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Department of Nutrition and Food Engineering
Faculty of Health and Life Sciences
B.Sc. in Nutrition and Food Engineering
Midterm Examination Fall 2026

Course Code: 0111-3209 **Course Title:** Nutrition Education
Level and Term: L-3, T-2 **Section:** 241 All **Course Teacher Initials:** NS,MAS,DMM,ESA
Time: 1 hour 30 minutes **Total Marks:** 25

Maintaining the order of the question is highly encouraged

			Marks
1 (a)	Mention the major areas of nutrition education in Bangladesh.	[CLO1,PLO1,C2]	2
(b)	To address nutritional deficiencies in a rural village, a health worker introduced a new nutrient-preserving cooking method. Rahima, a local homemaker, attended the session and felt curious enough to ask additional questions to learn more about how the method works. After learning about it she decided to prepare a single small meal using this technique to test if her family liked the taste before completely changing her daily cooking habits. Identify and explain the two stages of nutrition awareness building demonstrated by Rahima in this scenario.	[CLO1,PLO1,C3]	3
2	Farhana, a nutrition officer at an upazila health complex, was asked to teach 150 adolescent girls of a local high school about iron rich foods. In a noisy school hall, she delivered a 40-minute lecture full of technical terms such as "hemoglobin" and "bioavailability", speaking quickly without pausing. By the end most girls looked bored, and nobody asked a question, and a short quiz, taken a week later showed that very few of them remembered the message. The head teacher suggested that the school could also use posters and a local radio program to reach the girls and their parents.		
(a)	Identify the five components of communication (source, message, channel, receiver and response) in Farhana's session.	[CLO1,PLO1,C3]	2
(b)	Which type of nutrition communication method Farhana used?	[CLO1,PLO1,C2]	3
3 (a)	"Information perceived through demonstration is more sustainable and has long lasting effect"- justify the statement.	[CLO2,PLO10,C5]	2
(b)	Explain the guideline for demonstration of different signs and symptoms of nutritional diseases.	[CLO2,PLO10,C6]	3

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4	(a)	During a school-based nutrition education program, the teacher wants the students to participate actively in learning about healthy food choices rather than simply observing or listening. Recommend suitable two-dimensional aids for active participation and describe how they can be used in the session.	[CLO2,PLO10,C6]	2
	(b)	Compare radio, television, and newspapers as mass media aids in nutrition education in terms of their characteristics and suitability for disseminating nutrition information.	[CLO2,PLO10,C4]	3
5	(a)	Explain the conditions necessary for effective communication in nutrition education.	[CLO2,PLO10,C4]	2
	(b)	In a nutrition education session, adolescents participate in a role-play activity involving different food-choice situations. Evaluate the importance and limitations of role-play as a method of nutrition education.	[CLO2,PLO10,C5]	3