

**NEW ERA PUBLIC SCHOOL, DWARKA**  
**SYLLABUS (2026 - 27)**  
**CLASS: VIII**  
**SUBJECT: ENGLISH**

<b>MONTH AND WORKING DAYS</b>	<b>LITERATURE</b>	<b>GRAMMAR</b>	<b>WRITING SKILLS</b>
<b>APRIL (22)</b>	A Man's Best Friend (Prose) Ozymandias (Poetry)	The Pronoun Modals	Notice Writing
<b>MAY (21)</b>	Face on the Wall (Prose) Mending Wall (Poetry)	The Adjective (types and degree of comparison) Adverbs	Informal Letter
<b>JUNE</b>	<b>SUMMER VACATION</b>		
<b>JULY (25)</b>	The Treasure of Lemon Brown (Prose) Macbeth (Play) The Dash (Poem)	Tenses Subject Verb Agreement	Essay Writing Display Advertisement
<b>AUGUST (21)</b>	The Clothing Man (Prose) Macavity, the Mystery Cat (Poetry)	Conjunctions Prepositions	Story Writing
<b>SEPTEMBER (23)</b>	<b>MID TERM EXAMINATION</b>		
<b>OCTOBER (18)</b>	Mrs. Packletide's Tiger (Prose) The Camel's Complaint (Poetry)	Articles	
<b>NOVEMBER (18)</b>	A Fishy Story (Prose)	Clauses	Letter to the Editor
<b>DECEMBER (23)</b>	Pet in the House (Prose) The Seven Ages of Man (Poetry)	Active and Passive Voice	Writing Report
<b>JANUARY (16)</b>	The Camel's Complaint (Poetry)	Direct and Indirect Speech	
<b>FEBRUARY (22)</b>		<b>REVISION</b>	
<b>MARCH</b>	<b>ANNUAL EXAMINATION</b>		

माह	पाठ्य-पुस्तक	भाषा	लेखन कौशल
अप्रैल	1. पहरूए, सावधान रहना 2. दादा बने खिलाड़ी	1. राजभाषा: हिंदी 2. संधि 3. वर्तनी शुद्धिकरण	1. अनुच्छेद लेखन
मई	1. जन्तत की गलियों में	1. सर्वनाम 2. लिंग और वचन	1. पत्र लेखन (अनौपचारिक)
जुलाई	1. भिखारिन 2. सोशल मीडिया	1. विशेषण 2. कारक	1. संवाद लेखन
अगस्त	1. फाँसी से पहले	1. क्रिया 2. मुहावरे और लोकोक्तियाँ	1. सूचना लेखन

सितंबर

मध्यावधि परीक्षा हेतु पुनरावृत्ति

अक्टूबर	1. साइकिल की सवारी 2. कर्मवीर	1. काल 2. पर्यायवाची शब्द	1. विज्ञापन लेखन 2. लघु कथा लेखन
नवंबर	1. मेरा विद्यार्थी जीवन	1. अविकारी शब्द 2. विलोम शब्द	1. सूचना लेखन
दिसंबर	1. डायरी का एक पन्ना	1. अनेक शब्दों के लिए एक शब्द 2. समास	1. पत्र लेखन (औपचारिक)
जनवरी	1. नीलू	1. वाक्य 2. वाक्य संबंधी अशुद्धियाँ	1. अनुच्छेद लेखन

फ़रवरी

वार्षिक परीक्षा हेतु पुनरावृत्ति

SUBJECT-MATHEMATICS

Month & Working Days	Topic & Sub topics	Learning Outcomes	Pedagogical Processes including Art-integration Project & Competency-based Learning
<b>TERM I</b>			
APRIL (22)	<p>CH-1 A SQUARE AND A CUBE</p> <p>CH-2 POWER PLAY</p> <p>CH-3 A STORY OF NUMBERS</p>	<p>*Properties of square and cube numbers, finding roots, geometric interpretations. Students will be able to find square roots using long division method.</p> <p>Exponents, law of indices and scientific notation (laws of powers).</p> <p>Number systems, including ancient Roman and different bases</p>	<p><b>AIL</b>-Maths Bingo on algebra of Rational numbers. *Learning of laws of exponents using foldable wheel activity. *Square root puzzle.</p> <p><b>CBL</b>- Students will be able to apply the knowledge of algebra of rational numbers in calculations. *They can solve the problems related to daily life (age, numbers)</p>
May (21)	<p>CH- 4 Quadrilaterals</p> <p>CH5 – NUMBER PLAY</p>	<p>*Classify and explore properties of 2D polygons</p> <p>*Patterns in numbers, divisibility rules and mental Maths tricks.</p>	<p><b>AIL</b> - Paper folding activities to verify the properties of quadrilaterals. <b>CBL</b>- Students will be able to organise the given information in various form like pie cart, bar graph.</p>
July (25)	<p>CH 6 - WE DISTRIBUTE YET THINGS MULTIPLY</p> <p>CH 7 – PROPOSITIONAL REASONING</p>	<p>Expressions, expansion, distributive property of multiplication over addition or subtraction.</p> <p>Indirect and direct proportions with practical examples. Identifying proportion as direct, creating a table to write the data, formula of direct proportion and problem solving.</p>	<p>Algebraic reasoning behind the formula of <math>(a+b)^2</math>, <math>a^2 - b^2</math>. Scale factor in maps (based on direct proportion)</p> <p>*Knowledge of power and exponents will help them to write big terms without error. *Observing quantities in real that change together.</p>



DECEMBER (23)	CH- 7 AREA	<p>*Focus on calculating the area of complex shapes and surfaces. Triangles, trapeziums and quadrilaterals, general polygons, area of paths, cross paths and uniform plots.</p>	<p><b>AIL</b> – construction of composite shapes.</p> <p><b>CBL</b>- Solving problems involving paths layed around rectangular parts creating cross paths.</p> <p>*Strategise how to find area of polygons by dividing them into triangles and quadrilaterals.</p>
JANUARY (16)	CH-9 MENSURATION  CH – 12 FACTORISATION	<p>*Estimates the area of shapes like trapezium and other polygons by using graph sheets and verifies using formulas.</p> <p>*Finds area of a polygon.</p> <p>*Find cubes and cube roots of numbers using different methods.</p> <p>*Common factors from all terms of an algebraic expression</p> <p>*Factors of a quadratic polynomial using factorisation (middle term splitting method</p> <p>*Algebraic identities to find factors</p>	<p><b>AIL</b>- Making of a cardboard house using knowledge of surface area and volume.</p> <p>* Flash Cards for learning formulae.</p> <p><b>CBL</b>- They will be able to find the cost of fencing, carpeting, painting after calculations using factors.</p> <p>*Knowledge of factors will help students in finding area of 2 dimensional objects.</p>
FEBRUARY (22)	Revision and Annual Examination		
MARCH (20)	Annual Examination		

**AIL** – Art integrated learning, **CBL** – Competency based learning



<p><b>May (21)</b></p>	<p><b>Chapter4: Exploring Forces</b></p>	<p>*define force and identify it as a push or pull.</p> <p>*describe how force affects motion and shape.</p> <p>*differentiate between contact and non-contact forces.</p> <p>*understand gravitational force and how it relates to weight.</p> <p>*apply force concepts to everyday situations and natural phenomena.</p>	<p><b>AIL</b>-*Demonstration of types of forces will be done by the students using things available at home.</p> <p><b>CBL</b>--* Student will be able to derive the formula and calculate pressure for given force applied on a given area in order to explain common daily phenomenon requirement of sharp knife etc</p> <p>*Students will be able to know the science behind the behavior of magnets, gravitational force etc.</p>
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<p><b>NOVEMBER (18)</b></p>	<p><b>Chapter10: Light : Mirrors and lenses</b></p>	<p>*understand the laws of reflection, identifying types of mirrors (plane, concave, convex), mapping image characteristics, and exploring applications like kaleidoscopes, periscopes, and eye anatomy.</p> <p>*differentiate regular/diffused reflection and explain lateral inversion.</p>	<p><b>AIL-</b></p> <p>*Make a periscope using cardboard and two plane mirrors.</p> <p><b>*Mirror Art -Draw half of a figure (butterfly/face) and use a mirror to complete the image and observe symmetry formed by a plane mirror.</b></p> <p><b>CBL-Applies laws of reflection in real-life situations (e.g., mirrors in vehicles, periscopes). Explains how lenses are used in spectacles, microscopes, and cameras.</b></p>
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Subject-Social Science

Month & Working Days	Topic & Sub topics	Learning Outcomes	Pedagogical Processes including Art-integration Project & Competency-based Learning
<b>TERM – 1</b>			
April (22)	<p>Ch.1 Natural Resources and Their Use</p> <p>Ch.2 Reshaping India's Political Map</p>	<p><b>ould be able to understand;</b></p> <p><b>what constitutes a resource and understand the concept of utility (e.g., water, air, technology).</b></p> <p><b>atural Resources, Distinguish between renewable (e.g., solar, forests) and non-renewable (e.g., fossil fuels) resources.</b></p> <p><b>istribution and understand that resources are unevenly distributed due to natural factors, influencing economic development and international relations.</b></p> <p><b>nd analyse the impact of overexploitation and the necessity of conserving natural resources.</b></p> <p><b>wareness about the responsible stewardship of natural resources and sustainable development.</b></p> <p><b>d Interdependence: Link the use of natural resources to human needs, daily life, and economic development.</b></p> <p><b>nvironmental Impact: Identify the consequences of pollution and unsustainable usage on ecosystems.</b></p> <hr/> <p><b>d how foreign invasions from beyond the Hindu Kush reshaped India's political landscape.</b></p> <p><b>rise and fall of various dynasties, particularly the Delhi Sultanate and the expansion of the Mughal Empire.</b></p> <p><b>he Iqta system of the Delhi Sultanate with the Mansabdari system of the Mughals.</b></p> <p><b>ow regional powers, like the Vijayanagara Empire and the Ahom Kingdom, defended themselves.</b></p> <p><b>e resilience of Indian society and the blending of cultures during this period.</b></p> <p><b>: Identify changes in the extent of empires and significant kingdoms over time.</b></p>	<p>Understanding &amp; Analysis Critical Thinking &amp; Evaluation Application &amp; Stewardship Spatial Reasoning</p> <p>Art Integrated - "Stewardship Poster Campaign" - Design a poster series focusing on "Responsible and Wise Use of Natural Resources," illustrating sustainable agricultural practices or energy-saving tips.</p> <hr/> <p>Analyse Power Shifts Compare Strategies Historical Empathy</p> <p>Art Integrated - Administrative Collage: Compare the administrative systems (e.g., Paik system of Ahoms vs. Mansabdari) using a collage format, including sketches of army life.</p>
May (21)	Ch.3 The Rise of the Marathas	<p>Analyze the rise of Chhatrapati Shivaji, his vision of Swarajya, and his role in uniting regional, cultural, and spiritual strengths of Maharashtra.</p> <p>Learn about guerrilla warfare techniques and the establishment of a naval force to protect</p>	<p>Geographical Analysis Historical Analysis Critical Thinking</p> <p>Art Integrated -</p>



	Legislature and Executive	<p>Students will identify the roles of Parliament (Legislature) in making laws, passing the budget, and amending the Constitution. Students will analyse the roles of the President, Prime Minister, and Council of Ministers in implementing laws and governing the country.</p> <p>Students will understand how the legislature controls the executive through questions, debates, and motions (e.g., no-confidence motion).</p> <p>Students will distinguish between the roles and composition of the Lok Sabha (Lower House) and the Rajya Sabha (Upper House). Students will learn how the Prime Minister is appointed based on majority support in the Lok Sabha.</p>	Art Integrated - Create a "Youth Parliament" skit.
August (21)	Ch.7 Factors of Production	<p>Students will define and differentiate between the five key factors of production: land (natural resources), labour (human effort), capital (money/tools), technology (methods), and entrepreneurship (management and risk-taking).</p> <p>Students will understand that production is an interconnected process where a change in one factor, such as a shortage of labour or new technology, affects the overall production output.</p> <p>Students will distinguish between physical capital (machinery, buildings, tools) and financial capital (money) needed for production.</p> <p>Students will analyse how education, training, healthcare, and skill development increase the productivity of labour.</p> <p>Students will understand the role of entrepreneurs in coordinating resources and taking risks to start businesses.</p> <p>Students will explore how technology (e.g., computers, advanced machinery) improves production efficiency.</p> <p>Students will identify Indian examples of these factors, such as traditional crafts (human skill), local factories (capital), and agricultural resources (land).</p> <p>Students will understand the challenges in developing human capital in India and the responsibilities of production, including sustainability.</p>	<p>Analytical Thinking Problem Solving Real-World Application</p> <p>Art Integrated - Sustainability Poster Design a poster showing how a factory can use eco-friendly methods like recycling wastewater to protect "Land" resources</p>
September (23)	Revision & Mid – Term Examination		

Subject-Sanskrit

माह	संस्कृत सोपानम्	शब्द रूप	धातु रूप	संख्यावाची शब्द	अधिगम उद्देश्य
अप्रैल	पाठ-1 ईश-वन्दना पाठ-2 सिंहः मूषकः च	नदी	वद् धातु (लट् , लृट् , लङ् लकार)		1.श्लोक का शुद्ध उच्चारण एवं स्वर के साथ वाचन कराना। 2.सिंह और मूषक की कहानी का सार अपने शब्दों में समझाना।
मई	पाठ-3 हिमालयः		हस् धातु (लट् , लृट् , लङ् लकार)	संख्यावाची शब्द 1 से 25 तक	1.भारत के प्राकृतिक सौंदर्य और पर्वतों के महत्व को समझाना। 2. हिमालय से निकलने वाली नदियों की संस्कृत भाषा में पहचान कराना।
जुलाई	पाठ-4 स्वास्थ्यस्य रक्षा पाठ-5 क्रीडायाः क्षेत्रम्	साधु	स्था धातु (लट् , लृट् , लङ् लकार)		1.स्वस्थ रहने के उपाय (व्यायाम, स्वच्छता, संतुलित आहार आदि) का ज्ञान कराना। 2. खेलों के महत्व तथा उनसे होने वाले शारीरिक व मानसिक लाभ को समझाना।
अगस्त	पाठ-6 त्रयः मत्स्याः	किम् (तीनों लिंगों में)	नम् धातु (लट् , लृट् , लङ् लकार)		1 विभिन्न धातुओं (जैसे - वद्, नम्, हस्, स्था) के रूपों की तीनों लकारों में पहचान कराना। 2 कहानी से मिलने वाली शिक्षा (समय पर निर्णय लेना) से ज्ञान प्राप्त कराना।
सितम्बर	पुनरावृत्ति			संख्यावाची शब्द 1 से 25 तक	

माह	संस्कृत सोपानम्	शब्द रूप	धातु रूप	संख्यावाची शब्द	अधिगम उद्देश्य
अक्तूबर	पाठ-7 श्रीरामः पाठ-8 जन्तुशाला	शशिन्	रक्ष् धातु (लङ्, लोट्, विधिलिङ् लकार)		1 श्रीराम के जीवन की मुख्य घटनाओं (वनवास, रावण-वध, अयोध्या आगमन) को समझाना। 2. नए शब्दों (शब्दार्थ) को सीखकर वाक्यों में प्रयोग करना और जन्तुओं की सुरक्षा और देखभाल के महत्व को समझाना।

नवंबर	पाठ-9 नलः दमयन्ती च पाठ-11 बुद्धः	दातृ	गम् धातु (लङ्, लोट्, विधिलिङ् लकार)	संख्यावाची शब्द 26 से 50 तक	1 कहानी के आधार पर कल्पनाशक्ति और अभिव्यक्ति कौशल विकसित करना। 2 जीवन के दुःख और उनके समाधान (चार आर्य सत्य) की प्रारंभिक समझ विकसित करना।
दिसंबर	पाठ-13 आचार्यः चाणक्यः		पा धातु (लङ्, लोट्, विधिलिङ् लकार)		1 चाणक्य के व्यक्तित्व, शिक्षा और नीतियों का ज्ञान कराना। 2 छात्रों को शब्द रूपों का शुद्ध उच्चारण कर उनका प्रयोग करना सिखाना।
जनवरी	पाठ-14 श्लोकाः	पयस्	अस् धातु (लङ्, लोट्, विधिलिङ् लकार)	संख्यावाची शब्द 26 से 50 तक	1 श्लोकों का शुद्ध उच्चारण कर अर्थ सहित उनके भाव को स्पष्ट कराना।
फरवरी	पुनरावृत्ति			संख्यावाची शब्द 1 से 50 तक (पुनरावृत्ति)	