



# केन्द्रीय माध्यमिक शिक्षा बोर्ड

(शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन)  
CENTRAL BOARD OF SECONDARY EDUCATION  
(An Autonomous Organisation Under the Ministry of Education, Govt. of India)



केमाशिबो/शैक्ष./ए.प्रो.एवं अनिदे.(अ.छा.)/2026

दिनांक: 05.01.2026  
परिपत्र संख्या: शैक्ष-01/2026

केमाशिबो से संबद्ध सभी विद्यालय के प्रमुख

विषय: केमाशिबो बडिंग ऑथर्स प्रोग्राम 2025-26 के संबंध में।

केमाशिबो बडिंग ऑथर्स कार्यक्रम को रचनात्मक लेखन और कहानी कहने के लिए प्रेरित करने हेतु सृजित किया गया है। इस कार्यक्रम का उद्देश्य लेखन कौशल को निखारना, आत्मविश्वास सुदृढ़ और रचनात्मक अभिव्यक्ति के प्रति जीवन के लगाव को प्रोत्साहित करना है। यह विद्यार्थियों को प्रामाणिक लेखन अनुभवों के माध्यम से विवेचनात्मक चिंतन, भाषा दक्षता और आत्म-अभिव्यक्ति विकसित करने के लिए एक संरचित मंच प्रदान करता है। इस पहल के माध्यम से, विद्यार्थी अपनी स्वयं की छोटी कहानियाँ लिख तथा प्रस्तुत कर सकते हैं, जिससे उनकी कल्पना और मौलिकता को पंख मिलते हैं, और उन्हें अपने लेखन को प्रकाशित होते देखने का अवसर मिलता है।

केमाशिबो बडिंग ऑथर्स कार्यक्रम 2025-26 किसी भी विषय पर आयोजित किया जाएगा, जिसमें लेखन की सभी शैलियाँ, विधाएँ और प्रकार शामिल होंगे। यह कार्यक्रम नि:शुल्क है।

विद्यार्थी अपनी मौलिक, अप्रकाशित छोटी कहानी हिंदी या अंग्रेजी में निम्नलिखित तीन श्रेणियों के अंतर्गत प्रस्तुत कर सकते हैं:

श्रेणी	कक्षाएँ	प्रस्तुत की जाने वाली कहानी/रचना के शब्द
1	कक्षा 5-6	500-600 शब्द
2	कक्षा 7-8	600-900 शब्द
3	कक्षा 9-10	1000-1500 शब्द

कार्यक्रम में भाग लेने के चरण निम्नलिखित हैं: (अनुलग्नक IV - उपयोगकर्ता नियमावली भी देखें)

1) पहला चरण - यह विद्यालय स्तर पर आयोजित किया जाएगा।

समय सीमा: 06 जनवरी, 2026 से 31 जनवरी, 2026 तक

- विद्यालय, अनुलग्नक I, II, III और IV में दिए गए दिशानिर्देशों, नियमों और शर्तों के अनुसार, विद्यालय स्तर पर केमाशिबो बडिंग ऑथर्स कार्यक्रम 2025-26 आयोजित करेंगे।
- प्रत्येक विद्यालय विद्यार्थियों की सहभागिता का समन्वय और सुविधा प्रदान करने के लिए एक शिक्षक को नोडल अधिकारी के रूप में नामित करेंगे।
- पहले चरण में, प्रति कक्षा प्रतिभागियों की संख्या की कोई सीमा नहीं है।
- प्रत्येक विद्यार्थी केवल एक भाषा—या तो हिंदी या अंग्रेज़ी—में ही भाग ले सकता है।
- मूल्यांकन के मानदंड अनुलग्नक - II में दिए गए हैं।

नोट- हिंदी श्रेणी में भाग लेने के लिए, विद्यार्थी का नाम और विद्यालय का नाम केवल हिंदी में ही लिखना अनिवार्य है।

2) दूसरा चरण - चयनित कहानियों का पंजीकरण और प्रस्तुतिकरण

समय सीमा: 3 फरवरी 2026 से 27 फरवरी, 2026 तक

विद्यालय स्तर पर आयोजित पहले चरण के आधार पर-



केन्द्रीय माध्यमिक शिक्षा बोर्ड एकीकृत कार्यालय परिसर, सेक्टर 23, फेस - I, द्वारका, नई दिल्ली -110077  
CBSE Integrated Office Complex, Sector 23, Phase - I, Dwarka, New Delhi - 110077  
Telephone: 011-24050612, Website: [www.cbseacademic.nic.in](http://www.cbseacademic.nic.in)





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- प्रत्येक विद्यालय पोर्टल <https://cbseit.in/cbse/2025/bauthor> पर OASIS क्रेडेंशियल्स का उपयोग करके पहले चरण में भाग लेने वाले विद्यार्थियों की कुल संख्या भरेंगे।
- प्रत्येक विद्यालय कुल 12 सर्वश्रेष्ठ कहानियों को संक्षिप्त सूची में रखेंगे, जो इस प्रकार हैं:
  - प्रत्येक कक्षा से दो कहानियाँ।
  - प्रति कक्षा एक कहानी हिंदी में और एक कहानी अंग्रेजी में।
- इसके बाद विद्यालय इन 12 चयनित विद्यार्थियों को पोर्टल <https://cbseit.in/cbse/2025/bauthor> पर OASIS क्रेडेंशियल्स का उपयोग करके पंजीकृत करेंगे और **अनुलग्नक - III** में दिया गया शपथ पत्र (undertaking) प्रस्तुत करेंगे।
- नोडल शिक्षक पंजीकरण प्रक्रिया में सहायता करेंगे।
- हिंदी श्रेणी के लिए, विद्यार्थी का नाम और विद्यालय का नाम केवल हिंदी में ही दिए जाएँ।
- सफल पंजीकरण के बाद, नोडल शिक्षक सभी 12 विद्यार्थियों की चयनित कहानियों को उसी पोर्टल पर अपलोड करेंगे।

### 3) मूल्यांकन और प्रकाशन

- दूसरे चरण में प्रस्तुत की गई सभी कहानियों का मूल्यांकन विषय विशेषज्ञों के एक पैनल द्वारा किया जाएगा। इसके लिए अंतिम निर्णय गठित समिति के पास रहेगा।
- राष्ट्रीय स्तर पर चुनी गई सर्वश्रेष्ठ प्रविष्टियों को केमाशिबो द्वारा प्रत्येक श्रेणी के लिए लघुकहानियों के संकलन के रूप में ई-प्रकाशित किया जाएगा।
- प्रस्तुत की गई कहानियों को CC BY 4.0 लाइसेंस (<https://creativecommons.org/licenses/by/4.0/>) के तहत लाइसेंस दिया जाएगा। कॉपीराइट लेखक के पास ही रहेगा, लेकिन केमाशिबो के पास चुनी गई कृतियों को सबसे पहले प्रकाशित करने का अधिकार सुरक्षित रहेगा।

**प्रमाणन और मान्यता** - कार्यक्रम के दूसरे चरण में भाग लेने वाले सभी विद्यार्थियों को बोर्ड द्वारा एक ऑनलाइन 'सहभागिता प्रमाण पत्र' (Participation Certificate) जारी किया जाएगा। जिन विद्यार्थियों की प्रविष्टियाँ उत्कृष्ट घोषित की जाएंगी, उन्हें उनकी उपलब्धि की मान्यता में 'प्रशंसा प्रमाण पत्र' (Certificate of Appreciation) प्रदान किया जाएगा।

सभी विद्यालयों से अनुरोध है कि वे पढ़ने और लिखने के कौशल को विकसित करने के लिए 'बडिंग ऑथर्स प्रोग्राम' (Budding Authors Program) में विद्यार्थियों की अधिकतम सहभागिता सुनिश्चित करें।

किसी भी प्रश्न के लिए, कृपया [cbse.reading.mission@cbseishiksha.in](mailto:cbse.reading.mission@cbseishiksha.in) पर ईमेल करें।

शुभकामनाओं सहित!

हस्ता/-  
(डॉ. प्रज्ञा एम. सिंह)  
प्रोफेसर एवं निदेशक (शैक्षणिक)





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निदेशालयों, संगठनों और संस्थानों के संबंधित प्रमुखों को यह अनुरोध करते हुए यह प्रति भेजी जा रही है कि वे अपने अधिकार क्षेत्र के अंतर्गत आने वाले सभी विद्यालयों तक यह जानकारी पहुँचाए:-

1. आयुक्त, केंद्रीय विद्यालय संगठन, 18 इंस्टीट्यूशनल एरिया, शहीद जीत सिंह मार्ग, नई दिल्ली-16
2. आयुक्त, नवोदय विद्यालय समिति, बी-15, सेक्टर-62, इंस्टीट्यूशनल एरिया, नोएडा-201309
3. सचिव, एकलव्य मॉडल आवासीय विद्यालय (ईएमआरएस), जनजातीय कार्य मंत्रालय, भारत सरकार।
4. सचिव, सैनिक स्कूल सोसायटी, कमरा सं. 101, डी-1 विंग, सेना भवन, नई दिल्ली-110001
5. अध्यक्ष, ओडिशा आदर्श विद्यालय संगठन, एन-1/9, दूरदर्शन केंद्र के पास, डाकघर सैनिक स्कूल, नयापल्ली, भुवनेश्वर, ओडिशा-751005
6. शिक्षा निदेशक, शिक्षा निदेशालय, एनसीटी दिल्ली सरकार, पुराना सचिवालय, दिल्ली-110054
7. जन अनुदेश निदेशक (विद्यालय), संघ राज्य क्षेत्र, सचिवालय, सेक्टर 9, चंडीगढ़-160017
8. शिक्षा निदेशक, सिक्किम सरकार, गंगटोक, सिक्किम-737101
9. विद्यालय शिक्षा निदेशक, अरुणाचल प्रदेश सरकार, ईटानगर-791111
10. शिक्षा निदेशक, सरकार एंड्रएन द्वीप समूह, पोर्ट ब्लेयर-744101
11. विद्यालय शिक्षा निदेशक, लद्दाख, कमरा नंबर 101-102, भूतल, काउंसिल सचिवालय, कुरबाथांग, कारगिल – लद्दाख
12. विद्यालय शिक्षा निदेशक, आंध्र प्रदेश, तीसरा तल, बी ब्लॉक, अंजनेय टावर्स, वीटीपीएस रोड, भीमाराजू गुट्टा, इब्राहिमपटनम, आंध्र प्रदेश – 521456
13. निदेशक, झारखंड शिक्षा परियोजना परिषद, पुराना एचईसी हाई स्कूल, जेएससीए स्टेडियम रोड, जगन्नाथपुर, सेक्टर-III, धुर्वा, रांची-834004 (झारखंड)
14. नेवी एजुकेशन सोसाइटी, नौसेना शिक्षा निदेशालय, नौसेना मुख्यालय, रक्षा मंत्रालय, वेस्ट ब्लॉक-वी, आरके पुरम, नई दिल्ली-110066
15. अपर महानिदेशक नौ सेना, ए-विंग, सेना भवन, डीएचक्यू पीओ, नई दिल्ली-110001
16. सचिव एडब्ल्यूईएस, रक्षा मंत्रालय (आर्मी) का एकीकृत मुख्यालय, एफडीआरसी भवन संख्या 202, शंकर विहार (एपीएस के पास), दिल्ली कैंट-110010
17. अध्यक्ष, केमाशिबो के उप सचिव
18. सचिव/परीक्षा नियंत्रक/सभी निदेशक, केमाशिबो
19. सभी क्षेत्रीय निदेशक/क्षेत्रीय अधिकारी केमाशिबो, इस अनुरोध के साथ कि वे इस परिपत्र को अपने-अपने क्षेत्रों में बोर्ड से संबद्ध सभी विद्यालयों के प्रमुखों को भेजें।
20. सभी संयुक्त सचिव/उप सचिव/प्रधान निजी सचिव/वरिष्ठ निजी सचिव/अवर सचिव/सहायक सचिव
21. सभी प्रमुख/प्रभारी, केमाशिबो उत्कृष्टता केंद्र, केमाशिबो
22. प्रभारी आईटी इकाई, इस अनुरोध के साथ कि वे इस परिपत्र को केमाशिबो की शैक्षणिक वेबसाइट पर अपलोड करें।
23. प्रभारी, पुस्तकालय
24. रिकॉर्ड फ़ाइल

प्रोफेसर एवं निदेशक (शैक्षणिक)



केंद्रीय माध्यमिक शिक्षा बोर्ड एकीकृत कार्यालय परिसर, सेक्टर 23, फेस - I, द्वारका, नई दिल्ली -110077  
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## Annexure- I

### Suggestions and Guidelines for Creating Stories

Crafting a compelling story involves understanding and applying several important components, which can be categorized into three main areas:

- 1. Story Elements-** When writing a story, five major elements and although these elements provide a useful framework, their importance may vary depending on the story being told. What truly matters is recognising which elements are most essential to the specific story and developing them in a way that best supports the overall narrative. These elements are:



Let's explore each element in more detail, using examples from the famous **Harry Potter** series.

- a. Characters:** These are the people, creatures, or objects that play a role in the story. For example, the main character in the series is *Harry Potter*. Even objects, such as the Sorting Hat, can be considered characters in the story.

#### A character can:

- be living or non-living
- have any gender or not have a gender at all!
- propel the story through their actions
- cause a problem - solve a problem
- add a twist to the story
- be positive, negative, or neither

#### A well-sketched character can have the following attributes:

- looks and mannerisms
- personality
- traits
- behaviour
- attitudes

Characters in a story can also be classified into different groups based on their roles. Some of the broad categories include:

**Primary Characters:** These are the characters who not only experience the main events of the story but also significantly influence its progression. For readers, the story is revealed through their experiences, and their character arc forms a central part of the narrative.

**Secondary Characters:** These characters are primarily defined by their interactions with the main characters. While they may have their own arcs and influence events in the story, their impact is generally





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less prominent than that of the main characters. Secondary characters can serve to develop the main character, provide contrast, or challenge them, among many other possibilities.

**Background Characters:** These characters play a supporting role in influencing both the main characters and events in the story. They might help establish the story's setting, be affected by an event that triggers further developments, or have a brief interaction with a main character. While they do not need to be as fully developed as primary or secondary characters, they help make the story more believable and immersive.

**b. Setting:** This is the environment or backdrop in which the story takes place. The setting provides insight into the protagonist's world and perspective. For example, in the Harry Potter series, one of the main settings is Hogwarts School of Witchcraft and Wizardry. Other notable settings include Diagon Alley, the Forbidden Forest, and Platform Nine and Three-Quarters.

A setting can be:	A setting can be used to:
- a specific place, fantastical location, and/ or time-period	- Provide a backdrop for the story and the characters - add more context and details to a story - help the reader imagine the story better

**c. Key Events:** This is the central sequence of events in a story and can take various forms. The plot may focus on a single moment or a series of moments such as a disruption of a pattern, a turning point, or an action that interrupts the normal flow of events. It can be shaped by a question that needs answering or a conflict (internal or external) that creates dramatic tension and drives the story forward. However, not all stories are conflict-driven; some may be simple, slice of life narratives that describe a day or an event.

For example, in the first book of the Harry Potter series, events such as Harry receiving letters from an unknown source, speaking to a snake at the zoo, and going to Hogwarts disrupt the routine of his life over the past 11 years. The search for the Sorcerer's Stone and the events surrounding it form the main plot of the book, while the confrontation between Harry and Voldemort and Harry's discovery of the stone serve as the resolution, concluding the first book and setting the stage for the second.

A story may also include various subplots that support and enhance the development of the main plot.

For example, while the main plot in the Harry Potter series centers on the conflict between Voldemort and Harry and the ideologies they represent, the series also includes numerous subplots. These subplots contribute to the overall progression of the story, such as relationships between characters, the deaths of key characters, and revelations about certain characters' motivations.

### The key events of a story could be:

- An action or interaction that differently impacts the protagonist
- An event that impacts those around the protagonist
- A turning point that gives the story or the protagonist a purpose
- A solution or resolution which changes the story
- A discovery of some kind





# केन्द्रीय माध्यमिक शिक्षा बोर्ड

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- d. Problem-** This refers to a disruption or challenge in the story that affects the characters or events. How the characters respond to and interact with the conflict shapes the progression of the story and influences subsequent events.

For example, in the second book of the Harry Potter series, the petrification of students creates a serious problem that nearly leads to Hogwarts being closed. Different characters respond in various ways: the professors work to ensure students' safety, some students prepare to go home, while Harry and Ron set out to find the Basilisk and save Ginny. Although all face the same problem, their reactions shape their individual experiences of it. As readers, experiencing the story through Harry's perspective allows us to understand his response to the conflict and how it drives the events of the story.

### The problem must:

- be presented such that it makes sense in the context of the story.
- Well set up and backed by the develop further key events. It must have an impact.

### The function of the problem is to:

- Move the story forward, acting like a crossroads which allows for the elements in the story to develop further.

## e. Resolution

The final element of a story answers the questions raised and resolves the problem/ issue that was faced by the characters thus far. In cases where the stories don't have a well-defined plot or conflict, the resolution is the conclusion or the logical end of the story.

### i. Story Structure

All stories have a beginning, middle, and end, composed of the key events that drive the plot. Each section emphasizes an important part of the narrative. However, writers are not bound to a strict chronological order; some may choose to start from the end or begin in the middle. Planning the story structure in advance helps ensure that its various components are presented clearly and cohesively.

Experiment with different story structures to find the one that best suits the narrative you want to tell. Here is a short exercise on story structuring:

1. Create a story in which the narrative is organized around the time of day

 morning	 evening
 night	



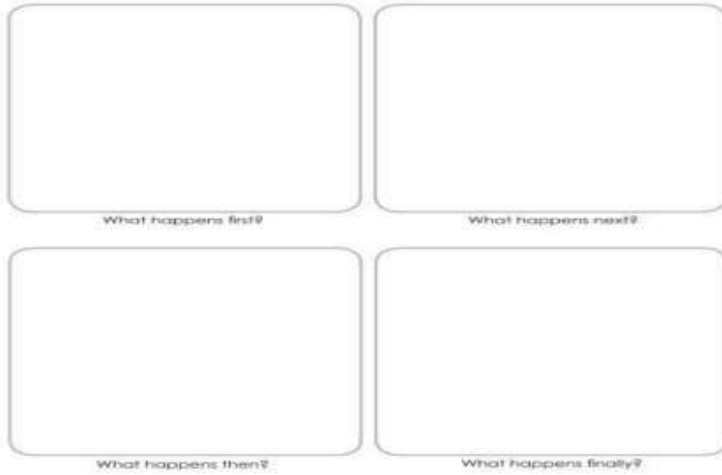


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2. Graphic organisers are also a good way to plan a story. See this example



Incorporate the diagram's prompts into your story by clearly identifying the action, climax, and resolution of the central conflict. Ensure that each part of the narrative reflects these key moments to give your story structure and coherence.

### 3. From ideation to writing - the process

Every story begins with an idea, or sometimes several ideas that eventually merge into one. The first step in writing is to choose a core idea from which the story can develop. For example, if you want to write a story about the Indian cricket team winning the World Cup, you can jot down all your ideas using a graphic organizer, such as the one below:



Once you have a core idea, you can expand it with details, incorporating the story elements discussed earlier. With your idea in place, you can start structuring the story and creating a draft.

It is important to remember that writers often need to move back and forth between ideas and structure, revising continuously, and making decisions about what fits the story and what should be removed. While the step-by-step approach can serve as a checkpoint for progress or goal-setting, a writer should never hesitate to return to the drawing board and make significant changes if it improves the story.





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**Suggestive Cues** - Create a theme-based storyline based on these cues or your own ideas.

**Classes 5-6 (Word Limit: 500-600 words)**

Theme	Story cues	Hero Story Element
<b>Adventure</b>	An alien ship lands in school during maths period	Plot
	The school garden is being raided by someone who leaves behind square footprints. Investigate.	Characters and Problem
	On a trek, a mysterious sound leads one of you away. What do you do next	Plot and Setting
<b>Love (for pets, for nature, for your school, for yourself)</b>	Monkeys appear in the lockdown in a building society.	Problem
	Someone is regularly bullying animals in school. A gang of kids stand up to them.	Problem, Character
	A baby gets stuck in a locked house. Design a rescue scenario	Problem, Setting
<b>Heroes around us</b>	A quarrelling family meets a Kargil war hero in their building society.	Characters
	A child usually scared of the dark overcomes their fear in a crisis situation.	Characters, Setting, Solution
	A policewoman helps people in a new city who are unable to speak the language.	Problem, Solution
<b>Science</b>	A failed invention suddenly finds new use.	Plot
	Two magnets are sucking up the world's energies. Only one child can save the planet using science.	Character, Problem, Solution
	It's 2025 and the world has no electricity. What will life be like?	Character, Problem, Solution
	Your friend makes a robot that does whatever you need. What do you make him do?	Character, Plot

**Classes 7-8 (Word Limit: 600-900 words)**

Theme	Story cues	Hero Story Element
<b>When I... (A theme that makes you fantasize or imagine about a certain point in time)</b>	When I found ancient treasure buried in my school playground.	Plot, Problem, Solution
<b>When I... (A theme that makes you fantasize or imagine about a certain point in time)</b>	When I dialed 100 by mistake and the police came rushing to my house	Plot
<b>When I... (A theme that makes you fantasize or imagine about a certain point in time)</b>	When I got to be the Prime Minister of India for a day.	Problem, Solution
<b>When I... (A theme that makes you fantasize or imagine about a certain point in time)</b>	When I had to host a foreign exchange student from Spain at my house.	Characters
<b>Weird and Whacky (All things out of the ordinary)</b>	A strange island forms in your bathroom. What can be done?	Character, Problem, Solution





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<b>Weird and Whacky (All things out of the ordinary)</b>	My upside-down day, when I went to work and my mom went to school (in my classroom.)	Plot
<b>Weird and Whacky (All things out of the ordinary)</b>	Zombies take over your school while you are playing a game of zombies.	Character, Plot, Problem, Solution
<b>Weird and Whacky (All things out of the ordinary)</b>	You are in the forest when you come face to face with the snow dragon: an adorable, furry, and surprisingly tiny creature who breathes fire.	Plot
<b>Kindness</b>	A poacher who has a change of heart and devotes their life to helping animals.	Character
<b>Kindness</b>	A friend forgives another who makes a rash mistake, and what happens when the tables are turned.	Characters, Problem, Solution
<b>Kindness</b>	Being kind is hard, but worth it.	Problem, Solution
<b>Self-confidence</b>	Someone who always loses races but participates in them again and again.	Character (traits)
<b>Self-confidence</b>	I was terrified. Butterflies filled my stomach. But I took a deep breath and finally stepped out onto the stage	Character (traits/actions), problem, solution
<b>Self-confidence</b>	When I say it, I do it	Character, Problem, Solution
<b>Self-confidence</b>	One day a 14-year-old teenager wakes up and realizes that they are 22. Plot	

## Classes 9-10 (Word Limit: 1000-1500 words)

Theme	Story cues	Hero Story Element
<b>War and Peace</b>	How a town rebuilds itself after war	Characters, Plot, Problem, Solution
<b>War and Peace</b>	There are two major groups of people who live on a mythical planet, the water people and the land people. Can they learn to co-exist peacefully when the lines start blurring?	Plot, Problem, Solution
<b>War and Peace</b>	Write a story about a child your age, and their contribution to an important event in India's struggle for independence.	Character, Plot
<b>Fantasy(All things out of the ordinary)</b>	You are at a Coin Show when you meet a coin dealer who specialize	Character (appearance, traits, attitudes)
<b>Fantasy(All things out of the ordinary)</b>	Ghostly creatures have taken over a school.	Plot, Character
<b>Fantasy (All things out of the ordinary)</b>	The world has turned upside down, bats are sitting and humans are hanging by their toes. Mice are going to the office and cats are hiding in holes. How would a human being live in this world?	Plot, Problem, Solution
<b>The (not so distant) Future</b>	A typical day in 2030.	Problem, Solution
<b>The (not so distant) Future</b>	You see a cake in a photo, and can suddenly taste it. Is this a dream, or technology?	Plot
<b>The (not so distant) Future</b>	The adventures of my 3D printed car.	Character, Plot





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## Annexure- II

### CBSE Budding Author's Programme: Evaluation

#### Rubrics Classes 5-6

Sr.No.	Area of Assessment	4	3	2	1
1	Originality of expression and creativity	Demonstrates imaginative ideas with a clarity	Shows creativity in most parts of the writing	Shows some imagination; ideas are simple	Limited creativity; ideas are common
2	Story Structure (Beginning–Middle–End)	Organises ideas clearly with a problem and solution	Story is clear but some parts need more detail	Basic sequence is present but idea is sometimes difficult to follow	Story is confusing or incomplete
3	Characterisation	Characterisation are clear, interesting, and characters show feelings or change	Characterisation is clear but some characters need more detail	Characters are basic	Characters are confusing
4	Expression and Language Accuracy	Used descriptive words and varied sentences. Very few or no errors	Expression is simple and few errors; meaning is clear	Some errors; meaning mostly clear	Ideas do not connect well. Errors are affecting clarity

#### Classes 7-8

Sr.No.	Area of Assessment	4	3	2	1
1	Originality of expression and creativity	Demonstrates strong, original and effective expression	Shows creativity in most parts	Shows basic originality but few ideas are predictable	Limited creativity and minimal originality
2	Narrative Design & Conflict Management	Effectively organises plot with clear conflict and resolution	Clear structure with minor gaps	Basic plot; conflict uneven	Narrative lacks structure
3	Characterisation	Characters are well-developed and show growth	Characters are clear and mostly consistent	Some characterisations need improvement	Characters are flat or inconsistent
4	Expression and Language Accuracy	Ideas are logically connected, effective and descriptive language	Good and coherent with minor errors	Adequate expression with some errors	Weak organization and expression and persistent errors





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## Classes 9-10

Sr.No.	Area of Assessment	4	3	2	1
1	Creative & Critical Thinking	Fresh distinctive approach. It is highly imaginative or creative	Conveys some creative, imaginative, or insightful ideas beyond the commonplace	Reflects few creative, substantive, or imaginative ideas out of the ordinary	Communicates no substantive or imaginative ideas and is unremarkable
2	Narrative Structure & Conflict	Constructs coherent plot with integrated conflict and resolution	Logical plot with minor lapses	Predictable or uneven development	Poorly structured narrative
3	Characterisation & Depth	Characters are complex and show meaningful transformation	Characters are well developed, simple and believable	Basic character development	Characterisation lacks clarity
4	Language, Coherence & Style	Language and expression is highly impressive and the content is very well organised	Effective language and the content is well organised	Message is sometimes difficult to follow and content is fairly well organised	Message cannot be understood and the content is poorly organised

**Total Maximum Marks to be given = 16**



केन्द्रीय माध्यमिक शिक्षा बोर्ड एकीकृत कार्यालय परिसर, सेक्टर 23, फेस - I, द्वारका, नई दिल्ली -110077  
CBSE Integrated Office Complex, Sector 23, Phase - I, Dwarka, New Delhi - 110077  
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## Annexure - III

### Undertaking

(Please issue this Undertaking on the letterhead of the school)

This is to certify that the following students have been selected in the first round of the CBSE Budding Author Programme 2025-26

Sr no	Class	Name of the Student	Medium (Hindi/English)
1.			

I hereby, certify that the Stories submitted for the second round of the programme are the bonafide work of the students mentioned above. I also certify that the content of the stories does not intend to hurt the sentiments of any group of people and are plagiarism free.

(Principal/

Head) Seal

of the school





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Annexure -

## IV USER MANUAL FOR BUDDING AUTHORS PROGRAMME 2025-2026 PORTAL

Based on the First Round conducted at the school level, each school shall fill the following:

1. Total number of students participated in first round.
2. A total of 12 best stories shortlisted in first round conducted at school- Two stories from each class (One story in Hindi and one in English per class).
3. Details of the 12 students whose stories have been shortlisted.

**STEP 1: Open the link given below to login into the Budding Author Portal.**

URL: <https://cbseit.in/cbse/2025/bauthor>



**STEP 2: Enter the details of the participants of the 1<sup>st</sup> Round held in School after successful login.**





# केन्द्रीय माध्यमिक शिक्षा बोर्ड

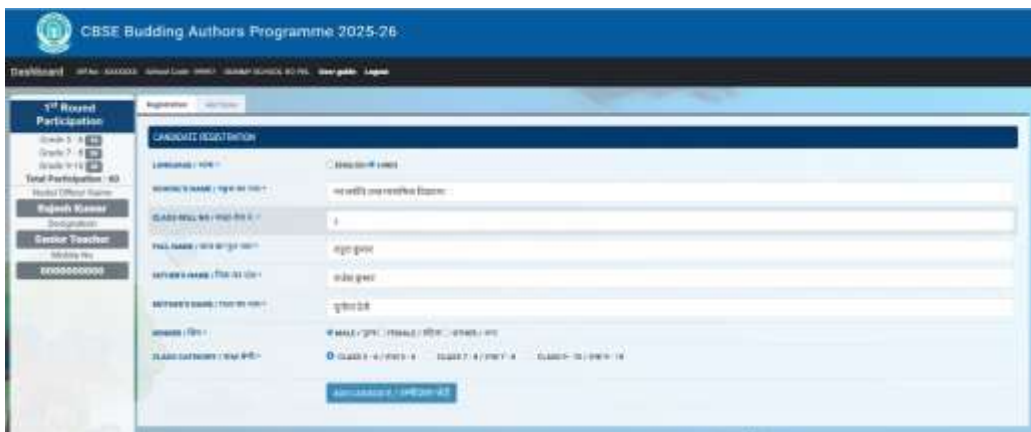
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**STEP 3: The screenshot of the dashboard shown in the image given below shows the registration after successful login.**



**STEP 4: The screenshot given below shows the student registration in Hindi language.**



**STEP 5: Schools will register 12 students (whose stories have been selected) on the portal.**

**STEP 6: The screenshot given below shows the list of the students after registration is completed.**



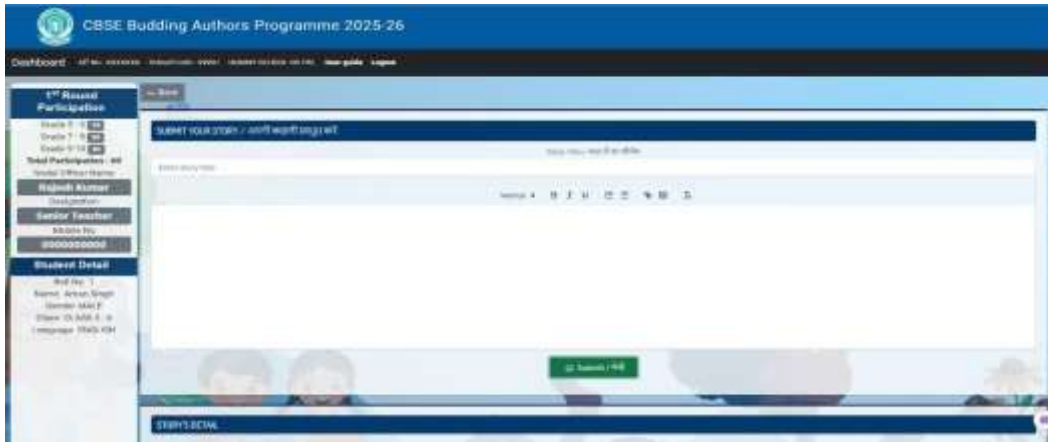


# केन्द्रीय माध्यमिक शिक्षा बोर्ड

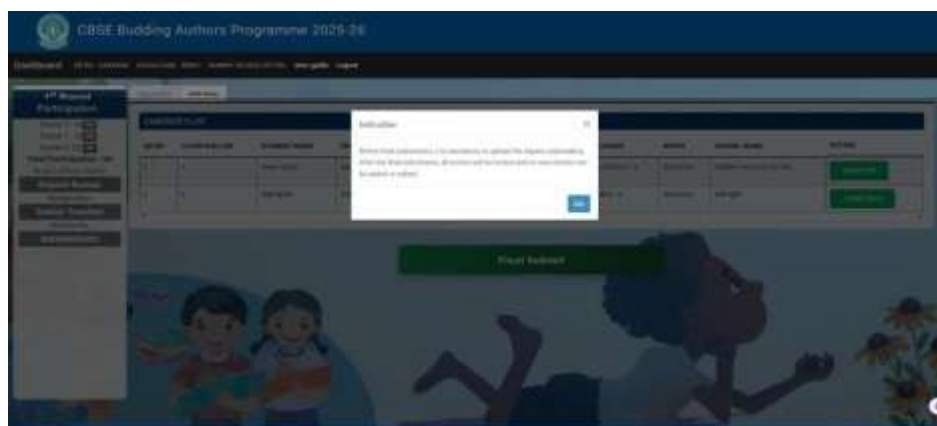
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**STEP 7: Paste/Type the story in the given space.**



**STEP 8: Upload the undertaking given in Annexure – III in Circular, with signatures while submitting the stories.**



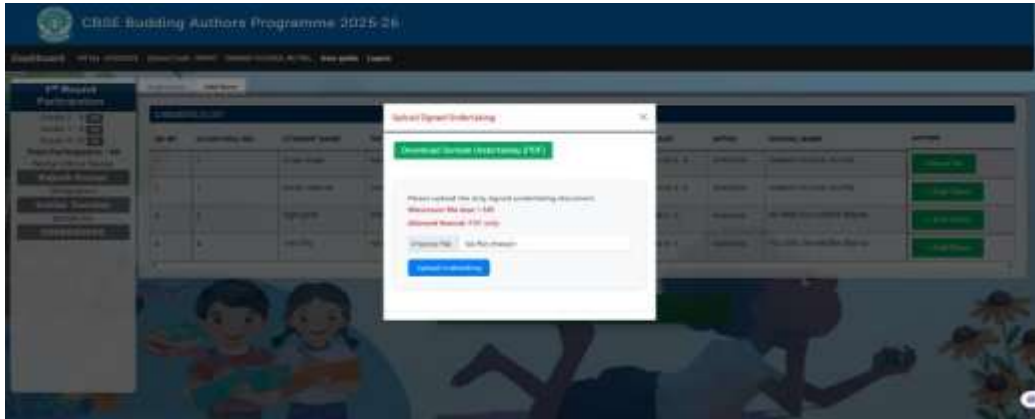


# केन्द्रीय माध्यमिक शिक्षा बोर्ड

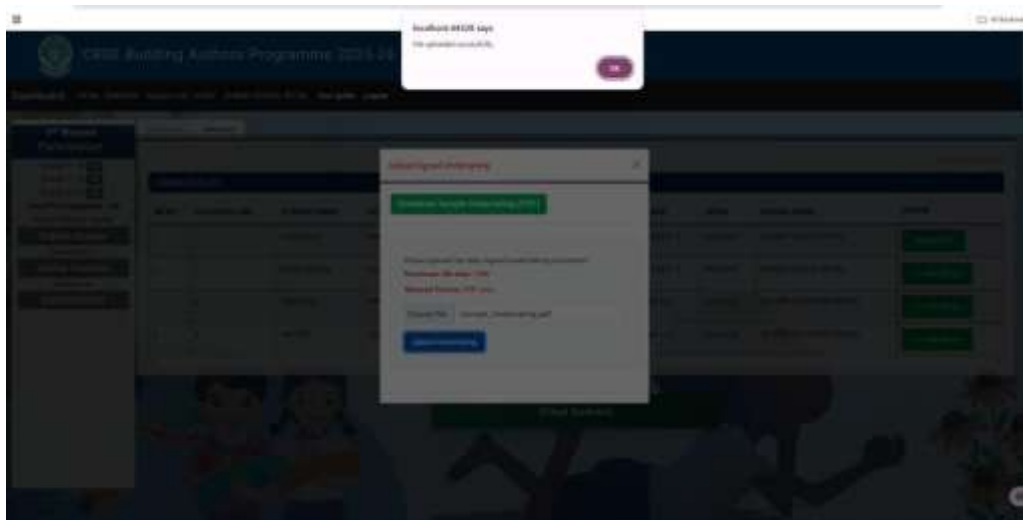
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**STEP 9: Make sure you submit the stories and see the following message on the screen.**



'एकीकृत कार्यालय परिसर, सेक्टर - 23, द्वारका, नई दिल्ली - 110075'  
'Integrated Office Complex, Sector - 23, Dwarka, New Delhi - 110075'

