



# केन्द्रीय माध्यमिक शिक्षा बोर्ड

(शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन)

CENTRAL BOARD OF SECONDARY EDUCATION

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CBSE/(ACAD)/JS/2023

Date: 10 November, 2023  
Circular No. Acad-129/2023

**Subject: CBSE Budding Authors Programme 2023-24**

Dear Principal

Please refer to Circular No: Acad-99/2023 Dated: 23.08.2023 about CBSE Reading Mission Initiatives through which a series of activities have been introduced to facilitate and encourage reading habits among students and create a vibrant learning environment.

The next activity under the CBSE Reading Mission is the CBSE Budding Authors Program which aims to ignite the creative spark within students by encouraging them to explore the art of storytelling. By writing and submitting short stories under this program, students have the exciting opportunity to express their imagination and ideas, with a chance to see their work published. This enriching experience not only hones their writing abilities but also nurtures their confidence and self-expression.

The *CBSE Budding Authors Programme* aims to provide students a platform to engage in reading different types of stories and learning to write effectively. As students write and submit short stories under this programme, they would have an opportunity to express their creativity and get a chance to see them published.

**The students can submit their stories in Hindi or English in the following three categories:**

| Category | Classes      | Length of Submissions |
|----------|--------------|-----------------------|
| I        | Classes 5-6  | 500- 600 words        |
| II       | Classes 7-8  | 600- 900 words        |
| III      | Classes 9-10 | 1000- 1500 words      |

## Steps of the Programme:

### I. First Phase: Conduct of the programme at the School Level

**Timeline: 10<sup>th</sup> – 30<sup>th</sup> November 2023**

- The schools will conduct the first phase within school where students will create and write short stories, in either English or Hindi.
- Schools to give one week to students to read extensively with a view to prepare for the *Budding Author's Programme*. Some inputs for writing are at **Annexure I**. These may be shared with students.
- Schools shall complete the evaluation of entries and **shortlist two students/ participants per category** for the next round of this programme.
- Guidelines for submission of entries by the students and the evaluation criteria to be shared as given at **Annexure II**.



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## II. Second Phase: Creation and Submission of the stories

**Timeline: 1<sup>st</sup> December, 2023 – 15<sup>th</sup> January, 2024**

- The schools shall register the shortlisted students (2 winners of each category) for the second phase of the CBSE Budding Authors Programme at the link provided on the CBSE Academic website <https://cbseacademic.nic.in/>. The nodal teacher can facilitate the registration of students (maximum 6 students per school).

**Timeline – 1<sup>st</sup> – 15<sup>th</sup> December, 2023.**

- Each registered student will be provided a **unique login id and password, which will be available to the schools at the Budding Authors portal in the final Registration List.**
- The school will share the unique id and password to each student registered in Phase II. The students will use it as login credentials for writing and submitting the stories on the technology platform.**
- The link for writing and submitting the stories will be available on the CBSE Academic website under **CBSE Reading Mission. Timeline – 26<sup>th</sup> December – 15<sup>th</sup> January, 2024.**
- The students may develop, edit, and finally submit their entries till **15<sup>th</sup> January, 2024.**
- All students who successfully submit their created short story at this phase will get an online certificate of participation at the school's e-mail ID.
- The terms and conditions for participation in the second phase are provided at **Annexure III.**

## III. Evaluation and Publication

- The entries submitted by students in the Second Phase would be evaluated by a panel of experts.
- Shortlisted entries of each category will be provided editorial support to finalize their creation.
- Best entries selected at the national level will be published by CBSE as a collection of short stories for each category.

For any query, you may send an email to [cbse.reading.mission@cbseshiksha.in](mailto:cbse.reading.mission@cbseshiksha.in)

All the Heads of Schools are requested to use this opportunity for promotion of Reading Mission in their schools and encourage maximum participation of students in the Budding Authors Programme to promote reading and writing skills among students.

With best wishes.

(Dr. Joseph Emmanuel)  
Director (Academics)



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**Copy to the respective Heads of Directorates, Organizations and Institutions as indicated below with a request to disseminate the information to all the schools under their jurisdiction:**

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18 Institutional Area, Shaheed Jeet Singh Marg, New Delhi-16
2. The Commissioner, Navodaya Vidyalaya Samiti, B-15, Sector-62, Institutional Area, Noida-201309
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110054
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector-9, Chandigarh-160017
5. The Director (Exam. & Scholarship), HRDD Department, Gangtok, Govt. of Sikkim, Sikkim-737101
6. The Director of Secondary Education, Department of Education, Govt. of Arunachal Pradesh Itanagar – 791111.
7. The Director (Education), Directorate of Education VIP Road, Port Blair, A&N Island – 744103
8. The Secretary, Eklavya Model Residential Schools (EMRS), Ministry of Tribal Affairs, Government of India, Shastri Bhawan, A - Wing, Dr. Rajendra Prasad Road, New Delhi, 110001
9. The Joint Secretary (BR/CER/Sainik Schools), Sainik Schools Society, Room No. 108 (I), South Block, New Delhi-110001.
10. The Chairman, Odisha Adarsha Vidyalaya Sangathan (OAVS), N-1/9, Near Doordarshan Kendra, PO Sainik School Nayapalli, Bhubaneswar, Odhisha-751005.
11. The Director, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector-3, Rohini, Delhi.
12. The Additional Director General of Army Education, A-Wing, Sena Bhawan, DHQ, PO, New Delhi-110001.
13. The Director AWES, Integrated Headquarters of MoD (Army), FDR Building No. 202, Shankar Vihar (Near APS), Delhi Cantt-110010
14. All Regional Directors/Regional Officers of CBSE with their quest to send this circular to all the Heads of the affiliated schools of the Board in their respective Regions
15. All Joint Secretary/Deputy Secretary/Assistant Secretary/SPS/Analyst, CBSE
16. All Head(s)/In-Charge(s), Centre of Excellence, CBSE
17. In-charge IT Unit with the request to put this circular on the CBSE Academic Website
18. In-Charge, Library
19. The Head(Media & Public Relations), CBSE
20. DS to Chairman, CBSE
21. SPS to Secretary, CBSE
22. SPS to Director (Academics), CBSE
23. SPS to Director (Information Technology), CBSE
24. PPS to Controller of Examinations, CBSE
25. SPS to Director (Training and Skill Education), CBSE
26. PPS to Director (Professional Examinations), CBSE
27. PPS to Director (CTET), CBSE
28. SPS to Director (EDUSAT), CBSE
29. Record File

**Director (Academics)**



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## Annexure I

### CBSE Budding Author's Programme: Guidelines for Phase I

Writing a story is one of the most amazing, joyous and expressive things one can do. While developing up a story, there are several ingredients that are needed. They can be divided into three categories.

#### 1. Story Elements

Most stories are made up of five elements to help determine whom the story is about, where it's set and how a story progresses. These elements are explained in detail below.

#### 2. Story Structure

The structure of a story is its backbone. It is the order in which events flow within a story.

#### 3. The Process:

The process of writing a story is different for each writer but broadly involves ideation, organization and structuring of an idea before building it into a story by using the various story elements.

### 1. Story Elements

There are five major **elements** to keep in mind while writing a story. They can also be used as broad guidelines for writers working on their story.

While these elements form a rough guide on how to write a story, not all elements have equal weightage in a story. Not having an element in a story does not necessarily mean that it would be a poor story. What is important is an understanding of which element(s) work best for a story and adequately presenting them.

These elements are:



**Let's understand each element in a little more detail with examples from the famous Harry Potter series.**

**a. Characters:** The person / people/ organisms /objects that are a part of the story.

For example, the main character in the popular Harry Potter series is Harry Potter. The sorting hat, which is an object, is also a character in the story.



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|   |  |
|---|--|
| <p><b>A character can:</b></p> <ul style="list-style-type: none"><li>- be living or non-living</li><li>- have any gender or not have a gender at all!</li><li>- propel the story through their actions</li><li>- cause a problem</li><li>- solve a problem</li><li>- add a twist to the story</li><li>- be positive, negative, or neither</li></ul> | <p><b>A well-sketched character can have the following attributes:</b></p> <ul style="list-style-type: none"><li>- looks and mannerisms</li><li>- personality</li><li>- traits</li><li>- behaviour</li><li>- attitudes</li></ul> |
|---|--|

Characters in a story can also be divided into various groups according to their role in the story. Some of the broad categories include:

**Primary characters:** They are the one(s) not only experiencing all the events in the story but also heavily influencing how the story progresses. For readers, the story unfolds through the experiences of the main characters. Their arc forms an intricate part of the story.

**Secondary characters:** These characters are mainly defined through their interactions with the main characters. They too have their own arc and own ways of influencing the events in the story but in most cases, it is not as prominent as that of the main character. These characters can be used to build up the main character, criticize them, as a foil to them...the possibilities are endless.

**Background characters:** These characters contribute in many different ways to influence both the characters and the events in the story. They could help develop the story background, could be affected by an event in the story that could then set in motion the other events in the story, or could only have a single interaction with one of the main characters. They need not be as well developed as the main and side characters but they contribute to making the stories more believable.

## b. Setting:

This is the environment in which the story takes place. The environment of the story gives us more information about the protagonist's worlds and their world views. For example, one of the main settings of the Harry Potter stories is their school, Hogwarts. Some other settings include Diagon Alley, The Forbidden Forest and Platform number nine and three quarters.

|   |  |
|---|--|
| <p><b>A setting can be:</b></p> <ul style="list-style-type: none"><li>- a specific place, fantastical location, and/ or time-period</li></ul> | <p><b>A setting can be used to:</b></p> <ul style="list-style-type: none"><li>- Provide a backdrop for the story and the characters</li><li>- add more context and details to a story</li><li>- help the reader imagine the story better</li></ul> |
|---|--|

## c. Key Events:

This is the central plot of the story and can be of various types. It can be centered around one moment or a series of moments—an interruption of a pattern, a turning point, or an action—that disrupts the regular flow of events. This can be done in several forms, such as



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a question raised in the story that would need to be answered by the end of the story or a conflict (internal or external) introduced that raises dramatic tension and would need to be resolved throughout the course of the story. All stories need not be dramatic or centered around a conflict, they could also be simple, slice-of-life stories that just describe an event or a day.

For example, in the first book of the Harry Potter series, Harry receiving letters from an unknown source, talking to a snake in the zoo, and going to Hogwarts disrupts how his life had been for the previous 11 years. The search for the sorcerer's stone and the associated events with it form the main plot of the book, with the confrontation between Harry and Voldemort and Harry's discovery of the stone being a resolution to the events of the first book and the beginning of the second book.

A story could also contain various subplots that contribute to the development of the main plot.

For example: While the main plot in the Harry Potter series is the conflict between Voldemort and Harry and the ideologies they represent, the entire series is filled with other developments that contribute to how the whole plot progresses, the relationship between the characters, the death of some important characters, the revelation of the motivation of some characters etc.

### 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

#### d. Problem

This can be the disruption of events in the story that adversely impacts the characters or events in the story. How the characters interact with the problem influences the events in the story and how they take place.

For example: The petrification of the students in the second book of the Harry Potter series is a severe problem that almost leads to Hogwarts being closed down. Different characters react differently to this problem, the professors work to ensure the safety of the students, several students choose to prepare to go home, while Harry and Ron decide to go in search of the Basilisk and save Ginny. They all were posed with the same problem but how they reacted to it was what influenced how they experienced the problem. And as readers, since we experience the story through Harry's point of view, we experience his reaction to the problem.

### The problem must:

- be presented such that it makes sense in the context of the story.
- Well set up and backed by the 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.



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## 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.

## 2. Story Structure

All stories have a beginning, middle and end that are made up of the key events that have been identified, and each of these sections highlight an important part of the plot. However, writers need not follow the order: some writers might choose to start from the end, and some might choose the middle. Structuring the story in advance helps ensure that the different components of the story are explained clearly.

Experiment with different forms of structuring to create a story structure that would be the most suitable for the story that's being told.

Here is a short exercise on story structuring:

1. Create a story where the narrative is structured around the time of day:

|           |           |
|-----------|-----------|
| <br>_____ | <br>_____ |
| morning   | afternoon |
| <br>_____ |           |
| night     |           |

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

|                         |                           |
|-------------------------|---------------------------|
| <br>What happens first? | <br>What happens next?    |
| <br>What happens then?  | <br>What happens finally? |



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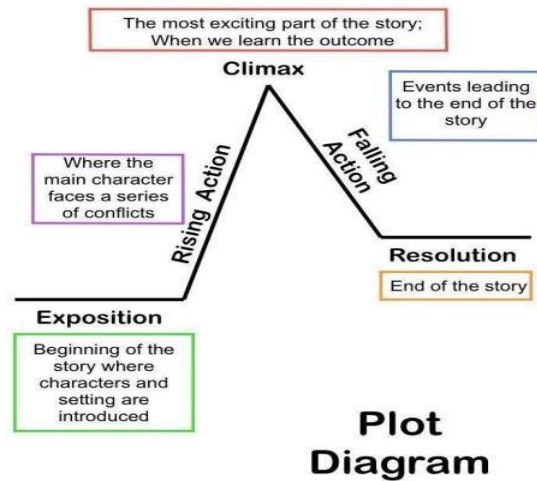
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Source: Stones2Milestones Edu Services Pvt Ltd.



Incorporate this diagram's prompts into the story by clearly defining the action, climax and the final solution to the conflict at the centre of a story.

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

Every story starts with an idea or maybe multiple ideas that merge into one. The first step in the writing process is to select one core idea from which a story can grow. A great technique for this is brainstorming. Brainstorming allows you to record your initial thoughts and ideas.

Say, for example, you would like to write a story on the Indian cricket team winning the world cup. You can note down all your ideas in a graphic organizer, such as this one:

After you have an idea, you can flesh it out with details, which could include the story elements explained above. Once you have an idea in place, you can begin to work on the structure of the







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story and create a draft. Usually it takes multiple rounds and revisions before a story is finalised.

It is crucial to remember that the process of creating a story, from ideation to the final product, is not as straightforward as the explanation above indicates. Constantly going back and forth between the ideas and the structure, working and revising at every step and making decisions on what can work in the overall story and what has to be removed, is fundamental to the process of writing a story. While the linear process explained above can be used as a checkpoint to measure one's progress or set writing goals, the writer must never be afraid to go back to the drawing board and alter everything that they have set up if they feel it is necessary to do so for their story.

## 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            |
|--|--|-------------------------------|
| Adventure  | 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              |
| Love (for pets, for nature, for your school, for yourself) | 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, Characters           |
|  | A baby gets stuck in a locked house. Design a rescue scenario.                                 | Problem, Setting              |
| Heroes around us   | A quarreling 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             |
|  | A failed invention suddenly finds new use.   | Plot                          |



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|         |  |                              |
|---------|--|------------------------------|
| Science | 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: 500-600 words)

| Themes  | Story cues:  | Hero Story Element                 |
|---|--|------------------------------------|
| <b>When I...</b><br>(A theme that makes you fantasize or imagine about a certain point in time) | When I found ancient treasure buried in my school playground.  | Plot, Problem, Solution            |
| <b>When I...</b><br>(A theme that makes you fantasize or imagine about a certain point in time) | When I dialed 100 by mistake and the police came rushing to my house.  | Plot                               |
| <b>When I...</b><br>(A theme that makes you fantasize or imagine about a certain point in time) | When I got to be the Prime Minister of India for a day.  | Problem, Solution                  |
| <b>When I...</b><br>(A theme that makes you fantasize or imagine about a certain point in time) | When I had to host a foreign exchange student from Spain at my house.  | Characters                         |
| <b>Weird and Whacky</b><br>(All things out of the ordinary)                                     | A strange island forms in your bathroom. What can be done?   | Character, Problem, Solution       |
| <b>Weird and Whacky</b><br>(All things out of the ordinary)                                     | My upside-down day, when I went to work and my mom went to school (in my classroom.)   | Plot                               |
| <b>Weird and Whacky</b><br>(All things out of the ordinary)                                     | Zombies take over your school while you are playing a game of zombies.   | Character, Plot, Problem, Solution |
| <b>Weird and Whacky</b><br>(All things out of the ordinary)                                     | 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                               |



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|                        |   |   |
|------------------------|---|---|
| <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)

| Themes   | 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</b><br>(All things out of the ordinary) | You are at a Coin Show when you meet a coin dealer who specializes in collecting mythical currencies.  | Character (appearance, traits, attitudes) |
| <b>Fantasy</b><br>(All things out of the ordinary) | Ghostly creatures have taken over a school.  | Plot, Character                           |



'शिक्षा सदन', 17 राऊज़ एवेन्यू, इंस्टीट्यूशनल एरिया, नई दिल्ली-110002

'Shiksha Sadan', 17, Rouse Avenue, Institutional Area, New Delhi - 110002





# केन्द्रीय माध्यमिक शिक्षा बोर्ड

(शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन)

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|  |   |                         |
|--|---|-------------------------|
| <b>Fantasy</b><br>(All things out of the ordinary) | 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         |

## Annexure II

### CBSE Budding Author's Programme: Evaluation Rubrics

| S. no. | Criteria   | Average: 1 | Fair: 3 | Very Good: 5 |
|--------|--|------------|---------|--------------|
| 1.     | <b>Creativity</b><br>(Evidence of originality and imagination)   |            |         |              |
| 2.     | <b>Plot and structure</b><br>(Setting, rising action, clear falling action, resolution)  |            |         |              |
| 3.     | <b>Conflict</b><br>(Clear and embedded in the plot)  |            |         |              |
| 4.     | <b>Character(s)</b><br>(Well-developed characters, characters arc)   |            |         |              |
| 5.     | <b>Organization and Expression</b><br>(Coherence and cohesion of ideas, sensory language, figure of speech, use of narrative techniques- varying short & long sentences, transitions etc.) |            |         |              |
| 6.     | <b>Accuracy</b><br>(Grammatical structure, punctuations and spellings)   |            |         |              |



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## Annexure III

### Terms and Conditions (for participation)

- Students are expected to submit an original, unpublished short story written in English or Hindi (Phase 2). This shall be certified by the head of the school. Plagiarism check and Principal recommendation would be taken before the winners are published.
- Budding authors may submit short stories on all themes (all styles, genres, and types of writing) in compliance with the content guidelines of the CBSE Budding Authors Program.
- Registration and submissions for the second round are to be made on the tech platform only.
- There is **NO FEE** for participation.
- Stories submitted will be licensed under the CC BY4.0 licence <<https://creativecommons.org/licenses/by/4.0/>>. Copyright remains with the author but CBSE reserves the right to be the first to publish the selected works.
- Submissions will be judged on **literary merit, originality, and readability**. All final decisions rest with CBSE.



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