REGIONAL TRAINING CENTRE

DAV PUBLIC SCHOOL FATEHABAD CLUSTER

CAPACITY BUILDING PROGRAMME (UNDER THE AEGIS OF DAVCMC, NEW DELHI)

STD-VIII
CURRICULUM (2026-27)

NAME OF THE CHAPTER	LEARNING OUTCOMES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES	SDGs
1. The Cell- its Structure and function	Students will be able to •Explain the basic concept of the cell as the fundamental unit of life. Understand the main points of cell theory. Differentiate between unicellular and multicellular organisms. Identify and describe the differences between plant and animal cells. Recognize and label the basic components of a cell (cell membrane, cytoplasm, nucleus, etc.). Understand the function of various cell organelles such as the	• Hands on experiment • Use of visual aids • GD • Role play • Quiz • Real life examples • Field visit • Project based learning	• **Research and Presentations** 1. Research and create a presentation on the structure and function of different cell organelles. 2. Discuss the importance of cells in the human body. Interactive Activities 1. Create a cell model using everyday objects (e.g., a ball for the nucleus, strings for mitochondria). 2. Role-play different cell organelles and their functions.	• Good health and well being • Quality Education • Climate Action

	nucleus, vacuole, mitochondria, etc. Develop basic understanding of how a microscope helps in observing cells. Recognize the historical contributions of scientists like Robert Hooke and Anton van Leeuwenhoek. Identify the presence of cell wall and chloroplasts in plant cells. Understand the role of each cell component in maintaining life processes. Improve observation and comparison skills through diagrams and experiments. Develop the ability to classify and group information based on cell types and structures.			
Microorganisms : friends or foes	Students will be able to Identify and categorize different types of microorganisms (bacteria, fungi, viruses, protozoa, algae) ● distinguish between beneficial and harmful		● Multimedia: to show types of microorganisms. ● Observation of bread mould ● To show fermentation by mixing sugar and yeast in warm water and observe bubble ● Curd formation	● Good Health and Well-being ● Zero hunger ● Clean Water and Sanitation ● Responsible Consumption and Production

	microorganisms ● learn about microorganisms that benefit human health, agriculture, and the environment. ● will be able to list examples of beneficial microorganisms such as those used in food production (e.g., yeast in bread), medicine (e.g., antibiotics), and waste decomposition (e.g., bacteria in composting) ● Students will learn about harmful microorganisms, including pathogens responsible for diseases in humans, animals, and plants. ● Importance of food preservation and how it helps extend the shelf life of food, preventing spoilage and waste.			
Metals and non metals	● Identification of elements. ● Metal, non-metal and metalloids ● Diff. between metal and non-metal.	● Correlate the metal with daily life. ● Know the uses of diff. use of metals and non-metals. ● Show the diff. metals and non-metals.	● Show that metals are good conductors of electricity. ● Show metals are malleable and ductile. ● Metallic oxides are basic in nature.	● Industry, Innovation, and Infrastructure ● Responsible Consumption and Production ● Climate Action ● Clean Water and Sanitation

	• Knows their physical and chemical properties. • Learn the reactivity of metal. • Uses and application of metal and non-metal		• Uses of metal and non-metal.	• Affordable and Clean Energy
Force and pressure	• Students will define force and explain effects of force • Types of forces-Contact and Non-contact forces, balanced and unbalanced force • Pressure exerted by liquids and gases • Factors affecting fluid pressure • Examples of fluid pressure in everyday life • Concept of atmospheric pressure and how it varies with altitude • Applications of atmospheric pressure	• Showing real life examples • Demonstration • GD • Experiments • Quiz • Flash cards	• Push and pull objects to demonstrate force and its types • To show spring balance • Giving examples of various types of force • To show how a pointed object applies more pressure than a blunt one. • Activity to show liquid pressure • Activity to show atmospheric pressure • Flow chart of force and pressure	• Industry, Innovation, and Infrastructure • Affordable and Clean Energy • Sustainable Cities and Communities • Responsible Consumption and Production
Friction	• Know about friction • Type of friction, • factor affecting friction, • importance and application of friction, • nuisance of friction, • method to reduce friction.	• Introducing friction in daily life. • Showing real life examples (dropping the objects of diff. Shape) • Experiments • Quiz	• Make paper aeroplane • Walking, treads of tyre, ball bearing, • Use of grease and oiling	• Affordable and Clean Energy • Industry, Innovation, and Infrastructure • Responsible Consumption and Production • Life Below Water

Sources of energy	• Students will be able to understand the difference between Renewable and Non-renewable Energy Sources. • Identify and describe Formation, uses, and properties of types of fossil fuels.	• Group discussion • Videos and diagrams • Real life examples • Group Activities • Field visits • Numerical problems • Real life issues like energy sources • Quiz	• Create a chart or table to classify energy sources (e.g., solar, wind, coal, petroleum). • Show videos or diagrams of solar panels, wind turbines, and hydroelectric dams. • Build a simple solar cooker using cardboard, foil, and plastic wrap. • Create a model wind turbine or waterwheel. • Solve basic problems related to energy efficiency or consumption. • Create posters or presentations on the theme "Save Energy for a Better Future."	• Clean Water and Sanitation • Good Health and Well-being • Sustainable Cities and Communities • Responsible Consumption and Production • Industry, Innovation, and Infrastructure • Affordable and Clean Energy
Combustion	• Define combustion and identify the essential conditions required for it • Differentiate between rapid and spontaneous combustion, and explosion • Classify fuels into solid, liquid, and gaseous forms. • Understand the characteristics of an ideal fuel. • Identify the different zones of a flame • Define calorific value and its significance in determining the	• Real life examples • Demonstration • Digital Resources • Visual aids	• To show air is necessary for combustion • Paper cup activity for ignition temperature • To demonstrate different zones of flame • To show wax vapours are present in the innermost zone of a candle flame • Activity to show the outer zone is the hottest part of candle flame.	• Affordable and Clean Energy • Climate Action • Good Health and Well-being • Responsible Consumption and Production

	efficiency of a fuel. ● Explain the harmful effects of incomplete combustion, including the formation of carbon monoxide			
Refraction and dispersion of light	● Know about the light, ● refraction and dispersion of light, ● cause of refraction, ● laws of refraction, ● basic concept of refraction, ● Concave and convex lens, uses of lens, ray diagram of image formed by lens.	Demonstration, Experiments, hands on activity	● Burning of paper by use of convex lens, ● bending of pencil through refraction, ● size of lemon through refraction. ● Raising the word under glass on the table. ● Refraction of light through glass slab ● Image formation using lenses.	● Industry, Innovation, and Infrastructure ● Good Health and Well-being ● Quality Education
The human eye	● Understand the functions of each part and how they contribute to vision. ● Identify common vision defects like myopia, hypermetropia, ● Understand the importance of eye care and hygiene. ● Understand the aids for the help of visually challenged persons	Practical demonstration, Flash cards, multimedia	● To show 3-D model of human eye ● To demonstrate the existence of blind spot ● To make 63 dot pattern of Braille system	● Good Health and Well-being ● Quality Education ● Reduced Inequality ● Decent Work and Economic Growth ● Responsible Consumption and Production
Sound	● Understanding Sound:	Hands on activities, demonstration	● To show propagation of	● Good Health and Well-being

	• Define sound and its sources. • Understand how sound is produced by vibrations. • Learn about characteristics like amplitude, frequency, wavelength, and pitch. • Differentiate between loudness and pitch. • Comprehend how sound travels through solids, liquids, and gases. • Understand the concept of a medium for sound propagation. • Learn about ultrasonic sounds and their applications in medical fields, such as ultrasound • Understand noise and its effects		sound through water. • To study the human ear with a model of ear.	• Industry, Innovation, and Infrastructure • Sustainable Cities and Communities • Responsible Consumption and Production
Synthetic fibres and plastics	• Students will learn common synthetic fibres like **nylon, polyester, acrylic, and rayon and** explore the various uses of synthetic fibres. • The lesson will introduce **thermoplastics** and **thermosetting plastics**	• Real life examples • Demonstration • Debate on environmental effects of plastics	• To study material made up of thermoplastics and thermosetting plastics • Collection of different types of fibres and compare properties.	• Responsible Consumption and Production • Climate Action • Life Below Water • Good Health and Well-being • Industry, Innovation, and Infrastructure • Quality Education

	● the impact of synthetic fibres and plastics on the environment ● They will learn about the importance of recycling plastic materials to reduce environmental harm.			
Reproduction in animals	● Students will learn about various methods of asexual reproduction ● They will distinguish between **sexual reproduction** and **asexual reproduction** ● Students will learn different reproductive patterns ● Fertilisation and development of embryo ● Metamorphosis	● Demonstration ● Multimedia ● Flash cards ● Paper craft of different stages of metamorphosis	● Clay moulding, showing life cycle of frog ● Enlist five organisms with their reproductive pattern, no. of eggs laid, incubation period.	● Life on Land ● Climate Action ● Zero Hunger ● Good Health and Well-being ● Quality Education
Reaching the age of adolescence	● Students will learn the meaning of adolescence ● What is Puberty? ● Students will learn about the physical and sexual changes in boys and girls ● Recognize the importance of hormonal changes and their impact on the body.	● Demonstration ● Tabular form of hormones ● Group discussion	● GD- Adolescence: A unique phase marked by concerns and challenges ● Find out sex ratio of your state. Compare the state with having the best ratio and prepare a report.	● Good Health and Well-being ● Quality Education ● Gender Equality ● Reduced Inequalities ● Decent Work and Economic Growth ● No Poverty

	● Appreciate the need for proper nutrition, hygiene, and self-care during this stage of life. ● Recognizing the challenges that peers may face during adolescence			
Electric current and its chemical effects	● They will understand the process of **electrolysis** ● Understand the importance of **electrodes** and the role of **anode** and **cathode** in electrolysis. ● Know about the electricity, conductors ,insulators and electrolytes ● Recognize practical applications of the chemical effects of electric current, including **electroplating, electro refining etc.**	● Lab experiments ● Demonstration ● Multimedia	● Arrangement of continuity tester and checking different types of liquids and how to increase their conductivity. ● Hydrolysis of water ● Electroplating ● Electromagnetic induction	● Affordable and Clean Energy ● Industry, Innovation, and Infrastructure ● Responsible Consumption and Production ● Clean Water and Sanitation ● Climate Action

MONTHWISE DIVIDED SYLLABUS (2026-27)

MONTH	COURSE CONTENT
APRIL	CH-1 The cell-Its structure and functions CH-2 Microorganisms – Friends or foes. CH-6 Sources of energy
MAY	CH-3 Metals and Non-Metals CH-8(Conservation of plants and animals)(assessment based) CH-9 Crop production and its management(assessment based)
JUNE	Summer Break
JULY	UNIT TEST -1(Monday Test) CH-4 Force and Pressure CH-5 Friction
AUGUST	CH-7 Combustion CH-10(Refraction and dispersion of light)
SEPTEMBER	MID TERM
OCTOBER	CH-11(The Human Eye) CH-12(Sound) CH-17(Stars and Solar system)(assessment based) CH-18 Earthquakes(assessment based)
NOVEMBER	CH-13(Synthetic fibres and plastics) CH-14(Reproduction in animals) CH-15(Reaching the age of Adolescence) UNIT TEST -2(Monday Test)
DECEMBER	CH-16(Electric current and its chemical effects) CH-19 Pollution of air CH-20 Pollution of water PERIODIC TEST-2
JANUARY	PRE-BOARDS
FEBRUARY	Revision + Final Exam.

NOTE: The chapters marked in red ink will not be included in the Annual Examination. However, they will be a mandatory part of the internal assessment.
The complete syllabus will be included in Preboards and final examination.

SYLLABUS OF UNIT TESTS AND TERM-WISE TEST

UNIT TEST -1

CH-1 The cell-Its structure and functions
CH-2 Microorganisms – Friends or foes.

TERM-1

CH-1 The cell-Its structure and functions
CH-2 Microorganisms – Friends or foes.
CH-3 Metals and Non-Metals
CH-4 Force and Pressure
CH-5 Friction
CH-6 Sources of energy
CH-7 Combustion
CH-8 Conservation of plants and animals)(assessment based)
CH-9 Crop production and its management(assessment based)
CH-10 Refraction and dispersion of light

UNIT 2

CH-11 The Human Eye
CH-12 Sound
CH-13 Synthetic fibres and plastics

TERM-2

CH-11 The Human Eye
CH-12 Sound
CH-13 Synthetic fibres and plastics
CH-14 Reproduction in animals
CH-15 Reaching the age of Adolescence
CH-16 Electric current and its chemical effects
CH-17 Stars and Solar system (assessment based)
CH-18 Earthquakes (assessment based)
CH-19 Pollution of air
CH-20 Pollution of water

NOTE: All the chapters of term-1 excluding assessment based chapters will be included in the final examination.

AFFIDAVIT

I, _____ S/o, D/o, W/o _____ Residence of _____ (Seller Address) do hereby solemnly affirm and declare as under :-

1. That I have sold my Vehicle _____ (Vehicle Company Name) _____ (Model Name) bearing its registration number _____ (vehicle registration number), Chasis No. _____ , Engine No. _____ Model _____ to _____ S/o, D/o, W/o _____ Residence of _____ and having _____ (ID Proof details).
2. That I have received full & final payment of the above-said vehicle from the said purchaser.
3. That I shall be responsible for all Challan, Accident, taxes, case, etc. till the date of sale i.e. _____ (Time – AM/PM) of _____ (vehicle sold date).
4. That I have no objection if the above-said vehicle may be transferred in the name of the said purchaser.

DEPONENT

VERIFICATION:-
Verified that the contents of my above-said affidavit are true and correct to the best of my knowledge and belief and nothing has been concealed therein.

DEPONENT