STAFF LIST - (CLASS 8)-2026-27

Principal :

Br. Robert Fernandes

Headmistress / Headmaster :

Mrs. Aparajita Pal / Br. Agnelo Benjamin

Coordinator : 6,7 & 8 :

Mrs. Ranjana Chug

CLASS TEACHERS

- 8A MRS. SIMRAH MEHMOOD
- 8B MRS. DEEPIKA KAPOOR
- 8C MRS. ASLEKHA PHILIP
- 8D MRS. SONIA SHARDA
- 8E MRS. DEEPA PANDEY

COUNSELLORS

- Mrs. SANGEETA TRIPATHI
- Ms. EVANGELINE MONTEIRO
- Mr. IMMANUEL JEBARAJ

ENRICHMENT CENTRE

- Ms. GAIL PEREIRA

ASSESSMENT PATTERN (2026-27)

CLASS 8
PROMOTION CLASS

- The promotion to the next higher class will also be subject to the condition that a minimum of **25% of marks** be scored in each subject in the Annual Examination i.e., **13 marks out of 50.**

- He must secure overall **33% marks, i.e., 33 marks out of 100**

ASSESSMENT PATTERN (2026-27)

WEIGHTAGE OF ASSESSMENTS

(including 3rd language + Computers)

1 **PERIODIC ASSESSMENT (5 MARKS)**

2 **PORTFOLIO (5 Marks)**

3 **MULTIPLE ASSESSMENTS (5 Marks)**

4 **SUBJECT ENRICHMENT ACTIVITY (5 Marks)**

5 **PROJECT (5 Marks)**

6 **ATTENDANCE (5 Marks)**

7 **SUMMATIVE ASSESSMENT**

MID TERM – 20 Marks

FINAL EXAM - 50 Marks

ASSESSMENT PATTERN (2026-27)

WEIGHTAGE OF ASSESSMENTS

- **THIRD LANGUAGE- SANSKRIT/ GERMAN/ SPANISH**
- **TERM EXAMS - 50 MARKS**

CODING- SKILL SUBJECT- 30 MARKS

KAUSHAL BODH- SKILL SUBJECT

Based on NCERT Kaushal Bodh textbooks

- **HANDS-ON ACTIVITIES IN CLASS**
- **PDF will be available in google classroom**

CURRICULUM

1. No rationalisation of syllabus.
2. Curriculum Planner will go up very soon.
3. Syllabus tested in the first term will be tested in the Final examination too. The Question papers for Half yearly examination will be set out of the entire syllabus of the First Term.

ENRICHMENT CENTRE

MIDDLE SECTION CLASSES 4-8

Enrichment Centre

ENRICHMENT CENTRE

TOGETHER WE ACHIEVE MORE

EARLY IDENTIFICATION

- The early and appropriate identification for implementation of required **educational intervention**.
- **Need based interventions** that are implemented in inclusive educational settings,as early as possible
- This helps children to grow with
  - **CONFIDENCE**
  - **SELF-RESPECT**
  - a positive **SELF IMAGE**.

- Children with disabilities can purposefully engage in society.

PRASHAST

A Disability Screening Checklist for Schools

(Part-1 and Part-2)

Department of School Education and Literacy
Ministry of Education
Government of India

Who are likely to be administered this tool?

Children in the class who seem to display

- lack of interest
- low attention
- appear distracted
- not participating in learning activities like other children
- seem to be sleepy and fatigued
- exhibit challenging behaviour.

These can all be due to either environmental or disability conditions.

This does not necessarily mean that they have a disability.

Teach me the way I can learn,

not the way you want to teach me.

FROM THE COUNSELLOR'S DESK

Navigating the School Year: A Counselor's guide for parents

"The way we talk to our children becomes their inner voice." - Peggy O'Mara

What are we seeing in Children Today?

- **Low frustration tolerance -**“I want it now” mindset; inability to handle *No*, failure, or discomfort
- **Externalization of blame -** Difficulty taking responsibility; quick to blame teachers, peers, system
- **Emotional fragility with poor coping skills -** Small setbacks feel overwhelming
- **Validation dependence -** Self-worth tied to praise, marks, social media, or peer approval
- **Authority confusion -** Mixed messages at home vs school → “Who should I listen to?”
- **Manipulative coping patterns -** “Divide & rule” between parents; testing boundaries constantly
- **Lack of respect for effort and process -** Only outcomes matter → leads to anxiety & shortcuts
- **Unsafe emotional environments at home -** Fear of judgment, comparison, or dismissal, children stop sharing

How Can We Be The Parents They need?

- **Consistency between both parents -** Unity = security
- **Emotional safety, not just physical comfort -** “Can I fail and still be accepted?”
- **Clear boundaries with warmth -** Not strict vs lenient, but **firm + understanding**
- **Modeling behavior (not just instructing) -** Respect, emotional control, communication
- **Delayed gratification training -** Let them wait, struggle, and earn
- **Respect for school authority -** If you undermine teachers, children lose structure everywhere
- **Stay Involved** - Regularly check E-Care, Diary, Be aware of their day

Thank
you