

DIRECTORATE OF EDUCATION, GNCT of Delhi
ANNUAL SYLLABUS (2025-26)
CLASS-8, SUBJECT: SCIENCE

THEME	CONTENT	SUGGESTIVE LEARNING OUTCOMES	SUGGESTIVE ACTIVITIES
FOOD	<u>CH-1 Crop Production and management</u> ❖ Crops and their types, and the related climatic conditions. ❖ Basic Agricultural Practices for crop production. ❖ Manure and Fertilizers: as nutrient substances for crops. ❖ Crop Rotation-for different types of crops growing alternatively. ❖ Weeds, weedicides. ❖ Storage of grains and Animal Husbandry. Aligned Chapter*: <u>Class VII:</u> CH-16 Water:A Precious Resource.	• Identifies and classifies various types of Crops as Kharif and Rabi based on the season in which they grow. • Identifies various types of climatic conditions for the growth of crops based on the region in which they grow. • Understands the basic agricultural activities involved in cultivation of crops. • Classifies and identify and differentiate the properties of various manmade and natural nutrients for the healthy growth of plants. • Understands the importance of crop rotation for the replenishment of the soil with nitrogen. • Understands the ways of protecting the main crops from undesirable plants in the field. • Shows awareness for using resources judiciously like making controlled use of fertilizers and pesticides. • Applies learning of scientific concepts in daily life, eg. Increasing	1. To study the steps of basic agricultural practices used for growing any type of crops. 2. To prepare an experiment for growing (germination of moong or gram seeds) seedlings with manure and fertilizer. (NCERT Activity 1.2). 3. To make a list some important food and their sources from which they obtain.(NCERT Activity 1.3). 4. To make a list some important types of Kharif and Rabi Crops. 5. To sow some seeds in the soil and arrange to water them by drip irrigation, and observe daily to note down the changes in the seed. 6. Collect different types of seeds and put them in small bags and label each of them. 7. To collect pictures/draw diagrams of various agricultural tools or machines. 8. To draw pictures of various methods of irrigation

		of crop production(in kitchen garden).	
	<u>Ch-2 Microorganisms : Friends And Foe :</u> ❖ Microorganisms ❖ Where do Microorganisms Live? ❖ Microorganisms and us ❖ Harmful Microorganisms ❖ Food Preservation ❖ Nitrogen Fixation ❖ Nitrogen cycle Aligned Chapter*: Class VII: - Nutrition in Plants. Class VI: - Living Organisms and their surroundings.	● Identifies the microorganisms into unicellular and multicellular. ● Classifies the microorganisms. ● Classifies useful and harmful microorganisms . ● Applies learning of scientific concepts in daily life. ● Awareness about the use of salt and sugar in Pickles and murrabbas.	1. To observe drops of pond water under microscope. 2. Fermentation of flour (increased volume of flour by yeast) – Collect the gas in a balloon and test the gas expelled by lime water. 3. Pull out a gram/bean plant from the field and to study its root nodules. <i>Refer to worksheet no.1-9,23-24</i>
MATERIAL	<u>CH-3: Coal and Petroleum</u> ❖ Properties of Inexhaustible and Exhaustible Natural Resources. ❖ Properties and types of Fossil fuels; Coal and Petroleum,Natural gas. ❖ Constituents of petroleum and their uses. ❖ Refining of petroleum. ❖ Ways of saving petrol/diesel. ❖ Some natural resources are limited.	● Identifies and classifies materials Inexhaustible and Exhaustible Natural Resources on the basis of their properties and limits. ● Knows the meaning, process of formation,and types,and uses of fossil fuels. ● Applies learning of scientific concepts in day to day life using appropriate coal and petroleum products for various	1. To make a list of various materials used by us in daily life and classify them as natural and man-made 2. To study the places in the map of India where coal,petroleum,natural gas are found and where petroleum refineries are situated. 3. To study the ways of consuming and conserving of energy resources like coal, gas, electricity, petrol, kerosene etc. 4. To study the location (with reasons) of major thermal power plants in India.

		purposes. • Applies learning of scientific concepts in day to day life using appropriate ways for conserving energy resources.	5. With the help of activity 3.2. Find out how exhaustible resources are reducing in amount.
NATURAL RESOURCES	<u>CH-5 Conservation Of Plants And Animals</u> ❖ Deforestation and its causes ❖ Consequences of Deforestation ❖ Conservation of Forest and Wild animals ❖ Biosphere Reserves ❖ Flora and Fauna ❖ Endemic Species ❖ Wild Life Sanctuary ❖ National Park ❖ Red Book Data ❖ Migration ❖ Recycling of Paper	• Makes efforts to protect environment • Suggests ways to cope with environmental hazards, etc.	1. Listing of causes of deforestation and classify them into natural and man made. 2. Listing of flora and fauna of your area. 3. To find out the number of national parks, wild life sanctuaries and biosphere in your state and country.
	<u>CH-8 Forces And Pressure</u> ❖ Force – a push or a pull ❖ Forces are due to an interaction ❖ Exploring forces. ❖ A force can change the state-of motion ❖ Force can change the shape of an object, direction and speed of an object ❖ Contact forces and Non- contact forces ❖ Pressure ❖ Pressure exerted by liquids	• Identifies various types of forces by giving examples from daily life. • Understands the reason how force arises due to interaction between two objects. • Investigates the effect of force on speed and direction of moving objects. • Differentiates between contact and non Contact forces. • Identifies and demonstrates the relation between force, area and	1. To study various types of forces and their impacts. 2. To study the relation between force and motion in daily life experiences . 3. To observe the forces of attraction and repulsion between two types of a bar magnet. 4. To study the dependence of pressure on area. 5. To study increase in pressure exerted by the liquids at the greater depths. <i>Refer to worksheet no.34-37</i>

MOVING THINGS PEOPLE AND IDEAS	and gases. ❖ Atmospheric pressure.	pressure. • Conducts simple investigation to seek answer to queries e.g. Do liquids exert pressure at same depth? • Investigates why needles are made pointed?	
	<u>CH-9 Friction</u> ❖ Force of friction, ❖ Factors affecting friction, ❖ Friction: a necessary evil, ❖ Increasing and decreasing friction, ❖ Wheels reduce friction ❖ Fluid friction	• Demonstrates friction between rough/smooth surfaces . • Understands the cause of wear and tear of moving objects . • Differentiates among static ,sliding and rolling friction • Applies scientific learning in daily life like increasing /reducing friction.	1.Explain with help of an activity -Force of friction depends on nature of surface in contact. 2. Explain with help of an activity -Wear and tear of moving objects. 3.To collect and display pictures of some sports and actions where it has been shown - friction is necessary but evil. 4. To discuss various methods of reducing and increasing friction.

Note:-

- ❖ The above mentioned syllabus is to be completed by September 6, 2025.
- ❖ Revision of syllabus for Mid Term Examination.

MID TERM EXAM

THEME	CONTENT	SUGGESTIVE LEARNING OUTCOMES	\SUGGESTIVE ACTIVITIES
	<u>CH-4 Combustion And Flame :</u> ❖ What is Combustion ? ❖ How do we control fire? ❖ Types of combustion, ❖ Flame	• Conducts simple investigation to seek answer to query like – What are the conditions required for combustion. • Explains the physical process	1. To study the parts of a flame . 2. To prepare a model of fire extinguisher. 3. Slogan/Poster competition/Skit on the causes and prevention of fire in

HOW THINGS WORK	❖ Structure of flame ❖ Fuel ❖ Fuel efficiency.	in the formation of Flame with the help of a labelled diagram . ● Investigates and analyses ‘what happens when kerosene and natural gas are burnt ?’ ● Becomes aware of the precautions for using LPG. ● Constructs a model of Fire extinguisher and explains its functioning .	school and home (Disaster Management).
THE WORLD OF LIVING	<u>CH-6 Reproduction In Animals</u> ❖ Modes of reproduction ❖ Sexual Reproduction (male reproductive organs, female reproductive organs and fertilization ,Development of embryo, viviparous and oviparous animals. Young to adults) ❖ Asexual reproduction by budding and binary fission. Aligned Chapter*: Class VII: Reproduction in Plants. Class VI: - Living Organisms and their surroundings.	● Classifies organism based on asexual and sexual mode of reproduction . ● Explains the process of Reproduction in human and other organisms. ● Identifies between viviparous and oviparous animals on the basis of egg laying or baby birth . ● Explains with the help of self drawn labelled diagram/flow chart of human reproduction system	1.To study the various modes of asexual reproduction in Hydra and Amoeba (with the help of permanent slides) 2. To study the life cycle of frog/mosquito with the help of a chart/model. <i>Refer to worksheet no. 26-33</i>
	<u>CH-7 Reaching the age of Adolescence</u> ❖ Adolescence and Puberty ❖ Change in Puberty ❖ Secondary Sexual Characters ❖ Role of Hormones in initiating Reproductive Function	● Identifies secondary sexual characters ● Understands the role of hormones in initiating Reproductive Function ● Explain how the sex of a baby is determined ● Know the importance of personal hygiene during	1. To find out how tall one is likely to be by using the table given in activity 7.1. 2. To collect information from magazines, or from doctors and prepare a note on importance of consuming iodised salt. 3. To collect data on the number of children in your class who exercise

	❖ Reproductive phase of life in Humans ❖ How the sex of the baby is determined? ❖ Hormones other than Sex Hormones ❖ Role of Hormones in completing the life History of Insects and Frogs ❖ Reproductive Health	adolescence	regularly and who do not.
HOW THINGS WORK	<u>CH-10: Sound</u> ❖ Meaning and properties of Sound. ❖ Process of production of Sound by a vibrating body. ❖ Process of production of sound by Humans. ❖ Medium of propagation of Sound. ❖ Process of hearing of sound by our ears. ❖ Audible and Inaudible sounds. ❖ Noise and music ❖ Noise pollution: Sources, harms, and its measures.	• Knows the meaning, process of formation of sound by musical instruments. • Identifies the properties of sound like Frequency, Oscillation, Amplitude, loudness, pitch, etc. • Knows the functions of Human body parts in the formation and hearing of sound. • Finds out the sources, impacts, of Noise pollution and the ways to control it. • Applies learning of scientific concepts of sound like sources, loudness, and its harmful and useful impact in day to day life.	1. To make a list of musical instruments, note down the parts of these instruments that vibrate to produce sound. 2. To make a list of famous musicians and the instruments they play. 3. To identify the sources of noise pollution in your locality and make a Suggestive list how to control noise pollution. 4. To learn the sign language for communicating effectively with children having hearing impairment. 5. To make a list of range of audible frequencies for various animals and the loudness in decibel for various sound producing sources. 6. To make a toy telephone to know that how sound can travel through strings (NCERT Activity 10.14) and 7. To understand the action of ear drum by plastic can stretched with rubber

			balloon and containing five grains of dry cereal in it.(NCERT Activity 10.10).
HOW THINGS WORK	<u>CH-11 Chemical effects of Electric Current</u> ❖ Do liquids conduct electricity? ❖ Chemical effects of electric currents. ❖ Electroplating and its uses. ❖ Good conductors and bad conductors of electricity. Aligned Chapter*: Class VII:-Electric Current and its Effects. Class VI: - Electricity and Circuits.	• To test the conduction of electricity through various fruits, vegetables, wood piece, metal piece and display your result in tabular form (Good Conductor/Bad Conductor). • To study the phenomenon of electroplating by simple circuit.	1. Identify liquids on the basis of conductivity as electrical conductors or insulators. 2. Conduct simple investigation to seek the answer for queries like why acids, bases and salts conduct electricity? And why do we get shock when we touch electric appliance with wet hands? 3. Explain the process of Chemical effects of electric current. 4. Apply learning of scientific concepts in day to day life of depositing a layer of any desired metal on another material by electroplating.
NATURAL PHENOMENA	<u>CH-13 Light</u> ❖ What makes things visible ❖ Laws of reflection	• Differentiates between regular and irregular reflection. • Identifies the characteristics of	1.To verify laws of reflection of light.

	❖ Regular and diffused reflection multiple reflection ❖ Reflected light can be reflected again. ❖ Multiple Images ❖ Sunlight-, white or colored, ❖ What is inside Our Eyes? ❖ Care of the Eyes ❖ Visually challenged persons can read and write. ❖ What is the Braille system? Aligned Chapter*: Class VII: - Light. Class VI: - Light Shadows and Reflection.	the image formed by a plane mirror. • Understands the laws of reflection. • Explain the process for the formation of multiple images. • Explain structure of eye with the help of self drawn labeled diagram .	2.To study the structure of eye with the help of a chart/model. 3.To make your own Kaleidoscope. <i>Refer to worksheet no.19-25</i>
Note:- ❖ The above mentioned syllabus should be completed by the 31st January, 2026. ❖ In Annual Examination questions will be asked from the entire syllabus. ❖ Previous classes chapters* are aligned for concept clarity.			
❖ Revision of syllabus for Annual Examination. Annual Exam 2026			