



# 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)



CBSE/ACAD/AP&AD(AC)/2026

Date: 05-01-2026

Circular No: Acad-01/2026

All the Heads of Schools affiliated to CBSE

Subject: CBSE Budding Authors Programme 2025-26- reg.

The CBSE Budding Authors Programme is designed to inspire students to discover the joy of creative writing and storytelling. The programme aims to nurture writing skills, boost confidence, and inspire a lifelong love for creative expression. It provides a structured platform for students to develop critical thinking, language proficiency, and self-expression through authentic writing experiences. Through this initiative, the students can craft and submit their own short stories, giving wings to their imagination and originality, with a chance to see their work published.

The CBSE Budding Authors Programme 2025–26 shall be conducted on any theme, covering all styles, genres, and types of writing. There is **NO FEE** for this programme.

**The students can submit their original, unpublished short story either in Hindi or English under the following three categories:**

| Category | Classes      | Length of Submissions |
|----------|--------------|-----------------------|
| 1        | Classes 5-6  | 500-600 words         |
| 2        | Classes 7-8  | 600-900 words         |
| 3        | Classes 9-10 | 1000-1500 words       |

**The following are the steps for participation in the Program: (Refer to Annexure IV- User Manual too)**

**1) First Round - It will be conducted at school level.**

**Timeline: 06<sup>th</sup> January, 2026 to 31<sup>st</sup> January, 2026**

- Schools shall conduct the CBSE Budding Authors Programme 2025–26 at the school level in accordance with the guidelines, terms, and conditions given in Annexures - I, II, III and IV.
- Each school shall nominate one teacher as the Nodal Officer to coordinate and facilitate student participation.
- There is no limit on the number of participants per class in the First Round.
- Each student may participate in only one language, either Hindi or English.
- The rubrics for evaluation are given as Annexure - II.

**NOTE- For participation in the Hindi category, it is mandatory to enter the student name and school name in Hindi only.**





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## 2) Second Round - Registration and Submission of Shortlisted Stories

Timeline: 3<sup>rd</sup> February 2026 to 27<sup>th</sup> February, 2026

Based on the First Round conducted at the school level-

- Each school shall fill the total number of students participated in first round on the portal <https://cbseit.in/cbse/2025/bauthor> using OASIS credentials.
- Each school shall shortlist a total of 12 best stories, as follows:
  - Two stories from each class.
  - One story in Hindi and one in English per class.
- Schools shall then register these 12 shortlisted students on the portal using OASIS credentials <https://cbseit.in/cbse/2025/bauthor> and submit undertaking given at **Annexure - III**
- The Nodal Teacher shall facilitate the registration process.
- For the Hindi category, the student name and school name must be entered in Hindi only.
- After successful registration, the Nodal Teacher shall upload the shortlisted stories of all 12 students on the same portal.

## 3) Evaluation and Publication

- All stories submitted in the Second Round shall be evaluated by a panel of subject experts. The final decisions rest with the Committee constituted for it.
- The best entries selected at the national level will be e-published by CBSE as a compilation of short stories for each category.
- Stories submitted will be licensed under the CC BY 4.0 license (<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.

**Certification and Recognition** - All students participating in the Second Round of the programme shall be issued an online Participation Certificate by the Board. Students whose entries are adjudged as outstanding will be conferred a Certificate of Appreciation in recognition of their achievement.

All the schools are requested to ensure maximum student participation in the Budding Authors Program to nurture reading and writing skills.

For any queries, please email [cbse.reading.mission@cbseshiksha.in](mailto:cbse.reading.mission@cbseshiksha.in)

With best wishes!

  
(Dr. Praggya M. Singh)  
Professor & Director (Academics)



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**Copy to the respective Heads of Directorates, Organisations and Institutions 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 Secretary, Eklavya Model Residential Schools (EMRS), Ministry of Tribal Affairs, Government of India.
4. The Secretary, Sainik Schools Society, Room No. 101, D-1 Wing, Sena Bhawan, New Delhi-110001
5. The Chairman, Odisha Adarsha Vidyalaya Sangathan, N-1/9, Near Doordarshan Kendra, PO Sainik School Nayapalli, Bhubaneswar, Odisha-751005
6. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110054
7. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160017
8. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim –737101
9. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar –791111
10. The Director of Education, Govt. of A&N Islands, Port Blair – 744101
11. The Director of School Education, Ladakh, Room No.101-102, Ground Floor, Council Secretariat, Kurbathang, Kargil – Ladakh
12. The Director of School Education, Andhra Pradesh, 3<sup>rd</sup> Floor, B block, Anjaneya Towers, VTPS Rd, Bhimaraju Gutta, Ibrahimpatnam, Andhra Pradesh – 521 456
13. The Director, Jharkhand Education Project Council, Old HEC High School, JSCA Stadium Road, Jagannathpur, Sector-III, Dhurwa, Ranchi-834004 (Jharkhand)
14. Navy Education Society, Dte of Naval Education, Naval Headquarters, Ministry of Defence, West Block-V, RK Puram, New Delhi-110066
15. The Additional Director General of Army Education, A –Wing, Sena Bhawan, DHQ, PO, New Delhi-110001
16. The Secretary AWES, Integrated Headquarters of MoD (Army), FDRC Building No. 202, Shankar Vihar (Near APS), Delhi Cantt-110010
17. DS to Chairperson, CBSE
18. Secretary/ Controller of Examinations/ All Directors, CBSE
19. All Regional Directors/ Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions
20. All Joint Secretary/ Deputy Secretary/ PPS/SPS/Under Secretary/ Assistant Secretary, CBSE
21. All Head(s)/ In-Charge(s), Centre of Excellence, CBSE
22. In charge IT Unit with the request to put this Circular on the CBSE Academic Website
23. In-Charge, Library
24. Record File

**Professor & Director (Academics)**





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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 specific place, fantastical location, and/ or time-period

### A setting can be used to:

- 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



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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.

| <b>The problem must:</b>   | <b>The function of the problem is to:</b>   |
|--|---|
| <ul style="list-style-type: none"><li>- be presented such that it makes sense in the context of the story.</li><li>- Well set up and backed by the develop further key events. It must have an impact.</li></ul> | <ul style="list-style-type: none"><li>- Move the story forward, acting like a crossroads which allows for the elements in the story to develop further.</li></ul> |

## 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



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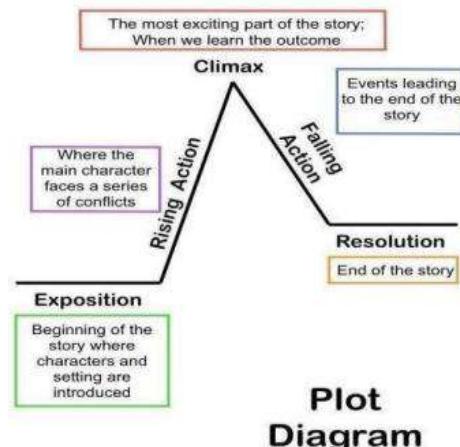
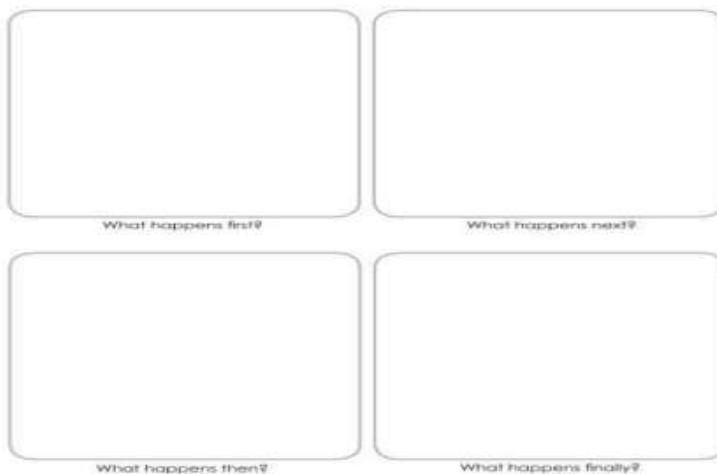
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2. Graphic organisers are also a good way to plan a story. See this example



**Plot Diagram**

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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|  |  |   |
|--|--|---|
| Weird and Whacky<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  |
| Weird and Whacky<br>(All things out of the ordinary) | Zombies take over your school while you are playing a game of zombies.   | Character, Plot, Problem, Solution            |
| Weird and Whacky<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  |
| Kindness   | A poacher who has a change of heart and devotes their life to helping animals.   | Character                                     |
| Kindness   | A friend forgives another who makes a rash mistake, and what happens when the tables are turned.   | Characters, Problem, Solution                 |
| Kindness   | Being kind is hard, but worth it.  | Problem, Solution                             |
| Self-confidence                                      | Someone who always loses races but participates in them again and again.   | Character (traits)                            |
| Self-confidence                                      | 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 |
| Self-confidence                                      | When I say it, I do it   | Character, Problem, Solution                  |
| Self-confidence                                      | 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                        |
|---|---|---|
| War and Peace                               | How a town rebuilds itself after war  | Characters, Plot, Problem, Solution       |
| War and Peace                               | 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                   |
| War and Peace                               | Write a story about a child your age, and their contribution to an important event in India's struggle for independence.  | Character, Plot                           |
| Fantasy(All things out of the ordinary)     | You are at a Coin Show when you meet a coin dealer who specialize   | Character (appearance, traits, attitudes) |
| Fantasy(All things out of the ordinary)     | Ghostly creatures have taken over a school.   | Plot, Character                           |
| Fantasy<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                   |
| The (not so distant) Future                 | A typical day in 2030.  | Problem, Solution                         |
| The (not so distant) Future                 | You see a cake in a photo, and can suddenly taste it. Is this a dream, or technology?   | Plot                                      |
| The (not so distant) Future                 | 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**



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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:

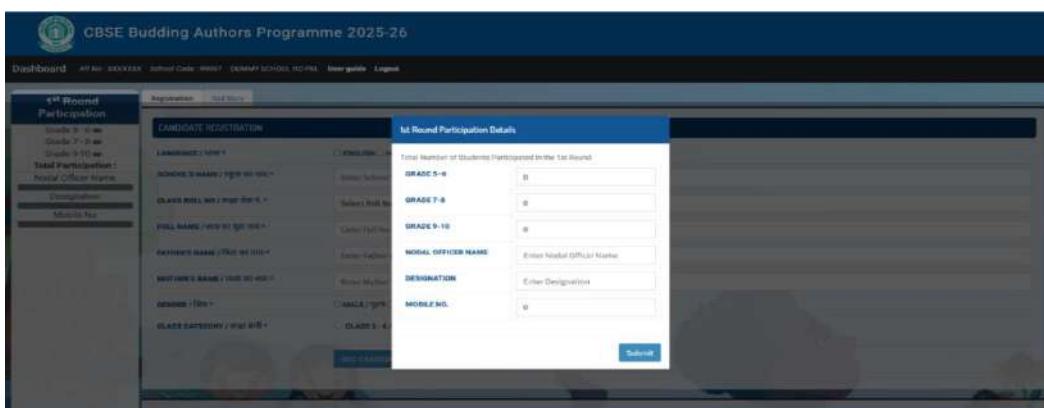
1. Total number of students participated in first round.
2. A total of 12 best stories shortlisted in first round conducted at school- Two stories from each class (One story in Hindi and one in English per class).
3. Details of the 12 students whose stories have been shortlisted.

**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.**



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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.**

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

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Dashboard | Aff No : XXXXXXXX | School Code : 99997 | DUMMY SCHOOL, NO PH | User guide | Logout

**1<sup>st</sup> Round Participation**

Grade 5 - 6 : 10  
Grade 7 - 8 : 20  
Grade 9 - 10 : 20  
Total Participants : 50  
Nodal Officer Name : Rajesh Kumar  
Designation : Senior Teacher  
Mobile No : 0000000000  
Student Detail  
Roll No. 1  
Name: Arman Singh  
Gender: MALE  
Class: CLASS 5 - 6  
Language: ENGLISH

**STORY DETAIL**

Submit Your Story / अपनी कहानी प्रक्षेप करें

Enter story title: Story Title / CBSE 2025-26

Normal : B I U E % ☰

**Final Submit**

CBSE Budding Authors Programme 2025-26

Dashboard | Aff No : 1000000X | School Code : 99997 | DUMMY SCHOOL, NO PH | User guide | Logout

**1<sup>st</sup> Round Participation**

Grade 5 - 6 : 10  
Grade 7 - 8 : 20  
Grade 9 - 10 : 20  
Total Participants : 50  
Nodal Officer Name : Rajesh Kumar  
Designation : Senior Teacher  
Mobile No : 0000000000

**CANDIDATES LIST**

| SER NO | CLASS/ROLL NO | STUDENT NAME | FATHER NAME    | MOTHER NAME   | GENDER | LANGUAGE | CLASS       | AFFIN   | SCHOOL NAME              | ACTION           |
|--------|---------------|--------------|----------------|---------------|--------|----------|-------------|---------|--------------------------|------------------|
| 1.     | 1             | Arman Singh  | Abhisek Singh  | Arma Singh    | MALE   | ENGLISH  | CLASS 5 - 6 | 1000000 | DUMMY SCHOOL, NO PH.     | <b>View/Edit</b> |
| 2.     | 2             | Arman Dharm  | Sameek Sharma  | Manika Sharma | MALE   | ENGLISH  | CLASS 5 - 6 | 1000000 | DUMMY SCHOOL, NO PH.     | <b>Add Story</b> |
| 3.     | 3             | Arman Kumar  | Yashwant Kumar | Prakash Kumar | MALE   | HINDI    | CLASS 5 - 6 | 1000000 | परम विद्या वाला विद्यालय | <b>Add Story</b> |
| 4.     | 4             | Arman Singh  | Arvind Singh   | Arvind Singh  | MALE   | HINDI    | CLASS 5 - 6 | 1000000 | परम विद्या वाला विद्यालय | <b>Add Story</b> |

**Final Submit**

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

CBSE Budding Authors Programme 2025-26

Dashboard | Aff No : 1000000X | School Code : 99997 | DUMMY SCHOOL, NO PH | User guide | Logout

**1<sup>st</sup> Round Participation**

Grade 5 - 6 : 10  
Grade 7 - 8 : 20  
Grade 9 - 10 : 20  
Total Participants : 50  
Nodal Officer Name : Rajesh Kumar  
Designation : Senior Teacher  
Mobile No : 0000000000

**UNDERTAKING**

2. Enter final information, it is mandatory to submit the signed undertaking after the final submission, all entries will be locked and no new entries can be added or edited.

| SER NO | CLASS/ROLL NO | STUDENT NAME | AFFIN   |
|--------|---------------|--------------|---------|
| 1.     | 1             | Arman Singh  | 1000000 |
| 2.     | 2             | Arman Dharm  | 1000000 |

**Final Submit**

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The screenshot shows the CBSE Budding Authors Programme 2025-26 dashboard. In the top left, the CBSE logo is visible. The top right features the 75th Anniversary of India logo. The main content area is titled '1st Round Participation'. It includes a table for 'CANDIDATE LIST' with columns for SR NO, CLASS, CLASS ROLL NO, STUDENT NAME, FATHER NAME, MOTHER NAME, GENDER, LANGUAGE, CLASS, AFNO, and SCHOOL NAME. A modal window titled 'Upload Signed Undertaking' is open, prompting the user to upload a signed undertaking document (PDF, 1 MB max). The background of the dashboard shows a colorful illustration of children reading books.

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

The screenshot shows the same dashboard as above, but with a success message: 'localhost:44228 says File uploaded successfully.' The 'Upload Signed Undertaking' modal is still open, showing the file has been uploaded successfully. The background illustration of children reading is visible.

The screenshot shows the dashboard again, with the success message 'localhost:44228 says File uploaded successfully.' still present. The '1st Round Participation' section is visible, showing the 'CANDIDATE LIST' table with four entries. The background illustration remains the same.



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