KNOWING ABOUT HEALTH FOOD AMONG EIGHTH STANDARD PUPILS THROUGH SIMPLE ACTIVITIES

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(I. SHANMUGAVEL)

DIET, Manjur

1. BACKGROUND OF THE STUDY

The researcher is working as a Lecturer, In-service, Planning and Management Branch of District Institute of Education and Training, Ramanathapuram District.

This is the Eight Action Research of the researcher after getting appointment as lecturer in DIET. The researcher has been associating many responsibilities to serve the society, particularly in the field of education.

Already the researcher has worked as BT Assistant in Panchayat Union Middle School, Kavakulam in Kadaladi Union, Ramanathapuram District.

Before he was appointed as a PG Assistant in Bhavani HSS, Coimbatore District.

2. PERCEPTION OF THE PROBLEM

Most of the students prepare for the examination in certain topics like Child safety etc., Few of the students are not able to understand in a particular topics because of its heard and technical terms.

The ultimate aim of giving them science education is to equip the students with basic knowledge of science through observation and perception from the subject taught in the class rooms by their teachers.

Normally students used to cover particular area in their subject only; leaving the rest.

In most of the school's students easily mug up in a particular area of through certain books. They are not able to understand (or) they do not know the meaning for certain words.

The research is selecting the topics to simple activities with demonstration to solve the problem for easy understanding, about the skill be to developed.

Now a days the students have been depending upon science discovery. So, as to involve each and every students to involve in the science learning through through Activities based The researcher has the intention of selecting a topic for Action research.

3. ANALYSIS OF THE PROBLEM:

Science is a subject which deals with living things. It is a skill subject comprising of various principles and theories related to it. The students should expose properly about the very nature of the science. Subject as science during the course of teaching by the teachers. The concept of evolution should be taught right from the beginning in the minds of the students so as to understand the science concept of empirical nature of the study of the subject. Hence it occupies various segments like physics, chemistry, Botany and Zoology and Bio-science etc., Here the researcher emphasis much on focusing his attention upon knowing the no the child safety life fire road health etc., in various methods. The are firstly explained to them in a slide and video through a microscope and cellphone available in the class room activities of the school laboratory, then She/he use cellphone videos for this topic like health food to life sustainable development in whole life to them so as to equip them to get mastery over the content of diseases. The following are the kinds of cells which are to be deal to them for their clear understanding upon

The researcher has demonstrated the parts of child safety life health stated with explained in the rules and regulation of above which is used for prevent and maintenance in the school campus. Which are abled to infected to human bodies and spread through some to the same place.

4. PROBABLE CAUSES:-

Among various reasons why students in VIII std are unable to understand the typical concepts in the course book, the students find it difficult to understand the same easily. This was noticed by the researcher during the course of his visit to Panchayat Union Middle School, Oruvanandhal in Ramanathapuram District.

4.1. FROM THE TEACHER PERSPECTIVE:-

It may be due to

- lack of adequate knowledge to used the Morden technology
- lack of knowledge in using TLM
- lack of knowledge showing video through cellphone microscope with slides
- lack of ability to help the learners to acquire a certain set of abilities as a result of instruction.
- unaware of knowledge about health and hygienic for life
- Lack of permanent biology teacher in the school.

4.2. From, the student's perspective: -

- lack of motivation for health food
- lack of knowledge in the health food
- lack of knowledge for knowing about natural food to health in all human being
- lack of abilities to identify the kinds of day to life used in health food

5. DEVELOPMENT OF PROPOSITIONS:-

Despite the fact that the researcher has to identify the main causes of either pictures or other natural material. In learning of health food to develop their body and also act themselves. The main problem of the students is that they confuse themselves with the different type of food like fruits, vegetables, nuts, millets, vitamins and minerals, etc.,

Hence the following approaches are proposed

- Adequate motivation shall be given to the children about effect of health food
- If the teacher show them to different type of food for understanding the topic
- Enough practices should be given to develop logical thinking
- If the teacher should be given to videos through cell phone lcd Projecter and technical available in the class room practices
- The teacher have talk about different kind of food for health
- With the help of microscope and slide through power point through cellphone presentation which includes animation and transition effects the student's learning the lesson well.
- More opportunities shall be provided to the children to come out with help as guide for clear under study.
- Making confidence to know about different kinds of health food for life
- Sufficient infrastructure shall be provided to teacher's so that they are able to equip the learner with activity based of demonstration of the health food

Among the various causes the researcher has identified the lack of knowledge to find out different kind of fruits, vegetables, etc., to develop their body and health also. With help of simple different type of activities demonstration to solve the problem.

- This method has the following benefits.
- Improve the innovative skill of the teacher
- This results upon one's mental processes and so influences his further associations thinking habits and skill as well as his mental content.
- Teacher as well as the student also changing understand in the topic.
- To know about different type of fruits, vegetables, minerals, etc.,
- Teachers and children in take of food for health oriented.

6. ACTION HYPOTHESIS: -

If the students of (Male-10, Female-13) VIII std are given proper exposure in knowing about different type of health food in day to day life and show the natural material contains minerals and its function by using through video picture for demonstration their skill of understanding the concept will be more of the students and teacher, under the final research.

7. PLANNING FOR INTERVENTION: -

The planning of the researches has improved (or) developed the school practices in primary / upper primary / high education the researcher has chooses the Panchayat Union Middle School, Oruvanandhal. The value of science education should be taught properly. This is a collaborative action research. Every activity of this action research will help the teacher and the students also, In order to real the full benefits of the action research.

Students of VIII Std have been given proper exposure upon knowing about different type of health food such as fruits, vegetables, nuts, millets, etc.,

The class teacher has to take much care and exercises periodically the students will be able to solve the problems, on their own knowledge (or) practices in the students will able to the quality of characters among them self's.

8. EXECUTION OF INTERVENTION:-

8.1 STAGES INVOLVED:

The following steps are involved for proper executive in intervention.

1. Meeting the head mister and the class teacher of the school.
2. Selection of VIII Std for the action research.
3. Preparation pre Test questionnaire.
4. Discussion with the language exports and modification of the pre-test questionnaire.
5. Conducting the pre-test.
6. Identifying the problem at take the students in particular topics.
7. Planning of intervention
8. Preparation of teaching learning materials.
9. Orientation to the class teacher to take class by using of method.
10. Execution of intervention.
11. Preparation of the post-test question.
12. Conducting the post-test.
13. Comparing the performance of the pre-test and post-test scores.
14. Finding the improvement of knowing the rules and regulation child safety like road, fire and health safety
15. Preparation of diagram and graphic reforestation for this topic.

8.2: TARGET GROUP:

Twenty Three of Students VIII Std Studying in Panchayat Union Middle School, Oruavanandhal which is situated in Kadaladi union of Ramanathapuram District is the sample for the present study. The target group includes 10 boys and 13 girls.

8.3: TOOL USED

In order to move out the improvement of the student of std VIII in the skill of knowing about different type of health food and its uses. Who have understanding the concept of knowing about different type of health food to the repeated visible the picture and video for demonstration of term of adopted and exit behaviour of the time of solving the problem.

8.4: STATISTICAL TECHNIQUES APPLIED

The following statistical techniques were used for analyzing the collected date in the form of pre-test and post-test.

8.4.1: PERCENTAGE ANALYSIS.

In order to find out the percentage of student having low, average and high level of achievement the percentage analysis has been made used of the this action research.

8.4.2: ARITHMETIC MEAN

The researcher has used the following the formula for calculating arithmetic mean.

$$x = \frac{\sum x}{n}$$

Where

X = Arithmetic mean

$\sum$ = Sum of

x = Score of distribution.

n = number of sore.

8.5. PROCEDURE OF INTERVENTION

INTERVENTION FOR ACTION RESEARCH

Generally knowing about different type of health food for life under classified into four categories

1. Carbohydrate
2. Protein
3. Lipid
4. Vitamins and Minarals

1. CARBOHYDRATE

Carbohydrates are organic compounds composed of carbon, hydrogen, and oxygen atoms, typically with a hydrogen-oxygen ratio of 2:1. They play crucial roles in biological systems, serving diverse functions essential for the survival of living organisms.

Definition:

Carbohydrates encompass a broad range of molecules, including sugars, starches, and fibers. These molecules are classified based on their structure and function. Monosaccharides, such as glucose and fructose, are single sugar units, while disaccharides, like sucrose and lactose, consist of two linked monosaccharide units. Polysaccharides, such as starch and cellulose, are complex carbohydrates composed of long chains of monosaccharide units.

Functions:

1. Energy Source: Carbohydrates serve as the primary source of energy for cells. Glucose, derived from carbohydrates, undergoes cellular respiration to produce adenosine triphosphate (ATP), the energy currency of the cell.

2. Structural Support: Certain carbohydrates contribute to the structural integrity of cells and tissues. For example, cellulose, a polysaccharide found in plant cell walls, provides rigidity and support, aiding in plant growth and structure.

3. Energy Storage: Organisms store excess glucose in the form of glycogen in animals and starch in plants. These polysaccharides serve as reservoirs of energy, which can be mobilized when needed, such as during periods of fasting or physical exertion.

4. Cellular Communication: Carbohydrates are involved in cell-cell recognition and communication. Glycoproteins, which are proteins with attached carbohydrate chains, play crucial roles in cell signaling, immune responses, and the recognition of pathogens.

5. Dietary Fiber: Certain carbohydrates, such as dietary fiber, are indigestible by humans but play vital roles in digestive health. Fiber adds bulk to stool, aiding in bowel movements, and can help regulate blood sugar levels and cholesterol levels.

6. Flavor and Texture: Carbohydrates contribute to the taste, texture, and appearance of foods. Sugars impart sweetness, while starches thicken sauces and provide a creamy texture to dishes.

Examples:

- Glucose: Found in fruits, honey, and as a component of starches, glucose is a primary source of energy for cellular processes.

- Cellulose: Abundant in plant cell walls, cellulose provides structural support and dietary fiber, aiding in digestion.

- Glycogen: Stored in the liver and muscles, glycogen serves as a readily available energy source for the body, particularly during fasting or exercise.

- Fructose: Naturally occurring in fruits and honey, fructose is a simple sugar that contributes to the sweet taste of these foods.

- Dietary Fiber: Found in fruits, vegetables, and whole grains, dietary fiber promotes digestive health and helps prevent constipation.

In conclusion, carbohydrates are vital biomolecules with diverse functions ranging from energy provision to structural support and cellular communication. Understanding their roles is essential for comprehending biological processes and maintaining a balanced diet for overall health and well-being.

2. PROTEIN

Proteins are complex organic molecules composed of amino acids, which are linked together by peptide bonds. They are fundamental building blocks of cells and tissues, with diverse roles in biological processes crucial for the functioning of living organisms.

Definition:

Proteins are macromolecules composed of one or more polypeptide chains, each consisting of a linear sequence of amino acids. These amino acids are joined together by peptide bonds, forming a unique three-dimensional structure that determines the protein's function. Proteins exhibit a wide range of structural and functional diversity, enabling them to perform various roles in cellular processes.

Classification:

Proteins can be classified based on their structure, function, and composition. The primary structural levels of proteins include:

1. Primary Structure: The linear sequence of amino acids in a polypeptide chain.
2. Secondary Structure: Localized folding patterns such as alpha helices and beta sheets, stabilized by hydrogen bonds.
3. Tertiary Structure: Overall three-dimensional folding of a single polypeptide chain, influenced by interactions between amino acid side chains.
4. Quaternary Structure: Arrangement of multiple polypeptide chains in a protein complex.

Proteins can also be classified based on their functions, which include enzymatic, structural, transport, regulatory, and signaling roles.

Functions:

1. Enzymatic Activity: Proteins act as catalysts, facilitating biochemical reactions by lowering the activation energy required for reactions to occur. Enzymes, a type of protein, catalyze specific chemical reactions essential for metabolism, digestion, and cellular processes.

2. Structural Support: Proteins provide structural support to cells, tissues, and organs. Fibrous proteins like collagen and keratin form the structural framework of connective tissues, skin, hair, and nails, contributing to their strength and integrity.

3. Transport: Certain proteins serve as carriers, transporting molecules such as oxygen (hemoglobin), ions, and nutrients across cell membranes or within the bloodstream. For example, hemoglobin transports oxygen from the lungs to tissues throughout the body.

4. Regulation: Proteins play regulatory roles in biological processes, controlling gene expression, cell signaling pathways, and metabolic activities. Regulatory proteins, such as transcription factors and hormones, modulate gene transcription and cellular responses to environmental stimuli.

5. Defense: Proteins contribute to the immune system's defense mechanisms, functioning as antibodies and immune receptors that recognize and neutralize pathogens such as bacteria and viruses.

6. Muscle Contraction: Proteins such as actin and myosin are essential for muscle contraction and movement. They interact to generate the force required for muscle contraction, enabling various physiological activities including locomotion and organ function.

Examples:

- Insulin: A hormone produced by the pancreas, insulin regulates blood sugar levels by facilitating the uptake of glucose into cells for energy production or storage.
- Collagen: The most abundant protein in the human body, collagen provides structural support to tissues such as skin, bones, tendons, and cartilage, maintaining their strength and elasticity.
- Hemoglobin: Found in red blood cells, hemoglobin binds and transports oxygen from the lungs to tissues throughout the body, facilitating cellular respiration and energy production.
- Antibodies: These proteins are produced by the immune system in response to foreign substances (antigens) and help defend the body against infections by recognizing and neutralizing pathogens.

In summary, proteins are essential macromolecules with diverse functions vital for the structure, regulation, and function of cells and organisms. Understanding their classification and roles provides insights into the complexity of biological systems and the maintenance of homeostasis.

3. LIPID

Lipids are diverse organic molecules characterized by their hydrophobic nature, meaning they are insoluble in water but soluble in nonpolar solvents like ether and chloroform. They play essential roles in cellular structure, energy storage, signaling, and insulation, contributing to various biological processes crucial for the functioning of living organisms.

Classification:

Lipids encompass a wide range of molecules with varying structures and functions. They can be classified into several categories based on their chemical composition and properties:

1. Fatty Acids: These are the building blocks of many lipids, consisting of long hydrocarbon chains with a carboxylic acid group at one end. Fatty acids can be saturated (no double bonds) or unsaturated (containing one or more double bonds).

2. Triglycerides: Also known as fats and oils, triglycerides are composed of three fatty acid molecules esterified to a glycerol molecule. They serve as a primary form of energy storage in adipose tissue and provide insulation and protection to organs.

3. Phospholipids: Phospholipids are key components of cell membranes, consisting of a glycerol molecule esterified to two fatty acids and a phosphate group. They form a lipid bilayer that regulates the passage of molecules into and out of cells.

4. Steroids: Steroids are lipids with a characteristic four-ring structure. They include hormones such as estrogen, testosterone, and cortisol, which regulate various physiological processes, as well as cholesterol, a component of cell membranes and a precursor for steroid hormones.

5. Waxes: Waxes are esters of long-chain fatty acids and long-chain alcohols. They provide waterproofing and protection to plant surfaces, animal coats, and insect exoskeletons.

Functions:

1. Energy Storage: Lipids serve as efficient energy storage molecules, providing a concentrated source of energy. Triglycerides stored in adipose tissue can be metabolized to release energy when needed, such as during periods of fasting or physical activity.

2. Structural Components: Lipids contribute to the structure and function of cell membranes. Phospholipids form the lipid bilayer that surrounds cells and organelles, providing a barrier that separates the internal environment from the external surroundings and regulates the passage of molecules.

3. Insulation: Adipose tissue, composed primarily of triglycerides, serves as an insulating layer beneath the skin, helping to maintain body temperature and protect internal organs from mechanical damage.

4. Hormone Synthesis: Lipids play a crucial role in the synthesis of steroid hormones, which regulate various physiological processes including metabolism, growth, reproduction, and stress response.

5. Cell Signaling: Lipids, such as phospholipids and sphingolipids, participate in cell signaling pathways by serving as precursors for signaling molecules or by directly interacting with cell surface receptors.

6. Waterproofing and Protection: Waxes provide waterproofing and protection to surfaces in plants, animals, and insects, preventing dehydration and reducing the risk of damage from environmental factors such as water and pathogens.

Examples:

- Triglycerides: Found in foods like butter, oils, and fatty meats, triglycerides serve as a storage form of energy in the body and provide insulation and protection.
- Phospholipids: Phospholipids, such as phosphatidylcholine and phosphatidylethanolamine, are abundant in cell membranes and play a crucial role in maintaining membrane integrity and function.
- Cholesterol: Present in animal cell membranes and synthesized in the liver, cholesterol is a precursor for steroid hormones and bile acids, and it helps regulate membrane fluidity.
- Estrogen: A steroid hormone, estrogen plays a key role in the development and maintenance of female reproductive tissues and secondary sexual characteristics.
- Beeswax: Beeswax, produced by honeybees, forms the structural basis of honeycomb cells and provides waterproofing and protection to the hive.

In summary, lipids are a diverse group of molecules with important structural, metabolic, and regulatory functions in living organisms. Understanding their classification and roles provides insights into the complexity of biological systems and the maintenance of homeostasis.

4. VITAMINS AND MINARALS

Vitamins and minerals are essential nutrients required in small quantities for various physiological functions in the body. They play critical roles in metabolism, growth, development, and overall health maintenance. This report provides an overview of the classification, functions, and examples of vitamins and minerals.

Classification:

1. **Vitamins:**

- Fat-Soluble Vitamins: These vitamins are soluble in fat and are stored in the body's fatty tissues. Fat-soluble vitamins include vitamin A, D, E, and K.

- Water-Soluble Vitamins: Water-soluble vitamins dissolve in water and are not stored in the body to the same extent as fat-soluble vitamins. They include vitamin C and the B vitamins (B1, B2, B3, B5, B6, B7, B9, B12).

2. **Minerals:**

- Macro Minerals: These minerals are required in larger amounts by the body. They include calcium, phosphorus, magnesium, sodium, potassium, chloride, and sulfur.

- Trace Minerals: Trace minerals are needed in smaller quantities compared to macro minerals. They include iron, zinc, copper, selenium, iodine, manganese, fluoride, chromium, molybdenum, and others.

Functions:

1. **Vitamins:**

- Vitamin A (Retinol): Essential for vision, immune function, and skin health. Found in foods like carrots, sweet potatoes, spinach, and liver.

- Vitamin D (Calciferol): Important for bone health, calcium absorption, and immune function. Synthesized by the skin in response to sunlight exposure and found in fortified foods like dairy products and fatty fish.

- Vitamin E (Tocopherol): Acts as an antioxidant, protecting cells from oxidative damage. Found in nuts, seeds, vegetable oils, and leafy greens.

- Vitamin K (Phylloquinone): Essential for blood clotting and bone metabolism. Found in green leafy vegetables, broccoli, and soybeans.

- Vitamin C (Ascorbic Acid): Necessary for collagen synthesis, wound healing, and immune function. Found in citrus fruits, strawberries, bell peppers, and broccoli.

- B Vitamins: Each B vitamin plays a specific role in energy metabolism, neurotransmitter synthesis, and DNA synthesis. Food sources include whole grains, meat, poultry, fish, dairy, legumes, and leafy greens.

2. **Minerals:**

- Calcium: Vital for bone and teeth formation, muscle function, and nerve transmission. Found in dairy products, leafy greens, and fortified foods.

- Iron: Essential for oxygen transport in the blood and energy metabolism. Found in red meat, poultry, fish, beans, lentils, and fortified cereals.

- Zinc: Required for immune function, wound healing, and DNA synthesis. Found in meat, seafood, nuts, seeds, and whole grains.

- Magnesium: Involved in muscle and nerve function, protein synthesis, and bone health. Found in nuts, seeds, whole grains, and leafy greens.

- Sodium and Potassium: Electrolytes important for fluid balance, nerve function, and muscle contraction. Found in table salt, processed foods, fruits, and vegetables.

- Iodine: Essential for thyroid hormone synthesis and regulation of metabolism. Found in iodized salt, seafood, dairy products, and seaweed.

In Conclusion, Vitamins and minerals are essential nutrients that play diverse and critical roles in maintaining optimal health and functioning of the body. A balanced diet rich in a variety of foods ensures an adequate intake of these nutrients, supporting overall well-being and longevity. Understanding their classification, functions, and food sources is essential for promoting healthy dietary habits and preventing nutrient deficiencies.


Alkaline Minerals
RawForBeauty.com
CALCIUM
MAGNESIUM
IRON
POTASSIUM
MANGANESE
Spinach
Broccoli
Celery
Mustard greens
Avocado
Kale
Almonds
Okra
Flax seeds
Dill
Cacao
Basil
Pumpkin seeds
Kale
Broccoli
Quinoa
Spinach
Coconut water
Avocados
Kiwi
Brussels sprouts
Tomatoes
Figs
Cinnamon
Garlic
Thyme
Chard
Turmeric
Collard greens

8.6. DURATION FOR INTERVENTIONS

Since this action research is a method of solving the student problem is collaboration with the classes teacher an orientation was given to his in conducting demonstration and also show natural food, TLM, pictures videos etc.,

Enough time was provided to strengthen the skill of understanding the parts of health and about different type of health food. if they are giving more time the reaches many exercise in class room teaching practices.

8.7. EVIDENCE COLLECTED

The researcher along with co. investigator could observe the development of student in understanding essential food for body and mental health. The Students are identifying different type of food, which one is good for health which one is not good for health to classified on the basis of nutrition. The researcher have demonstrated through simple activites in a class room situations. Which have he class students dividing to simple groups and gave small activities related to health food. In order to collect and record their improvement their achievement score was recorded in the form of pre test and post test.

9. DATA COLECTON AND ANALYSIS

The collected data was processed and analyzed with the help of percentage, frequency, mean and graphical representation in order to find out the meaningful interpretation of the raw scores

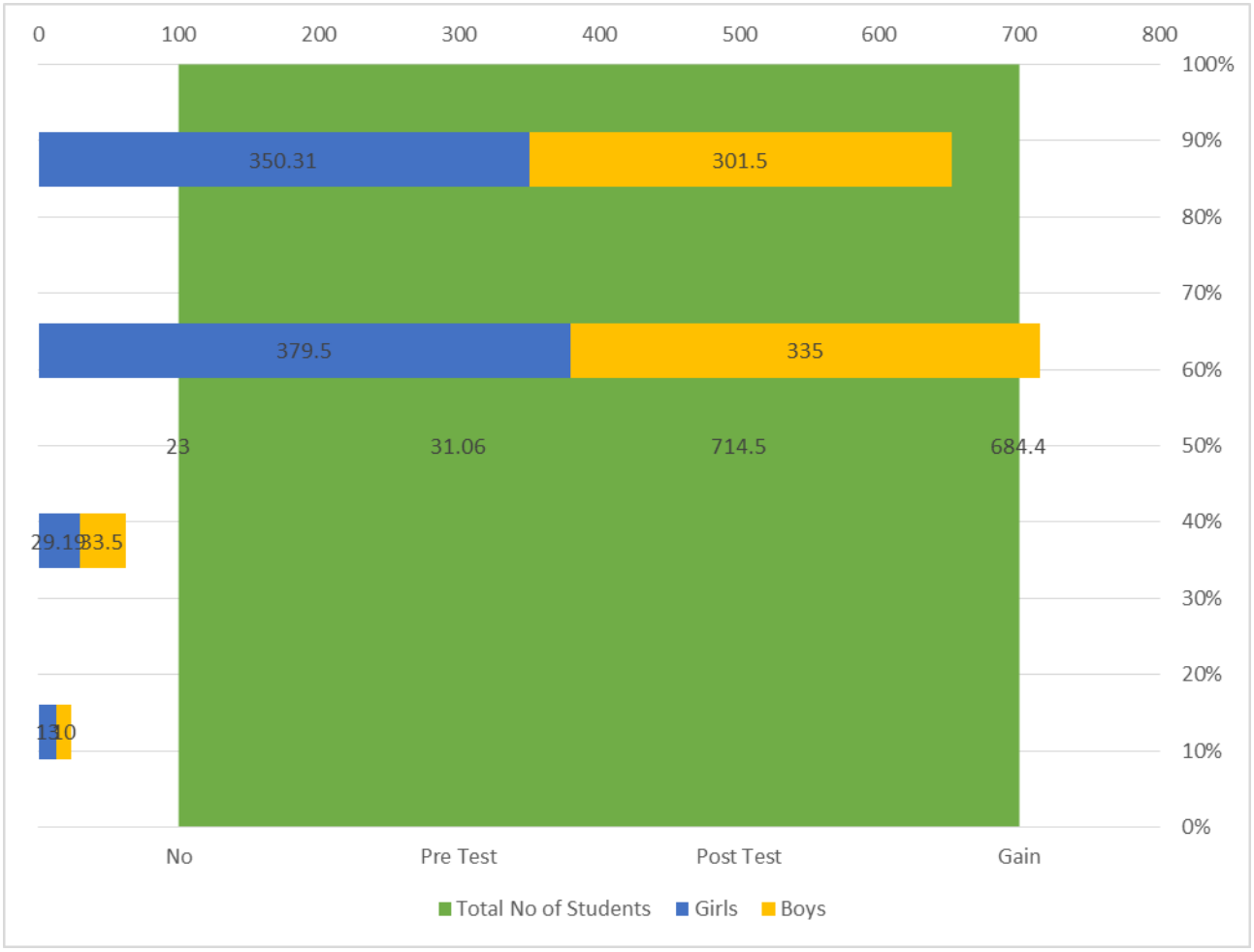
FREQUENCY OF PRE AND POST TEST SCORE

Class interval	Pre Test	Post Test
0-10	4	0
11-20	3	0
21-30	2	0
31-40	7	0
41-50	5	5
51-60	1	5
61-70	1	4
71-80	0	3
81-90	0	4
91-100	0	2
	23	**23**

MEAN FOR PRE TEST AND POST TEST SCORE

Classification	No	Pre Test	Post Test	Gain	Remarks
Total No of Students	23	31.06	714.50	684.4	Improvement
Girls	13	29.19	379.50	350.31	Improvement
Boys	10	33.50	335.0	301.50	Improvement

MEAN FOR PRE TEST AND POST TEST SCORE



10. DECISION MAKING AND REFLECTION:

The researcher broadly says that demonstration given to this VIII students. Brought remarkable improvement in this action research. The headmaster and teachers are also felt happy with the research support given to their school. Co-operation to this researcher's from the school student and teacher at maximum level the researcher can say that the student who studies different type of health food in local available materials to develop body and mental health for all students as well as informed to parent and public through microscope, videos and simple experiments will retains those ideas and use to enjoy the in their life. The researcher wishes that every school must be provided with minimum levelly of laboratory use and new technology into the school. When the researcher used natural materials, videos pictures and simple pictures in the class the student are allowed to use it. By using these equipment in the laboratory in the school, their knowledge of understanding the skill oriented subject will be encouraged.

11. TERMINATION:

At the set of the Action Research it was clear that there was a satisfaction with different type of health food done by std VIII students which was merely reading book in a particulars portion the research through videos and pictures for demonstration had been used to improve the knowledge.

Accordingly the intervention were different type of health food and executed and the outcome was fully satisfactory. Hence researcher decided to terminate the action research and the net result becomes the end of intervention.

12. NET GAIN OF RESEARCHER:

1. The students easily understand the topic like different type of health food with the help through videos, pictures, local available material explained the above topic to students, the teacher's got ideas of telling to the topic.

2. The student's basic needs of knowing and studying different type of health food will help to higher studies.

3. The student got idea on different type health and hygienic food and they are able to maintained the good atmosphere in the school compound

4. The experience of the students in using handle of different type health food in a class room with help of this as well as throughout life .

5. The headmaster and other teacher were happy that their student learn much from the action research.

6. The researcher got a satisfaction over completing the action researcher.

7. As a co-researcher he has gained considerable idea of action research.

8. The net gain of this action research to the school has contributed to the total quality of education.

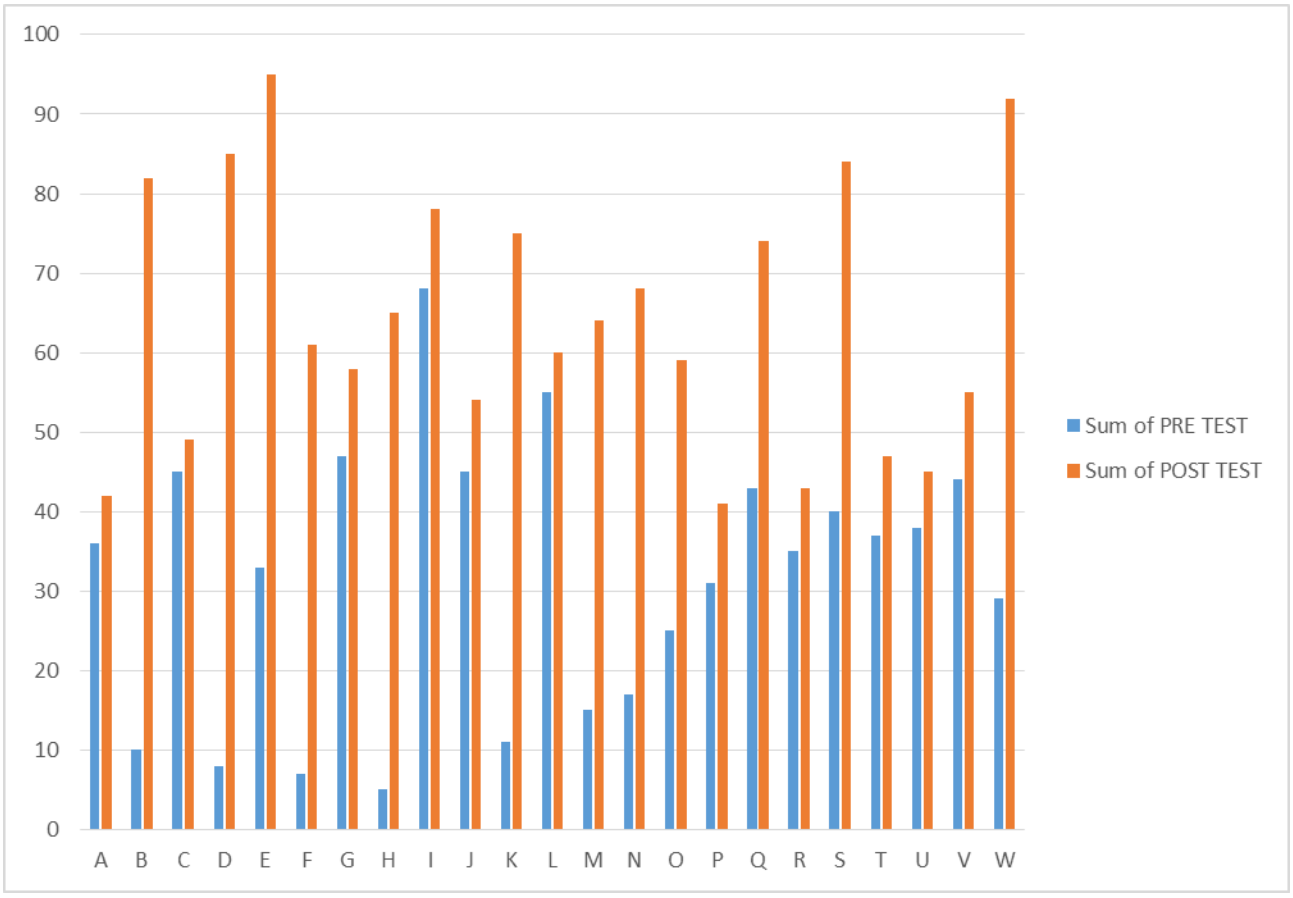
9. The head master and their teachers will monitoring for students health

10. Teachers and their students were classified food on the basis on health

PRE TEST / POST TEST MARKS

S.NO	NAME OF THE STUDENTS	PRE TEST	POST TEST
1	A	36	42
2	B	10	82
3	C	45	49
4	D	8	85
5	E	33	95
6	F	7	61
7	G	47	58
8	H	5	65
9	I	68	78
10	J	45	54
11	K	11	75
12	L	55	60
13	M	15	64
14	N	17	68
15	O	25	59
16	P	31	41
17	Q	43	74
18	R	35	43
19	S	40	84
20	T	37	47
21	U	38	45
22	V	44	55
23	W	29	92

PRE TEST / POST TEST COMPARISON



முன் / பின் வினாத் தாள்

நேரம்: 25 நிமிடம்

மதிப்பெண்: 10

நாள்:

1. உடனடியாக சக்தி அளிக்கும் உணவு

அ) புரதம் ஆ) கார்போஹைட்ரேட்

இ) வைட்டமின் ஈ) தாதுஉப்புகள்

2. சக்தியை சேமித்து வைக்கும் உணவு

அ) கொழுப்பு ஆ) கார்போஹைட்ரேட்

இ) வைட்டமின் ஈ) தாது உப்புகள்

3. பருப்பில் அதிகம் காணப்படுவது

அ) புரதம் ஆ) கார்போஹைட்ரேட்

இ) வைட்டமின் ஈ) தாது உப்புகள்

4. எண்ணெயில் அதிகம் காணப்படுவது

அ) கொழுப்பு ஆ) கார்போஹைட்ரேட்

இ) வைட்டமின் ஈ) தாது உப்புகள்

5. உடலை சீராக வைத்திருப்பவை (Body Regulator)

அ) கொழுப்பு ஆ) கார்போஹைட்ரேட்

இ) வைட்டமின் ஈ) தாது உப்புகள்

6. மீன் உணவில் அதிகம் காணப்படுவது

அ) புரதம் ஆ) கார்போஹைட்ரேட்

இ) வைட்டமின் ஈ) தாது உப்புகள்

7. தேங்காயில் காணப்படும் உணவு வகை

அ) கொழுப்பு ஆ) கார்போஹைட்ரேட்

இ) வைட்டமின் ஈ) தாது உப்புகள்

8. மாலைக்கண் நோய் குறைபாடு உள்ளவர்களுக்கு தேவையானவை

அ) கொழுப்பு ஆ) கார்போஹைட்ரேட்

இ) வைட்டமின் ஈ) தாது உப்புகள்

9. அரிசி உணவில் அதிகம் இருப்பது

அ) புரதம் ஆ) கார்போஹைட்ரேட்

இ) வைட்டமின் ஈ) தாது உப்புகள்

10. சாக்லெட்டில் அதிகம் இருப்பது

அ) கொழுப்பு ஆ) கார்போஹைட்ரேட்

இ) வைட்டமின் ஈ) தாது உப்புகள்

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