

SURENDRANATH CENTENARY SCHOOL
SESSION: 2026-27
ANNUAL PEDAGOGICAL PLAN
CLASS: VIII

Subject: ENGLISH					
Books: New Sparkle Multiskill English Reader					
Collins English Grammar and Composition 8					
Month	Chapters	No. of Periods	Topics	Learning Objectives	Learning Outcomes
April	Vocabulary Voyage <ul style="list-style-type: none"> ● Homonyms ● Homophones ● Creating new words ● Question Tag ● Palindrome ● Subject-Verb Concord ● Idioms ● Proverbs ● Role play ● Story Telling ● Crossword Literature Ch.1-A Drive in the Motor Car Ch 2 The People Upstairs Writing Skills Descriptive Paragraph Diary Entry ASL-Listening skills	22	VOCABULARY VOYAGE ACTIVITIES Unseen passage Vocabulary enrichment (Homonyms, collocation, crossword, palindrome) Composing poems. Writing and narrating stories. Listening and speaking (instructing the students, group discussion) Ch 1.A Drive in the Motor Car Storyline, Chapter highlights, Word Power HOTS: “Her tone was so confident and cocky, it should have scared us to death, but it didn’t.”. Why does the author say they were not scared? Activity- The Car Words. Ch 2- The People Upstairs Explanation, poetic devices, rhyming scheme HOTS: Why does the poet say he would love these people if they lived downstairs? Descriptive Paragraph Writing-Pg 10 Writing Skills, Guided Practice following the CODER. Diary Entry- Features, format and practice questions. ASL-Listening Skills	To enable the students to <ul style="list-style-type: none"> <input type="checkbox"/> Connect prior knowledge with new academic content. <input type="checkbox"/> Identify and address learning gaps through diagnostic assessment. <input type="checkbox"/> Relate to the main idea and the model of the story by reading the text. <input type="checkbox"/> To understand the plot and characters of the story “A Drive in the Motor Car” <input type="checkbox"/> To analyse the use of humour and satire in the story. <input type="checkbox"/> To understand the Poet’s portrayal of the people upstairs and their lifestyle <input type="checkbox"/> To analyse the use of imagery and tone in the poem. <input type="checkbox"/> Recall the rules, exceptions and common errors of grammar topics. <input type="checkbox"/> List the elements of descriptive paragraph writing. <input type="checkbox"/> Explain the purpose and format of Diary Entry. <input type="checkbox"/> Strengthen listening skill. 	Learners will be able to <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of essential concepts from the previous grade. <input type="checkbox"/> Gain a clear understanding of areas need to be focussed on. <input type="checkbox"/> Read and comprehend the story. <input type="checkbox"/> Summarize the plot and main events of the story. <input type="checkbox"/> Analyse the author's use of humour and satire to critique societal norms. <input type="checkbox"/> Read the poem aloud with expressions and comprehend its central idea. <input type="checkbox"/> describe the poet's depiction of the people upstairs and their lifestyle. <input type="checkbox"/> Develop creative writing skill. <input type="checkbox"/> Learn to express feelings and opinions in the form of diary entry. <input type="checkbox"/> Develop listening competencies.
May	Literature Ch 3-In a Snake Pit Ch 4- The Handpost	11	Ch 4- In a Snake Pit – Storyline, Chapter highlights, Word Power HOTS: ‘Bring out the touch of irony in the last paragraph of the lesson.	<ul style="list-style-type: none"> <input type="checkbox"/> To understand the author's experience and emotions while catching snakes in a pit 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the author's experience and emotions while catching snakes in the pit.

	Grammar Ch-4 Determiners		Activity: Linguistic Flourish- Explore and master phrases Ch-4 The Handpost Explanation, poetic devices, rhyming scheme HOTS: Describe the night when Henry was walking across the heath. Ch 4- Determiners -Explanation, types, common errors, practice questions.	<input type="checkbox"/> To analyze the author's use of humor and descriptive language in the narrative. <input type="checkbox"/> To analyse the use of imagery and symbolism in the poem. <input type="checkbox"/> Identify Determiners and their Kinds	<input type="checkbox"/> Reflect on the author's message about respecting and appreciating wildlife. <input type="checkbox"/> Describe the poet's message and themes in the poem. <input type="checkbox"/> Analyze how the poet uses imagery and symbolism. <input type="checkbox"/> Learn the correct usage of Determiners.
June	Literature Ch 5-The Shoeshine Ch-6 The Way Through the Wood Grammar- Ch-6 - Verbs (Transitive and Intransitive Verbs) Writing- Ch-41 Bio-sketch ASL- Speaking Skills	12	Ch 5-The Shoeshine Storyline, chapter highlights. Word Power VBQ -What made India great in the past? What is the situation of India in the present according to the narrator? Do you agree? Activity -Crossword Puzzle (pg-30) Ch 6- The Way Through the Wood Explanation of the poem, central idea; critical appreciation of the poem, poetic devices, Word Power HOTS: What would have happened if the forest keepers had not shut the road for the use of people? Transitive and Intransitive Verbs Writing- Bio-sketch guidelines, purpose, format, sample answer and practice question. ASL- Speaking Skills – Let's Talk (pg-46)	<input type="checkbox"/> To interpret the themes of the lesson (eg- poverty, social inequality, dignity of labor) To understand the portrayal of the Shoeshine boy's life and struggle <input type="checkbox"/> Analyze the central idea of the poem. <input type="checkbox"/> Explain the poetic devices used in the poem <input type="checkbox"/> Identify transitive and intransitive verb. <input type="checkbox"/> Write bio-sketch in correct format. <input type="checkbox"/> Strengthen speaking competency and develop effective communication skills.	<input type="checkbox"/> Describe the author's depiction of the shoeshine boy's life and struggles. <input type="checkbox"/> Analyse how the poet uses imagery and tone to create a specific atmosphere. <input type="checkbox"/> Explain the poet's nostalgic tone and its effect on the reader. <input type="checkbox"/> Reflect on the poet's message about the impact of change and progress on nature and human experience. <input type="checkbox"/> Pick examples of different poetic devices from the poem. <input type="checkbox"/> Explain Transitive and Intransitive Verb. <input type="checkbox"/> Develop creative writing skills. <input type="checkbox"/> Develop speaking skills.
July	Literature- Ch 7-True Spirit of Sport Ch 8- Where The Mind Is Without Fear Grammar- Ch-17-Active and Passive Voice Writing: Editorial letter	23	Ch7- True Spirit of Sport Storyline, chapter highlights. Word Power HOTS- What is the true spirit of sport? Is it winning, is it competition or is it participation? Justify. Activity -Crossword Puzzle (pg-42) Debate-Pride vs Practicality Ch 8- Where The Mind is Without Fear Explanation of the poem, central idea; critical appreciation of the poem, poetic	<input type="checkbox"/> To understand the values and themes associated with sports and competition. <input type="checkbox"/> Analyse the author's message about sportsmanship, teamwork and fair play <input type="checkbox"/> To interpret the themes of freedom, equality and progress in the poem.	<input type="checkbox"/> Explain the author's emphasis on fair play, respect, and teamwork in sports. <input type="checkbox"/> Reflect on how the values in "The Spirit of Sport" apply to life beyond sports. <input type="checkbox"/> Discuss how the poem advocates for equality and social justice.

	<p>Reading Skill: Unseen passage</p>		<p>devices, Word Power VBQ: In what way do we build 'narrow domestic walls'? Discuss what effect do they have on others. Art Integrated Learning Activity: Map of a Fearless Nation based on the core ideas of the poem, 'Where the Mind is Without Fear'</p> <p>Ch-17 Active and Passive Voice</p> <p>Writing-Editorial letters -Purpose, format, rules, guidelines, sample question</p>	<ul style="list-style-type: none"> <input type="checkbox"/> To understand the poet's vision of an ideal society <input type="checkbox"/> Define and distinguish active and passive voice. <input type="checkbox"/> Explain the rules of changing active voice to passive voice. <input type="checkbox"/> Explain the purpose, format and features of editorial letter writing. <input type="checkbox"/> Strengthen speaking, listening competency and develop effective communication skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on the relevance of the poem's message in today's world. <input type="checkbox"/> Identify and distinguish between active and passive voice. <input type="checkbox"/> Transform the sentences from active voice to passive voice. <input type="checkbox"/> Write editorial letter as per the given format. <input type="checkbox"/> Develop creative writing skills.
August	<p>Literature Ch 9- One Good Turn (Play)</p> <p>Grammar Tenses Integrated Grammar</p> <p>Writing-Story Writing, Email Writing</p> <p>ASL- Speaking Skills</p>	21	<p>Ch 9-One Good Turn Storyline, chapter highlights. Word Power, VBQ: What is your opinion about capital punishment? Should this practice be abolished? Why/why not?</p> <p>Activity-.Role play</p> <p>Grammar Tenses</p> <p>Writing- Story Writing, Email writing (practice questions)</p> <p>ASL- Speaking Skills</p>	<ul style="list-style-type: none"> <input type="checkbox"/> To analyze the character's motivations and actions in the Play <input type="checkbox"/> To interpret the author's message of kindness, gratitude and reciprocity <input type="checkbox"/> Explain verb, its role in a sentence and its various forms. <input type="checkbox"/> Develop stories by organizing key points or outlines of the story according to Frey Tag's Pyramid. <input type="checkbox"/> Strengthen speaking competency and develop effective communication skills and dialogues <input type="checkbox"/> Strengthen digital competency. 	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss the characters' responses to good turns and their consequences. <input type="checkbox"/> Reflect on the importance of gratitude and reciprocity in relationships <input type="checkbox"/> Explain different kinds of tenses and use correct verb forms while framing sentences. <input type="checkbox"/> Explore the fundamentals of crafting an effective Email. <input type="checkbox"/> Develop speaking competency. <input type="checkbox"/> Develop digital competency.

September	Spotlight -1 Literature - Revision Grammar -Revision (Integrated Grammar) Writing - Revision	12	SPOTLIGHT I Comprehensive passages, editing, gap-filling, punctuation. Revision - Literature., Grammar. and Writing.	<input type="checkbox"/> Acquaint students with question paper pattern. <input type="checkbox"/> Develop the key processes the learners need to undertake during the exam.	<input type="checkbox"/> Learn, or brush up on, revision and exam skill. <input type="checkbox"/> Manage time more effectively when revising and in the exam.
October	Literature Ch-11- Inchcape Rock Ch 12-The Portrait of a Lady Grammar Ch15- Conjunctions ASL - Speaking Skill	14	Ch 11- Inchcape Rock . Explanation of the poem, central idea, critical appreciation of the poem, Word Power HOTS: Why do you think Sir Ralph cut the bell from the buoy? What could be his feelings while doing so? Activity- Role Play: Enactment of the key scenes of the poem Ch12-The Portrait of a Lady Storyline, chapter highlights. Word Power HOTS- The grandmother was not pretty but she was beautiful. How is being beautiful different from being pretty? Ch 15-Conjunctions – correct usage, practice exercises. (Pg-116,117). ASL -Speaking skill (pg-118)	<input type="checkbox"/> Understand the poem's themes of karma, danger, and responsibility. <input type="checkbox"/> Analyze the poet's use of literary devices like metaphor and imagery <input type="checkbox"/> Understand the themes of love, relationships, and generational differences. <input type="checkbox"/> Analyze the character of the grandmother and her bond with the narrator. <input type="checkbox"/> Identify different types of conjunctions. <input type="checkbox"/> Strengthening speaking skills.	<input type="checkbox"/> Identify and explain literary devices used in the poem. <input type="checkbox"/> Grasp how the poem conveys the consequences of one's actions. <input type="checkbox"/> Interpret the grandmother's character and her significance in the story. <input type="checkbox"/> Analyze the themes and relate them to their own experiences. <input type="checkbox"/> Demonstrate the ability to use conjunctions and improve writing clarity and coherence by linking ideas effectively. <input type="checkbox"/> Develop communication skills.
November	Literature Ch 13- The Village Schoolmaster Ch 14- The Blue Carbuncle Grammar Ch 16-Direct and Indirect Speech Writing - Story Writing	18	Ch13-The Village Schoolmaster Explanation of the poem, central idea, critical appreciation of the poem, Word Power VBQ: Do you think the teachers today are different from the schoolmaster described in the poem? In what way are they similar or different? Justify. Ch14- The Blue Carbuncle	<input type="checkbox"/> Understand the poem's portrayal of the schoolmaster's character and role. <input type="checkbox"/> Analyze the poet's use of humor and satire. <input type="checkbox"/> Understand the plot and themes of mystery, justice, and redemption.	<input type="checkbox"/> Describe the schoolmaster's character and his significance in the village. <input type="checkbox"/> Identify and explain the poet's use of literary devices like irony and satire.

	Diary Entry ASL- Speaking and Listening Skill		<p>Storyline, chapter highlights: Word Power HOTS- What happened when Sherlock Holmes brought James Ryder to his house and confronted him and confronted him with the blue carbuncle? Why was Ryder uncertain whether to claim it or disown it? Elucidate. Activity: Flowchart(pg92)</p> <p>Ch 16- Direct and Indirect Speech-Explanation, rules, common errors</p> <p>Writing -Story Writing and Diary Entry</p> <p>ASL-Speaking Skills Listening Skills</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze Sherlock Holmes' detective skills and methods. <input type="checkbox"/> Define and distinguish direct and indirect speech. <input type="checkbox"/> List the rules and exceptions of converting direct speech to indirect speech. <input type="checkbox"/> Explain the ways of writing effective stories and diary entry. <input type="checkbox"/> Strengthen speaking competency and develop effective communication skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> Summarize the story's plot and identify key themes. <input type="checkbox"/> Analyze Holmes' investigative techniques and logical reasoning. <input type="checkbox"/> Identify and distinguish between direct and indirect speech. <input type="checkbox"/> Convert sentences from direct to indirect speech. <input type="checkbox"/> Develop habit of writing an effective story and express feelings and opinion in the form of diary entry. <input type="checkbox"/> Develop listening, reading, comprehending, writing and speaking competencies.
December	<p>Literature Ch 15-The Solitary Reaper Ch 16- Anukul Ch-17 Time, You Old Gipsy Man</p> <p>Grammar Ch-18, 19 Clauses</p> <p>Writing- Editorial letter Reading Skills-Unseen Passage</p>	21	<p>Ch15-The Solitary Reaper Explanation of the poem, critical appreciation, summary, Question time. HOTS: Compare how William Wordsworth portrays nature in 'Daffodils' and 'The Solitary Reaper'. How do the poems make you feel about the power of nature and human connection? Activity: Nature's Mood Write a limerick on a frog who thinks he can sing like a Solitary Reaper</p> <p>Ch 16-Anukul Storyline, chapter highlights, Word Power HOTS-To Nibaran Babu, Anukul appeared both attractive and repulsive. Why? Ch17- Time, You Old Gipsy Man VBQ- In what kind of situations do we wish time to stop? Justify.</p> <p>Ch 18, 19- Clauses Explanation, types and uses, common errors, practice questions</p> <p>Writing-Editorial letter</p> <p>Reading Skill: Unseen</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the poem's themes of nature, beauty, and the power of music. <input type="checkbox"/> Analyze the poet's use of imagery and symbolism. <input type="checkbox"/> Understand the story's themes of relationships, social norms, and personal growth. <input type="checkbox"/> Analyze the characters' motivations and conflicts. <input type="checkbox"/> Understand the poem's themes of time, nature and human experiences. <input type="checkbox"/> Analyze the poet's use of personification and imagery <input type="checkbox"/> Identify Clauses in a sentence <input type="checkbox"/> Explain the purpose, format and rules of writing an editorial letter. 	<ul style="list-style-type: none"> <input type="checkbox"/> Interpret the poem's portrayal of the solitary reaper and her song. <input type="checkbox"/> Identify and explain the poet's use of literary devices like imagery and metaphor <input type="checkbox"/> Summarize the story's plot and identify key themes. <input type="checkbox"/> Analyze character development and relationships <input type="checkbox"/> Summarize the story's plot and identify key themes. <input type="checkbox"/> Interpret the poem's portrayal of time and its effects. <input type="checkbox"/> Learn different types of Clauses. <input type="checkbox"/> Learn to write an editorial letter in correct format and in an organized and effective manner.

			Passage(pg-171-177)	<ul style="list-style-type: none"> <input type="checkbox"/> Draw logical inferences based on information presented explicitly and implicitly in the passage. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop critical thinking skills by analyzing, evaluating and synthesizing from the given passage.
January	<p>Literature Ch 18– The Woman on Platform 8 Ch 19 The Highwayman</p> <p>Grammar–Ch 9- Modal Verbs Writing–Ch-42 Email Writing, Integrated Grammar</p> <p>ASL- Speaking Skills</p>	21	<p>Ch 18- The Woman on Platform 8 Explanation of the chapter, key events HOTS: Why do you think the strange woman adopted the role of Arun’s mother?</p> <p>Ch-19 The Highwayman critical appreciation of the poem. Word Power HOTS- Analyse how the setting of the poem, ‘The Highwayman’ and the appearance of the Highwayman contribute to poems overall mood and theme. Activity- Research real-life highwaymen like Dick Turpin and compare their stories with the poem.</p> <p>Ch-9 Modal Verbs Explanation, Types and uses, common errors, practice questions.</p> <p>Writing – Emails, Integrated Grammar</p> <p>ASL-Speaking skills</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the story's themes of loneliness, longing, and human connection. <input type="checkbox"/> Analyze the narrator's observations and interactions with the woman. <input type="checkbox"/> Understand the poem's themes of love, sacrifice, and tragedy. <input type="checkbox"/> Analyze the poet's use of rhythm, imagery and narrative techniques <input type="checkbox"/> Gain greater understanding of the following vocabulary words having to do with obligation, intent, possibility, certainty, probability, suggestion. <input type="checkbox"/> Explore writing prompts and learn the fundamentals of drafting an effective email. <input type="checkbox"/> Strengthen digital and speaking competency. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize the characteristics detective fiction and how Doyle helped shape the genre. <input type="checkbox"/> Make a comparative study of the various characters mentioned in the lesson. <input type="checkbox"/> Students will summarize the poem's narrative and identify key themes. <input type="checkbox"/> Students will identify and explain the poet's use of literary devices like metaphor and repetition <input type="checkbox"/> Apply modals appropriately based on context. <input type="checkbox"/> Communicate effectively using correct modals in different tenses. <input type="checkbox"/> Develop an effective email. <input type="checkbox"/> Develop digital and speaking competency.
February	<p>Literature – Revision Grammar -Revision Integrated Grammar Writing- Revision</p>	21	<p>SPOTLIGHT2 Comprehensive Passages. Revision- Literature, Writing and Grammar</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Acquaint the students with the question pattern. <input type="checkbox"/> Help students analyse their preparation and focus on their weaker areas. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop understanding of the Question pattern. <input type="checkbox"/> Management of time during the examination.

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SESSION – 2026-27
ANNUAL PEDAGOGICAL PLAN
CLASS VIII

Subject- हिंदी Book - सारांश (पाठ्यपुस्तक) व्याकरण भारती, और प्रेमचंद की लोकप्रिय कहानियाँ					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '26	सारांश:- भजन पूजन ,भारत रत्न डॉ ए .पी .जे. अब्दुल कलाम । व्याकरण पुनरावृत्ति , भाषा बोली लिपि और व्याकरण, शब्द विचार, औपचारिक तथा अनौपचारिक पत्र निबंध , प्रेमचंद की लोकप्रिय कहानियाँ: पंच परमेश्वर	21	पाठ परिचय, भावार्थ अपने क्षेत्र में बढ़ती हुई चोरी की घटनाओं की ओर ध्यान आकर्षित करते हुए अपने क्षेत्र के थाना प्रभारी को पत्र लिखिए । जीवन का लक्ष्य पर संकेत बिंदु के आधार पर निबंध लिखें। SUBJECT ENRICHMENT: क्रियाकलाप :- रचनात्मक लेखन ।	<ul style="list-style-type: none"> ● श्रम के प्रति निष्ठा भाव ,मेहनत ,लगन सहनशीलता, कर्मशीलता की भावना विकसित करने के लिए प्रेरित करना । ● देश प्रेम की भावना ,ममत्व का बोध, परिश्रम ,लगन ,लक्ष्य के प्रति समर्पण, सदाचार,अनुशासन प्रियता ,इच्छा शक्ति का विकास करना। ● तत्कालीन ग्रामीण न्याय पद्धति का ज्ञान करना। 	<ul style="list-style-type: none"> ● श्रम के प्रति निष्ठा भाव, मेहनत ,लगन , सहनशीलता, कर्मशीलता के लिए प्रेरित करेंगे । ● देश प्रेम की भावना, ममत्व का बोध, परिश्रम लगन ,लक्ष्य के प्रति समर्पण, सदाचार ,अनुशासन प्रियता दृढ़ इच्छा शक्ति की भावना सीख सकेंगे। ● तत्कालीन ग्रामीण न्याय पद्धति से अवगत होंगे।

May '26	<p>सारांश:- पहली चूक व्याकरण पर्यायवाची शब्द (1 से 40 तक) निबंध लेखन ईमेल लेखन</p> <p>प्रेमचंद की लोकप्रिय कहानियाँ: पंच परमेश्वर</p>	10	<p>भूमिका, कथ्य, उपसंहार</p> <p>निबंध लेखन : किसी पर्वतीय यात्रा का वर्णन करते हुए संकेत बिंदुओं के आधार पर निबंध लिखें ।</p>	<ul style="list-style-type: none"> ●ग्रामीण प्रवेश का ज्ञान ,श्रम के प्रति निष्ठा ,जीवन में यथार्थ का बोध ,खेती के बारे में जानकारी देना । ●स्वलेखन की कला को विकसित करना। 	<ul style="list-style-type: none"> ●ग्रामीण परिवेश का ज्ञान ,श्रम के प्रति निष्ठा जीवन में यथार्थ का बोध ,खेती के बारे में जानकारी प्राप्त कर सकेंगे। ●स्वलेखन की कला को विकसित कर सकेंगे।
June '26	<p>सारांश:- सूरदास के पद बाजार का जादू । व्याकरण :विलोम शब्द (1 से 30 तक) पत्र लेखन</p> <p>प्रेमचंद की कहानियाँ : बड़े घर की बेटी</p>	12	<p>पत्र लेखन: गाँव के रहन-सहन की जानकारी लेने के लिए अपने दादाजी को पत्र लिखें ।</p> <p>EXPERIENCIAL LEARNING:</p> <p>क्रियाकलाप:- सूरदास के पद में आए अलंकार को लिखेंगे भक्ति और प्रेम का महत्व पर चर्चा करेंगे ।</p>	<ul style="list-style-type: none"> ●भक्ति साहित्य और काव्य सौंदर्य को समझाना ,ईश्वर आस्था ,कृष्ण लीला का गुणवान ,वात्सल्य रस का बोध वियोगावस्था की जानकारी प्रदान करना। ●उपभोक्तावाद का विरोध ,संतोष ,मन पर नियंत्रण , भविष्य के प्रति चिंता ,सूझबूझ से काम लेने के प्रति सजग करना । ●समाज में उपेक्षित वर्ग के लोगों के प्रति सहायता की भावना विकसित कराना। 	<ul style="list-style-type: none"> ●भक्ति साहित्य और काव्य सौंदर्य को समझ सकेंगे ,ईश्वर आस्था, कृष्ण लीला का गुणगान, वात्सल्य रस का बोध वियोगावस्था का ज्ञान होगा । ● उपभोक्तावाद का विरोध, संतोष, मन पर नियंत्रण ,भविष्य के प्रति चिंता ,सूझबूझ से काम लेने के प्रति सजग हो सकेंगे। ●समाज में उपेक्षित वर्ग के लोगों के प्रति सहायक भावना के लिए जागरूक हो सकेंगे।
July '26	<p>सारांश:- विविधता में एकता, स्वराज्य की नींव।</p> <p>पद्याकरण: अनेकार्थक शब्द (1 से 30 तक) उपसर्ग, प्रत्यय निबंध लेखन , प्रेमचंद की कहानियाँ :बड़े घर की बेटी</p>	22	<p>वर्षा ऋतु पर संकेत बिंदुओं के आधार पर निबंध लिखें।</p> <p>ART INTEGRATED LEARNING:</p> <p>क्रियाकलाप:- स्वराज्य देश ,भक्ति ,स्वतंत्रता संग्राम विषय पर कुछ नारा (स्लोगन)लिखकर अपनी कक्षा में लगाएंगे ।</p>	<ul style="list-style-type: none"> ●भारत की विविधता और एकता को समझाना देश प्रेम की भावना ,भौगोलिक स्थिति का परिचय ,भारत की संस्कृति के बारे में जानकारी देना। ●देशभक्ति ,वीरता ,त्याग ,बलिदान, अनुशासन सर्वस्व समर्पण का भाव जगाना । ●परिवार में रिश्तों को मजबूत बनाने की कला को समझना। 	<ul style="list-style-type: none"> ●भारत की विविधता और एकता को समझ सकेंगे,देश प्रेम की भावना ,भौगोलिक स्थिति का परिचय ,भारतीय संस्कृति के बारे में जानकारी प्राप्त कर सकेंगे। ●देश भक्ति ,वीरता ,त्याग ,बलिदान ,अनुशासन ,सर्वस्व समर्पण के प्रति जागरूक हो पाए। ●परिवार में रिश्तों को मजबूत बनाने की कला को विकसित कर पाए।

August '26	<p>सारांश :-इंस्पेक्टर मातादीन चाँद पर ।</p> <p>व्याकरण :समास, संज्ञा, लिंग, वचन, निबंध लेखन। प्रेमचंद की कहानियाँ :भाड़े का टट्टू</p>	20	<p>डिजिटल इंडिया शीर्षक पर संकेत बिंदु के आधार पर निबंध लिखें ।</p> <p>क्रियाकलाप:- कुछ चर्चित व्यंग्यकारों के नाम की सूची बनाकर उनके दो प्रमुख व्यंग्य को लिखेंगे ।</p>	<ul style="list-style-type: none"> ●व्यंग्य के माध्यम से समाज की कमियों को समझाना ,सत्य बोलना परस्पर सहयोग की भावना ,पुलिस व्यवस्था में व्याप्त भ्रष्टाचार का विरोध ,दूरदर्शिता सूझबूझ से काम करना, अन्याय का विरोध करने की सीख देना । 	<ul style="list-style-type: none"> ●व्यंग्य के माध्यम से समाज की कमियों को समझाना ,विद्यार्थी हास्य व्यंग्य की शैली और संदेश को समझ पाए, सत्य बोलना परस्पर सहयोग की भावना, पुलिस व्यवस्था में पर्याप्त भ्रष्टाचार का विरोध ,दूरदर्शिता, सूझबूझ से काम करना अन्याय का विरोध करने के प्रति जागरूक हो पाए।
September '26	<p>सारांश:- पुनरावृत्ति</p> <p>व्याकरण :कारक, सर्वनाम श्रुतिसमभिन्न एक शब्द (1 से 20 तक)</p> <p>प्रेमचंद की कहानियाँ :नशा पुनरावृत्ति</p>	22	<p>वचन की पहचान</p> <p>कारक की पहचान</p> <p>सर्वनाम तथा उसके विभिन्न भेद</p>	<ul style="list-style-type: none"> ●भाषा पर पकड़ मजबूत करवाना। ●शुद्ध भाषा का प्रयोग करने तथा लेखन शैली को शुद्ध करना। 	<ul style="list-style-type: none"> ● व्याकरण का ज्ञान होने पर छात्र भाषा का शुद्ध प्रयोग करना सीखेंगे। ● अपनी बातों को सुंदर तथा बिना त्रुटि के व्यक्त करना सीखेंगे।
October '26	<p>सारांश :-सूखे सुमन से कन्याकुमारी में—</p> <p>व्याकरण :विशेषण ,क्रिया, काल,निबंध लेखन, अलंकार प्रेमचंद की कहानियाँ : नशा</p>	14	<p>स्त्री सशक्तिकरण पर संकेत बिंदुओं के आधार पर निबंध लिखें।</p> <p>ART INTEGRATED LEARNING</p> <p>क्रियाकलाप:- जीवन में परिवर्तन के महत्व पर चर्चा करेंगे ।</p>	<ul style="list-style-type: none"> ●स्वार्थपरता का त्याग वास्तविकता की अनुभूति, परोपकार ,जीवन में यथार्थताके बोध और सहनशीलता की भावना विकसित करना। ●प्राकृतिक सौंदर्य की अनुभूति, यात्रा का आनंद , बेरोजगारी की समस्या का उन्मूलन करने के सीख देना । ●धमकियों से ना डर कर दया या परोपकार जैसी मानवीय दुर्बलताओं से भी ऊपर उठने की प्रेरणा देना। 	<ul style="list-style-type: none"> ●स्वार्थपरता का त्याग, वास्तविकता की अनुभूति ,परोपकार ,जीवन में यथार्थता का बोध, सहनशीलता की भावना विकसित कर सकेंगे । ●प्राकृतिक सौंदर्य की अनुभूति, यात्रा का आनंद ,बेरोजगारी की समस्या का उन्मूलन सीख सकेंगे । ●धमकियों से ना डर कर दया या उपकार जैसी मानवीय दुर्बलताओं से भी ऊपर उठने की प्रेरणा ले सकेंगे।

<p>November '26</p>	<p>सारांश:- भारत का मंगल मिशन अभियान ,गुरुदेव रवींद्र नाथ टैगोर ।</p> <p>व्याकरण :वाच्य, अविकारी शब्द, क्रिया विशेषण, संबंध बोधक, अपठित गद्यांश, अनेकार्थक शब्द (31 से 54 तक)।</p> <p>प्रेमचंद की कहानियाँ: पूस की रात</p>	<p>16</p>	<p>पाठ परिचय , सारांश</p> <p>Experiential learning</p> <p>क्रियाकलाप:- टैगोर जी के जीवन और प्रेरणा पर लघु भाषण ।</p>	<ul style="list-style-type: none"> ● विज्ञान और तकनीक उपलब्धियों को जानना ,देश के लिए गौरव की अनुभूति आधुनिक उपकरणों का ज्ञान , मंगल ग्रह के बारे में जानकारी प्रदान करना । ● महान साहित्यकार के जीवन और कार्यों को जानना ,मनुष्यता की भावना का विकास , ढोंग आडंबरों का विरोध, सत्य का प्रतिपादन,निर्भीकता ,साहस ,गुणों का विकास करना । 	<ul style="list-style-type: none"> ● विज्ञान और तकनीकी उपलब्धियों को जानना, देश के लिए गौरव की अनुभूति, आधुनिक उपकरणों का ज्ञान, मंगल ग्रह के बारे में जानकारी प्रदान करना । ● महान साहित्यकार के जीवन कार्यों को जानना ,मनुष्यता की भावना का विकास ढोंग ,आडंबरों का विरोध, सत्य का प्रतिपादन,निर्भीकता, साहस गुणों का विकास कर सकेंगे।
<p>December '26</p>	<p>सारांश:- केशव !यह सुयश सुयश क्या है ?, खेल</p> <p>व्याकरण :- समुच्चयबोधक ,विस्मयादिबोधक ,पत्र लेखन श्रुतिसमभिन्नार्थक शब्द(21-45)</p> <p>प्रेमचंद की कहानियाँ : नमक का दारोगा</p>	<p>20</p>	<p>पशु ,पक्षियों के प्रति प्रेम पूर्वक व्यवहार की सीख देते हुए अपने छोटे भाई को एक पत्र लिखिए।</p> <p>क्रियाकलाप :- कर्तव्य और यश का संबंध पर रचनात्मक लेखन करेंगे ।</p>	<ul style="list-style-type: none"> ● काव्य में सौंदर्य और भावों को समझाना, पुरुषार्थ का महत्व ,स्वाभिमान की रक्षा ,मित्रता को सर्वोपरि समझना ,वीरता ,साहस कर्तव्यपरायणता की सीख देना । ● बाल स्वभाव का अंकन क्रियात्मकता को अपनाना , चंचलता ,सहजता की भावना विकसित करना । ● शब्द भंडार में वृद्धि करना। ● किसानों की कठिनाई और संघर्ष से अवगत 	<ul style="list-style-type: none"> ● काव्य सौंदर्य और भाव को समझ सकेंगे, पुरुषार्थ का महत्व ,स्वाभिमान की रक्षा, मित्रता को सर्वोपरी समझेंगे वीरता, साहस, कर्तव्य परायणता की सीख लेंगे । ● शब्द भंडार में वृद्धि होगी। किसानों की कठिनाई और संघर्ष से अवगत हो सकेंगे।

<p>January '27</p>	<p>सारांश :- भारतीय पर्व, मिठाई वाला</p> <p>व्याकरण:- पद परिचय और पदबंध, वाक्य - विचार, एकार्थक प्रतीत होने वाले शब्द(1-21)</p> <p>प्रेमचंद की कहानियाँ : नमक का दरोगा।</p>	<p>19</p>	<p>पाठ परिचय, सारांश, SUBJECT ENRICHMENT :</p> <p>क्रियाकलाप:- त्योहारों में प्रेम भाईचारा और एकता के महत्व पर चर्चा ।</p>	<ul style="list-style-type: none"> ● भारतीय त्योहार की परंपरा और महत्व को जानना एकता एवं भाईचारे की भावना , सर्व धर्म सम्मान का भाव, खुशी एवं उल्लास की अनुभूति की भावना का विकास करना । ● कहानी के माध्यम से मानवीय भावनाओं को समझाना , बच्चों के प्रति स्नेह भाव का बोध सहनशीलता , बाल मनोवृत्ति की पहचान , धैर्य, वास्तविकता को अपनाने की सीख देना। ● चतुराई दिखाते हुए बातचीत करने की कला से परिचित कराना। ● ईमानदारी और कर्तव्य निष्ठ समाज का निर्माण 	<ul style="list-style-type: none"> ● भारतीय त्योहार की परंपरा और महत्व को जान सकेंगे , एकता एवं भाईचारे की भावना, सर्व धर्म सम्मान का भाव, खुशी, उल्लास की अनुभूति की भावना का विकास कर सकेंगे । ● कहानी के माध्यम से मन की भावनाओं को समझेंगे बच्चों के प्रति सहानुभूति का भाव , स्नेह का भाव , बाल मनोवृत्ति के पहचान, धैर्य , वास्तविकता को पहचानने के सीख मिल पाएगी । ● ईमानदारी और कर्तव्य ने समाज के निर्माण करने के लिए जागरूक हो सकेंगे।
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February '27	<p>सारांश : पुनरावृत्ति प्रेमचंद की कहानियाँ: कहानी पुनरावृत्ति पुनरावृत्ति</p> <p>व्याकरण :- मुहावरे तथा लोकोक्तियाँ विलोम शब्द (31 से 75 तक), अनेक शब्दों के लिए एक शब्द (1-30)काव्यांश</p>		पुनरावृत्ति	<p>.भाषा की सुंदर तथा भावपूर्ण अभिव्यक्ति का ज्ञान करना ।</p> <p>●शुद्ध भाषा के प्रयोग को सीखना।</p>	<p>●अपनी बातों को व्यक्त करने की शैली को समझ सकेंगे ।</p> <p>● शुद्ध भाषा का प्रयोग कर सकेंगे।</p>
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Subject संस्कृत Book नई दीप मणिका					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April ,26	वर्णमाला - 1. क्रिकेट क्रीडा व्याकरण- ●सन्धि ●अनुच्छेदलेखन	8	स्वर वर्ण, व्यंजन वर्ण और उच्चारण स्थान अनुभवजन्य शिक्षण ●धातु, सन्धि । ●क्रीडायाः महत्त्वम्	संस्कृत वर्णमाला की पहचान एवं उच्चारण करते समय मुख, जीभ और होंठों का सही प्रयोग करना । ●धातुरूप , सन्धि (स्वर सन्धि) , ●खेल के प्रति रुचि और उत्साह, , अनुशासन और खेल भावना का विकास।	छात्र सक्षम हुए – शुद्ध पढ़ने -लिखने और उच्चारण में । ● पाठ से संबंधित अभ्यास-कार्य करने में। वर्णों के मेल व परिवर्तन का बोध। टीम वर्क, अनुशासन और खेल भावना में। हार - जीत को सकारात्मक रूप से स्वीकारने में।
May ,26	4.सुवचनानि व्याकरण- [प्रत्यय]	4	● श्लोक [क्त्वा, ल्यप, त्मन्, कृदन्त]	छात्रों की सहायता करना - ● नवीनशब्दों का अर्थ- ज्ञान। नई धातुएँ, श्लोक का अन्वय करने में। ● शब्द और प्रत्यय के संबंध की पहचान कर पाना । ii) शब्दों में उचित प्रत्यय जोड़कर नए शब्द बना सकें। iii) प्रत्ययों का वाक्यों में सही प्रयोग कर सकें। iv) रचनात्मक उत्साह ।	छात्र सक्षम हुए- शिक्षाप्रद श्लोक पाठ से संबंधित अभ्यास-कार्य करने में। ● प्रत्यय की समझ, पहचान और सही प्रयोग करने में [रचनात्मक कौशल विकास]

June ,26	6. ईश्वरः यत् करोति शोभनम् करोति । पत्रलेखन	4	<ul style="list-style-type: none"> ●वाचन - अर्थ । विशेषण- विशेष्य । ●औपचारिक अनौपचारिक पत्र 	<p>छात्रों की सहायता करना -</p> <ul style="list-style-type: none"> ●शुद्ध वाचन व अर्थ स्पष्ट कर पाठ को सुगम करने में। ●विशेषण- विशेष्य का संबंध। <p>•पत्र का प्रारूप और शब्द का चयन।</p>	<p>छात्र निपुण हुए –</p> <p>पाठ को समझने में एवं पाठ में दिए गए भिन्न-भिन्न अभ्यास-कार्य को स्वयं कर पाने में।</p> <ul style="list-style-type: none"> ● लेखन कौशल विकास। ● रचनात्मक कौशल विकास
July ,26	6. व्याकरण - ●चित्रवर्णन ●संख्या ●समय	8	<ul style="list-style-type: none"> ●चित्र वर्णन- कला समेकित शिक्षण संख्या (1- 50) ●समय 	<p>छात्रों की सहायता करना -</p> <ul style="list-style-type: none"> ●दिये गए शब्दों की सहायता से चित्र पर आधारित वाक्य रचना में ●अनुवाद कार्य कौशल विकास। ●लिंग और वचन के अनुसार संख्या का सही प्रयोग । <p>● घटिका चित्र द्वारा समय एवं समय का संस्कृत शब्द में।</p>	<p>छात्र में -</p> <ul style="list-style-type: none"> ● रचनात्मक कौशल विकास। ●लिंग और वचन के अनुसार संख्या का सही प्रयोग का ज्ञान-बोध। ● संस्कृत संवाद में रुचि।
August ,26	●उपपद Ch.3,4,5 ●प्रश्न निर्माण Ch. 2, 3 ●अव्यय	8	<p>उपपद द्वितीया - उपपद चतुर्थी</p> <p>विषय संवर्धन गतिविधयः</p> <ul style="list-style-type: none"> ● प्रश्न निर्माण (किम् शब्द रूप तीनों लिङ्गों में) ●अव्यय। 	<p>छात्रों की सहायता करना -</p> <ul style="list-style-type: none"> ● द्वितीया-चतुर्थी के लिए आनेवाले उपपदों का अर्थ एवं वाक्य निर्माण। ● किम् शब्द रूप अर्थ सहित (तीनों लिंग) <p>●चित्र पर आधारित समय के चार भागों को स्पष्ट रूप से ।</p>	<p>छात्र सक्षम हुए –</p> <ul style="list-style-type: none"> ● उपपद की प्रकृति को स्पष्ट रूप से। ● उपपद के लिए उचित विभक्ति के प्रयोग में। ●संस्कृत संवाद और लेखन। प्रश्न में सही संख्या को चयन करने में। <p>समय को संस्कृत शब्द में दर्शाने में।</p>

September ,26	पुनरावृत्ति	4	पठित पाठों की पुनरावृत्ति	पठित पाठों की दोबारा समीक्षा, अभ्यास और दोहराव करना।	विद्यार्थी गहन ज्ञान के साथ परीक्षा देने को तैयार हैं।
October ,26	10. वरं बुद्धिःन सा विद्या ●कथा पूर्ति	6	● वरं बुद्धिर्न सा विद्या ●वाचन - अर्थ । विषय संवर्धन गतिविधयः ● कथा पूर्ति	छात्रों की सहायता करना - पाठ का वाचन व अर्थ स्पष्ट करना । कथा पर आधारित दिये गये शब्दों द्वारा रिक्त स्थानों की पूर्ति । कथा की क्रमबद्धता (sequence) को समझकर सही ढंग से आगे बढ़ाना ।	छात्र सक्षम हुए – ●विद्या के साथ साथ ज्ञान का भी प्रयोग करना । ●भिन्न-भिन्न अभ्यास-कार्य को स्वयं कर पाने में । रचनात्मक कौशल ।
November ,26	11.साहित्य सुधा व्याकरण पत्रलेखन चित्र वर्णन	7	●श्लोक वाचन-अर्थ । ● पत्रलेखन । कला समेकित शिक्षण ● चित्र वर्णन	छात्रों की सहायता करना - पाठ - वाचन - अर्थ सन्धि-संयोग युक्तशब्द व अर्थ । ●पत्रलेखन के लिए दिये गए शब्दों की सहायता से विषय पर आधारित पत्र का प्रारूप तैयार करने में। ●दिये गए शब्दों की सहायता से चित्र पर आधारित वाक्य रचना में।	छात्र पारंगत हुए – पाठ को समझने में एवं पाठ में दिए गए भिन्न-भिन्न अभ्यास-कार्य को स्वयं कर पाने में। ●पत्रलेखन रचनात्मक कौशल विकास। ●लघुवाक्य द्वारा चित्र वर्णन करने में
December ,26	13. गोवाप्रदेशः व्याकरण- अनुच्छेद लेखन	5	●पर्यटन स्थल गोवाप्रदेश वाचन व अर्थ। ●पर्यटनस्य लाभाः	छात्रों की सहायता करना - ● पर्यटनसंबन्धी शब्दार्थ, सन्धि-संयोग युक्तशब्द व अर्थ। ● अनुच्छेदलेखन सम्बन्धी शब्दों के अर्थ ।	छात्र सक्षम हुए – ●पर्यटनस्थल वर्णन के लिए उपयुक्त शब्दों और वाक्यों का ज्ञान। ●वाक्य संरचना में।

January ,27	दुर्बलानाम् बलं युक्तिः व्याकरण- उपपद	7	<ul style="list-style-type: none"> • क्त, क्तवतु प्रत्यय । वाचन-अर्थ <p>अनुभवजन्य शिक्षण</p> <ul style="list-style-type: none"> • उपपद पंचमी- सप्तमी 	छात्रों की सहायता करना - पाठ का वाचन व अर्थ स्पष्ट कर। भूतकाल के अर्थ के लिए क्त-क्तवतु प्रत्यय प्रयोग। उपपद पंचमी से सप्तमी विभक्ति के लिए आनेवाले उपपदों का अर्थ एवं वाक्य निर्माण।	छात्र सक्षम हुए – <ul style="list-style-type: none"> • कथा के माध्यम से संकट की समय में बुद्धि से काम लेना चाहिए। • क्त- क्तवतु प्रत्यय का वाक्य में प्रयोग। । • उपपद के लिए उचित विभक्ति के प्रयोग में।
February ,27	पुनरावृत्ति समय, संख्या, अव्यय।	4	वार्षिक परीक्षा पठित पाठों की पुनरावृत्ति	पठित पाठों की पुनः समीक्षा, अभ्यास और दोहराव करना।	विद्यार्थी गहन ज्ञान के साथ परीक्षा देने को पूर्णतः तैयार हैं।

SURENDRANATH CENTENARY SCHOOL
SESSION – 2026-27
ANNUAL PEDAGOGICAL PLAN
CLASS VIII

Subject : MATHEMATICS					
Book: 1) MATHEMATICS – 8 (GANITA PRAKASH) Part I and Part II 2) New Learning Composite Math – 8 (S.CHAND) Part I and Part II					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '26	Chapter -1 A Square and A Cube Life skills: Logical thinking Problem solving ability Observation and reasoning SDG 4 – Quality Education	20	Chapter :A Square and A Cube • Introduction through puzzle (100 lockers problem) • Concept of factors and square numbers • Square numbers and patterns • Properties of perfect squares • Square roots and methods to find them • Applications in real life • Cubes and cube roots • Properties of perfect cubes • Patterns in cubes and applications ACTIVITY- 1: Subject Enrichment: Students will draw square grids (1×1, 2×2, 3×3...) to visualise square numbers.	➤ To help learners to: • Understand concept of factors through activity and puzzle • Identify perfect squares and cube numbers • Recognise patterns in perfect squares and cubes • Develop ability to find square roots using different methods • Apply concept of squares and cubes in daily life situations • Understand relationship between numbers and their powers	➤ Learners will be able to: • Identify perfect squares and cubes • Find square roots using factorisation and estimation • Recognise patterns in square and cube numbers • Solve problems based on squares and cubes • Apply mathematical concepts in real-life situations
April and May '26	Chapter -2 Power Play Life skills: Logical thinking Critical analysis Decision making	16	CH-2 :Power Play • Exponential growth (paper folding activity) • Exponential notation (base & power) • Writing numbers in exponential form	➤ To help learners to: • Write numbers in exponential form • Apply laws of exponents correctly • Simplify expressions involving powers	➤ Learners will be able to: • Write numbers in exponential form • Apply laws of exponents correctly • Simplify expressions involving powers

<p>April and May '26</p>	<p>SDG 4: Quality Education</p>		<ul style="list-style-type: none"> • Laws of exponents (multiplication, division) • Zero and negative powers • Powers of 10 • Scientific notation • Application to large numbers • Linear and exponential growth 	<ul style="list-style-type: none"> • Solve problems based on combinations (counting principle) • Understand zero and negative powers • Express very large numbers in scientific notation • Apply concepts in real-life situations • Differentiate between linear and exponential growth • Understand exponential growth through real-life activity 	<ul style="list-style-type: none"> • Solve problems based on combinations • Understand zero and negative powers • Express very large numbers in scientific notation • Apply concepts in real-life situations • Distinguish between linear and exponential growth
<p>June '26</p>	<p>Chapter -3 A story of Numbers Life Skills Awareness of history Logical thinking Analytical ability SDG: Quality Education</p>	<p>10</p>	<p>Chapter -3:A story of Numbers</p> <ul style="list-style-type: none"> • The evolution of idea of numbers and number representation (The Mechanism Of Counting) • Meaning of number system • Numerals and symbols • Landmark numbers • Base-n number systems • Positional (place value) system • Different number systems (Babylonian or Mesopotamian number system, Mayan, Chinese, Roman, Indian) • Place value representation • Hindu–Arabic number system • Role of zero in number system <p>Activity 1: Timeline Activity Students create a timeline showing development of number systems.</p>	<p>➤ To help learners to:</p> <ul style="list-style-type: none"> • Understand concept of number system and numerals • Identify landmark numbers and their importance • Understand base of a number system • Learn place value system and its application • Compare different number systems of ancient civilisations • Add and subtract Roman numbers • Appreciate importance of zero and Indian contribution 	<p>➤ Learners will be able to:</p> <ul style="list-style-type: none"> • Explain number system and numerals • Identify and differentiate various number systems • Understand base-n and place value system • Represent numbers using place value • Add and subtract Roman numbers • Recognise importance of zero in calculations • Appreciate contribution of Hindu–Arabic number system

June '26	CH -4 :Quadrilaterals Life Skills Logical reasoning Observation Accuracy SDG 4 :Quality Education	04	CH -4 :Quadrilaterals •Rectangles and Squares •Angles in a Quadrilateral •More Quadrilaterals With Parallel opposite Sides •Quadrilaterals with Equal side lengths •Playing with Quadrilaterals •Kite and Trapezium •Construction of quadrilaterals ACTIVITY- 1 Subject Enrichment: Angle sum property of a quadrilateral Skills: Critical Thinking and Problem Solving	➤ To help learners to: • Understand different types of quadrilaterals • Explore properties through activities and reasoning • Understand angle sum property of quadrilateral • Use congruence to justify geometrical properties • Identify relationships among different quadrilaterals • Develop logical reasoning in geometry • Construct different quadrilaterals	➤ Learners will be able to: • Classify different quadrilaterals • Apply angle sum property (360°) • State and verify properties of rectangle, square, parallelogram, rhombus, trapezium & kite • Understand properties of diagonals • Solve problems using geometrical reasoning • Represent relationships using Venn diagram • Apply concepts in constructions and real-life situations
July '26	CH -4 :Quadrilaterals (continued). Chapter-5 Number Play SDG 4: Quality Education SDG 9 – Industry, Innovation & Infrastructure	10 14	Chapter-5: Number Play • Sum of consecutive numbers • Even–odd numbers (parity) • Breaking even (always even expressions) • Algebraic expressions and generalisation • Properties of divisibility (sum, difference, multiples, LCM) • Divisibility rules (3, 9, 11) and reasoning behind them • Digital roots • Cryptarithms • Always / Sometimes / Never statements • Use of examples and counterexamples in reasoning	➤ To help learners to: • Understand patterns in numbers and algebraic expressions • Apply and justify divisibility properties • Understand reasoning behind divisibility rules • Develop ability to generalise using algebra • Use examples and counterexamples to test statements • Strengthen logical and analytical thinking	➤ Learners will be able to: • Express numbers as sum of consecutive integers • Identify even/odd nature of expressions • Apply divisibility properties • Explain divisibility rules with reasoning • Use digital roots in problem solving • Solve cryptarithms logically • Analyse statements using Always/Sometimes/Never approach

August '26	<p>Chapter -6 We Distribute, Yet things multiply SDG 4 – Quality Education LIFE SKILLS: Logical reasoning Problem solving Analytical thinking</p>	10	<p>Chapter -6 We Distribute, Yet things multiply • Distributive property of multiplication • Multiplication of two algebraic expressions • Expansion of expressions • Algebraic identities: $(a+b)^2$, $(a-b)^2$, $(a+b)(a-b)$ • Application of identities • Simplification of expressions • Mind the mistake, mend the mistake Activity 1: Area Model Activity: Students use rectangles/grids to visualise $(a+b)(c+d) \rightarrow$ area parts.</p>	<p>➤ To help learners to: • Understand distributive property clearly • Multiply algebraic expressions step by step • Recognise and apply algebraic identities • Develop ability to simplify expressions • Understand patterns and generalise using algebra • Use visualisation for better understanding</p>	<p>➤ Learners will be able to: • Expand algebraic expressions correctly • Apply identities like $(a+b)^2$, $(a-b)^2$, $(a+b)(a-b)$ • Simplify complex expressions • Identify errors in algebraic steps • Use algebra to solve problems efficiently • Apply identities for quick calculations</p>
August '26	<p>Chapter -7 Proportional Reasoning -1 SDG: Quality Education LIFE SKILLS Logical thinking Decision making Practical application</p>	14	<p>Chapter -7 Proportional Reasoning -1 • Concept of ratio & proportion • Writing and simplifying ratios • Equivalent ratios • Comparison of quantities using ratio • Problem solving using proportional reasoning • Trairasika (Rule of Three) • Sharing but not equally • Unit conversions SKILLS DEVELOPED: Numerical reasoning, Analytical thinking, Problem solving, Application skills</p>	<p>➤ To help learners to: • Understand concept of ratio and proportion • Develop proportional reasoning skills • Solve problems using Trairasika (Rule of Three) • Apply unitary method in real-life situations • Understand unequal sharing situations • Apply unit conversions in daily life</p>	<p>➤ Learners will be able to: • Write and simplify ratios • Identify and use proportions • Solve problems using proportional reasoning • Apply Trairasika (Rule of Three) effectively • Solve problems involving unequal sharing • Perform unit conversions accurately</p>
September '26	<p>Revision of Chapters 1,2,3,4,5,6,7</p>		<p>First Terminal Exam</p>		

<p>October '26</p>	<p>CH-1: Fractions in Disguise</p> <p>SDG 4: Quality Education SDG 8 – Economic awareness</p> <p>LIFE SKILLS Financial awareness Decision making Logical thinking</p>	<p>16</p>	<p>CH-1: Fractions in Disguise</p> <ul style="list-style-type: none"> • Fractions as percentages • Converting fractions ↔ percentages • Percentage of some quantity • Free-hand computation of percentages • The FDP Trio (Fractions, Decimals, Percentages) • Percentages greater than 100 • Applications of percentages: <ul style="list-style-type: none"> – To compare proportions – Taxes (GST) – Growth and compounding <p>Activity 1: FDP Table Activity Students complete a table converting fractions → decimals → percentages.</p> <p>Activity 2: Real-life Percentage Collection Students collect examples of GST, discounts, marks from bills/newspapers.</p> <p>SKILLS DEVELOPED: Financial awareness Decision making Logical thinking</p>	<p>➤ To help learners to:</p> <ul style="list-style-type: none"> • Understand percentage as “per hundred” • Convert between fractions, decimals and percentages • Calculate percentage of given quantities • Develop mental maths strategies (FDP connections) • Understand percentages greater than 100 • Apply percentage in real-life contexts like shopping, tax and growth and comparison 	<p>➤ Learners will be able to:</p> <ul style="list-style-type: none"> • Convert fractions into percentages and vice versa • Calculate percentage of a quantity • Use FDP relationships for quick calculations • Interpret percentages greater than 100 • Compare quantities using percentages • Solve real-life problems involving GST and growth and compounding
<p>November '26</p>	<p>Chapter- 02: The Baudhayana -Pythagorus Theorem</p>	<p>08</p>	<p>Chapter- 02: The Baudhayana -Pythagorus Theorem</p> <ul style="list-style-type: none"> • Doubling a Square • Halving a Square • Hypotenuse of an Isosceles Right Triangle 	<p>➤ To help learners to:</p> <ul style="list-style-type: none"> • Understand geometrical constructions of squares • Relate diagonal with area and square formation • Develop concept of irrational 	<p>➤ Learners will be able to:</p> <ul style="list-style-type: none"> • Construct squares with double/half area • Find hypotenuse and other sides using formula

	<p>SDG 4 – Quality Education</p> <p>Life Skills</p> <p>Logical thinking Practical problem solving Spatial reasoning</p> <p>Chapter-03: Proportional Reasoning -2</p> <p>SDG 4 – Quality Education</p> <p>Life Skills</p> <p>Practical understanding Logical reasoning Decision making</p>	10	<ul style="list-style-type: none"> • Decimal representation of $\sqrt{2}$ • Combining two different squares • Baudhāyana’s Theorem ($a^2 + b^2 = c^2$) • Right triangles with integer sidelengths (Pythagorean triples) • Applications of Baudhāyana–Pythagoras Theorem (finding unknown sides, diagonal, real-life problems) <p>Activity 1: Paper Cutting Activity To verify doubling and halving of squares.</p> <p>Activity 2: Triangle Measurement Activity Students measure sides and verify Pythagoras relation.</p> <p>SKILLS DEVELOPED: Analytical reasoning Geometrical understanding Application skills</p> <p>Chapter -03:Proportional Reasoning -2</p> <ul style="list-style-type: none"> • Ratios in Maps (Representative Fraction) • Ratios with more than two terms • Dividing a whole in a given ratio • Applications of ratios (mixtures, construction, daily life) • Inverse Proportions (concept and problems) <p>Activity 1: Pie Chart Making Students will make pie charts from various ratios and data.</p> <p>SKILLS DEVELOPED: Application skills Problem solving</p>	<p>numbers ($\sqrt{2}$)</p> <ul style="list-style-type: none"> • Understand relation between sides of right triangle • Apply theorem in practical and real-life situations • Explore number patterns in triples <p>➤ To help learners to:</p> <ul style="list-style-type: none"> • Understand use of ratios in maps and real-life contexts • Work with ratios having more than two terms • Divide quantities in a given ratio • Apply ratio concepts in practical situations • Understand inverse proportional relationships 	<ul style="list-style-type: none"> • Apply $a^2 + b^2 = c^2$ in solving problems • Solve real-life application-based questions (height, distance, diagonal etc.) • Identify and generate Pythagorean triples <p>➤ Learners will be able to:</p> <ul style="list-style-type: none"> • Interpret map scales and calculate distances • Solve problems involving multi-term ratios • Divide quantities correctly in given ratio • Apply ratios in real-life situations (mixtures, sharing etc.) • Identify and solve inverse proportion problems
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<p>December '26</p>	<p>Chapter -04: Exploring Some Geometric Themes</p> <p>SDG 4 – Quality Education SDG 9 – Innovation & Creativity</p> <p>Life Skills Creativity Logical reasoning Spatial understanding</p>	<p>10</p>	<p>Chapter -04: Exploring Some Geometric Themes</p> <ul style="list-style-type: none"> • Fractals (self-similarity, patterns) • Types of fractals (Sierpinski triangle, carpet, Koch snowflake) • Fractals in Art • Visualising Solids (profiles, viewpoints) • Making solids using nets (cube, prism, pyramid, cylinder, cone) • Faces, edges, vertices • Shortest paths on a cube (using nets) • Representation of solids on plane surface • Projections (top, front, side views) • Isometric projections and grids <p>Activity 1: Art Integration Identify fractal patterns in temples, designs, fabrics.</p> <p>Activity 2: Model Making Make a cube/prism using paper nets.</p> <p>Activity 3: Projection Drawing Draw top, front, side view of objects.</p> <p>Activity 4: Isometric Drawing Draw cubes and shapes on an isometric grid.</p> <p>SKILLS DEVELOPED: Visualisation Analytical thinking Application skills</p>	<p>➤ To help learners to:</p> <ul style="list-style-type: none"> • Understand concept of fractals and self-similarity • Recognise patterns in mathematics, nature and art • Develop spatial visualisation of solids • Understand formation of solids using nets • Apply reasoning to find shortest paths • Represent 3D objects on 2D plane • Understand projections and isometric drawing. 	<p>➤ Learners will be able to:</p> <ul style="list-style-type: none"> • Identify and construct fractals • Recognise fractals in art and surroundings • Visualise solids from different viewpoints • Construct solids using nets • Find shortest paths using unfolding method • Draw and interpret top, front and side views • Create isometric drawings of solids
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	<p>CH-05: Tales by Dots and Lines</p> <p>Life Skills: Data interpretation Logical reasoning Decision making</p> <p>SDG:Quality Education</p>	10	<p>CH-05: Tales by Dots and Lines</p> <ul style="list-style-type: none"> • The Balancing Act (mean as centre, effect of change in data) • Tinkering with Median • Mean and Median with Frequencies • Visualising and Interpreting Data (bar graph, line graph) • Reading and analysing graphs • Infographics (understanding data visually) <p>Activity 1: Balance Activity (Mean) Use number lines/dots to show the mean as a balance point.</p> <p>Activity 2: Graph Drawing Students draw bar graphs and line graphs from given data.</p> <p>SKILLS DEVELOPED: Analytical thinking Data handling Interpretation skills</p>	<p>➤ To help learners to:</p> <ul style="list-style-type: none"> • Understand mean as balance point of data • Analyse how mean and median change with data • Calculate mean and median using frequency tables • Interpret bar graphs and line graphs • Develop ability to analyse real-life data • Understand use of infographics in communication 	<p>➤ Learners will be able to:</p> <ul style="list-style-type: none"> • Interpret mean as a balancing value • Analyse changes in mean and median • Calculate mean and median with frequencies • Read and interpret bar and line graphs • Draw conclusions from graphical data • Understand and analyse infographics
January '27	<p>CH-06: Algebra Play</p> <p>Life Skills: Logical thinking Creativity Problem solving</p> <p>SDG 4 – Quality Education</p>	08	<p>CH-06: Algebra Play</p> <ul style="list-style-type: none"> • Algebra Play (introduction through puzzles) • Think of a Number Tricks (algebraic reasoning) • Number Pyramids • Fun with Grids (calendar tricks, algebra grids) • Decoding Divisibility Tricks • Logical and pattern-based problems <p>Activity 1: Pyramid Puzzle Activity Students solve and create number pyramids.</p>	<p>➤ To help learners to:</p> <ul style="list-style-type: none"> • Understand use of algebra in puzzles and tricks • Develop reasoning behind “think of a number” tricks • Explore number patterns through pyramids and grids • Apply algebra to solve logical problems • Understand divisibility rules through algebraic reasoning • Enhance problem-solving skills 	<p>➤ Learners will be able to:</p> <ul style="list-style-type: none"> • Explain number tricks using algebra • Solve and create “think of a number” tricks • Complete number pyramids using patterns • Analyse and solve grid-based puzzles • Understand and justify divisibility tricks • Apply logical reasoning in mathematical situations.

	<p>CH-07: -Areas</p> <p>Life Skills: Practical understanding Measurement skills Logical reasoning</p> <p>SDG 4 – Quality Education</p>	12	<p>Activity 2: Calendar Trick Activity Students use calendar grids to predict numbers.</p> <p>SKILLS DEVELOPED: Algebraic reasoning Pattern recognition Analytical thinking.</p> <p>CH-07: -Areas</p> <ul style="list-style-type: none"> • Rectangles and Squares (area concept) • Triangles (area = $\frac{1}{2} \times \text{base} \times \text{height}$) • Area of triangles on same base & between same parallels • Area of any polygon (by dividing into triangles) • Parallelogram, rhombus, trapezium • Finding area using two copies of trapezium • Areas in real life (units, applications) <p>Activity 1: Dissection Activity Convert parallelogram/rhombus into rectangle.</p> <p>Activity 2: Trapezium Activity Use two copies of trapezium to form a parallelogram.</p> <p>SKILLS DEVELOPED: Analytical thinking Spatial understanding Application skills</p>	<p>➤ To help learners to:</p> <ul style="list-style-type: none"> • Understand concept of area using unit squares • Derive and apply formulas for different shapes • Understand relation between triangle and parallelogram areas • Explore area of polygons through decomposition • Apply formulas of parallelogram, rhombus and trapezium • Relate mathematics with real-life measurements 	<p>➤ Learners will be able to:</p> <ul style="list-style-type: none"> • Calculate area of rectangles and squares • Find area of triangles using base and height • Understand triangles on same base & parallels have equal area • Find area of polygons by dividing into triangles • Apply formulas for parallelogram, rhombus and trapezium • Solve real-life problems involving area
February '27 and March '27	<p>Revision of Chapters 1,2,3,4,5,6,7 from part ii and ch 7 from part I</p>		FINAL TERM EXAM		

SURENDRANATH CENTENARY SCHOOL

SESSION – 2026-27

ANNUAL PEDAGOGICAL PLAN

CLASS VIII

Subject: PHYSICS

Book: 1. CURIOSITY Textbook of Science for Grade 8 (NCERT)

2. Practice & More Science (Ratna Sagar)

Month	Chapter	No. of Pr.	Topics	Learning objectives	Learning outcomes
April '26	CH-4: ELECTRICITY: MAGNETIC AND HEATING EFFECTS SDG-4 quality education	8	4.1: Does an electric current have a magnetic effect? #Electromagnets #Lifting electromagnets 4.2: Does a current carrying wire get hot? Activity EXPERIENTIAL LEARNING. To prove that like poles repel and unlike poles attract with the help of two bar magnets. Activity SUBJECT ENRICHMENT To study the magnetic effect of electric current with the help of a simple electric circuit and compass needle. Activity SUBJECT ENRICHMENT Making an electromagnet, advantages, uses.	*To introduce the concept of electric current and its effects. *To describe the heating effect of electric current *To describe the magnetic effect of electric current *To familiarize students with simple electric circuits and symbols *To explain the concept of an electromagnet and demonstrate the making of a simple electromagnet *To highlight the advantages of electromagnets over permanent magnets. *To create awareness about electrical safety devices.	▪Students define electric current and list its effects. ▪ Students draw and interpret circuit diagrams using symbols ▪ Students explain how electric current produces heat with examples. ▪ Students apply safety rules while handling electrical appliances ▪ Define an electromagnet ▪Construct an electromagnet using coil and iron nail ▪State real life applications of electromagnets ▪ Apply safety measures while using electrical appliances,

<p>May '26</p>	<p>CH-4 (continued)</p>	<p>4</p>	<p>4.3: How does a battery generate electricity? #Voltaic cell #Dry cells #Rechargeable batteries Activity ART INTEGRATION Electric bell- construction and working.</p>	<p>*understand the basic structure of a voltaic cell *know the role of electrode and electrolyte *understand the structure of a dry cell and recognize its uses *recognize the advantages of rechargeable batteries over single use cells</p>	<ul style="list-style-type: none"> ▪ Identify components of a dry cell and explain their functions. ▪ Demonstrate how to connect cells in a simple circuit ▪ Differentiate between dry cell and rechargeable cell ▪ Analyse why a toy stops working after a prolonged use. ▪ compare dry cell, voltaic cell and rechargeable cell.
<p>June '26</p>	<p>CH-5: EXPLORING FORCES SDG-4 quality education</p>	<p>4</p>	<p>5.1: What is a force? 5.2: what can a force do to the bodies on which it is applied? Activity (SPORTS) Throwing ball –to show force changes state of motion/ changes direction/speed. 5.3: Are forces an interaction between two or more objects? 5.4: Different types of forces- contact and non contact forces. Activity EXPERIENTIAL LEARNING Discover the factors that cause friction when two bodies are moving relatively in order to explain why it is easier to move an object on a smooth surface compared to a rough surface.</p>	<p>* describe common actions involving motion of object as push or pull in order to define the term force . * Analyse motion of an object when force is applied in the same and opposite direction in order to conclude that forces in same direction add while forces in opposite directions subtract * to explain that force can cause change in shape of objects * define contact forces * Illustrate and define non-contact forces * Discover the factors that cause friction when two bodies moving relatively * Provide advantages and disadvantages of friction in order to justify friction as necessary evil *</p>	<ul style="list-style-type: none"> ▪ classify common actions involving motion of object as push or pull ▪ differentiate between Contact and Non – Contact forces ▪ analyse motion of an object when force is applied in the same and opposite direction ▪ enlist the different effects of forces ▪ analyse situations where resistance is felt while applying force to move a body ▪ summarize with examples that friction is a contact force ▪ to enlist the factors affecting friction

			REVISION	* recognize safety and preparedness measures.	-state and justify safety precautions during lightning -explain cyclone formation -state safety measures before, during, and after a cyclone.
September '26	CH- 3,4,5,6				
October '26	CH-10: MIRRORS AND LENSES SDG-4 quality education		Recapitulation of class7 concepts of Light and plane mirrors Activity : ART INTEGRATION Mixing seven coloured lights to make white light using a compact disc 10.1: What are spherical mirrors? 10.2: What are the characteristics of images formed by spherical mirrors?	* Observe and describe image formed by a plane mirror in order to enlist its uses. (image/object, erect/inverted, virtual/real, distance from *Differentiate between concave and convex mirrors *Analyse why virtual image cannot be obtained on the screen but still can be photographed *Attribute to the type of image formed by convex mirror for its utility as rear view mirror in the vehicles *Differentiate between convex and concave lenses based on the image formed when object is placed at different positions	<ul style="list-style-type: none"> ▪ to recall the properties of light and reflection as change in direction of light by polished surfaces/mirrors ▪ to Observe and describe image formed by a plane mirror in order to enlist its uses ▪ to analyse the reason behind 'AMBULANCE' written as its mirror image <ul style="list-style-type: none"> ▪ to differentiate between concave and convex mirrors. ▪ to analyse that virtual image cannot be obtained on the screen but still can be photographed. ▪To illustrate the uses of spherical mirrors
November '26	CH-10 (continued)		10.3: Laws of reflection. ACTIVITY SUBJECT ENRICHMENT. To study the bending of light rays at different angles in a plane mirror 10.4: What is a lens?	*Identify and calculate the angles of incidence and reflection of a ray of light * to illustrate the laws of reflection in real life. *Illustrate with a line diagram how images invert when reflecting from a mirror in order to	<ul style="list-style-type: none"> ▪state reflection of light , laws of reflection and the different terms related to reflection. ▪differentiate between regular and diffuse reflection and enlist the characteristics of the

			<p>ACTIVITY</p> <p>ART INTEGRATED</p> <p>To make periscope OR kaleidoscope.</p>	<p>see the applications of the laws of reflection</p> <ul style="list-style-type: none"> * differentiate between diffused and regular reflection *identify types of lenses(convex and concave) *relate lenses to common uses in daily life 	<p>image formed by plane mirror</p> <ul style="list-style-type: none"> ▪draw simple diagram of lenses ▪differentiate between convex and concave lenses ▪describe basic behavior(converging and diverging)
December '26	<p>CH- 11</p> <p>KEEPING TIME WITH THE SKIES.</p> <p>SDG-4 quality education</p>		<p>11.1 : How does the moons appearance change and why?</p> <ul style="list-style-type: none"> ● Phases of the moon. ● Locating the moon. ● Making sense of our observations. <p>11.2: How did calenders come into existence?</p> <ul style="list-style-type: none"> ● Lunar calendars. ● Solar calendars. ● Luni solar calendars. ● The Indian national calendar. <p>Activity :</p> <p>ART INTEGRATION</p> <p>Several festivals celebrated in our country are based on the lunar calendar. They are determined by the sighting of the moon. Find out about them.</p>	<ul style="list-style-type: none"> *understand phases of the moon *develop observation skills to track the moon *understand the need for calendars in daily life *appreciate the role of moon and sun in developing calendars *understand the basis of lunar calendars *understand the basis of solar calendars Identify common solar calendar systems *understand the need for combining lunar and solar systems *recognize adjustment methods in calendars *understand the concept and purpose of Indian national calendar * recognize its basis and structure 	<ul style="list-style-type: none"> ▪identify and name the four main phases of the moon ▪explain the reason of phases of moon ▪locate the moon in the sky at different times ▪relate lunar phases to real life events ▪explain that lunar calendars are based onphases of the moon ▪explain earth's revolution around the sun and solar calendars ▪explain lunisolar calendars ▪identify Indian National Calendar and its starting year -explain its use with the Gregorian calendar
January '26			<p>11.3: Are festivals related to Astronomical phenomena?</p>	<ul style="list-style-type: none"> *understand the connection between 	<ul style="list-style-type: none"> -explain how some festivals are basedon

			11.4: Why do we launch artificial satellites in space?	festivals and astronomical events *recognize the role of sun ,moon and seasons in deciding festival dates *understand the purpose of artificial satellites *identify different uses of satellites in daily life *recognize their importance in modern technology	lunarphases, solar position, or seasons -relate astronomical events to cultural and traditional practices -explain the need of launching artificial satellites and list their uses
February '26	REVISION OF CH-10,11		REVISION	REVISION	REVISION
March '26					

SURENDRANATH CENTENARY SCHOOL
SESSION (2026-27)
ANNUAL PEDAGOGICAL PLAN
CLASS-VIII

SUBJECT: Chemistry

BOOKS: NCERT Book for Science

MONTH	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES
APRIL	Exploring the investigative world of science	6	<ul style="list-style-type: none"> ● Journey of science with curiosity. ● Science in everyday life. ● Indian science heritage. ● Think like a scientist. <p>Activity: observing various substances around us and identify the difference in their characteristics.</p> <p>SDG-4 Quality education.</p>	<ul style="list-style-type: none"> ● Recall how scientific learning has progressed and recognised science as a continuous journey of curiosity and exploration. ● Differentiate between simple curiosity driven questions and focused investigative questions that can be tested through experiments. ● Design simple experiments to test everyday questions. ● Develop scientific skills such as careful observation ,data recording and reasoning. ● Cultivate spirit of curiosity, critical thinking and problem solving seeing science as a tool to understand and improve the world around us. 	<p>*Understand scientific concepts: Students will understand various scientific concepts, including force, pressure, sound, light, and more.</p> <p>*Develop scientific skills: Students will develop skills in scientific inquiry, experimentation, and problem-solving.</p> <p>*Apply scientific knowledge*: Students will apply scientific knowledge to real-life situations and everyday experiences.</p> <p>*Develop critical thinking: Students will develop critical thinking and analytical skills through hands-on activities and experiments.</p> <p>*Foster curiosity and interest: Students will develop curiosity and interest in science and its applications.</p>

<p>MAY</p>	<p>Particulate nature of matter</p>	<p>4</p>	<ul style="list-style-type: none"> ● Definition of matter and its characteristics. ● Composition of matter. ● Arrangement of molecules in matter and kinetic molecular theory of matter. ● Differentiation between the 3 states of matter based on particle arrangement, movement and interspacing. <p>Activity: comparing a stone, salt, milk, air and identify the reason for their different behaviour.</p> <p>SDG-4 Quality education.</p>	<ul style="list-style-type: none"> ● Define matter and explain its characteristics. ● Recognise that particles have spaces ,move constantly and attract each other. ● Differentiate between solids, liquids and gases based on particle arrangement, movement and interspacing. 	<p>*Understand the particulate nature of matter: Students will understand that matter is made up of tiny particles (atoms or molecules).</p> <p>*Describe characteristics of particles: Students will describe characteristics of particles of matter (like they are tiny, have space between them, are in motion).</p> <p>*Explain states of matter based on particle arrangement: Students will explain the states of matter (solid, liquid, gas) based on the arrangement and movement of particles.</p> <p>*Understand diffusion and examples: Students will understand diffusion (mixing of particles) and relate it to particle motion</p> <p>*Apply particulate nature to explain properties.</p> <p>*Students will apply the particulate nature of matter to explain properties like compressibility, expansion.</p>
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<p style="text-align: center;">JUNE</p>	<p style="text-align: center;">Particulate nature of matter</p>	<p style="text-align: center;">4.</p>	<ul style="list-style-type: none"> ● Characteristics of the 3 states of matter ● Effect of change of temperature on the states of matter. <p style="text-align: center;">Definition of diffusion with examples.</p> <ul style="list-style-type: none"> ● Relate everyday observations to the particulate nature of matter. <p>Activity: observation of boiling of pure water and freezing of water and noting the temperatures.</p> <p>SDG-4 Quality education.</p>	<ul style="list-style-type: none"> ● Identify the characteristics of the 3 states of matter. ● Describe how changes in temperature affect the state of matter. ● Understand the Concept of diffusion with examples. ● Relate everyday observations to the particulate nature of matter. 	<p>*Understand the particulate nature of matter: Students will understand that matter is made up of tiny particles (atoms or molecules).</p> <p>*Describe characteristics of particles: Students will describe characteristics of particles of matter (like they are tiny, have space between them, are in motion).</p> <p>*Explain states of matter based on particle arrangement: Students will explain the states of matter (solid, liquid, gas) based on the arrangement and movement of particles.</p> <p>*Understand diffusion and examples: Students will understand diffusion (mixing of particles) and relate it to particle motion.</p> <p>*Apply particulate nature to explain properties: Students will apply the particulate nature of matter to explain properties like compressibility, expansion.</p>
<p style="text-align: center;">JULY</p>	<p style="text-align: center;">Nature of matter- Elements, compounds and mixtures</p>	<p style="text-align: center;">8</p>	<ul style="list-style-type: none"> ● Concept of mixtures and their components. ● Classification of different types of mixtures based on states of matter. ● Definition of pure and impure substance .Differentiation between elements, compound and mixture. 	<ul style="list-style-type: none"> ● Understand the concept of mixtures and their components. ● Identify and differentiate between uniform and non uniform mixtures. ● Classify mixtures based on the physical states of their components. ● Define pure substances and differentiate between elements and compounds. 	<p>*Understand the nature of matter: Students will understand that matter is anything that has mass and occupies space, and it can exist in different states (solid, liquid, gas).</p> <p>*Differentiate between elements, compounds, and mixtures: Students will be able to differentiate between elements (pure substances with one type of atom), compounds (substances formed by chemical combination of elements), and mixtures (physical combinations of substances).</p>

			<p>Activity: preparing homogeneous and heterogeneous mixtures and identify their differences</p> <p>SDG-4 Quality education.</p>		
AUGUST	Nature of matter- Elements, compounds and mixtures	8	<ul style="list-style-type: none"> • Definition of alloy and its properties and its applications. • Role of elements ,compound and mixture in everyday life and their uses in day to day life . • Definition of minerals and classifying minerals as elements or compounds. <p>Activity: Observing milk, iron, salt solution, solution of sand in water and note down their properties.</p> <p>SDG-4 Quality education.</p>	<ul style="list-style-type: none"> • Understand the properties of alloys and their applications. • Explore the role of elements compounds and mixtures in everyday life and their uses in industries. • Learn about minerals and their classification as pure elements or compounds. 	<p>*Students will be able to understand the use of alloys in everyday life.</p> <p>*Identify properties of elements, compounds, and mixtures: Students will understand the properties and characteristics of elements, compounds, and mixtures.</p> <p>*Classify substances: Students will be able to classify substances as elements, compounds, or mixtures based on their composition and properties.</p> <p>*Understand separation techniques: Students will learn techniques to separate mixtures into their components.</p>

SEPTMBER	Revision	2			
OCTOBER	Formula making and balancing equations	4		<ul style="list-style-type: none"> ● Balance simple chemical equations: to balance simple chemical equations using the law of conservation of mass. ● Apply balancing rules: apply rules for balancing chemical equations (like adjusting coefficients). ● Understand importance of balancing: why balancing chemical equations is necessary (to follow the law of conservation of mass). ● Practice balancing equations 	<p>*Understand chemical equations: Students will understand that chemical equations represent chemical reactions using symbols and formulas.</p> <p>*Balance simple chemical equations: Students will learn to balance simple chemical equations using the law of conservation of mass.</p> <p>*Apply balancing rules: Students will apply rules for balancing chemical equations (like adjusting coefficients).</p> <p>*Understand importance of balancing: Students will understand why balancing chemical equations is necessary (to follow the law of conservation of mass).</p> <p>*Practice balancing equations: Students will practice balancing simple chemical equations.</p>

<p>NOVEMBER</p>	<p>Amazing world of solute, solvent and solutions</p>	<p>8</p>	<ul style="list-style-type: none"> ● The meaning of solute, solvent and solutions with examples. ● Defination of saturated and unsaturated solutions at the concept of solubility. ● Effect of temperature affects the solubility of solids. <p>Activity: Preparing a solution of salt and water and understand the concept of unsaturated, saturated and supersaturated solution.</p> <p>SDG-4 Quality education</p>	<ul style="list-style-type: none"> ● Understanding the meaning of solute, solvent and solutions with examples. ● Explain saturated and unsaturated solutions and the concept of solubility. ● Observe how temperature affects the solubility of solids. 	<p>*Understand solutions and their components: Students will understand that a solution is a homogeneous mixture of two or more substances, consisting of a solute (dissolved substance) and a solvent (dissolving medium).</p> <p>*Identify solutes and solvents: Students will be able to identify solutes and solvents in different types of solutions (like sugar in water, salt in water).</p> <p>Students will be able to relate the concept of solutions to everyday life (like drinks, cleaning solutions).</p>
<p>DECEMBER</p>	<p>Amazing world of solute, solvent and solutions</p>	<p>8</p>	<ol style="list-style-type: none"> 1.Solubility of gases in liquids and effect of temperature on it. 2.Reasons for floating or sinking of objects in water. 3.Defination of mass ,volume and density and learn how to measure them. <p>Activity: comparing the taste of normal water and boiled water and identify the reason.</p>	<ul style="list-style-type: none"> ● Understand solubility of gases in liquids and effect of temperature on it. ● Learn why objects float and sink in water. ● Define mass ,volume and density and learn how to measure them. 	<p>*Understand solubility and factors affecting it: Students will learn about solubility and how factors like temperature, pressure, and nature of solute/solvent affect it.</p>

			SDG-4 Quality education and SDG-6 Clean water and sanitation.		
JANUARY	Amazing world of solute, solvent and solutions	8	To study the effect of temperature and pressure on solubility Relation of the topic with real life examples. Activity: Preparing a solution of sugar and water and heat it adding more sugar. SDG-4 Quality education.	<ul style="list-style-type: none"> • Study the effect of temperature and pressure on solubility. • Relate the effect of temperature on density with real life examples. 	<p>*Differentiate between types of solutions: Students will understand different types of solutions (unsaturated, saturated, supersaturated).</p> <p>*Apply knowledge to everyday examples of day to day life.</p>
FEBRUARY	Revision	4			

SURENDRANATH CENTENARY SCHOOL
SESSION: 2026-27
ANNUAL PEDAGOGICAL PLAN

Subject: Biology					
Books:1.Curiosity(Biology) ,Practice and more workbook					
MONTH	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES
APRIL	CH-1 Exploring the Investigative World of Science	4	<p>Key Topics: -Introduces students to scientific investigation as a process of curiosity, observation, and experimentation, rather than rote memorization. -It focuses on developing skills to ask questions, design simple experiments, and understand natural phenomena like air pressure, microbes, and forces</p> <p>Activity: The "Puri" Experiment: This activity demonstrates how a kitchen phenomenon can be analyzed like a scientist. Students investigate why puris puff, identifying factors like heat, oil temperature, and dough moisture. Roots and Kites Metaphor: The chapter uses "roots" to represent grounding in observations and facts, and "kites" to represent creativity and curiosity in thinking.</p>	Enable the learners to: <ul style="list-style-type: none"> ● To foster a scientific temper by asking "why" and "how" regarding everyday phenomena. ● To learn, to observe, record data, formulate hypotheses, and perform experiments. ● To identify science in daily life (e.g., food, weather, health). ● To gain familiarity with concepts like micro-organisms, electricity, force, pressure, and matter. 	Students will be able to: <ul style="list-style-type: none"> ● Design and perform experiments to understand, for instance, why a puri puffs. ● Systematically observe, measure, and draw conclusions. ● Connect everyday observations to broader scientific concepts like force, motion, and particle theory. ● Develop the skill of keeping notes on experiments (e.g., noting changes, smells, or times)

			<p>Scientific Method Steps: The activity guides learners to ask questions (Why? How?), form a hypothesis, conduct systematic experiments, control variables, and analyze results.</p> <p>Science in Daily Life: It emphasizes that investigation doesn't require a fancy laboratory; everyday observations (e.g., dough rising, cooking) are opportunities for scientific study.</p>		
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APRIL	CH- 2 The Invisible Living World:Beyond Our Naked Eyes	2	<p>Recapitulation: A brief knowledge of</p> <ul style="list-style-type: none"> • What is cell? • Communicable diseases <p>Academic-Vocabulary: Microorganisms, virus, cell, microscopy Discovery of Cell Parts of Cell Variation in shape & structure of cell Level of organization Microorganisms & its types: bacteria, fungi, protozoa, and algae. Microscope Activity: Mounting of onion peel and human cheek cells</p>	<ul style="list-style-type: none"> • Cellular Organization: Explore the hierarchical organization from cells to tissues, organs, and organisms • Explain cell theory • Recall four major categories of microorganisms (bacteria, fungi, protozoa, algae) • Differentiate between plant and animal cell. 	<ul style="list-style-type: none"> • Identify basic components cell • Students will be able to explain how microscopes aid in studying microscopic structures (like onion peels or cheek cells) • State four major categories of microorganisms (bacteria, fungi, protozoa, algae)
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					<ul style="list-style-type: none"> • Draw diagrams and comparative study of plant and animal cell
MAY	CH- 2 The Invisible Living World: Beyond Our Naked Eyes	4	<p>Role of microbes Microorganism and food Microbes as a source of biogas Microalgae Virus Cell :Basic unit of life -Unicellular & Multicellular</p> <p>Activity- Experiential Learning: Activity to demonstrate the action of yeast in the process of making dough</p> <p>Activity-Microscope Usage: Utilizing a compound microscope to view microscopic organisms in a drop of water, such as pond water.</p> <p>Skills: Observation and Critical Thinking</p>	<ul style="list-style-type: none"> • Elucidate the reason for increasing volume when yeast is added to dough in baking industry to explain fermentation • Explain the beneficial role of microorganisms in human life and the environment. • Differentiate between microorganisms and viruses to establish that viruses reproduce only in the host body • Enlist types of cells with example 	<ul style="list-style-type: none"> • Recall microorganism's role in decomposing • State the reason for increasing volume when yeast is added to dough in baking industry to explain fermentation • Differentiate between microorganisms and viruses to establish that viruses reproduce only in the host body • Cite and explain unicellular and multicellular organism
JUNE	CH-3 Health: The Ultimate Treasure	5	<p>Recapitulation: A brief Knowledge of</p> <ul style="list-style-type: none"> • Health and its importance • Communicable and non communicable diseases and example <p>Academic Vocabulary:</p>		<ul style="list-style-type: none"> • Assess their own daily routines to make

<p>JULY</p>	<p>SDG 3: Good Health and Well Being</p> <p>CH-3 Health: The Ultimate Treasure</p>	<p>8</p>	<p>Health, Immunity/Vaccination, Vectors, Pathogens, Mental and Environmental Health</p> <ul style="list-style-type: none"> • Definition of Health: health as complete physical, mental, and social well-being (WHO definition). • Activity 3.5: Health Survey: Students survey their neighborhood to identify the three most common lifestyle-related diseases and consult with health workers to find out how to prevent or manage them <p>Preventive Health Measures: Importance of personal hygiene (handwashing), sanitation, and environmental cleanliness to prevent illnesses.</p> <p>Communicable vs. Non-communicable Diseases: Causes, symptoms, and prevention of diseases like Malaria, Tuberculosis, and lifestyle diseases like diabetes.</p> <p>Activity-Disease Mapping: Categorizing diseases based on how they spread (air, water, vectors).</p>	<ul style="list-style-type: none"> • Provide information on how human body works. • Identify Disease Types: Distinguish between communicable (spread by pathogens/vectors) and non-communicable (lifestyle-related) diseases. • Learn how diseases spread through air, water, food, and vectors (e.g., mosquitoes). • Identify the importance of a balanced diet, regular exercise, proper hygiene, and adequate sleep. 	<p>healthier lifestyle choices.</p> <ul style="list-style-type: none"> • Classify Diseases: Correctly categorize diseases as communicable (e.g., influenza, cholera) or non-communicable • Demonstrate knowledge of personal hygiene and environmental cleanliness to prevent disease. • Differentiate between symptoms (felt) and signs (visible) to
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<p>AUGUST</p>	<p>CH-3 Health: The Ultimate Treasure</p> <p>SDG 6: Clean Water and Sanitation</p>	<p>8</p>	<p>Immunity and Vaccination: How the body fights pathogens and the role of vaccines India's role in vaccine production Community led sanitation campaign.</p> <p>Lifestyle Choices: Impact of screen time, sleep, exercise, and habits to avoid (e.g., alcohol, tobacco).</p> <p>Case Studies: Analyzing scenarios about infection response (e.g., the common cold) and the importance of sanitation.</p>	<ul style="list-style-type: none"> • Recognize the link between clean surroundings (e.g., waste management) and reduced disease risk. • Learn how vaccines help the body fight infections. • Recognize Unhealthy Habits: Understand the harmful effects of junk food, lack of exercise, smoking, alcohol, and excessive screen time. 	<p>identify potential health issues.</p> <ul style="list-style-type: none"> • Formulate Lifestyle Changes: Create a personal plan for better health, including balanced nutrition, exercise, and stress management.
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<p>SEPTEMBER</p>	<p>CH-3 Health: The Ultimate Treasure</p>	<p>4</p>	<p>-Treatment of diseases -Antibiotics -Discovery of first antibiotics: Penicillin -Spread of antibiotic resistant bacteria in community -Development of antibiotic resistant bacteria and preventive measures</p>	<ul style="list-style-type: none"> • Learn how resistant pathogens spread through human-to-human contact, contaminated food, and the environment (One Health approach). 	<ul style="list-style-type: none"> • Different ways to reduced spread of Resistance • Learn about the proper use of antimicrobials and improved infection control measures (e.g., in hospitals) decrease the prevalence of infections.
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<p>OCTOBER</p>	<p>CH:12 How Nature Works In Harmony</p>	<p>6</p>	<p>Recapitulation: Brief knowledge of</p> <ul style="list-style-type: none"> • What are the various types of habitat? <p>Academic Vocabulary: Ecosystem, Food chain, Food web, Mutualism, Commensalism, Parasitism</p> <p>-Interpret surroundings -Ecosystem, its components -Types of interactions</p> <p>Activity: -Observing Habitats (Ponds vs. Roadside) -Food Chain Mapping</p>	<ul style="list-style-type: none"> • Distinguish between habitats, populations, and communities. • Explain the importance of decomposers in recycling nutrients back into the soil. • Trace the path of energy in a food chain (e.g., grass, Grasshopper, frog, snake, eagle). • Describe types of interactions in nature, including mutualism (bees/flowers), commensalism (orchids/trees), and parasitism. 	<ul style="list-style-type: none"> • Explain the concept of ecosystems, including both biotic (living) and abiotic (non-living) components. • Describe how energy flows through an ecosystem via food chains and food webs. • Distinguish between producers (autotrophs), consumers (herbivores, carnivores, omnivores), and decomposers. • Explain how organisms coexist in harmony by sharing resources in a habitat (e.g., day/night activity).
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<p>NOVEMBER</p>	<p>CH:12 How Nature Works In Harmony</p> <p>SDG 13:Climate Action</p>	<p>8</p>	<p>Academic Vocabulary: Biodiversity, Sustainability. - Ecological Balance-How do interactions maintains balance in Ecosystem -Benefits of Ecosystem -Human made Ecosystem -Green Revolution -Impact of human activities on environment Activity: -Analyzing Ecosystem Changes (Cascading Effect): Understanding that if frogs (secondary consumers) disappear, insect populations rise, harming crops and requiring more pesticide use. -Effect of pesticides and fertilizers (Activity no:12.10)</p>	<ul style="list-style-type: none"> • Evaluate the consequences of breaking natural balance, such as the effect of removing predators (like frogs) on agricultural pests. • Understand migratory patterns of birds and their role as pollinators and pest controllers. • Identify sustainable farming methods that protect soil health and reduce reliance on chemical pesticides. 	<ul style="list-style-type: none"> ● Explain how organisms coexist in harmony by sharing resources in a habitat (e.g., day/night activity). ● Analyze how human activities (e.g., deforestation, pollution) can disrupt the natural balance. ● Understand the need for sustainable practices to protect the environment.
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<p>DECEMBER</p>	<p>CH-13 Our Home:Earth , A Unique Life Sustaining Planet</p>	<p>6</p>	<p>Academic Vocabulary: Atmosphere,Hydrosphere,Geosphere ,Biosphere,Deforestation,Nutrient Cycle, Reproductive Strategies -Why Earth is Unique -What makes suitable for life -Factors responsible for sustaining life on earth -Asexual and sexual reproduction Activity: -Interdependence Model-Demonstrating how plants and animals rely on each other for oxygen and carbon dioxide exchange and nutrient recycling</p>	<ul style="list-style-type: none"> • Identify why Earth is the only known planet supporting life, comparing it with other planets. • Explain the roles of the atmosphere, liquid water, magnetic field, and moderate temperature in sustaining life. • Analyze the interdependence of the biosphere, atmosphere, and hydrosphere. • How various elements support life on earth. • Enlist types of reproduction. 	<ul style="list-style-type: none"> • Explain how Earth's position, magnetic field, and atmosphere create a "habitable zone". • Explain the role of the crust, atmosphere, and oceans in supporting biological life. • Explain and differentiate between asexual and sexual mode of reproduction.
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JANUARY	CH-13 Our Home:Earth , A Unique Life Sustaining Planet SDG 7:Affordable And Clean Energy	7	-Life Sustaining Factors -Continuity of life -Threats to Earth- Deforestation, global warming, and pollution disrupting the ecological balance Activity- -Deforestation Impact Study: Analyzing how removing trees leads to reduced rainfall, soil erosion, and habitat loss.	<ul style="list-style-type: none"> • Environmental Awareness: Explore threats to the environment, including global warming, habitat destruction, and pollution. • Resource Management: Identify essential resources and the need for conservation. 	<ul style="list-style-type: none"> • Identify causes of climate change and discuss measures to protect the Earth for the future. • Solve problems related to Earth's systems and evaluate the impact of human activity. • Explain importance of the greenhouse effect and the ozone layer
FEBRUARY	Revision	4	Revision	Revision	Revision

**SURENDRANATH CENTENARY SCHOOL,
SESSION -2026-2027
ANNUAL PEDAGOGICAL PLAN
CLASS VIII**

SUBJECT : HISTORY AND POLITICAL SCIENCE

BOOK : EXPLORING SOCIETY :INDIA AND BEYOND (GRADE 8 PART 1)

MONTH	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES
APRIL'26	History Ch2- Reshaping India's Political Map SDG – Peace justice and strong institutions SDG 16	12	<p>Recapitulation of the previous knowledge</p> <ul style="list-style-type: none"> ● Medieval Period ● Rise and fall of Delhi Sultanate ● Resistance to Delhi Sultanate ● The Vijayanagara Empire ● The Mughals ● Resistance of the Mughals ● Administering India ● People's live <p>ACTIVITY – 1 Experiential Learning Mapwork the Mughals and the rise of regional powers at different periods Skills :Critical Thinking ACTIVITY – 2 Type of historical sources available during this period</p>	<ul style="list-style-type: none"> ● Analyze the internal and external factors that led to the decline of the Mughal Empire. ● Examine the unique administrative Confederacy. ● Explain the various methods of British expansion, such as the Subsidiary Alliance and the Doctrine of Lapse. ● Understand the transformation of India's economy from a manufacturing hub to a source of raw material for Britain 	<ul style="list-style-type: none"> ● Mapping skills: Identify and mark the territories under the Marathas, Sikhs and the British on a map of the 18th and 19th Centuries. ● Critical comparison: Compare the governance of Indian rulers with the bureaucratic governance of the British. ● Casual Analysis: Explain how the Battle of Plassey and the Battle of Buxar acted as the foundation stones of the British Empire in India. ● Historial Empathy : Describe the impact of colonial land revenue policies on the lives of Indian peasants and artisans.

<p>MAY'26</p>	<p>Civics Ch 5 – Universal Franchise and India's Electoral System</p> <p>SDG – Reduce Inequality SDG 10</p>	<p>6</p>	<ul style="list-style-type: none"> • Administering India • People's live <p>Universal Adult Franchise</p> <ul style="list-style-type: none"> • Bridging Barriers, Enablin Participation. <p>ACTIVITY – 1</p> <p>Art Integrated Learning</p> <p>Colourful representation to show the importance of Universal Adult Franchise in Democracy.</p> <p>Skills – Creative Thinking</p>	<ul style="list-style-type: none"> • Identify how the map of India changed form fluid regional boundaries to the rigid “ British India” and “ Princely States” structure. • Universal Adult Franchise: The right of all adult citizen to vote regardless of wealth, gender or social status. 	<ul style="list-style-type: none"> • Evaluation : Evaluate why regional powers failed to unite against the common threat of colonial expansion. • Define the principle of Universal adult Franchise and its importance in a democratic society.
<p>JUNE'26</p>	<p>Civics- Ch 5 – Universal Franchise and India's Electoral System</p>	<p>6</p>	<ul style="list-style-type: none"> • The role of Election commission of India (ECD) • Understanding elections in India • Election to the Rajya Sabha <p>Skills – common good</p>	<ul style="list-style-type: none"> • Understand the role and powers of the Election Commission of India as an autonomous body. • Explain the need for Reserved Constituencies for ST and SC ensure inclusive representation. 	<ul style="list-style-type: none"> • Appreciate Equality : Articulate why “one preson, one vote, one value” is the backbone of political equality in India. • Identify Safeguard : Explain how the Model Code of Conduct prevents the ruling party or wealthy candidate from misusing power during elections. <p>UT 1 : CH 2 RESHAPING INDIA'S POLITICAL MAP CH 5 UNIVERSAL FRANCHISE AND INDIA'S ELECTORAL SYSTEM</p>

<p style="text-align: center;">JULY'26</p>	<p style="text-align: center;">History Ch 4 – The Rise of the Marathas</p> <p style="text-align: center;">Chapter 6 – The Parliamentary system: Legislature and Executive</p> <p style="text-align: center;">SDG :Peace and Justice</p>	<p style="text-align: center;">12</p>	<ul style="list-style-type: none"> ● Election of the President of India ● Challenges on the Road Ahead ● Question answers ● Who were the Marathas? ● Foundation of Maratha Power and the Rise of Shivaji ● The Marathas After Shivaji <p style="text-align: center;">ACTIVITY – 1 Subject Enrichment –</p> <ul style="list-style-type: none"> ● On the Political Map of India show the seat Allocation to each state of India. Composition of the Parliament. ● Function of the Parliament ● Legislative function of the Parliament ● Executive Functions of the Parliament ● The Judiciary ● Challenges to the effective functioning of the Legislature <p style="text-align: center;">ACTIVITY – 2 Compile data regarding the functioning of the legislature in your state.</p>	<ul style="list-style-type: none"> ● Identify the different stages of the election process, including nomination, campaigning, polling and counting. ● Analyze the challenges to free and fair elections, such as the influence of money, muscle power and dynastic politics. ● To understand why a representative democracy like India requires a central law-making body. ● Compare the two houses. ● To explore how a bill travels through various stages to become an ACT. ● To understand the roles of the Nominal Executive vs the Real Executive. <p>Question hour and NO-Confidence Motions</p>	<ul style="list-style-type: none"> ● Describe the impact of colonial land revenue policies on the lives of Indian Peasants and artisans. ● Evaluate why regional powers failed to unite against the common threat of colonial expansion. ● Active citizenship, demonstrate an understanding of the voter's responsibility and the importance of voter ID. ● Discuss why some group remain underrepresented in parliament and suggest ways to strengthen the electoral system Differentiate roles: Clearly distinguish between the functions of a Member of Parliament and a Minister. ● Explain the Check and Balance system, articulate how the Parliament prevents the executive from becoming too powerful. ● Outline the path of a bill. ● Discuss why the Lok Sabha is considered more powerful in financial matters compare to the Rajaya Sabha. <p>PT 1 : CH 3 THE RISE OF MARATHA CH 5 UNIVERSAL FRANCHISE AND INDIA'S ELECTORAL SYS.</p>
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<p style="text-align: center;">AUG'26</p>	<p style="text-align: center;">History Ch 3 – The Rise of the Marathas</p> <p style="text-align: center;">Chapter 4 – Colonial Era in India</p>	<p style="text-align: center;">12</p>	<ul style="list-style-type: none"> ● Maratha Administration ● The timeline of MaratThe Age of Colonialism ● Europeans in India ● Portuguese: commerce and atrocities ● The Dutch : commerce and competition ● The French : colonial ambition ● Enter the British ● The strategy of ‘divide and rule’ ● From Paradise to Hellhas ● The great ancestors ● The glory of Shivaji <p>ACTIVITY – 1. DESIGN A MARATHA COIN, HIGHLIGHTING THEIR VALOUR AND REGIONAL PRACTICES.</p> <ul style="list-style-type: none"> ● Election of the President of India ● Challenges on the Road Ahead 	<ul style="list-style-type: none"> ● Examine the unique administrative Confederacy. ● Explain the various methods of British expansion, such as the Subsidiary Alliance and the Doctrine of Lapse. ● Understand theTo understand how a commercial entity acquired the Diwani and became a political ruler. ● To study specific British strategies like the Subsidiary Alliance, Doctrine of Lapse. And the policy of Paramountcy. ● Understand Administrative foundation. To explore how the British set up a new system of administration through the civil services, the army and the police transformation of India’s economy from a manufacturing hub to a source of raw material for Britain 	<ul style="list-style-type: none"> ● Critical Evaluation: Discuss why some groups remain underrepresented in parliament for example and suggest ways to strengthen the electoral system. ● Evaluation: Evaluate why regional powers failed to unite against the common threat of colonial expansion. Chronological Mapping: Consturct a timeline of key events, from the Battle of Plassey to Annexation of Awadh. ● Policy comparison: Differentiate between the subsidiary alliance and the doctrine of lapse. ● Impact assesement: Explian how the British Drain of Wealth and land revenue policies led to the impoverishment of Indian farmers and the decline of traditional industries.
<p style="text-align: center;">SEPT'26</p>	<p style="text-align: center;">Revision of the chapter : 2, 3 4, 5 and 6</p>	<p style="text-align: center;">6</p>	<p style="text-align: center;">Revision of History/Civics, Q/Ans, ccompetancy based questions, case study, mapwork</p>		

OCT'26		6	<ul style="list-style-type: none">• THE APP WILL BE UPLOADED AFTER THE PART 2 GETS AVAILABLE.		
NOV'26		12	<ul style="list-style-type: none">•		
DEC'26		9			

JAN'27		12			
FEB'27	History/Civics		Revision of History/Civics, Q/Ans, cdompetancy based questions, case study, mapwork		

SURENDRANATH CENTENARY SCHOOL

SESSION: 2026-27

ANNUAL PEDAGOGICAL PLAN

CLASS: VIII

Subject – Geography & Economics					
Book – Exploring Society: India and beyond – Part 1 for grade 8					
Work book – Exploring Society India and Beyond.					
Month	Chapter	No. of periods	Topics	Learning Objectives	Learning Outcomes
April, 2026	Recapitulation	2	<ul style="list-style-type: none"> ● ACTIVITY 1 Map work - Political map of India. States of India, Union territories and its capital. ● ACTIVITY 2 Map work – Soil map of India ● ACTIVITY 3 Map work - Major crops of India – distribution of Wheat, rice, tea, cotton etc. 	To help the learners to: <ul style="list-style-type: none"> ● Identify and locate all states, union territories and their capitals. ● Understand the relationship between soil and landuse that are best suited for certain crop farming etc. 	Learners will be able to: <ul style="list-style-type: none"> ● Strengthen map reading and interpretation skill as an important tool of learning. ● Understand the concept of maps (Fundamentals of cartography) and types of maps.
	CH-1 Natural Resources (Geography)	8	THEME A- INDIA AND THE WORLD: LAND AND THE PEOPLE <ul style="list-style-type: none"> ● Introduction. ● When does Nature becomes a resource? ● Categories of Natural resource ● Categories of natural resource <ul style="list-style-type: none"> → Renewable resource → Non renewable resources 	<ul style="list-style-type: none"> ● Understand what natural resources are and how “nature” becomes a “resource” only when it is useful, accessible, and acceptable to humans. ● Learn to distinguish renewable and non- renewable natural resources and explain why sustainable use is necessary. ● Describe the different factors of production. And explain how these are interconnected. 	<ul style="list-style-type: none"> ● Critically analyze the importance of resource use and adopt an environment friendly attitude in daily life. ● Understand and analyze the role of different factors of production in development of an economy. ● Relate real life experience between land and labour in economic activities and how this contributes to economic development.
	CH-7 Factors of production (Economics)	9	THEME E – ECONOMIC LIFE AROUND US <ul style="list-style-type: none"> ● Introduction ● Factors of production – land, labour 		

May, 2026	<p>CH-1 Natural Resources (Continued...) (Geography)</p> <p>CH-7 Factors of production (Economics)</p>	5	<p>THEME A- INDIA AND THE WORLD: LAND AND THE PEOPLE</p> <ul style="list-style-type: none"> • Distribution of natural resources and its implications • The natural resource ‘Curse’ <p>THEME E – ECONOMIC LIFE AROUND US</p> <ul style="list-style-type: none"> • People as a resource 	<ul style="list-style-type: none"> • Understand the connection between the distribution of natural resources and different aspects of life. • Understand and be able to explain ‘People’ as an important resource that is vital for a country’s economy. 	<ul style="list-style-type: none"> • Understand and explain the paradox of plenty i.e. the abundance of resources can sometimes become a curse if there is mismanagement, corruption and proper planning. • Analyze the factor human resource which is skilled and educated is integral for economic development
June, 2026.	<p>CH-1 Natural Resources (Continued...) (Geography)</p> <p>CH-7 Factors of production (Economics)</p>	7	<p>THEME A- INDIA AND THE WORLD: LAND AND THE PEOPLE</p> <ul style="list-style-type: none"> • Responsible and wise use of natural resources: Stewardship • Restoration and regeneration of renewable resources • Overexploitation of groundwater: A caselet from Punjab <p>THEME E – ECONOMIC LIFE AROUND US</p> <ul style="list-style-type: none"> • Facilitators of human capital • Challenges to human capital 	<ul style="list-style-type: none"> • Understand the implications of unsustainable use of resources and their over exploitation. • Define human capital • Understand the impact of poor human capital development on individual and the nation. • Analyze the challenges to human capital like poverty, etc. 	<ul style="list-style-type: none"> • Appreciate the importance of conserving natural resources and develop simple practices (water saving, preventing wastage, reducing deforestation, etc.) for their protection. • Identify the key facilitators of human capital such as education, healthcare, nutrition and skill development and its importance in improving productivity and economic development.
July, 2026.	<p>CH-1 Natural Resources (continued...) (Geography)</p> <p>CH-7 Factors of production (Economics)</p>	5	<p>THEME A- INDIA AND THE WORLD: LAND AND THE PEOPLE</p> <ul style="list-style-type: none"> • The case of cement • A caselet from Sikkim • Responsible and judicious use of resources <p>THEME E – ECONOMIC LIFE AROUND US</p> <ul style="list-style-type: none"> • Capital • Entrepreneurship technology: An 	<ul style="list-style-type: none"> • Develop awareness of responsible and judicious use of resources, linking local choices (construction, agriculture) to long-term environmental and economic outcomes. • Describe capital and technology as important factors of production. And explain how these are interconnected. 	<ul style="list-style-type: none"> • Justify the need for using resources carefully, judiciously, and with time for regeneration, both in urban (cement) and rural (Sikkim agriculture) contexts. • Understand the concept of entrepreneurship and describe functions of an entrepreneur (organizing, decision making,

			Enabler of production.		risk taking).
August, 2026.	CH-13 Factors of production (continued...) Revision – Ch - 1 Ch - 7	13	THEME E – ECONOMIC LIFE AROUND US <ul style="list-style-type: none"> • How are the factors connected • Responsibilities towards factors of production 	<ul style="list-style-type: none"> • Explain the role of entrepreneurship as an organizing factor that brings land, labour and capital together. • Describe technology as an important means to improve productivity by enabling faster, more efficient and sometimes less wasteful production. 	<ul style="list-style-type: none"> • Understand how all the factors are interconnected and none can function well in isolation in a production process. • Understand the economy of the country and observe it as an important network of interdependent factor that pushes them towards becoming responsible citizens who value both people and resources.
September, 2026.	<u>HALF YEARLY EXAMS</u>				

Further update will be notified after part 2 of the book is released.

SURENDRANATH CENTENARY SCHOOL
SESSION: 2026-27
ANNUAL PEDAGOGICAL PLAN
CLASS: VIII

SUBJECT : Artificial Intelligence					AVARTAN
BOOK : Code to AI					
Month	Chapters	No. of Periods	Topics	Learning Objectives	Learning Outcomes
April	Ch 1: Networking	4	<ul style="list-style-type: none"> • Network, advantages of network • Types of networks • Topology – its types, Security • Practical Lab 	<ul style="list-style-type: none"> ➤ Discuss the concept of networking ➤ List the benefits of networking ➤ Differentiate between various types of networks. ➤ Differentiate between various types of topologies 	<ul style="list-style-type: none"> ➤ Relate the concept of networking with real life examples. ➤ Compare the usage and need for different types of network and topologies. ➤ Compare wired and wireless networking technologies.
May	Ch 6: Statements in Python Concepts	4	<ul style="list-style-type: none"> • Introduction to Control Structures and its types • Sequential and Conditional Statements 	<ul style="list-style-type: none"> ➤ Explain the function of conditional and looping statements 	<ul style="list-style-type: none"> ➤ Define control structures ➤ Classify the types of control structures
June	Ch 7: Iterative Statements	4	<ul style="list-style-type: none"> • Iterative Statements Practical Lab 	<ul style="list-style-type: none"> ➤ Demonstrate the usage of conditional and looping statements ➤ Practice programs to implement different looping statements. 	<ul style="list-style-type: none"> ➤ Write programs to practice different types of control structures.
July	Ch: AI Project Cycle		<ul style="list-style-type: none"> • AI Project Cycle • Data collection and Preparation, cleaning, formatting and labelling • Model development and training • Evaluation and refinement • Deployment and maintenance 	<ul style="list-style-type: none"> ➤ To understand the step-by-step process of building an AI solution ➤ To identify real-world problems that can be solved using AI ➤ To learn how data is collected and used in AI projects ➤ To develop problem-solving skills using AI tools 	<ul style="list-style-type: none"> ➤ Describe all stages of the AI project lifecycle ➤ Apply AI tools to solve simple real-life problems ➤ Analyse the effectiveness of AI solutions ➤ Reflect and improve AI models based on results

			<p><u>Subject Enrichment Activity -</u></p> <ul style="list-style-type: none"> Worksheets / Crossword Puzzle 		
August	Ch: AI Application		<ul style="list-style-type: none"> Application of AI and how it works No code AI tools 	<ul style="list-style-type: none"> To understand the concept and meaning of AI To explore different domains of AI To identify how AI is used in real-world scenarios To analyse benefits and risks of AI 	<ul style="list-style-type: none"> Explain AI and its working in simple terms Identify different AI domains and their uses Recognise AI applications in daily life Analyse advantages and limitations of AI system.
September	Revision		Practical Test / Oral Test/ Revision		
October	Ch 8: Latest Technologies Advancements	4	<ul style="list-style-type: none"> Evolution of technology IoT and 5G AR and VR Mixed and Extended Reality Machine learning and big data Block Chain and Data Science Edge computing 	<ul style="list-style-type: none"> To learn about the key milestones and innovations in the evolution of technology To understand the concept of 5G and its impact on IoT To learn about the applications and uses of AR, VR, MR and XR To understand the concepts of machine learning, big data, Block Chain and edge computing 	<ul style="list-style-type: none"> To explain the major stages in the evolution of technology To explain the concept of 5G and its impact on IoT. To explain the concepts of AR, VR, MR and XR. To describe the applications and uses of machine learning, Big data, Block Chain and edge computing
November	Ch 10: Cybercrimes and Cybersecurity	6	<ul style="list-style-type: none"> Computer ethics, cybercrime, Cybercrime against Individual / Property/Society Cyber security Practical Lab <p><u>Subject Enrichment:</u> Group Discussion on “Adhering to computer ethics is the best possible way to deal with cybercrime”.</p> <ul style="list-style-type: none"> cybercrime”. 	<ul style="list-style-type: none"> Discuss the various Property Rights. Tell them why it is unethical to copy someone’s creative property Guide the students to deal with cyberstalking and cyber bullying. Demonstrate how to scan a computer using antivirus. 	<ul style="list-style-type: none"> Use the internet in a responsible and safe manner Differentiate between Dos and DON’Ts of internet usage. Aware about safety measures to be taken while uploading and downloading documents
December	Ch: Data and Fairness	6	<ul style="list-style-type: none"> Role and importance of data 	<ul style="list-style-type: none"> To understand the importance of data in AI 	<ul style="list-style-type: none"> Explain how AI depends on data

			<ul style="list-style-type: none"> • Biasness • Ensuring Fairness 	<ul style="list-style-type: none"> ➤ To identify bias in datasets ➤ To learn strategies for fair and unbiased AI ➤ To promote inclusive AI practices 	<ul style="list-style-type: none"> ➤ Identify sources of bias in datasets ➤ Apply basic techniques to ensure fairness ➤ Understand the impact of biased AI decisions
January	Ch AI Ethics	4	<ul style="list-style-type: none"> • AI Ethics • AI ethics and responsibility • Privacy and data protection • Accountability in AI systems • Safe and ethical use of technology 	<ul style="list-style-type: none"> ➤ To understand ethical issues in AI ➤ To learn responsible use of AI technologies ➤ To recognise the importance of privacy and security ➤ To develop ethical decision-making skills 	<ul style="list-style-type: none"> ➤ Define AI ethics and its importance ➤ Recognise ethical concerns like bias, privacy, misuse ➤ Make responsible decisions while using AI ➤ Understand the need for human-centered AI systems
	Ch 9: Metaverse	4	<ul style="list-style-type: none"> • Metaverse • Internet versus metaverse • Applications • Opportunities and challenges • Advantages and disadvantages • Future 	<ul style="list-style-type: none"> ➤ To understand the concept of the Metaverse and its definition. ➤ To learn about the key features and components of the Metaverse. ➤ To explore the potential applications and uses of the Metaverse. ➤ To develop an understanding of the advantages and disadvantages of the Metaverse. 	<ul style="list-style-type: none"> ➤ To define and explain the concept of the Metaverse. ➤ To identify and differentiate between internet and metaverse. ➤ To discuss the potential applications and uses of the Metaverse. ➤ To analyze the opportunities and challenges of the Metaverse. ➤ Develop critical thinking skills and be able to evaluate the potential advantages and disadvantages.
February	Revision		Practical Test / Oral Test/ Revision		