

## HOLIDAY HOMEWORK FOR SUMMER HOLIDAYS 2026-2027

### CLASS IX

SUBJECT	HOME WORK
ENGLISH	<p><b>1. Text Evidence Hunt: Quality Education-SDG 4</b></p> <p>Task: Read the text “ How I taught My Grandmother to Read” from your English textbook “Kaveri” and write a short paragraph each which shows determination, support and learning progress of the Protagonist in the lesson.</p> <p><b>Guidelines:</b> Read the text thoroughly from the textbook and answer the given question above in about 100-120 words with suitable vocabulary other than the ones from the lesson. Use A4 size sheets to answer this question. Also design a cover page.</p> <p><b>Evaluation Criteria:</b></p> <p>Use of Textual Support- 2m Fluency &amp; Accuracy- 3m Use of new vocabulary- 3m Presentation-2m</p> <p><b>2. Dramatic Monologue: Life on Land-SDG 15</b></p> <p>Task: Write a Dramatic Monologue as Bharat in 2 stanzas with at least three poetic devices. (Ex: Personification, Simile, Metaphor, Rhyme Scheme etc)</p> <p><b>Guidelines:</b> Use first person (“I”), keep lines expressive and simple, add emotions (pride, reflection etc). Each stanza must have 8 lines in it. Use A4 size sheets to answer this question. Also design a cover page.</p> <p><b>Evaluation Criteria:</b></p> <p>Content &amp; Interpretation-3m Creativity-2m Presentation- 2m Originality of ideas-3m</p> <p><b>Learning Outcomes:</b></p> <p>Students will: develop the ability to think critically support ideas with evidence express interpretations creatively</p>

TELUGU

SDG goals 3, 6 and 13

తెలంగాణ రాష్ట్రీయ పండుగ బతుకమ్మ పండుగ అని మీకు తెలుసు కదా.

అలాగే వివిధ రాష్ట్రాలలో జరుపునే పండుగలను గురించి చిత్రాల ఆధారంతో సవివరంగా, అందమైన దస్తూరితో (Hand writing) A4 size పేపర్స్ మీద చేసుకొని రావలెను.

**మార్కులు-10**

- మహారాష్ట్ర లో జరుపునే వినాయక చవితి
- పంజాబ్ లో జరుపునే బసంత పంచమి
- కలకత్తాలో జరుపుకునే దసరా పండుగ

**RUBRICS:**

విషయ వివరణకు	6 మార్కులు
చిత్ర సేకరణకు	1.5 మార్కులు
శీర్షికలకు	1.5 మార్కులు
అందమైన దస్తూరికి(Hand Writing)	1 మార్కు

ప్రశ్న

1. పండుగలను ఎందుకు జరుపుకోవాలో వివరించి వాటిని పర్యావరణానికి హాని కలగకుండా ఎలా జరుపుకోవాలో వివరించండి.

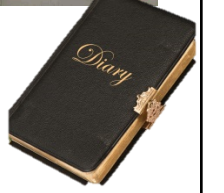
**LEARNING OUTCOME**

అంశాన్ని అభ్యసించిన తర్వాత విద్యార్థులు:

- పండుగల ప్రాముఖ్యతను అర్థం చేసుకుంటారు.
- సంస్కృతి మరియు సంప్రదాయాల విలువను గుర్తిస్తారు.
- సమాజంలో బాధ్యతగల పౌరులుగా ప్రవర్తించడం నేర్చుకుంటారు .

**SUGGESTED BOOKS FOR REFERENCE:**

- కుమారీ శతకం - పక్కి అప్పల నర్సయ్య లోదా
- వేసవి సెలవుల సందర్భంగా మీరు చేసిన పనులను గురించి 10 రోజులు రోజువారీ దినచర్యను రాయండి.





- निम्नलिखित कहानी के चित्र साफ-सुथरे और रंगीन हों।
- संवाद छोटे और प्रभावी हों।
- शीर्षक आकर्षक और कहानी से संबंधित होना चाहिए।
- कार्य को समय पर पूरा कर जमा करना आवश्यक है।

कहानी: "नूरपुर की नई धारा" (SDG 6)

नूरपुर गाँव पहले पानी की भारी कमी (अभाव) से जूझ रहा था। गाँव की महिलाओं को पीने के पानी के लिए मीलों पैदल चलना पड़ता था। गंदे पानी के कारण बच्चे अक्सर बीमार रहते थे, और खुले में शौच के कारण बीमारियाँ फैलती थीं। गाँव के सरपंच ने इस समस्या को हल करने का निश्चय किया और सरकारी योजना (SDG 6) के तहत 'जल ही जीवन' मिशन शुरू किया।

1. स्वच्छ जल (Clean Water): गाँव में ट्यूबवेल लगवाए गए और हर घर तक पाइपलाइन से स्वच्छ पेयजल पहुँचाया गया।
2. स्वच्छता (Sanitation): गाँव को 'ओडीएफ' (ODF - खुले में शौच मुक्त) घोषित करने के लिए घर-घर शौचालय बनवाए गए।
3. जल संरक्षण (Water Management): गाँव के तालाब को साफ किया गया और 'रेन वाटर हार्वेस्टिंग' (वर्षा जल संचयन) प्रणाली अपनाई गई।

एक साल के भीतर, नूरपुर की तस्वीर बदल गई। बच्चे अब स्वस्थ थे और स्कूल जाने लगे। महिलाओं को पानी के लिए दूर नहीं जाना पड़ता था, और वे छोटे-मोटे रोजगार करने लगीं।

निष्कर्ष: स्वच्छ जल और बेहतर स्वच्छता न केवल स्वास्थ्य, बल्कि गाँव की सामाजिक-आर्थिक स्थिति में भी सुधार लाई।

#### 4. मूल्यांकन मानदंड (Rubrics)

मानदंड

अंक

विवरण

	<p>रचनात्मकता 2 कहानी और कॉमिक में मौलिकता व कल्पनाशीलता</p> <p>भाषा 2 शुद्ध हिंदी, सरल और प्रवाहपूर्ण लेखन</p> <p>प्रस्तुति 2 चित्रों की स्पष्टता, रंगों का प्रयोग, संवाद</p> <p>संरचना 2 कहानी का आरंभ, मध्य और अंत स्पष्ट</p> <p>समय पर 2 कार्य समय सीमा में पूरा करना जमा</p> <p>5. सीखने का उद्देश्य (Learning Objectives) –</p> <ul style="list-style-type: none"> <li>• विद्यार्थियों में लेखन कौशल, कल्पनाशीलता और दृश्य प्रस्तुति को विकसित करना है।</li> <li>• SDG6 पर आधारित</li> </ul> <p>6. सीखने का अधिगम (Learning Outcomes):-</p> <ol style="list-style-type: none"> <li>1. चित्र और संवाद के माध्यम से विचारों को रचनात्मक ढंग से व्यक्त करने की क्षमता विकसित होती है। संचार, कल्पनाशक्ति और आलोचनात्मक सोच की कौशल मज़बूत होती है।</li> </ol>
<p><b>MATHEMATICS</b></p>	<p><b>Instructions to be followed:</b></p> <ul style="list-style-type: none"> <li>✓ Students should do the activities on A4 sheets.</li> <li>✓ Tabular form info should be neat and appropriate.</li> <li>✓ Graphical representation should be neat and accurate.</li> </ul> <p><b>SDG 11: Sustainable Cities and Communities</b></p> <p><b>THEME:</b> "Exploring Mathematical Mysteries Through Cartesian Coordinates"</p> <p><b>OBJECTIVE:</b> To strengthen the students' understanding of Cartesian coordinates by engaging them in a practical exercise.</p>

**LEARNING OUTCOME :** Students will improve their problem-solving abilities by applying Cartesian coordinates to solve problems effectively.

**ACTIVITY-1:**

● **Plotting Points Mystery: Cartesian Coordinates Activity**

Select any two images from the given link and find out all the coordinates of those images.

[https://www.math-aids.com/Graphing/Four\\_Quadrant\\_Graphing\\_Chara cters.html](https://www.math-aids.com/Graphing/Four_Quadrant_Graphing_Chara cters.html)

**ACTIVITY-2: SOLVE THE BELOW GIVEN WORKSHEET IN THE WORKSHEET**

**NOTES.**

1. Plot the points A (4, 5) and B (-4, 5) on a graph sheet. Join the lines OA, OB and BA. What figure do you obtain?
2. Plot the following points and write the name of the figure thus obtained and find its area:
  - (i) A(0, 4), B(0, 0) and C(2,0)
  - (ii) P (-3, 2), Q (-7, -3), R (6, -3), S (2, 2)
3. Plot the points P (1, 0), Q (4, 0) and S (1, 3). Find the coordinates of the point R such that PQRS is a square.
4. Find the area of the triangle formed by joining the points (0,5), (5,0), (0,0).
5. Find the value of x and y, if  $(2x + y, x - 2y) = (3, 4)$
6. Check (3,5), (1, -1), (0,1) are collinear or not.
7. Find a point on the x-axis which is equidistant from the points A(-5, 2) and B(9, -2).
8. Calculate the midpoint of the line segment joining the points A(2, -3) and B(-4, 5).

9. If  $(1, 2)$ ,  $(4, y)$ ,  $(x, 6)$  and  $(3, 5)$  are the vertices of a parallelogram taken in order, find the value of  $x$  and  $y$ .
10. Find the co-ordinates of a point  $A$ , where  $AB$  is the diameter of a circle whose centre is  $(2, -3)$  and  $B(1, 4)$ .

**QUESTIONS BASED ON REAL-LIFE SITUATION:**

1. **City Map:** A city map uses a coordinate grid where the crossing of the two main roads is taken as  $(0, 0)$ . A mall is 4 km east and 3 km north of the crossing. The hospital is 5 km west and 2 km north. Write their coordinates and state their quadrants.
2. **Airport Runway Map:** An airport grid shows: Tower at  $(0, 0)$ , Plane A at  $(-8, 6)$ , Plane B at  $(5, 7)$ , Plane C at  $(6, -4)$ .
- (i) Identify quadrants of each plane.  
(ii) Which planes are north of the tower?  
(iii) Which planes are west of the tower?
3. **Road Alignment Problem :** A surveyor marks three milestones  $A(2, 3)$ ,  $B(6, 7)$  and  $C(10, 11)$  on a newly constructed road. The engineer wants to confirm whether the road segment is perfectly straight. Justify your answer.
4. **School playground Marking :** A sports teacher marks three cones at  $X(-2, 1)$ ,  $Y(4, 1)$  and  $Z(4, 7)$ . He wants to make a right-angled practice area for football passing drills. Check if triangle  $XYZ$  is right-angled.
5. **Park Entry Gate :** Two gates of a park are at  $(-3, 5)$  and  $(7, 5)$ . The guard cabin is to be placed exactly in the middle of the two gates. Find the location of the guard cabin.

**Rubrics :**

- ✓ Punctuality-1m
- ✓ Content-5m
- ✓ Graphs and pictures-2m
- ✓ Presentation-2m

**SCIENCE -  
PHYSICS**

**PROGRESSIVE WORKSHEET-2026-27  
TOPIC: MOTION (UP TO ACCELERATION)**

**Learning Objectives**

Understand the basic concepts of motion such as distance, displacement, speed, velocity, and acceleration in Physics. Apply these concepts to solve simple problems and interpret motion in everyday life situations.

**Learning Outcomes**

By the end of this worksheet, students will be able to explain the motion (distance, displacement, speed, velocity, and acceleration) and apply these concepts to predict outcomes in real life situations

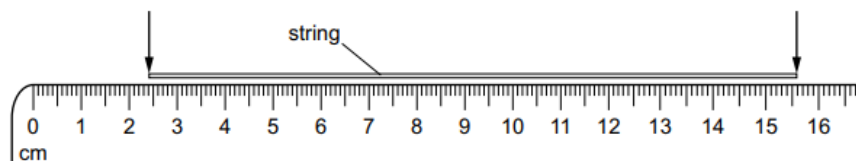
**Section A: Remembering (Knowledge)**

1. State the difference between speed and velocity (any two points).
2. Some physical quantities are scalars and other physical quantities are vectors.  
(a) State how a vector quantity differs from a scalar quantity.  
(b) Circle the vector quantities in the list.

**Acceleration    energy    mass    momentum    temperature    time    speed  
velocity**

**Section B: Understanding**

3. Explain why displacement can be zero even when distance is not zero.
4. A length of string is measured between two points on a ruler.



When the length of string is wound closely around a pen, it goes round six times.  
pen six turns of string

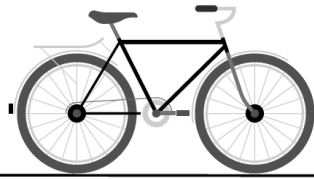


What is the distance once round the pen?

- A 2.2cm                      B 2.6cm                      C 13.2cm                      D 15.6cm

**Section C: Applying**

5. A cyclist covers 200 m in 20 seconds. Find velocity.
6. A bike accelerates uniformly along a straight, horizontal road.



The speed of the bike increases from rest to 8 m/s in 25s. Calculate the acceleration of the bike at this time.

7. An athlete runs a 100m race in a straight line. The table shows how his speed changes with time for the first 5.0s of the race.

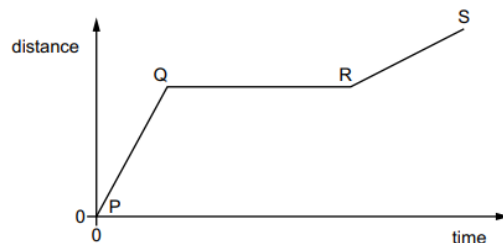
speed m/s	0	1.7	4.1	5.7	6.5	6.8
time/s	0	1.0	2.0	3.0	4.0	5.0

What is the distance covered by the athlete between time 2.0s and time 3.0s?

#### Section D: Analysing / HOTS / ADVANCED QUESTIONS:

8. A body moves with constant speed but changing direction. Is it accelerating? Explain.

9. The graph shows how the distance travelled by a vehicle changes with time

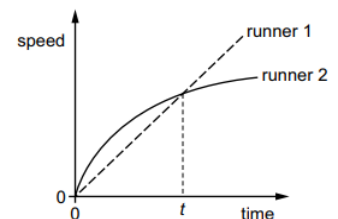


Which row describes the speed of the vehicle in each section of the graph?

10. Two runners take part in a race. The graph shows how the speed of each runner changes with time.

What does the graph show about the runners at time  $t$ ?

- A. Both runners are moving at the same speed.
- B. Runner 1 has zero acceleration.
- C. Runner 1 runs ahead of runner 2.
- D. Runner 2 is slowing down.



11. A train starts from rest with a constant acceleration  $3 \text{ m s}^{-2}$  for 5 s. Now it moves with a constant speed for the next 300 s and finally retards coming to rest again in the next 15 seconds. (i) What is the maximum speed of the train? (ii) What is the retardation produced in the train? (iii) What is the total distance moved by the train? (iv) What is the average velocity of the train?

#### Competency-Based Questions

	<p>12. A student walks 10 m east and then 10 m west. (a) Calculate distance and displacement (b) What does this indicate about motion?</p> <p>13. A car suddenly stops at a signal. Explain this in terms of acceleration.</p> <p><b>SDG Connection:</b> Concepts of motion help in real life and development:</p> <ul style="list-style-type: none"> <li>● Sustainable Cities and Communities (SDG 11) – understanding speed and acceleration improves road safety and traffic management.</li> </ul> <p><b>RUBRICS: (Total: 10 Marks)</b></p> <ul style="list-style-type: none"> <li>● <b>Presentation &amp; content : 5 marks</b> Students will be assessed on clarity, organization, and accuracy of their work, along with the overall presentation of answers.</li> <li>● <b>Post-Reopening Assessment : 5 marks</b> After reopening, a test based on the same worksheet will be conducted to evaluate students' understanding and retention of the concepts.</li> </ul>
<p><b>SCIENCE - CHEMISTRY</b></p>	<p style="text-align: center;"><b>PROGRESSIVE WORKSHEET-2026-27</b> <b>CHAPTER: MATTER IN OUR SURROUNDINGS</b></p> <p style="text-align: center;"><b>CLASS IX</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>● Understand states and properties of matter</li> <li>● Apply concepts to real-life situations</li> <li>● Develop critical and logical reasoning</li> <li>● Connect science with sustainability (SDGs)</li> </ul> <p style="text-align: center;"><b><u>Section A: Knowledge &amp; Understanding (SDG 4 – Quality Education)</u></b></p> <ol style="list-style-type: none"> <li>1. What is matter? Provide a definition and give two examples.</li> <li>2. What are the three states of matter? Name them.</li> <li>3. State any two characteristics of particles of matter.</li> <li>4. What is diffusion? Define it and give one example from daily life.</li> <li>5. Define melting point and boiling point.</li> </ol> <p style="text-align: center;"><b><u>Section B: Application-Based Questions (SDG 6 – Clean Water and Sanitation)</u></b></p> <ol style="list-style-type: none"> <li>6. Why does ice float on water? Explain your answer in terms of the arrangement of particles.</li> <li>7. How does temperature affect the rate of diffusion? Explain with a suitable example.</li> </ol>

8. Why do we feel cool when perfume or sanitizer is applied to the skin?
9. What is evaporation? Explain the process and mention any two factors that affect it.
10. Why is evaporation important in the water cycle? Explain briefly.

**Section C: Critical Thinking & Logical Reasoning (SDG 12 – Responsible Consumption and Production)**

11. A student claims that gases have no mass. Do you agree? Justify your answer with a reason.
12. Why are gases easily compressible, while solids are not? Explain logically.
13. What does the rapid spread of the smell of food in a room indicate about the particles of matter?
14. Why do wet clothes dry faster on a windy day compared to a humid day? Explain.
15. Why should LPG cylinders not be exposed to high temperatures? Give a reason.

**Section D: Competency based questions:**

16. How does increasing pressure help convert a gas into a liquid? Explain and give one practical application.
17. How do refrigerators use the process of evaporation to produce cooling? Explain briefly.
18. Why are CNG and LPG preferred over solid fuels? Give reasons.
19. A student leaves a bowl of water outside overnight, and by morning the water level decreases. Explain why this happens.
20. How does understanding the states of matter help in the safe storage of fuels? Explain with an example.

**Section E: Advanced & HOTS Questions**

21. Compare evaporation and boiling. Why is evaporation considered a surface phenomenon?
22. How might global warming affect the rate of evaporation on Earth? Explain.
23. Design an experiment to demonstrate that particles of matter are in continuous motion.
24. How is air pollution related to the properties of gases? Explain briefly.
25. "Matter can change its state but not its composition." Justify this statement

	<p>with suitable examples.</p> <p style="text-align: center;"><b><u>Challenge Section (Olympiad-Level Thinking)( SDG 9 – Industry, Innovation and Infrastructure)</u></b></p> <p>27. A liquid has very weak intermolecular forces. Predict its boiling point and rate of evaporation, giving reasons.</p> <p>28. Why does acetone evaporate faster than water? Explain using intermolecular forces and kinetic energy.</p> <p>29. How does a decrease in atmospheric pressure at high altitudes affect the boiling point of liquids and the process of cooking? Explain.</p> <p>30. Why does sweating cool the human body? Explain using the concept of latent heat of vaporization.</p> <p style="text-align: center;"><b><u>Extended Task (Research-Based Learning) – SDG 11: Sustainable Cities and Communities</u></b></p> <p><b>Investigate how urban heat islands influence evaporation rates in cities.</b> Based on your research, <b>propose five scientifically supported solutions to reduce urban heat and conserve water.</b></p> <p><b>RUBRICS:</b> <span style="float: right;"><b>(Total: 10 Marks)</b></span></p> <ul style="list-style-type: none"> <li>● <b>Presentation &amp; Content: 5 Marks</b> Students will be assessed on the clarity, organization, and accuracy of their work, along with the overall presentation of answers.</li> <li>● <b>Post-Reopening Assessment: 5 Marks</b> After reopening, a test based on the same worksheet will be conducted to evaluate students’ understanding and retention of the concepts.</li> </ul>
<p><b>SCIENCE - BIOLOGY</b></p>	<p><b>Research Based project.</b> <b>Theme: Cells in Action – From Division to Disease and Discovery</b> <span style="float: right;"><b>(SDG-3)</b></span></p> <p><b>Objective:</b> To understand how cells divide, how errors lead to diseases like cancer, and explore modern advancements in cell biology.</p> <p><b>Concept Builder</b></p>

**1. Cell Division: Model making to show cell division.**

**Rotating cell cycle wheel:** Use two large cardboard circles. Cut a "window" in the top circle, and on the bottom, draw the different phases in cell division. As you rotate the top circle, different stages appear in the window .

**2. Case Study**

***When Cells Go Wrong – Cancer***

Cancer is a disease caused by uncontrolled cell division. Normal cells follow a strict cycle of growth and replication. They divide only when the body needs them. They begin to multiply rapidly and skip the process of programmed death. This build up of abnormal cells creates a mass called a tumor. These cancerous cells often crowd out healthy tissue. They can also travel through the bloodstream to other parts of the body. Ultimately, cancer represents a failure of the body's cellular regulation system.

Answer:

1. What is cancer?
2. How is cancer related to cell division?
3. What happens to normal cell cycle control?
4. Name any two causes of cancer.
5. Suggest two preventive measures.

**3. Research & Awareness**

***Recent Advances in Cell Biology***

Choose **any ONE topic** and prepare a **1–2 page report**:

- Stem cell therapy
  - Gene therapy
  - Cloning
  - Cancer immunotherapy
- Include:
- What it is
  - How it works (simple explanation)
  - One real-life use
  - One advantage and one limitation

	<p><b>4.Real-Life Connection</b></p> <p><b>Health Awareness Task:</b> Go through old newspaper articles, cut and paste any five articles related to cancer awareness programmes on an A4 paper.</p> <p><b>Rubrics - Each topic 2M</b></p>
<p><b>SOCIAL SCIENCE</b></p>	<p><b>Theme:</b> Water Conservation and Sustainable Living <b>Project Title:</b> "Save Water, Save Life" <b>Activity.</b> Find out which states in India face water shortage. And Explain why some areas receive less rainfall. Write about traditional methods of water conservation in India such as: (Step wells,Tanks ,Johads ,Baolis). Visit the stepwells and Baolis in and around Hyderabad or gather information through stake holders (Primary sources.) Mention one local water problem in your area and suggest a solution.</p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>● Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report.</li> <li>● To help students identify and understand regions in India that face water scarcity.</li> <li>● To develop awareness about the causes of unequal rainfall distribution across different areas.</li> <li>● To introduce students to traditional Indian water conservation methods such as stepwells, tanks, johads, and baolis.</li> <li>● To encourage critical thinking about local water-related issues and sustainable solutions.</li> <li>● To promote environmental responsibility and the importance of conserving water resources in daily life.</li> </ul> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>● Students will be able to locate and name Indian states that experience water shortages (e.g., Rajasthan, Maharashtra, parts of Karnataka and Tamil Nadu).</li> <li>● Students will explain reasons for low rainfall in certain regions, such as geographical location, monsoon patterns, and deforestation.</li> </ul>

- Students will describe traditional water conservation systems like stepwells, tanks, johads, and baolis, and understand their relevance even today.
- Students will analyze a local water problem in their area and propose practical, sustainable solutions.
- Students will develop a sense of responsibility towards water conservation and adopt water-saving practices in their daily lives.

**SDG goals aligned**

Which Sustainable Development Goals (SDG) are addressed through this activity? Explain how the activity contributes to achieving this goal with at least two relevant points.

**Guidelines :**

- a) The Project report should be handwritten.
- b) The project work should be done in A4 size sheets (10-15 pages including cover page, conclusion and Bibliography)
- c) The project should follow the format given below:
  - Cover Page
  - Index
  - Introduction- Brief about the topic chosen
  - Causes and related factors (what, why, how)
  - Case Studies (at least 2) OR Real-Time data collected from relevant stakeholders (Min 5 )
  - Conclusion
  - Bibliography

The distribution of marks over different aspects relating to Project work is as follows :  
The distribution of marks over different aspects relating to Project work is as follows :

**Rubrics :**

S.No	Aspects	Marks
a	Content accuracy, originality and analysis	2
b	Presentation and creativity	2
c	Overall neatness , pictures and good handwriting skills	1

**ARTIFICIAL  
INTELLIGENCE**

**Namaste! As per CBSE - student eager to explore the fascinating world of Artificial Intelligence, pursue Skill Development Certificate in AI Foundations.**

***Enroll for Artificial Intelligence Fundamentals: This course is listed with a duration of 10+ hours.***

**Here's a clear, step-by-step guide to help you through the process:**

Step 1: Access the IBM SkillsBuild Platform

- \* Open your web browser (like Chrome, Firefox, Safari, etc.).
- \* Go to the IBM SkillsBuild website: <https://skillsbuild.org/>

Step 2: Create an Account (if you don't have one)

- \* On the IBM SkillsBuild homepage, you'll likely see a button that says "Register," "Sign Up," or "Get Started." Click on it.
- \* You'll be asked to provide some basic information, such as your name, email address, and a password. Since you're a school student, look for options that might be specifically for students.
- \* Follow the on-screen instructions to complete the registration process. You might need to verify your email address.

Step 3: Find the "Artificial Intelligence Foundations" Course

- \* Once you're logged in, you can explore the course catalog. Look for a search bar or browse through the available learning paths or topics.
- \* Search for keywords like "Artificial Intelligence," "AI Foundations," or "IBM AI."
- \* You should find a course specifically named "Artificial Intelligence Fundamentals" or something similar offered by IBM.

Step 4: Enroll in the Course

- \* Click on the "Artificial Intelligence Foundations" course to view its details.

\* You should see an "Enroll" or "Start Learning" button. Click on it to join the course. The IBM SkillsBuild platform generally offers these courses for free.

#### Step 5: Complete the Course Modules

\* The course will be divided into several modules or sections. These will cover the fundamental concepts of AI. Based on the information available, you can expect to learn about:

- \* What AI is and its various applications in daily life and different industries.

- \* Basic AI terminology like Machine Learning, Deep Learning, and Neural Networks.

- \* Key AI capabilities such as Natural Language Processing, Computer Vision, and Chatbots.

- \* Ethical considerations surrounding AI.

- \* The job outlook and career paths in the field of AI.

\* Go through each module step by step. The platform will likely have videos, readings, quizzes, and possibly hands-on labs.

\* Pay close attention to the learning materials and complete all the activities in each module.

#### Step 6: Complete the Assessments

\* As you progress through the course, there will be practice quizzes and potentially graded quizzes at the end of each module or a final assessment at the end of the course.

\* Make sure to complete all the assessments to test your understanding of the concepts.

#### Step 7: Earn Your Certificate

\* Once you have successfully completed all the modules and passed the required assessments, you will be eligible to receive the IBM Skill Development Certificate in Artificial Intelligence Foundations.

\* The platform will usually provide a notification or a button to claim your certificate. This might be a digital badge that you can share on your resume, social media profiles (like LinkedIn), or download as a PDF.

Key Things to Remember:

- **No Prior Knowledge Required:** This foundational course is designed for beginners, so you don't need to have any prior experience in AI or programming.
- **Self-Paced Learning:** You can usually learn at your own pace, fitting the course around your school schedule.
- **Free of Cost:** IBM SkillsBuild generally offers these foundational courses for free, which is excellent for students.
- **Digital Credential:** You will receive a verified digital badge from IBM upon successful completion, which is a valuable addition to your profile.

**By following these steps, you should be able to successfully enroll in and complete the IBM Skill Development Certificate in Artificial Intelligence Foundations. All the best in your AI learning journey!**