



Sri Nanak Jhira Saheb Foundation

GURU NANAK COLLEGE OF EDUCATION

Teachers Colony Manhalli Road Tq & Dist : Bidar-585 403

College Website: www.gurunanakbed.org

E-Mail : Gurunanakbedcollege@gmail.com

E-Mail IQAC: iqacgnbedc@gmail.com

2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

1. Teacher made written tests essentially based on subject content



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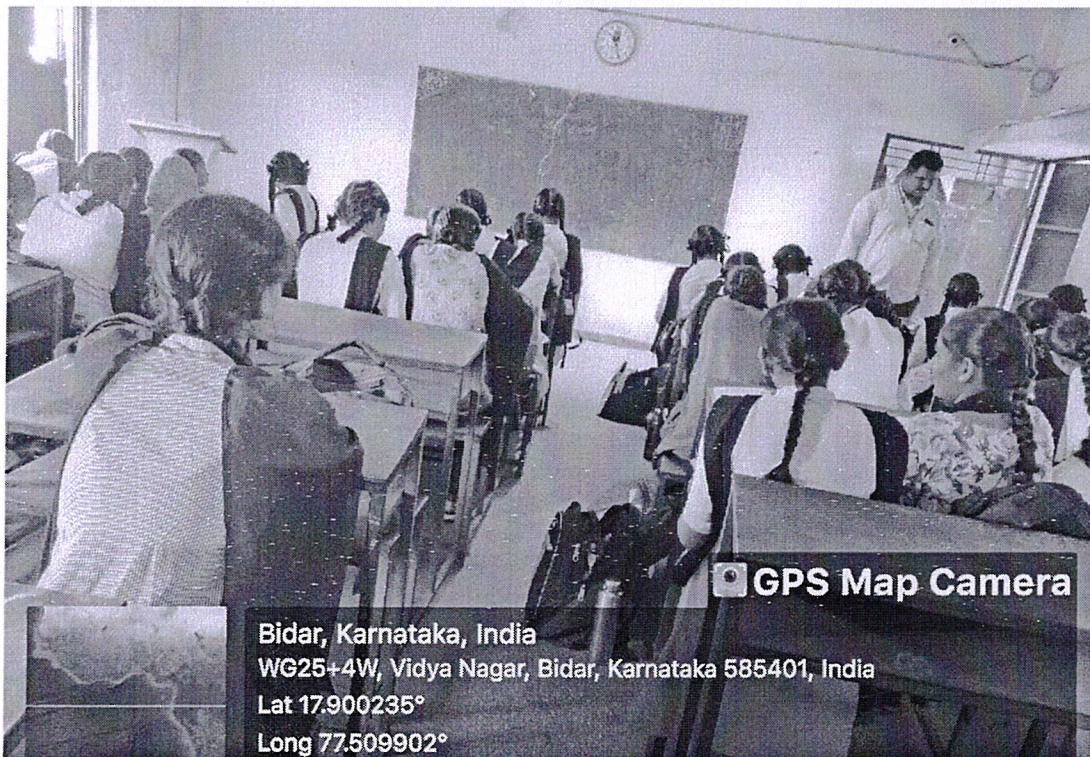
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2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners and to analyze as well as interpret responses:

1. Teacher made written tests essentially based on subject content.
2. Observation modes for individual and group activities.
3. Performance tests.
4. Oral assessment.
5. Rating Scales.

1. Teacher made written tests essentially based on subject content.



GPS Map Camera

Bidar, Karnataka, India

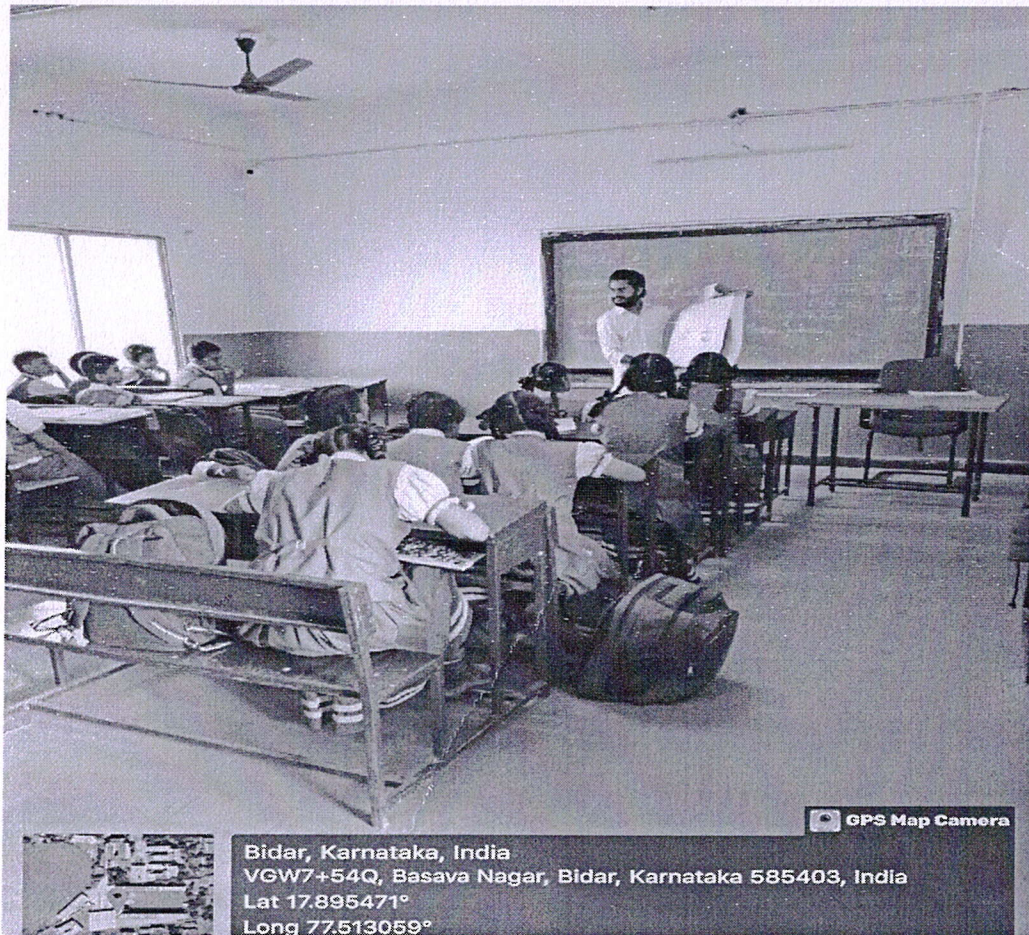
WG25+4W, Vidya Nagar, Bidar, Karnataka 585401, India

Lat 17.900235°

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Ravikumar
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1. Teacher made written tests essentially based on subject content.



2. Observation modes for individual and group activities.

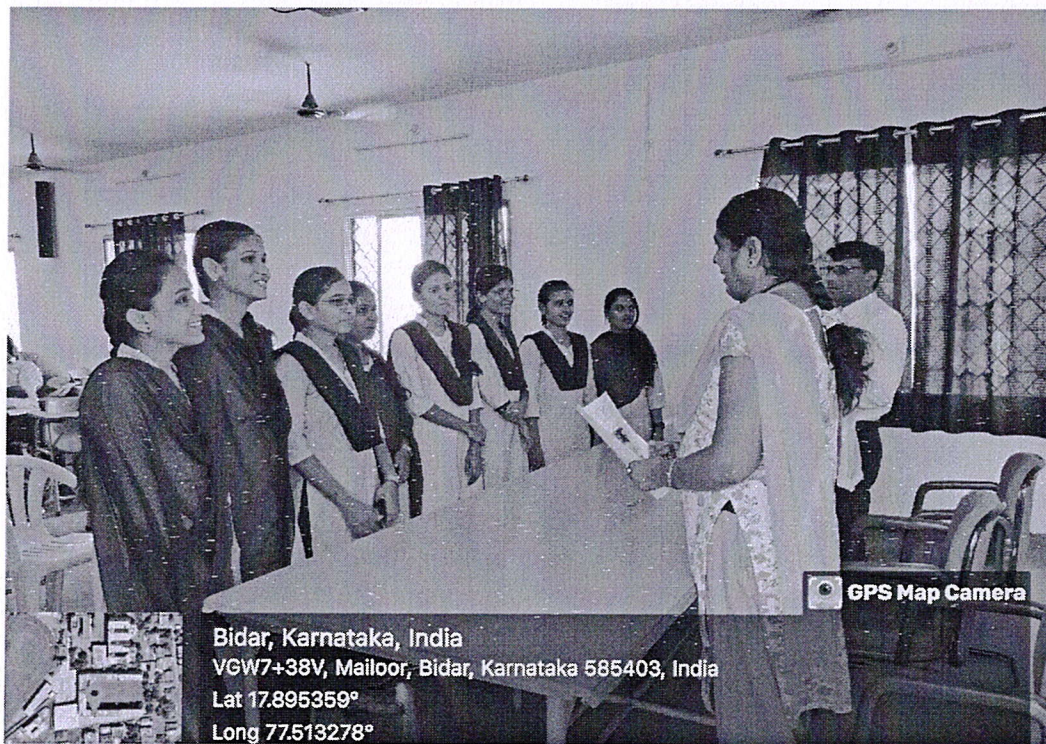


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2. Observation modes for individual and group activities.



2. Observation modes for individual and group activities.



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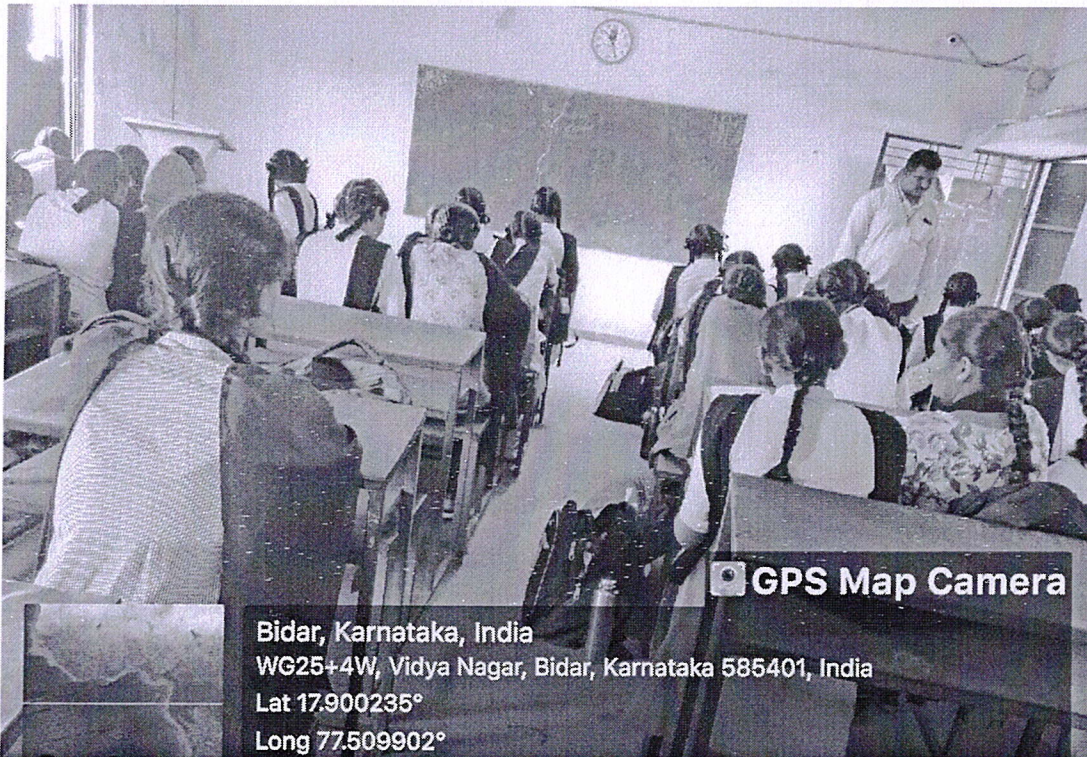
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1. Teacher made written tests essentially based on subject content.



D. Avikumar

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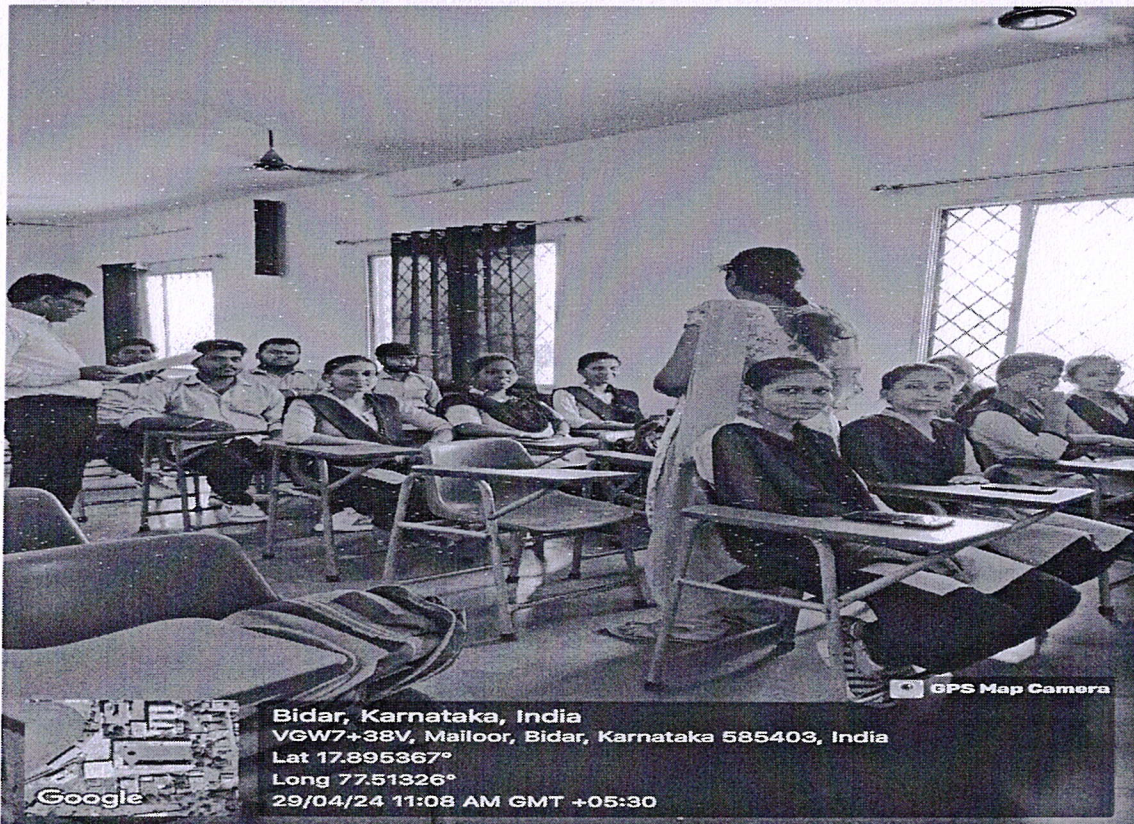


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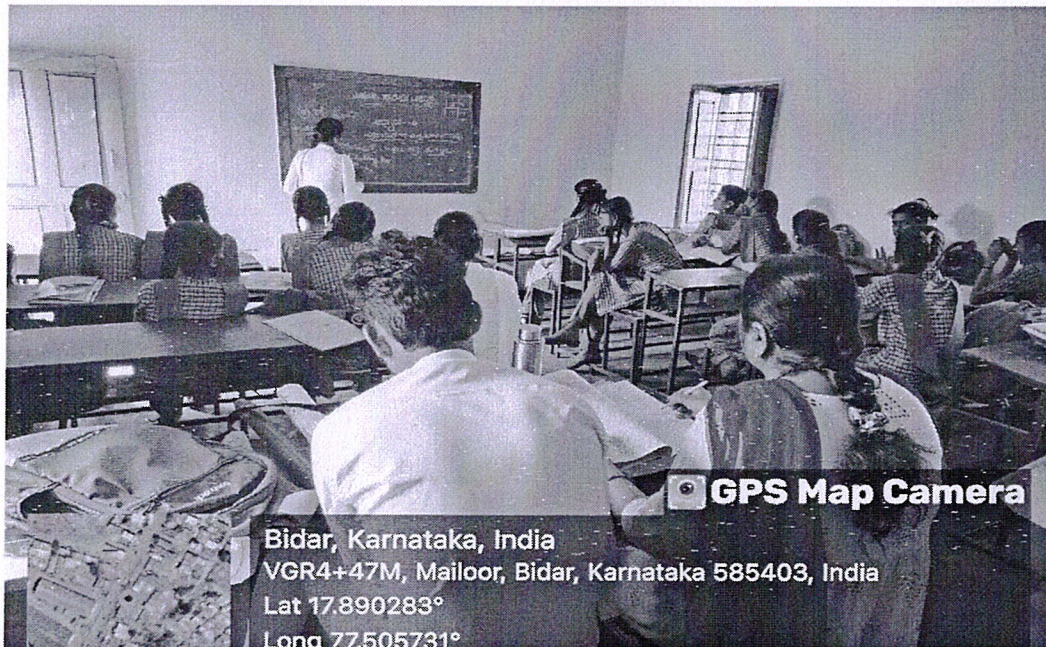


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2. Observation modes for individual and group activities.

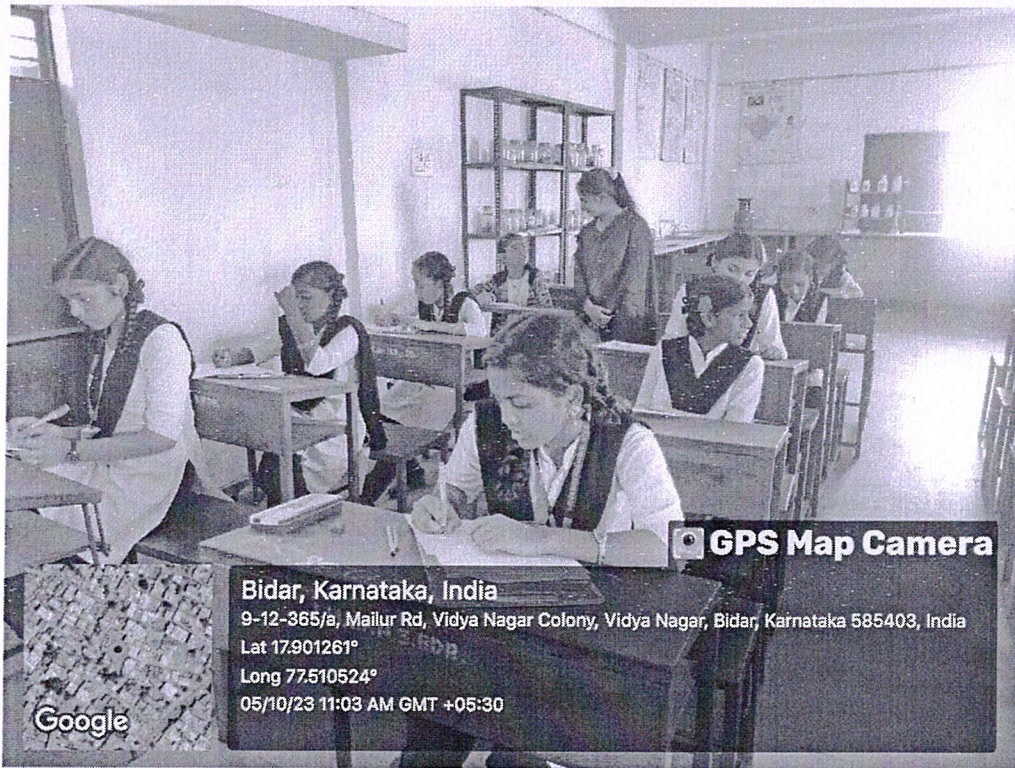


3. Performance tests.

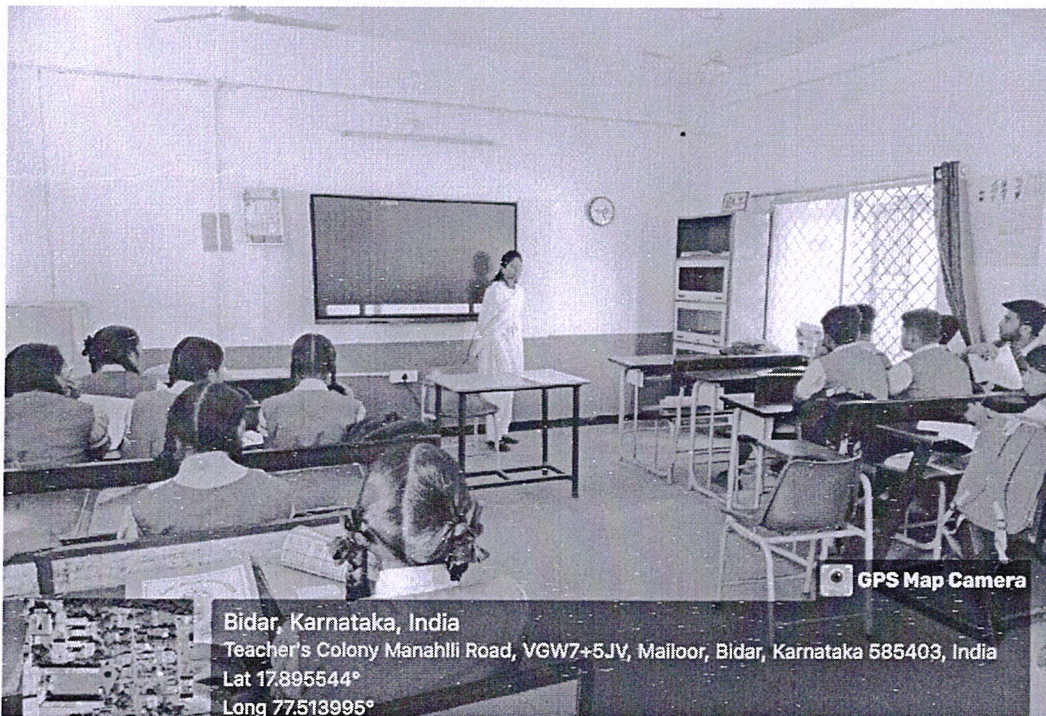


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3. Performance test:



3. Performance test:



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3. Performance test:



4. Oral assessment.

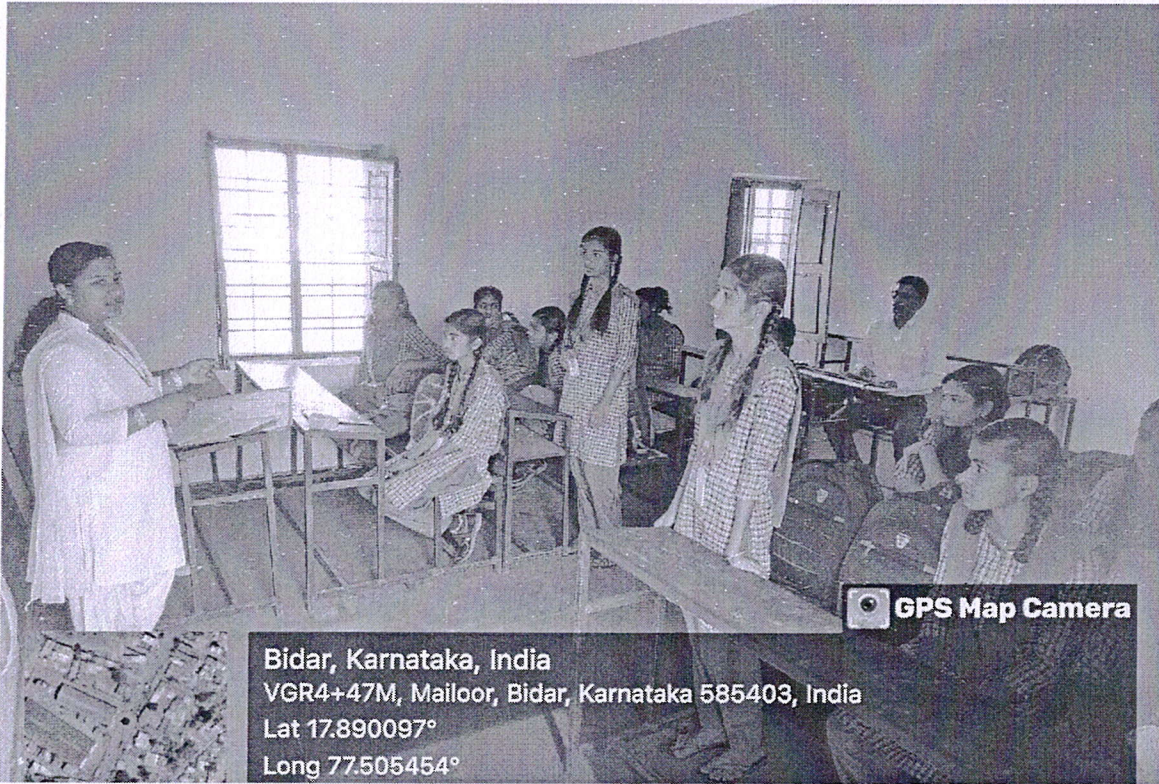


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4. Oral assessment.

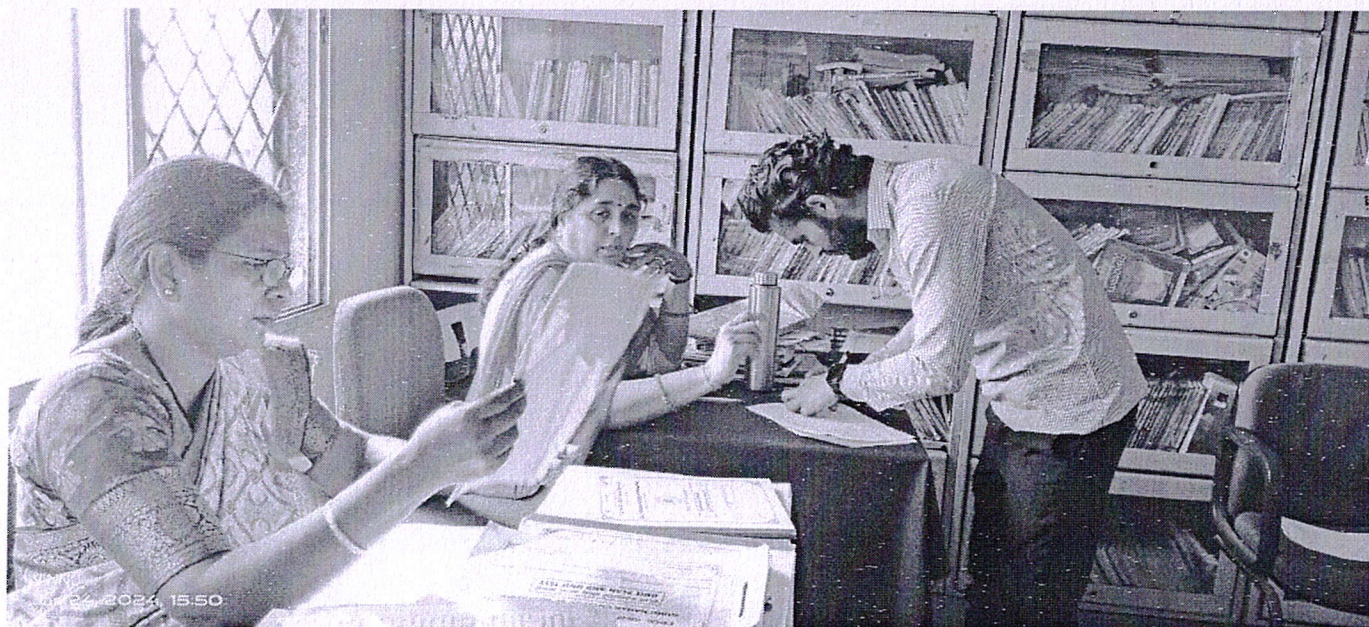


4. Oral assessment.



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4. Oral assessment.

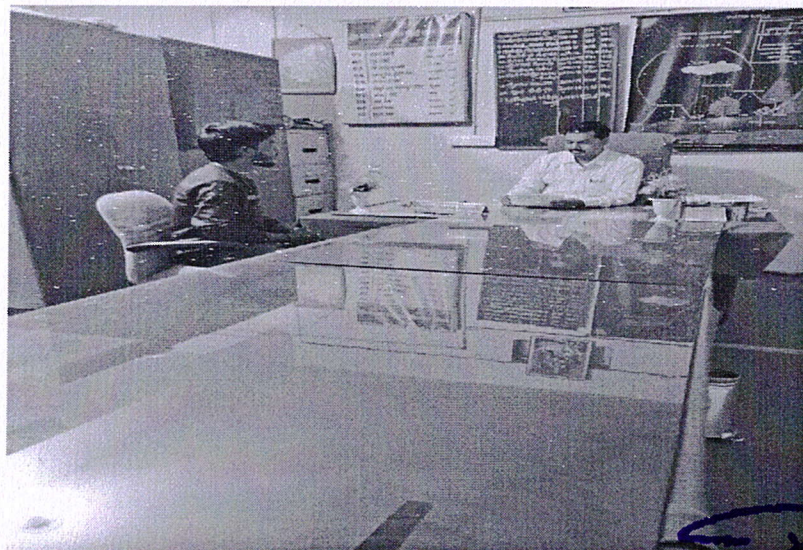


5. Rating Scales.

DESCRIPTIVE RATING SCALE

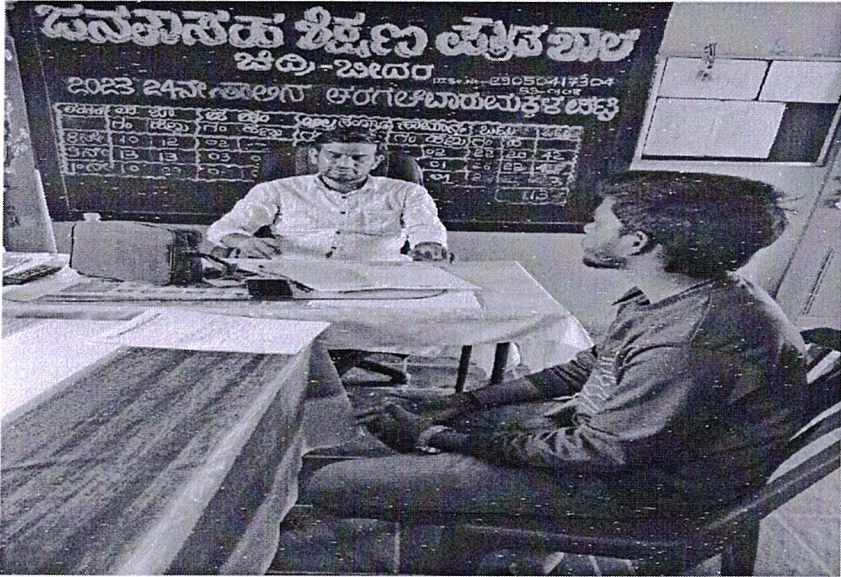
Provide for each trait a list of descriptive phrases from which the rater selects the one most applicable item being rated, selected usually by means of a check mark.

A	B	C	D	E
Excellent	Good	Average	Below average	poor



Pravikiran
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Learning Engagement Performance Observation from School Head Master



Ravikiran

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Question Paper with Answer sheet

Guru Nanak College of Education	STUDENT NAME	DATE
Name: Saqina	ROLL NO	
Roll No: 10000000000000000000		
Page: 16		(18)
Examination: I, II, III, IV Sem		
Date:		(20/26)

Section A

1) ...

2) ...

3) ...

Section B

1) ...

2) ...

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Question Paper with Answer sheet

	ROLL NO	DATE
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Section A

1) ...

2) ...

3) ...

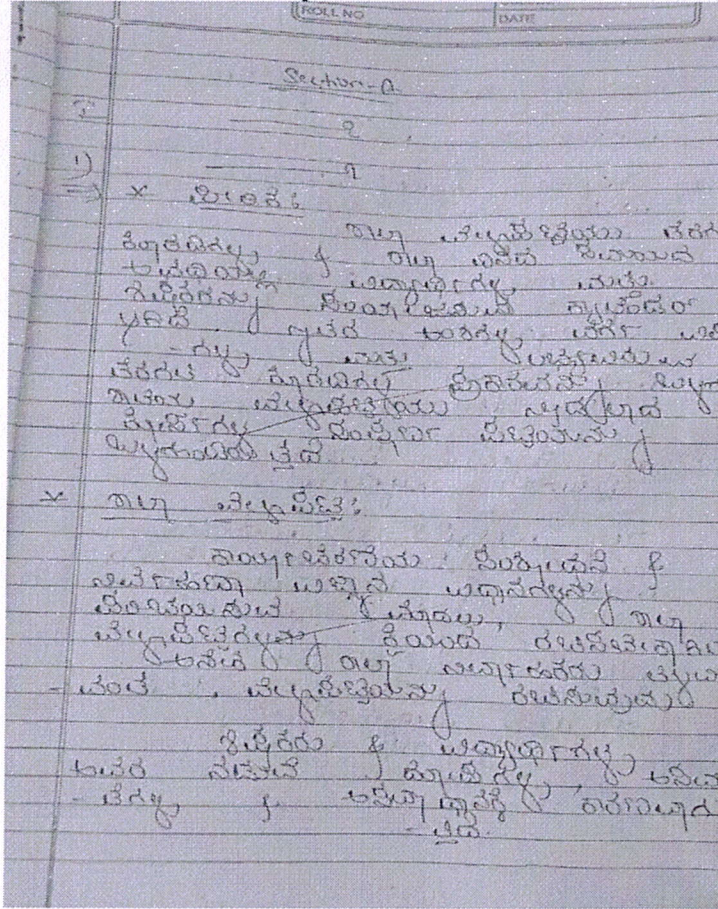
Section B

1) ...

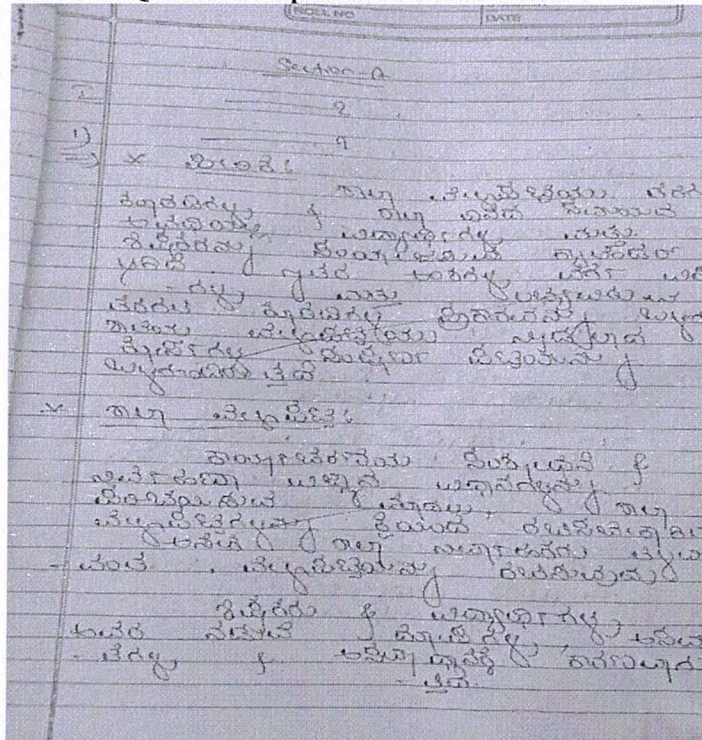
2) ...

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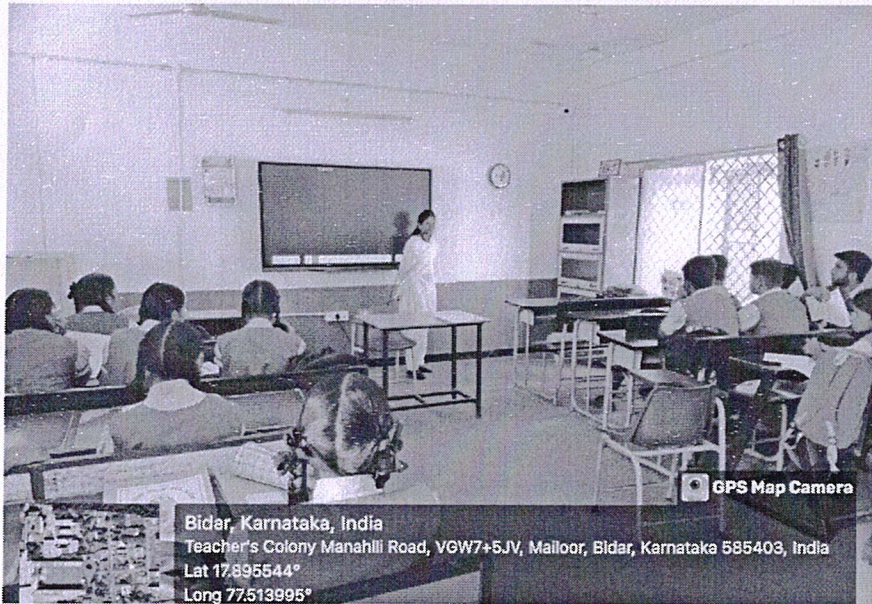
Question Paper with Answer sheet



Question Paper with Answer sheet



Pravirram
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Lat 17.895544°
Long 77.513995°

David:tem
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2. Observation modes for individual and group activities

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Unit Plan :->

Introduction :->

Teaching and Learning Process and has a lot of advantages for teachers and students it helps the teaching to be more designed as per the daily lesson plans. It is been Plan can used by several schools and several teachers.

A unit Plan is created by keeping in view the needs interest and ability of students.

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1) Definition of Unit Plan :-

- 1) According to Peterson :- A Unit Plan large number of related Subject matter as can be overloaid by learners.
- 2) According to Sanford :- A unit is an outline of carefully Selected Subject matter which has been isolated its relationship to P.R.I.s needs and interest.
- 3) A unit is a Comprehensive and Significant aspect of the environment of Organised Science and Arts.
A unit is a Organised body of information and ~~and~~ oriented designed to affect an in . n

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Need and Importance of unit Plan :->

- It Present key ideas of Subject in more unified or systematic manner

- It initiates New activities or Not Possible during class Period.

- It individualizes the instruction of its best

- It includes joyful types of teaching activities.

- It extends structural experiences beyond the limits prescribed by the syllabus.

- It cover all the three domains.

Dasikaran

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- It Provides form basis for Evaluating Q.P.'s Performance
- It breaks up lengthy unit into simple and small subunits
- It enables the students to see clearly the relationship between facts, concept, Principles.
- It helps the teacher to plan for definite outcome of teaching.
- It helps the teacher to judge the needs of attitude and attitude of the student.
- It helps the teacher to conduct test and evaluate the Progress of the

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Characteristics of good unit Plan :-

- The good unit Plan should be —
- meaningful segment of well organized subject matter.
- organized body of information and experiences.
- outline of carefully selected subject matter.
- large block of related subject matter.
- Not too lengthy or too short.
- Redains the interest of the students.

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Demerits and Limitations of Unit Planning :-

- The division of the content of the syllabus into meaningful and complete unit and subject is not an easy task. The improper and faculty formation of the units and units may create hurdle in the path of teacher.
- 4 Students for the proper learning of the subject.
- Unit Planning the freedom of the teachers the free examined learning experiences, method and resources, Evaluation studies. Exam for every class.

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Steps of unit Plan :-

Unit Plan is the part of year
It is the middle point between daily lesson plan
year Plan. It has broader scope than lesson Plan
Narrow scope than year Plan.

- The important steps of unit Plan are — —
- 1) Content analysis.
 - 2) General and specific objectives.
 - 3) Learning experiences.

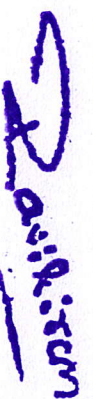

Dr. Asikaram

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1) Content analysis :->

Content analysis is the analysis of a topic to be taught into its element and arrange them in logical sequence. The process of identifying of concepts and analysis the content of that unit is called content analysis.

In this the teacher has to select one unit and mastered over the content on the basis of related concepts. He has to sub-divide the unit into sub-units. The each sub unit is taken and analysis the content in details. The help him in identification and analysis the main concepts.

Daski.com

2) General and Specific objectives :-

The Purpose behind any activity is the Development of healthy behavioural changes. Expected behavioural changes, that are to be brought among children by teaching.

So in unit Plan the teacher should identify both general and specific objectives. These objectives have to define in terms of behavioural changes and content.

Prasanna

3. Learning Experiences :-

Learning experiences are nothing but the activities provided by the teacher to the children in the classroom based on the content and objectives.

In classroom teaching learning process the teacher in inevitable involved is several activities to cause effective learning. all the activities cause learning among together called learning experience if includes question-
ing explaining, demonstration, experiments, dramatization, role play, visit etc.

Rajiv Kumar
Dramatization

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* Learning experiences has 2 dimensions :->

1) Teacher activity :-> The role played by the teacher in class to cause learning is teacher activity. The teacher does many activities case learning among in class like questioning, demonstration, experiments, role play etc. to cause authentic learning.

2) Pupil Activity :-> The very system of education is weaved around a child takes place is in classroom. Hence it is expected to find a reaction for every teacher activity. It involves the Pupil reaction among every teaching activity.

Revision

4) Evaluation :-

The Purpose of unit - Plan is the achievement of the best result of Process. So the teacher should have unmet his objective are achieved Done through unit .



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3. Performance tests

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* Format of the unit Plan :-

Subject -----

Class -----

Unit -----

No. of Periods -----

Reference books -----

Teaching aid -----

Sub unit	Teaching Point	Objectives Specifications	Teaching Teacher Activity	Learning Experience Period Activity	Teaching aids	Evaluation

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Sl. No	Sub. unit
01)	Tissue
2)	Types of Tissue
3)	① mesothematic tissue
4)	ii) Apical mesistem
5)	iii) Lateral mesistem
6)	iii) Intercolony mesistem
7)	2) Peritoneum tissue
8)	ii) Simple Peritoneum tissue
9)	iii) Complex Peritoneum tissue



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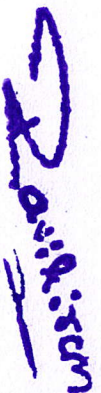
Content — Analysis % ->

Sub unit - 1

- i) tissue
- ii) Types of tissue
- iii) mesenchymal tissue
- iv) Apical mesenchyma
- v) Lateral mesenchyma
- vi) Intercolony mesenchyma

Sub unit - 2

- 1) Permanent tissue
- 2) Simple. Ep. tissue
- 3) Pseudoepithelioma
- 4) Collemeryma
- 5) Sebaceouseryma
- 6) complex tissue
- 7) system



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Emerald Objectives :->

- To develop Scientific attitude among Students.
- The GRG's acquires knowledge of Scientific terms.
- To Develop interest in the field of Science.
- The GRG's understand Scientific concepts.
- To Develop knowledge of Science
- To understand the Nature of Science
- To Develop curiosity about Science
- To



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Specific objectives :-

1) Knowledge :-

- The Students will be able to define the term tissue.
- The Students will be able to name the types of Plant Tissue.
- The Students will be able to name the types of Animal Tissue.

2) Understanding :-

- The Students will be able to identify the different meristematic tissue according to their

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3) Application :->

-> The students will be able to explain the process of conversion of mesodermatic tissue into Peridermment tissue.

4) Skill :->

-> P.R.s will be able to draw a diagram showing the location of mesodermatic tissue in the Plant body.



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Motivation
~~~~~

-> Good morning Students

-> Very good morning Students

-> ok Students today !

Please ans them ask you some questions

Q1) Tell me Some Names of living organisms. Q.

-> Animals, Plants, Human etc.

Q2) Do Plants and animals have the same structure Q.

-> NO sir, they both have Different structure and function in  
Q3) IS there any different in their Pattern of growth & position in

Developmental Stages :-

| Sl. No        | Content         | Activities                                                                            | Teaching aids | Time |
|---------------|-----------------|---------------------------------------------------------------------------------------|---------------|------|
| 1)            | Tissue          | A group of cells that are specialized to perform a particular function from a tissue. |               | 45   |
| 2)            | Types of Tissue | Tissue are mainly classified into two types.<br>A) Plant tissue.<br>B) Animal tissue. |               |      |
| Plant Tissue. |                 | Plants do not move i.e they                                                           |               |      |

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| Sl. No. | Content                                                                                                                                                                                                                                                |          |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 3)      | <p>Plant Tissue</p> <p>-most of the tissues they have are supportive. which provides them with structural strength.</p> <p>- Some of the plant tissues helps on dividing throughout the plant life. These tissues are localised in certain regions</p> | 45 marks |
| 4)      | <p>Types of Plants tissue</p> <p>Plant tissue are mainly classified into two types.</p> <p>a) meristematic tissue.</p> <p>b) Permanent tissue.</p>                                                                                                     |          |

  
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| Sl. No               | Content                                                | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Teaching aids | Time   |
|----------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------|
| 57                   | a) meristematic tissue.                                | <p style="text-align: center;"><b>Activity</b></p> <p>meristematic tissue is made up of a group of cells that divide continuously to form new cells.</p> <ul style="list-style-type: none"> <li>- meristematic tissue are responsible for growth in plants.</li> <li>- meristematic tissue are of three.</li> </ul> <p style="margin-left: 20px;">Types:</p> <ul style="list-style-type: none"> <li>i) Apical meristem.</li> <li>ii) Intercalary meristem.</li> <li>iii) Lateral meristem.</li> </ul> |               | 45 min |
| ii) Apical meristem. | It is present at the growing tip of the stem and root. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |               |        |

*D. S. K. S. S.*

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| Sl no | Content                                                                     | Activity                                                                                                                                                                                                                           | Technique aids                                                                      | Time           |
|-------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------|
| 71    | <ul style="list-style-type: none"> <li>i) Lateral meristem</li> </ul>       | <p>- It is also called cambium. It is present beneath the bark. It is responsible for growth in girth of trunk.</p> <p>- This tissue is found along the lateral sides of stem and roots they help in increasing circumference.</p> | <p>Technique aids</p>                                                               | <p>45 min.</p> |
| 72    | <ul style="list-style-type: none"> <li>ii) Intercalary meristem.</li> </ul> | <p>It is present at internodes or base of the leaves and increases the length between the nodes.</p> <p>- they are responsible for stem elongation at nodal and axillary</p>                                                       |  |                |

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| Sl No | Content                    | Activity                                                                                                                                                                                                | Teaching aids | Time   |
|-------|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------|
| 9)    | Permanent Tissue           | <p>The tissues that are completely grown and have lost the ability of division are known as Permanent tissue</p> <p>The mesothematic tissues divide and differentiate to form the Permanent tissue.</p> | Teaching aids | 45 min |
| 1)    | Types of Permanent Tissue. | <p>There are two types of Permanent tissue.</p> <p>1) Simple P. Tissue.</p>                                                                                                                             |               |        |

*Principals*

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| Sl. no           | Content                                         | Activity                                                | Teaching aids | Time   |
|------------------|-------------------------------------------------|---------------------------------------------------------|---------------|--------|
| i)               | Simple P. Tissue                                | This type of tissue is composed of some types of cells. |               |        |
| ii) Parenchyma   | - Cells wall are thin and made up of cellulose. | They are again three steps.                             |               | 45 min |
| iii) Collenchyma | - Cell wall are thick at the edges              | Due to the deposition of Pectin                         |               |        |
| iv) Sclerenchyma | - Cell wall are thick                           | Due to the Deposition of Lignin                         |               |        |

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| Sl. No | Content                                                                                                                                                                                                                                                                                                                                                                                                                               | Activity | Teaching Aids | Time |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------|------|
| 27     | <p>Complex Tissue</p> <p>i) <u>Complex Tissue</u></p> <p>- group of different type of cells performing common task together are termed as complex tissue.</p> <p>- complex tissue are of two types.</p> <p>ii) <u>Phloem</u></p> <p>- This is the tissue that transports water and nutrients from root to upper parts of plant.</p> <p>- Phloem is the tissue that transports water and nutrients from old to new parts of plant.</p> |          |               |      |

45 min

*Prasanna*

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Teaching  
Aids. :-

- > charts on different types of Plant tissue.
- > chart on mesothematic tissue.
- > chart on different types of mesothematic tissue.
- > chart on Periderm tissue.
- > chart on different types of Periderm tissue.

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Gurumani Sarpanch of GGSBSS  
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Conclusion :-

Unit Plan consists of concepts and learning goals that are taught over a period of time and are worked together often across subject areas.

We conclude that a unit Plan last of three weeks and included several skills concepts or desired outcomes for making the teaching process more E

*Rashika*



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## **4. Oral assessment**

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Dr. J. K. Singh

*Dr. J. K. Singh*

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Unit test :- At the School level Education create a test to measure their understanding of the specific content of the effective application of the critical thinking skills. The unit test are designed to create an assessment profile of a child. These test are used to evaluate Students Learning Skills level growth and academic achievement. Period at the end of the instruction at Period. Such as the end of a Project, unit course, semester Programme of school year, teaching and testing are the integral part of the Education System. Teaching and testing are the integral part of the Education System. Testing is implicit in the teaching some of the stages, which may properly asking for the testing procedures by During testing at the end of teaching. At the end of teaching.



## Meaning of Unit Test :-

Teachers teachers the content from teacher take the test from dist level unit test the test which is organized by the teacher completely a unit of any subject - The unit test are services of the interactive activity.

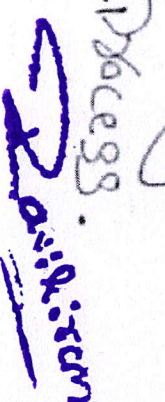
Definition :- A unit test is one of the important evaluation tool. It is constructed administered and evaluated by the teacher after teaching a particular unit to a group of students for whom he taught. Unit is a type of achievement tool meant for

Individual unit of teaching by the classroom teacher Principals

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## Objectives of Unit Plan :-

- To know correct Q&A - test are achieved or not
- To know the following level of student.
- To improve the teaching method and teachings
- To give suitable guidance and direction to show students to words learning.
- To motivation the students towards learning.
- To improve the students in learning process.

  
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Criteria / condition of unit test :->

- Selected only tough unit for test

- compulsory the unit and the content analysis

- Selection of the different types of questions.

- Proper weighting of the subject.

- weighting up the test analysis.

- Allotting marks and time for each item.

Time and value of administering and test should be commensured only.

Based on bulue Period.

**Principal**  
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Importance of unit test →

It helps in knowing the Pupils achievement  
It helps to know whether the objective are achieved or not  
It is useful to know the weakness and strength to  
the teacher.

It is Part of continuous evaluation.

It is the best self Evaluation for both Pupil and teacher  
It helps to Develop Self confidence in facing the  
examination.

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## Characteristics of unit test :->

- conducted in fixed Period of time.
- Has fixed marks
- Has specific objectives.
- Carrying on only after teaching the unit.
- Based on blue Print.
- Conducted in Probed by the classroom teacher
- only for specific group/class students.
- Achievement test
- No of CE

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## Steps of unit test :->

The Perfect and Valid unit test must have the following steps.

- 1) Plan the design of the test
- 2) Editing the unit test
- 3) Review test item
- 4) Administering the test
- 5) Interpret the test result.

Plan the design of the test :->  
Planning of an activity is important to achievement

! The Rest results so it is also very important to Plan

*Passion*

Content analysis :->

Based on the scope and significance the unit is organized into convenient no. of sub units.

Content analysis

It can be done for each sub-unit by identifying and analysing important facts Principle and concepts.

weightage to objective :->

on the basis of NCFERT norms, the suitable given to all important objectives

Assignment

| Objectives    | Marks | Weightage |
|---------------|-------|-----------|
| Knowledge     | 8     | 32        |
| Understanding | 9     | 36        |
| Application   | 5     | 20        |
| Skill         | 3     | 12        |

Weightage of the content.

Depend on the scope of the lesson and no units.

Weightage

| Subunit    | Marks | Weightage |
|------------|-------|-----------|
| Sub-unit-1 | W     | P         |

Praxis



to all type of question like objective type, short ans type and essay type.

| Question type     | Marks            | Weightage in % |
|-------------------|------------------|----------------|
| Objective type    | $9 \times 1 = 9$ | 36             |
| V. Short ans type | $3 \times 2 = 6$ | 24             |
| Short ans type    | $2 \times 3 = 6$ | 24             |
| Essay type        | $1 \times 4 = 4$ | 16             |

Table Print  $\rightarrow$  The blue Print is a dimensional chart showing weightage given to the content type of question and objectives in terms of marks. It is also called table as it relates outcome to the content.

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| Objective content | Knowledge |    |     |   |   |    | Understanding |                  |   | Application |     |   | Skill |    | Total marks | Questions | Total |     |    |      |
|-------------------|-----------|----|-----|---|---|----|---------------|------------------|---|-------------|-----|---|-------|----|-------------|-----------|-------|-----|----|------|
|                   | 0         | SA | USA | E | 0 | SA | USA           | E                | 0 | SA          | USA | E | 0     | SA |             |           |       | USA | E  |      |
| Sub unit - 1      |           |    |     |   |   |    |               | (1) <sup>2</sup> |   |             |     |   |       |    |             |           |       | 5   | 4  | 25%  |
| Sub unit - 2      |           |    |     |   |   |    |               | (1) <sup>2</sup> |   |             |     |   |       |    |             |           |       | 5   | 3  | 15%  |
| Sub unit - 3      |           |    |     |   |   |    |               | (1) <sup>2</sup> |   |             |     |   |       |    |             |           |       | 5   | 4  | 40%  |
| Sub unit - 4      |           |    |     |   |   |    |               |                  |   |             |     |   |       |    |             |           |       | 5   | 5  | 25%  |
| <b>Total</b>      |           |    |     |   |   |    |               |                  |   |             |     |   |       |    |             |           |       | 25  | 16 | 100% |

Editing the unit test → The feared should constant all possible

Any construction of item on the unit plan under different number of question on the unit plan must be of objective type, very short objective. The item must be of objective type and essay type

Section of test item  $\Rightarrow$  Based on blue print the teacher has to select required number of test items.

Instruction of test item  $\Rightarrow$  For each type of question instruction must be written clearly in word to do how much answer to be written.

Marking and Scoring Key  $\Rightarrow$  The teacher should pre-determine the scheme of evaluation and scoring key expected answer and marks allotted.

Question Paper  $\Rightarrow$  Question Paper should print in different section like A, B, C, D, etc.

Review the test time  $\Rightarrow$  Critical evaluation of question paper must be made to ensure the correctness and grammatically constructed to overcome

ambiguity.

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| Question | Sub unit | Objective | Specification | Types | marks | Time | different time |
|----------|----------|-----------|---------------|-------|-------|------|----------------|
| 15       |          |           |               |       |       |      |                |

Administering the test.

Student to which class it has to prepared by giving  
 Per guidance about.

*Signature*

Interpret the test results :->

The thumb has to interpreted Statistical analysis based on the central tendency quantities NPC and difficulty on.

$$\textcircled{1} = \frac{\text{Correct Response}}{\text{Total No. of Students}} \times 100 .$$



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Answers key

choice question Answers 9.

multiple choice question Answers 9. Place by -

vertical growth in Plants takes place by -  
apical meristem or Intercalary m or None of the above

lateral meristem by apical m.

apical meristem. which of these components of blood fight infection 9.

which of these components of blood fight infection 9.

RBC by WBC or Platelets or Serum.  
by WBC. In dusts Plants rate of water loss gets reduced due to

Present of - - - - -  
of cuticle by stomata or lignin or Suberin.

of cuticle Proteins are found in - - - - -

contractile Proteins are found in - - - - -  
or cellulose or chitin.

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Sri Nanak Jhira Saheb Foundation

## GURU NANAK COLLEGE OF EDUCATION

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**2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses**

## **5. Rating Scales**

Guru nanak college of education bidar

Moorarji Desai residential school bhalki

Student name: marks:25

Class: 9 time: 45 mins

Subject: science. Roll no:

I. Multiple choice questions answers 5×1=5m

1. vertical growth in plants takes place by

- a) lateral meristem
- b) apical meristem
- c) intercalary meristem
- d) none of the above

2. which of these components of blood fight infection?

- a) RBC b) WBC c) Platelets d) serum

3. In desert plants rate of water loss gets reduced due to present of....

- a) cuticle b) stomata c) lignin d) suberin

4. Contractile proteins are found in....

- a) bones b) blood c) muscles d) cartilage

5. Meristematic tissue in plants are

- a) localised and permanent b) not limited to certain region
- c) localised and dividing cells
- d) growing in volume

II. Fill in the blanks 5×1=5m

1. permanent tissue is formed from.....

2. simple permanent tissue consists of..... type of cells

3. xylem conduct water and minerals from the..... to the different part of the body

4. the animal tissue are formed with the..... of animal cells

5. muscles cells are also known as.....

III. Short question answers 5×2=10 m

1. what is tissue?

2. what are the constituent of phloem?

3. Name of the simple tissue?

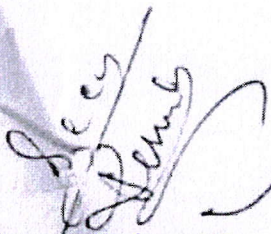
4. How many types of xylem tissue? Name them?

5. What is meristematic tissue?

IV. Answer the following questions.

5×1=5m

1. Explain the nervous tissue?



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I

- 1) B) apical ✓
- 2) B) WBC ✓
- 3) a) cutical ✓
- 4) c) muscles ✓
- 5) a) localised & dividing cells ✓

5

II fill in the blanks

- 1) mesistematic tissue ✓
- 2) ~~one~~ ~~types~~ only one types ✓
- 3) root ✓
- 4) groups ✓
- 5) muscle fiber ✓

5

III answer the following question.

1) a group of cells that are similar in structure & function are called tissue.

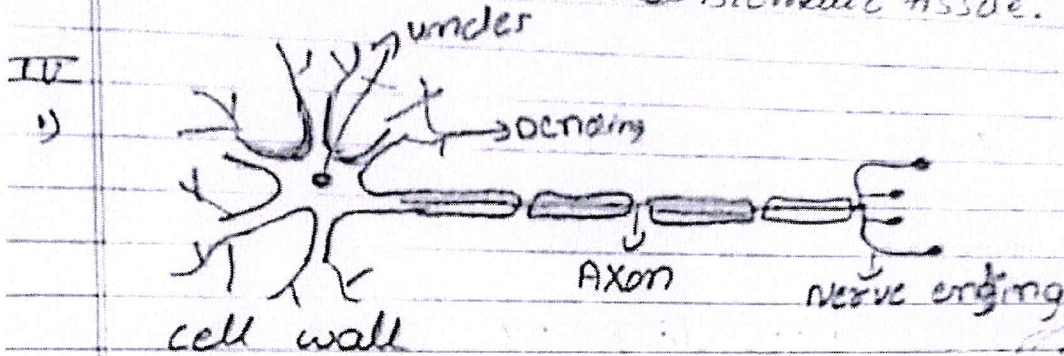
2) sieve fiber & sieve tubes & companion fiber & phloem parenchyma.

3) a) Parenchyma b) collenchyma c) sclerenchyma

*Signature*

4) Lenticel, vesicle, Xylem, Phloem, Xylem fibers.

5) meristematic tissue is a dividing tissue present in the growing part of the plant are called meristematic tissue.



• the brain spinal cord are all composed of the nerve tissue.

• the cell of this are called nerve cell or neurone.

• a neuron of a cell body with a nucleus cytoplasm from nerve roots called ~~nerve~~ nerve - like roots axis.

• usually each neuron has single long parts are called & many short becheded are indivistes.

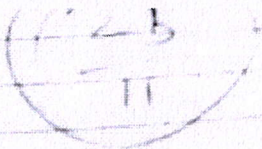
• An individual nerve may be up to a long many fibers nerve bound together connective tissue make up a nerve.

*Pravikiran*

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NAME: \_\_\_\_\_  
 Roll: 25  
 Class: 9th

- 1) a) Juxtaal mesistem ✓
- 2) b) WBC ✓
- 3) c) cecicle ✓ (3)
- 4) d) muscles ✓
- 5) e) not limited and dividing cells ✓

II) mesistamelic tissue ✓

- 1) one ✓
- 2) root ✓ (5)
- 3) groups ✓
- 4) muscle fibers ✓

III) A group of cell ~~are~~ they are similar work to together  
~~sp~~ ~~at~~ ~~similar~~ ~~is~~  
 group B) X.

① A group of cell they are similar  
 work together are called tis

- ① sieve plate
- ② sieve tube
- ③ companion cell
- ④ phloem fibre
- ⑤ phloem parenchyma

③ parenchyma, Comichyma,

④ ⑤ ⑥

~~⑥ meristematic tissue is dividing~~

⑥ meristematic tissue is dividing

*Davikram*

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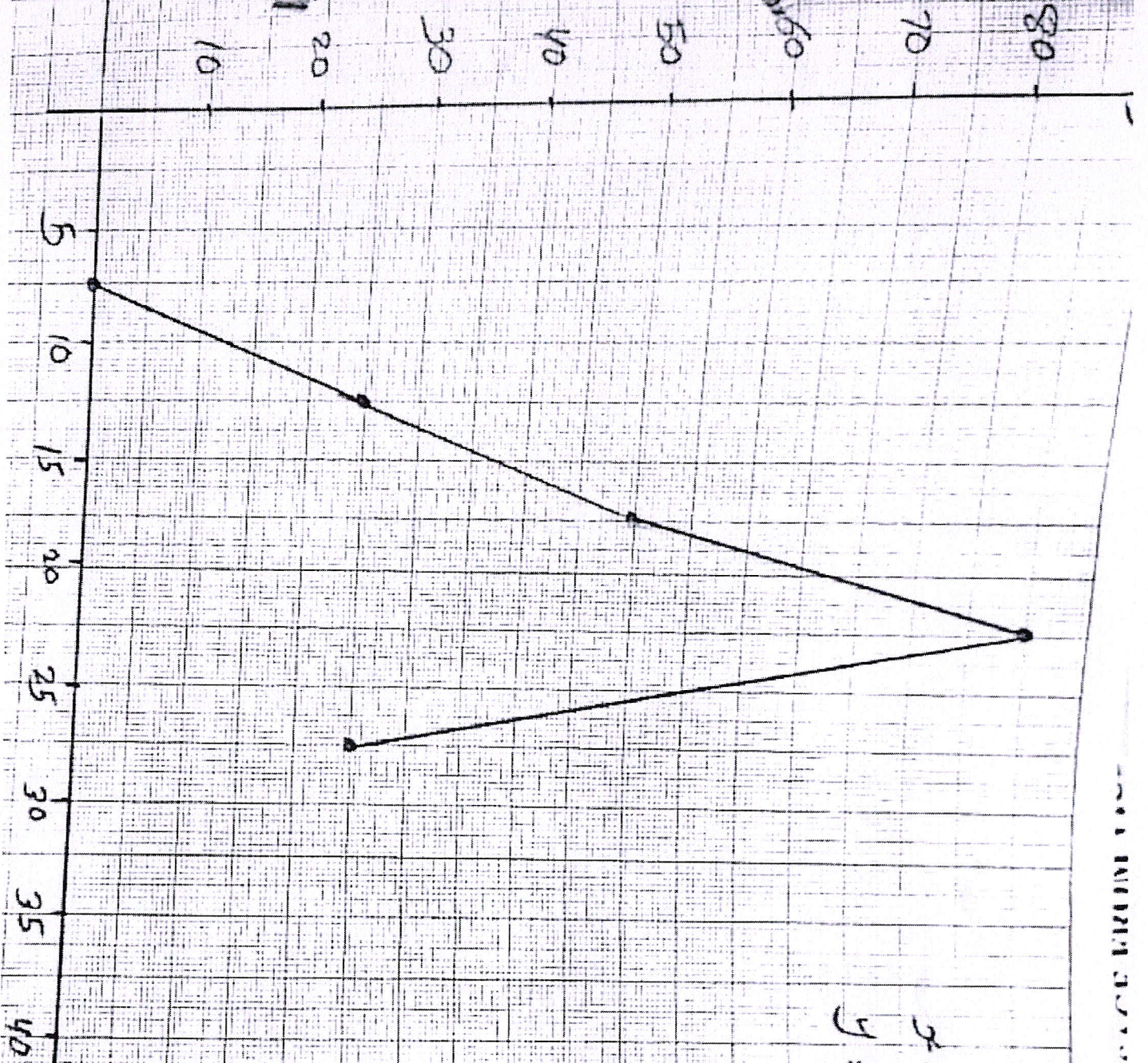
| NAME      | MARKS | MARKS | MARKS |       |
|-----------|-------|-------|-------|-------|
| Rani      | 25    | 09    | 23    | 92.0% |
| Rahul     | 25    | 09    | 23    | 92.0% |
| Fardeen   | 25    | 09    | 23    | 88.0% |
| Jouz      | 25    | 09    | 22    | 88%   |
| Boja      | 25    | 09    | 22    | 84%   |
| Sona      | 25    | 09    | 21    | 84%   |
| Jyoti     | 25    | 09    | 21    | 80%   |
| Sagib.    | 25    | 09    | 20    | 80%   |
| Satish P. | 25    | 09    | 16    | 64%   |
| Satish    | 25    | 09    | 16    | 64%   |

9<sup>th</sup> Std test marks

25, 12, 22, 12, 28, 23, 24, 20, 14, 15, 19.

| CI    | F   | $\Sigma$ | FC | FX                 |
|-------|-----|----------|----|--------------------|
| 5-9   | 0   | 7        | 0  | 0                  |
| 10-14 | 2   | 12       | 2  | 24                 |
| 15-19 | 3   | 17       | 5  | 51                 |
| 20-24 | 4   | 22       | 9  | 88                 |
| 25-29 | 1   | 21       | 10 | 27                 |
|       | N = |          |    | $\Sigma Fx$<br>190 |

*Positivity: sum*



Scale

$$2 = \text{cm} = 2 \text{ cm} = 5 \text{ cm}$$

$$y = \text{axis} = 2 \text{ cm} = 10 \text{ cm}$$

*[Signature]*  
Principal

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