FIRST MID TERM EXAMINATION - 2022 SCIENCE Time

9 - STD

Time: 1.30 Hrs.

Marks: 50

| I | Choose the correct answer. | | 10 × 1 = 10 |
|----------|---|--|----------------|
| 1. | 1 metric ton is equal to | | |
| | a) 100 quintals | b) 10 quintals | |
| | c) 1/10 guintals | d) 1/100 quintals | *** |
| 2. | Which of the following is not a device to measure mass? | | |
| | a) spring balance | b) beam balance | |
| | c) physical balance | d) digital balance | |
| 3. | The ceritrifugal force is | | |
| | a) real force b) the force of reaction of centripetal force | | |
| | | towards the centre of circu | |
| 4. | When me mix a drop of ink in water we get a | | |
| | a) heterogenous mixture b) compound c) homogenous mixture | | |
| | d) suspension | | |
| 5. | Change in number of neutrons in an atom changes it to | | |
| | | | other element, |
| 6. | Identify the animal having four | chambered heart | |
| | | c) crocodile d) ca | lotes |
| 7. | Air sacs and pneumatic bones a | re seen in | |
| | a) fish b) frog | c) bird d) ba | t |
| 8. 9. | Poikilothermic organisms are | Constitution of the contract o | |
| | a) fish, frog, lizard, man b) fish, frog, lizard, cow | | |
| | | | |
| | c) fish, frog, lizard, snake d) fish, frog, lizard, crow The fibres consists of | | |
| | | b) screlerenchyma | |
| | c) collenchyma | d) none of above | |
| 10. | | | |
| 10. | | ein d) all the above | |
| | | | |
| 11 | Answer in one or two sentences. (Any seven). $7 \times 2 = 14$ | | |
| 100 | (Question No. 20 is compulsory) | | |
| 11. | Define least count of any device. | | |
| 12. | I) Speed is a quan | | |
| + | II) Velocity is aq | | 7. 5 |
| | 'a - | ஆம் வகப்பு அறிவியல் (8 | M) udirerio 1 |

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Dettweiler, 2023-11-06 Uses of Artificial Intelligence in STEM Education Xiaoming Zhai, Joseph Krajcik, 2024-10-09 In the age of rapid technological advancements the integration of Artificial Intelligence AI machine learning ML and large language models LLMs in Science Technology Engineering and Mathematics STEM education has emerged as a transformative force reshaping pedagogical approaches and assessment methodologies Uses of AI in STEM Education comprising 25 chapters delves deep into the multifaceted realm of AI driven STEM education It begins by exploring the challenges and opportunities of AI based STEM education emphasizing the intricate balance between human tasks and technological tools As the chapters unfold readers learn about innovative AI applications from automated scoring systems in biology chemistry physics mathematics and engineering to intelligent tutors and adaptive learning The book also touches upon the nuances of AI in supporting diverse learners including students with learning disabilities and the ethical considerations surrounding AI s growing influence in educational settings It showcases the transformative potential of AI in reshaping STEM education emphasizing the need for adaptive pedagogical strategies that cater to diverse learning needs in an AI centric world The chapters further delve into the practical applications of AI from scoring teacher observations and analyzing classroom videos using neural networks to the broader implications of AI for STEM assessment practices Concluding with reflections on the new paradigm of AI based STEM education this book serves as a comprehensive guide for educators researchers and policymakers offering insights into the future of STEM education in an AI driven world Examcart CTET Paper 2 Math & Science (Class 6 To 8) Question Bank for 2024 Exam in English Examcart Experts, Examcart DSSSB General Awareness Question Bank for for PRTs | TGTs | PGTs | Spl. Edu | DASS For 2024 Exam in English Examcart Experts, information for regional impact and risk assessment Benjamin Lamptey, Rupakumar Kolli, Mark Amo-Boateng, 2023-06-06

Content and Language Integrated Learning in Monolingual Settings María Luisa Pérez Cañado, 2021-04-09 This book offers new empirical insights into the current state of Content and Language Integrated Learning CLIL characterisation through an innovative proposal to link CLIL to English as a Lingua Franca implementation via observation protocols and SWOT analyses and research by examining the effects of CLIL on the L1 foreign language key competences and content subjects taught through English The book provides a state of the art of the CLIL arena identifies the chief challenges that need to be addressed and signposts possible ways of overcoming these in order to continue advancing smoothly into the next decade of CLIL development This book will be of interest to researchers policy makers educational authorities and practitioners as it will assist them in making informed decisions about how to characterise implement and investigate CLIL in the bi and plurilingual programs that are more frequently introduced in monolingual contexts

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