UNIVERSITY OF PETROLEUM AND ENERGY STUDIES End Semester Examination, May 2023

Course: Public health and Nutrition Semester: IV
Program: Int. B.Sc. – M.Sc. Food Nutrition & Dietetics Duration: 3 Hours
Course Code: HSND2004 Max. Marks: 100

Instructions:

| | Section A | | |
|--------|--|-------|-----|
| S. No. | Short answer questions/ MCQ/T&F | Marks | COs |
| | (10Qx1.5M+5Qx3M = 30 Marks) | | |
| Q1 | These babies are managed in the Nutrition Rehabilitation Centres (NRCs) | 1.5 | CO1 |
| | a. Undernourished babies | | |
| | b. Severely acutely malnourished babies | | |
| | c. Moderately acutely malnourished babies | | |
| | d. All of the above | | |
| Q2 | In which deficiency disease is pitting oedema present in the child's body? | 1.5 | CO1 |
| | a. Marasmus | | |
| | b. Kwashiorkor | | |
| | c. Diabetes | | |
| | d. Goiter | | |
| Q3 | What is the purpose of setting SMART objectives? | 1.5 | CO3 |
| | a. To make the program goals more general | | |
| | b. To make the program goals more abstract | | |
| | c. To make the program goals more specific and achievable | | |
| | d. To make the program goals more complicated | | |
| Q4 | What is the importance of measurable objectives? | 1.5 | CO3 |
| | a. It makes the program goals difficult to track progress. | | |
| | b. It makes the program goals easy to track progress. | | |
| | c. It makes the program goals irrelevant to the program. | | |
| | d. It makes the program goals unnecessary. | | |
| Q5 | Discuss the different stakeholders that need to be involved in program | 3 | CO3 |
| | planning. | | |
| Q6 | What is the first step in program planning? | 1.5 | CO3 |
| | a. Implementing the intervention | | |
| | b. Evaluating the intervention | | |
| | c. Needs assessment | | |
| | d. Budget planning | | |

| | (2Qx15M=30 Marks) | | |
|------------|---|-----|-----|
| | Section C | | |
| - | policies to promote healthier food choices. | | |
| Q4 | Discuss motivators of stakeholders and their impact on designing of | 5 | CO4 |
| Q3 | Describe the importance of KAP in community nutrition. | 5 | CO3 |
| Q 2 | research methods used in nutritional epidemiology? | J | CO2 |
| Q2 | What do you understand by the term epidemiology? What are some of the | 5 | CO2 |
| Q1 | What is public health nutrition, and how does it differ from clinical nutrition? | 5 | CO1 |
| 0.1 | (4Qx5M=20 Marks) | | |
| | Section B | | |
| | design would you use and why? | | |
| | with the intent to treat the subjects. Which epidemiological research | | |
| | heart disease. As a nutrition researcher, you want to design an intervention | | |
| Q15 | Ms. F and Ms. D are 50-year-old woman who are concerned about their | 3 | CO2 |
| Q14 | Can clinical signs and symptoms alone be used to diagnose malnutrition? Why or why not? | 3 | CO2 |
| 014 | why? | 2 | 000 |
| | effective: addressing the root cause or the consequence of a problem and | | |
| Q13 | According to the Bhagwati-Ramaswamy theorem, which is more | 3 | CO4 |
| | Determine which study design would be appropriate based on the evaluation of the research topic and why? | | |
| | for iron requirements for healthy pregnant women. | | |
| Q12 | The Indian government plans to conduct a study to reformulate the RDA for iron requirements for healthy program women | 3 | CO2 |
| Q11 | What is purposive sampling? Discuss using suitable examples. | 1.5 | CO2 |
| | public health nutrition. | | |
| Q10 | What is asymmetric information? Explain using suitable example from | 1.5 | CO4 |
| | d. Plasma glucose | | |
| | c. Serum ferritin | | |
| | b. Serum albumin | | |
| - | a. Hemoglobin | | |
| Q9 | Which of the following is a biochemical indicator of protein status? | 1.5 | CO2 |
| | d. Stunting | | |
| | c. Overnutrition | | |
| | b. Undernutrition | | |
| Q 8 | Weight for length indicates this in malnourished children. a. Wasting | 1.3 | COI |
| 00 | d. To collect data for the program evaluation | 1.5 | CO1 |
| | c. To disseminate the program's findings | | |
| | b. To evaluate the program's impact | | |
| | a. To describe the program's objectives and outcomes | | |
| | What is the purpose of a logic model in program planning? | 1.5 | |

| Q1 | A company is manufacturing and marketing a new product that claims to | 15 | CO3 |
|----|--|---------|-----|
| Q1 | improve cognitive function. | 13 | CO3 |
| | improve cognitive function. | | |
| | As a modeliar management of the model of the state of the | | |
| | As a nutrition researcher, plan problem statement, short term objectives, | | |
| | tools to be used for each objective, inputs, key outcomes, and research | | |
| | design to be used, using SMART approach, to establish the scientific | | |
| | evidence behind this claim. | | |
| Q2 | You are working in a clinic and have been assigned to assess the nutritional | 15 | CO2 |
| | status of a malnourished, 10-year-old child. | | |
| | | | |
| | a. What methods will you use for nutritional status assessment? | | |
| | Briefly discuss the different methods of nutritional status | | |
| | assessment. 10 marks | | |
| | b. What are the limitations of each method? 5 marks | | |
| | Section D | | |
| | (2Qx10M=20 Marks) | | |
| Q1 | The government of a country has introduced a tax on sugar-sweetened | 10 | CO4 |
| | beverages to reduce the incidence of obesity. | (5Marks | |
| | | ×2) | |
| | a. Evaluate the impact of this policy on public health nutrition. | //2) | |
| | b. How can you apply the Bhagwati Ramaswamy theorem in this | | |
| | scenario? | | |
| Q2 | How can KAP (knowledge, attitude, and practices) model be used to design | 10 | CO3 |
| _ | effective nutrition interventions? | 10 | |
| | The state of the s | | |