

HOLIDAY HOMEWORK FOR SUMMER HOLIDAYS 2026-2027

CLASS X

SUBJECT	HOME WORK
ENGLISH	<p>1. Blog: “Sustainable Living”: Responsible Consumption & Production- SDG 12 Task: Read articles/blogs on sustainable habits and extract key ideas. <u>Guidelines:</u> Write 3 blog entries in about 100-120 words documenting your own eco-friendly practices. Add suitable vocabulary related to environment and sustainability. Use only A4 size sheets to answer this question. Also design a cover page.</p> <p><u>Evaluation Criteria:</u> Content Relevance-3m Organization of ideas & originality -3m Use of Vocabulary-2m Creativity & Personal Reflection -2m</p> <p>2. Flip Book : Life on Land-SDG 15 Flip Book is a mini booklet (4 pages) where each page shows: (A stage of a problem, a transformation over time, a solution journey) Task: Design a flipbook on the theme “Forest Transformation” Page 1: Dense forest Page 2: Cutting trees Page 3: Empty land Page 4: Reforestation</p> <p><u>Guidelines:</u> Each page should have: relevant illustrations, 1-2 lines of text in English (in about 15-20 words), clear progression from page to page. Use only A4 size sheets to answer this question. Also design a cover page.</p> <p><u>Evaluation Criteria:</u> Content -3m Creativity -2m Originality of ideas-3m Presentation-2m</p>

Learning Outcomes:

Students will:

develop a clear understanding of sustainability principles

analyse personal habits and evaluate their impact on the environment

apply sustainable practices in daily life

express ideas effectively through written formats

use appropriate environmental vocabulary and structured presentation

TELUGU

CLASS: 10 TELUGU - L2

HOLIDAY HOMEWORK 2026-27

SDG GOALS

1,8,10



మీ తెలుగు వాచకం (వెన్నెల-5) ఉపవాచకంలోని LS-4 రికషాల కథను చదవండి. అర్థం చేసుకొని, ఈ క్రింది ప్రశ్నలకు జవాబులు రాసి, తగిన చిత్రాలతో A4 PAPER పై ప్రాజెక్ట్ పనిని పూర్తి చేయండి.

- > నిజాయితీ అంటే ఏమిటి? వివరించండి.
- > మీరు ఎప్పుడైనా నిజం చెప్పి ఇబ్బంది పడ్డ సందర్భాన్ని వివరించండి.
- > ఈ కథలో రంగడి జీవితంలో సంఘటనలను మీరు మార్చాలనుకుంటే ఏ విధంగా మారుస్తారు?
- > రికషాలా రంగడి కథను నొంతమాటల్లో రాయండి.
- > "నీతి- నిజాయితీ మనిషికి పెట్టని ఆభరణాలు" దీన్ని సమగ్రిస్తూ ముగింపు రాయండి.

మార్కులు: 10

ఉపోద్ఘాతము - 2మా

భాషా నైపుణ్యం- 2మా

స్వజనాత్మకత - 2మా

తగిన చిత్రాలు - 2మా

ప్రదర్శన - 2మా

LEARNING OUTCOME:

నిజాయితీగా కష్టపడాలని, సాటి మనుషుల పట్ల ప్రేమ కలిగి ఉండాలని, మనిషి విలువ అతని డబ్బులో కాదు, అతని మంచి గుణాల్లో ఉంటుందని గ్రహిస్తారు.

SUGGESTED BOOKS FOR READING:

చిందలెత్తే కథలు, ముళ్ళపూడి వెంకట రమణ రచించిన "బుడుగు" కథల పుస్తకాన్ని చదవండి.



कक्षा X वीं वाचन कौशल हेतु सतत विकास लक्ष्य निम्नलिखित विषयों में से किसी एक विषय को चुनकर, अधिकतम एक या दो मिनट का वीडियो रिकार्ड कीजिए। इससे संबंधित दिशा- निर्देश आगे दिए गए हैं।

विषय -

“स्वस्थ जीवनशैली अपनाना क्यों ज़रूरी है?”

“हर बच्चे को शिक्षा का अधिकार क्यों होना चाहिए?”

“जल संरक्षण हमारी ज़िम्मेदारी है।”

“नवीकरणीय ऊर्जा ही भविष्य है।”

“प्लास्टिक का कम उपयोग क्यों ज़रूरी है।

प्रोगम उद्देश्य(Learning Objectives):--

- विद्यार्थियों को सतत विकास लक्ष्यों (SDGs) से जोड़कर बोलने की क्षमता विकसित करना।
- प्रवाह, उच्चारण और आत्मविश्वास में सुधार करना।

क्षित अधिगम परिणाम (Learning Outcomes):-

- विद्यार्थी वैश्विक मुद्दों पर बोलने में सक्षम होंगे।
- प्रवाह और उच्चारण में सुधार होगा।
- सक्रिय श्रवण और प्रभावी संप्रेषण कौशल में वृद्धि होगी।
- SDG 3 , SDG4, SDG5, SDG6, SDG7, SDG12

आपका प्रस्तुतीकरण निम्नलिखित बिन्दुओं पर परखा जाएगा ।

बिंदु	प्रवाह	उच्चारण	शब्दावली व व्याकरण	भाव व स्वर	विषय संगठन
अंक	2	2	2	2	2

यहाँ आपके एक मिनट वीडियो प्रोजेक्ट के लिए संक्षिप्त हिंदी निर्देश दिए गए हैं।

MATHEMATICS

Instructions to be followed:

- Students should do the activities on A4 sheets.
- Tabular form info should be neat and appropriate.
- Graphical representation should be neat and accurate.

SDG 9: Industry, Innovation, and Infrastructure

Activity-1: Find the zero/zeros of the given polynomials by the graphical method.

Objective: To enable the students to understand how to find the zeroes of the polynomials graphically. (NOTE: Please refer to the math lab manual.)

- a) Linear polynomial: $3x+5$
- b) Quadratic polynomial: $x^2 + 8x - 48$
- c) Cubic polynomial: $x^3 - 4x$

*Also fill the information in the given tabular form.

S. No.	Polynomial	Zeroes	Degree of the polynomial	No. of zeroes	Remarks
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SDG 3: Good Health and Well-being

Activity-2: (Case Based Question)

During a health check-up camp three types of patients registered themselves. 60 were suffering from joint problem, 84 were suffering from some type of fever and 108 were diabetic. The organisers want to call doctors for this camp.

- (i) What is the maximum number of doctors required if each doctor treats the same number of patients for each type of problem?
- (ii) How many patients will each doctor treat?

(iii) At the end of the day when the total count was done the number of patients with joint problems were 48, suffering from fever were 60 and diabetic patients were 72 only. How many patients each doctor treated?

(iv) If $\text{HCF}(48, 60, 72) = 7m - 2$, what is the value of m ?

Objective: To solve real-world optimization problems.

Along with the above activities, Solve all the below given worksheet.

(Solve in the worksheet notes).

Topic: Real Numbers (WEEK-1)

Q1. Using Euclid's division algorithm, find the HCF of the following.

(a) 1288, 576 (b) 155, 1305 (c) 240, 1024

Q2. Find the largest number which divides 245 and 1029 leaving the remainder 5 in each case.

Q3. The HCF of two numbers is 145 and their LCM is 2175. If one number is 725, find the other.

Q4. The product of two numbers is 20736 and their HCF is 54, find their LCM.

Q5. After how many places of decimals, the decimal expansion of the rational number $\frac{43}{2^4 \times 5^3}$ will terminate?

Q6. Express each of the following as the product of primes.

(a) 6435 (b) 8085 (c) 2184

Q7. State the fundamental theorem of Arithmetic.

Q8. Check whether 5^n can end with the digit 0 for any natural number n .

Q9. Prove that $5 + 2\sqrt{3}$ is an irrational number.

Q10. Prove that $\sqrt{3}$ is irrational.

Topic: Polynomials (WEEK-2)

Q1. If $(x + k)$ is a factor of $2x^2 + 2kx + 5x + 10$, find k .

Q2. If α and β are the zeroes of the polynomial $p(x) = 3x^2 - 5x + 6$, find the value of (i) $\frac{\alpha}{\beta} + \frac{\beta}{\alpha}$ (ii) $\alpha^3 + \beta^3$

Q3. Find the quadratic polynomial whose zeroes $\frac{2}{3}$ and $\frac{-1}{4}$

Q4. Find a polynomial whose zeros are squares of the zeroes of the polynomial $3x^2 + 6x - 9$.

Q5. If "1" is one of the zeroes of the polynomial $p(x) = 7x - x^3 - 6$, find its other zeroes.

Q6. Find the quadratic polynomial, sum and product of whose zeroes are 2 and -1 respectively.

Q7. If the sum of the zeroes of the quadratic polynomial $kx^2 + 2x + 3k$ is equal to their product, find the value of k .

Q8. Find a polynomial whose zeroes are 2, 1 and -1 . What is its degree?

Q9. Find the polynomial whose zeroes are reciprocals of the zeroes of the polynomial $2x^2 + 3x - 6$.

Q10. Find the ratio of the sum and product of the zeroes of the polynomial $5x^2 + 2x - 10$.

Q11. If α , β and γ are the zeroes of the cubic polynomial

$$p(x) = 3x^3 - 6x^2 + 5x - 3, \text{ then, find their sum and product.}$$

Q12. Find all the zeroes of the polynomial $f(x) = 2x^4 - 3x^3 - 5x^2 + 9x - 3$, if two of its zeroes are $\pm\sqrt{3}$.

Topic: Pair of Linear Equations in Two Variables (WEEK-3)

Q1. Determine the value of k for which the given system of equations has unique solution:

(a) $2x - 3y = 1$; $kx + 5y = 7$

(b) $4x - 5y = k$; $2x - 3y = 12$

Q2. Find the value of k so that the following system of equations has no solution.

(a) $(3k+1)x + 3y - 2 = 0$; $(k^2+1)x + (k-2)y - 5 = 0$

Q3. Find the value of k , for which the system of equations has infinitely many solutions.

(a) $2x - 3y = 7$; $(k+2)x - (2k+1)y = 3(2k-1)$

(b) $x + (k+1)y = 5$; $(k+1)x + 9y = 8k - 1$

Q4. Solve the following system of equations by any algebraic method.

(a) $x+y=3$; $2x+5y=12$

(b) $x-2y-5=0$; $3x+5y-6=0$

(c) $2x-3y+13=0$; $3x-2y+12=0$

(d) $3x-4y-1=0$; $2x-y+5=0$

Q5. Represent the following equations on the graph and determine the vertices of the triangle, so formed .

(a) $2y - x = 8$, $5y - x = 14$, $y - 2x = 1$

(b) $y = x$, $y = 0$, $3x + 3y = 10$

Q6. Draw the graph of $x - y + 1 = 0$ and $3x + 2y - 12 = 0$. Calculate the area of the triangle bounded by these lines and the x -axis.

Q7. Solve the system of equations $x - y = 1$, $2x + y = 8$ graphically .Shade the area bounded by these lines and x -axis. Also find its area.

Q8. A man has belts and handkerchiefs which together are 40 in number. If he had 5 more handkerchiefs and 5 less belts, the number of handkerchiefs becomes four times the number of belts. Find the original number of each.

Q9. The age of the father is twice the sum of the ages of his two children. Ten years hence, the age of the father will be three-quarter of the sum of the ages of his children then. Find the present age of the father.

Q10. The numerator of a fraction is 4 less than its denominator. If the numerator is decreased by 2 and the denominator is increased by 1, the denominator becomes 8 times its numerator. Find the fraction.

WEEK-4

- 1) Prove that $\sqrt{3} + \sqrt{5}$ is an irrational number.
- 2) Find the HCF and LCM of 144 and 198 using the prime factorization method. Verify that HCF x LCM = Product of the two numbers.
- 3) The HCF of two numbers is 16 and their product is 3072. Find their LCM.
- 4) Find the zeros of the quadratic polynomial $x^2 + 7x + 10$ and verify the relationship between the zeros and its coefficients.
- 5) Find a quadratic polynomial, the sum and product of whose zeros are -3 and 2 respectively.
- 6) If α and β are the zeros of the quadratic polynomial, find the value of $\alpha^2 + \beta^2$
- 7) If one zero of the polynomial $(a^2 + 9)x^2 + 13x + 6a$ is the reciprocal of the other, find the value of a.
- 8) Solve the following pair of linear equations by substitution method:
 $3x - 5y = -1$ and $x - y = -1$

	<p>9) Find the value of k for which the system of equations $2x+3y=7$ and $(k+1)x+(2k-1)y=4k+1$ has infinitely many solutions.</p> <p>10) A two-digit number is such that the sum of the digits is 9. If 27 is added to the number, the digits are reversed. Find the number.</p> <p>Rubrics :</p> <ul style="list-style-type: none"> ● Punctuality-1m ● Content-5m ● Tables and graphs-2m ● Presentation-2m
<p>SCIENCE - PHYSICS</p>	<p style="text-align: center;">PROGRESSIVE WORKSHEET(2026-27)</p> <p style="text-align: center;">TOPIC: REFLECTION OF LIGHT</p> <p>Learning Objectives: Understand the basic concepts of light such as Reflection of light on plane mirrors and spherical mirrors and its applications in Physics. Apply these concepts to solve simple problems and interpret behaviour of Reflection of light in everyday situations.</p> <p>Remembering questions: (Recall of facts, definitions, basic concepts)</p> <ol style="list-style-type: none"> 1. State the two convenient rays that are chosen to construct the image by a spherical mirror for a given object? Explain your answer with the help of suitable ray diagrams. 2. Name the type of mirror used (i) by dentists and (ii) shaving mirrors. Give two reasons why such mirrors are used in each case. <p>Understanding questions(Explain ideas or concepts)</p> <ol style="list-style-type: none"> 3. Which mirror will you prefer to use as a rear-view mirror in a car: a plane mirror or a convex mirror? Give one reason. 4. In the case of a convex mirror, if the object is moved away from the mirror, how do the position, size and nature of the image change? <p>Applying questions(Use knowledge in new situations, solve problems)</p>

5. An object is at a distance of 25 cm in front of a plane mirror. The mirror is shifted 5 cm away from the object. Find : (i) the new distance between the object and its image, and (ii) the distance between the two positions of the image.

6. For an object placed at a distance of 20 cm from a concave mirror, the image is at the same position. What is the focal length of the mirror?

Analysing questions(Break information into parts, interpret diagrams, relationships)

7. Complete the ray diagram shown in Fig. 7.44 and fig. 7.46 to show the formation of the image for parallel rays incident on spherical mirrors. State position, nature and size of the image formed.

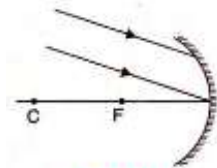


Fig. 7.44

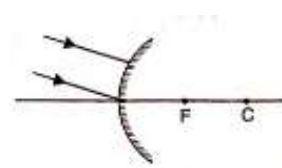


Fig. 7.46

8. The figure shows a concave mirror and convex mirror with its pole at P, focus F and centre of curvature C. Draw ray diagrams to show the formation of image of an object OA.

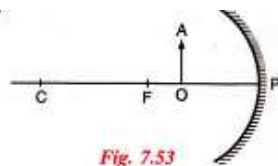
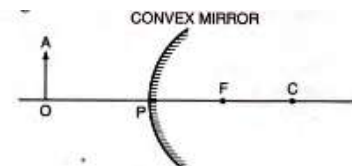


Fig. 7.53



Evaluating questions (Justify decisions, make judgments)

9. You are given a concave of focal length 10 cm. A point source of light and a screen placed at a distance 30 cm in front of the mirror. How can you obtain a bright patch of light on screen, of size equal to that of the aperture of the mirror? Draw a diagram to explain your answer.

10. respective distances of different objects from these mirrors.

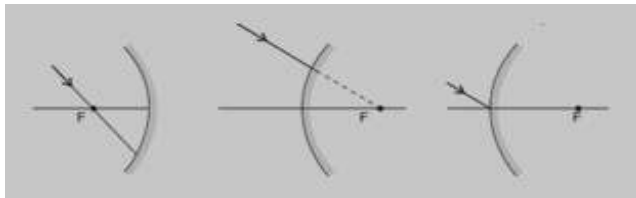
S.No.	Object distance (cm)	Focal length (cm)
A	45	20
B	30	15
C	20	30

Answer the following questions: (i) In the given position of the object from the mirrors, which mirror will form a diminished image of the object. Draw a ray diagram for image formation by this mirror.

(ii) Which mirror can be conveniently used as a make-up mirror? Draw a ray diagram to illustrate this function.

Creating questions (Generate new ideas, design, construct diagrams)

11. Draw the following diagram in which a ray of light is incident on a concave/convex mirror on your answer sheet. Show the path of this ray, after reflection, in each case.



12. Draw a ray diagram to show the path of the reflected ray in each of the following cases. A ray of light incident on a convex mirror. (a) Is directed towards its principal focus. (b) is parallel to its principal axis.

Formulate questions:

13:- An object is placed at a distance of 10 cm from a concave mirror of focal length 20 cm. (a) Draw a ray diagram for the formation of image. (b) Calculate the image distance. (c) State two characteristics of the image formed.

14:- If an object of 10 cm height is placed at a distance of 36 cm from a concave mirror of focal length 12 cm, find the position, nature and height of the image.

Learning Outcomes

By the end of this worksheet, students will be able to explain the concept of reflection of light, ray diagrams and image formation and numericals on

	<p>spherical mirrors. Apply these concepts to predict real life applications in everyday situations.</p> <p>SDG Connection: Reflection of light helps in daily life and supports development:</p> <ul style="list-style-type: none"> ● Good Health and Well-being (SDG 3) & Sustainable Cities and Communities (SDG 11) – concave mirrors used by dentists and convex mirrors for road safety. <p>RUBRICS: (Total: 10 Marks)</p> <ul style="list-style-type: none"> ● Presentation & content : 5 marks Students will be assessed on clarity, organization, and accuracy of their work, along with the overall presentation of answers. ● Post-Reopening Assessment : 5 marks After reopening, a test based on the same worksheet will be conducted to evaluate students' understanding and retention of the concepts.
<p>SCIENCE - CHEMISTRY</p>	<p style="text-align: center;">PROGRESSIVE WORKSHEET-2026-27 CHAPTER: CHEMICAL REACTIONS AND EQUATIONS CLASS X</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ● Conceptual clarity (types of reactions, balancing, energy changes) ● Analytical and logical reasoning ● Real-life applications ● Sustainability connections (SDGs) <p style="text-align: center;"><u>Section A: Knowledge & Understanding (SDG 4 – Quality Education)</u></p> <ol style="list-style-type: none"> 1. What is a chemical reaction? Mention any two observable changes that indicate a chemical reaction has occurred. 2. What do you understand by a balanced chemical equation? Explain why balancing a chemical equation is necessary. 3. State the Law of Conservation of Mass. Support your answer with a suitable example. 4. Differentiate between combination reactions and decomposition reactions. Write one balanced chemical equation for each type. 5. Write four balanced chemical equations representing displacement reactions. Also, briefly explain what happens in such reactions.

Section B: Application-Based Questions (SDG 6 – Clean Water and Sanitation)

6. Balance the following chemical equation and identify the type of reaction:
$$\text{Fe} + \text{H}_2\text{O} \rightarrow \text{Fe}_3\text{O}_4 + \text{H}_2$$
7. Why is the electrolysis of water classified as a decomposition reaction? Explain with the help of a balanced chemical equation.
8. Why is magnesium ribbon cleaned with sandpaper before burning in air? Also, identify the type of reaction involved and write its balanced chemical equation.
9. Quicklime reacts vigorously with water.
- Explain this reaction and write the balanced chemical equation.
 - What happens when excess carbon dioxide is passed through the product formed?
 - Write the relevant chemical equation(s) and identify the types of reactions.
10. Explain how decomposition reactions are useful in water purification or water treatment processes. Give suitable examples in support of your answer.

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

11. What is rusting? Describe the chemical process involved in the rusting of iron.
12. Why do decomposition reactions generally require energy in the form of heat, light, or electricity? Explain the role of energy in these reactions.
13. Why do displacement reactions occur only when a more reactive element replaces a less reactive one? Explain with reasoning based on reactivity.
14. Explain why respiration is classified as an exothermic reaction, whereas photosynthesis is considered an endothermic reaction.
15. A reaction produces a gas but shows no colour change. Can this still be considered a chemical reaction? Give reasons to support your answer.

Section D: Competency based questions:

16. A white powder is used for whitewashing walls. It reacts with water to form a smooth paste.
- Identify the compound and write the chemical reaction.
 - State the type of reaction and its importance.
17. Why should oily and fatty foods be stored in airtight containers?
- Identify the type of reaction involved.
 - Suggest one more method to prevent this reaction.
18. In a reaction, a gas is evolved and the temperature of the surroundings increases.
- What type of reaction is this?
 - Give one example and explain your reasoning.

	<p>19. A student observes that no visible change occurs when two solutions are mixed, but a chemical reaction has taken place.</p> <ul style="list-style-type: none"> ● Give possible evidence (other than colour change) to support this. ● Provide one suitable example. <p style="text-align: center;"><u>Section E: Advanced & HOTS Questions</u></p> <p>20. Why do some exothermic reactions not feel hot to touch, even though they release energy?</p> <ul style="list-style-type: none"> ● Explain in terms of energy distribution and surroundings. <p>21. A student claims that all combination reactions are exothermic.</p> <ul style="list-style-type: none"> ● Do you agree? Justify your answer with reasoning or a counter example. <p>22. In a closed container, a chemical reaction takes place but no mass change is observed.</p> <ul style="list-style-type: none"> ● What principle does this demonstrate? ● Would the result differ in an open container? Explain. <p>23. A reaction is said to be both oxidation and reduction at the same time.</p> <ul style="list-style-type: none"> ● Explain how this is possible with an example. <p>RUBRICS: (Total: 10 Marks)</p> <ul style="list-style-type: none"> ● Presentation & Content: 5 Marks Students will be assessed on the clarity, organization, and accuracy of their work, along with the overall presentation of answers. ● Post-Reopening Assessment: 5 Marks After reopening, a test based on the same worksheet will be conducted to evaluate students' understanding and retention of the concepts.
<p>SCIENCE - BIOLOGY</p>	<p>Chapter: Our Environment Theme: "Waste to Wealth – Sustainable Living for the Future" SDG -7 Objective To help students:</p> <ul style="list-style-type: none"> ● Understand environmental issues like waste management and pollution ● Develop research and analytical skills ● Explore real-life sustainable solutions ● Think innovatively about converting waste into useful and profitable product <p>Project Title (Choose ONE or Combine):</p> <ol style="list-style-type: none"> 1. "From Waste to Wealth: A Sustainable Business Model" 2. "Investigating Waste Management in My Locality" 3. "Eco-Entrepreneur: Turning Trash into Treasure"

Part A: Research & Investigation

1. Field Study / Observation

Visit your neighborhood (market, colony, community). Observe and answer the following:

- Types of waste generated (biodegradable / non-biodegradable)
- Estimate the approximate quantity of waste per day
- How is waste collected and disposed of?

Present your data in:

- Tables / charts / pie diagrams

2. Case Study Research

Research any one successful “waste to wealth” initiative, such as:

- Composting units
- Recycling industries
- Upcycling businesses
- Plastic waste reuse

Include:

- What problem they solved
- Materials used (type of waste)
- Environmental benefits
- Economic benefits

3. Scientific Understanding

Answer briefly:

- What is biodegradable and non-biodegradable waste?
- How does improper waste disposal affect ecosystems?
- Explain the concept of biomagnification with an example
- What is the role of decomposers in the environment?

Part B: Innovation & Business Model

Design Your Own “Waste to Wealth” Idea

Think like a young entrepreneur!

Create a business idea that:

- Uses waste materials
- Produces a useful product
- Has potential to generate income

Guiding Questions for Students

Idea Development

1. What type of waste will you use? Why did you choose it?
2. Is this waste easily available in your surroundings?

Product Creation

3. What product will you make from this waste?
4. How is your product useful to people?
5. Is it eco-friendly? Explain how.

Process & Feasibility

6. What steps are involved in converting waste into your product?
7. What tools or materials are required?
8. Is the process simple enough to be done at a small scale?

Economic Thinking

9. What will be the approximate cost of production?
10. What price will you sell your product for?
11. Who are your target customers?

Sustainability Impact

12. How does your idea help reduce pollution?
13. How does it promote sustainable living?
14. Can this idea be expanded into a larger business? How?

Part C: Presentation

Students can present their work in any creative format:

- Project file (neatly written)
- PPT presentation
- Model / prototype (optional but encouraged)
- Poster or infographic
- Assessment Criteria
- Research depth and accuracy
- Creativity and innovation
- Scientific understanding
- Practical applicability
- Presentation and neatness

ASSESSMENT RUBRIC

Criteria Marks

Investigation & Data Collection 2

	<p>Scientific Understanding 2 Creativity & Innovation 2 Business Idea Feasibility 2 Presentation & Neatness 2 Total 10 Marks</p>
<p>SOCIAL SCIENCE</p>	<p>Students can choose any one topic and connect it with relevant Sustainable Development Goals (SDGs):</p> <ol style="list-style-type: none"> 1. Unemployment & Job Insecurity <ul style="list-style-type: none"> · SDG 8: Decent Work and Economic Growth · SDG 1: No Poverty 2. Reality of Child Labour <ul style="list-style-type: none"> · SDG 8: Decent Work (Target: End child labour) · SDG 4: Quality Education 3. Online Safety and Cyberbullying <ul style="list-style-type: none"> · SDG 16: Peace, Justice and Strong Institutions · SDG 3: Good Health and Well-being 4. Impact of Caste on Indian Polity <ul style="list-style-type: none"> · SDG 10: Reduced Inequalities · SDG 16: Justice and Strong Institutions 5. Corruption in Government and Bureaucracy <ul style="list-style-type: none"> · SDG 16: Peace, Justice and Strong Institutions 6. Population Explosion and its Consequences <ul style="list-style-type: none"> · SDG 3: Good Health and Well-being

· SDG 11: Sustainable Cities and Communities

Objectives

- To help students apply Social Science concepts to real-life issues.
- To develop awareness about global challenges through the lens of SDGs.
- To enhance critical thinking, analytical, and research skills.
- To integrate creativity and interdisciplinary learning (art, data, case studies).
- To build responsible citizenship and problem-solving abilities.

Learning Outcomes

By the end of the project, students will be able to:

- Analyze social issues and connect them with global development goals (SDGs).
- Evaluate causes, impacts, and solutions for real-world problems.
- Interpret case studies and real-time data effectively.
- Develop awareness of responsible citizenship and ethical behavior.
- Propose practical solutions aligned with sustainable development.
- Communicate ideas clearly through structured, handwritten reports.

Project Structure

- Cover Page
- Index
- Introduction
- Causes & Analysis
- SDG Linkage
- Case Studies / Data Collection
- Solutions (aligned with SDGs)
- Conclusion
- Bibliography

Guidelines

- Write in A4 sheets
- Must include:
 - Introduction (brief explanation of topic)
 - Main Body (arguments, explanation, examples)
 - Conclusion (summary + personal viewpoint)
- Write in simple, clear language
- SDG integration is must
- Use relevant examples
- Avoid copying directly from books or the internet, content must be original
- Include relevant diagrams, maps or illustrations.
- Ensure all pages are numbered
- Submit project on the reopening of the school.

Marking Scheme (10 Marks)

Aspect Description Marks

Criteria	Marks	Description
Content & Understanding	4	Accuracy, relevance, clarity of concepts
Analysis & Arguments	2	Logical thinking, balanced viewpoints
Organization & Structure	2	Clear introduction, body, conclusion
Presentation	1	Neatness, handwriting, proper format
Originality & Examples	1	Use of own ideas and real-life examples

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 AI Foundations - A Collaboration of ISTE and IBM: This course is specifically designed for high school students and is estimated to take around 14-15 hours to complete.

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!