

ST. FRANCIS DE SALES SCHOOL

CBSE Affiliation No. : 230076

Satgaon, Narengi, Guwahati - 171

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STUDENTS' ALMANAC (PART I)

SESSION : 2025-2026

Name Adm.No.

Class Sec Roll. No.

Primary Contact No.

Secondary Contact No.

Address

.....

Signature of Parent/Guardian

School Hours : Monday to Saturday- 7:45 am to 2:10 pm

Note -

- 1) The Students' Almanac Part I serves as a reference guide for both students and parents. It contains important guidelines and school policies. The students and parents are advised to read and understand its contents thoroughly.
- 2) It is not essential to carry The Students' Almanac Part I to school daily.

Touching lives, moulding future

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1. ABOUT THE SCHOOL

St. Francis De Sales (S.F.S) School, Satgaon, Narengi, is a Catholic Minority Educational Institution run by the Mermier Education Society of the Missionaries of St. Francis De Sales. This school envisages an educational programme inspired by the vision and mission of our heavenly Patron St. Francis De Sales. The school primarily visualizes inculcating in every child, a scientific temper and a critical mind. We commit to upholding the values of secularism, democracy, justice, liberty and fraternity in all matters concerning the socio-economic and cultural life of the individual and society.

OUR VISION:

An institution of excellence imparting holistic education to its human resource to mould them into globally competent, environmentally sensitive and scientifically tempered citizens with the Fransalian value of universal brotherhood.

OUR MISSION:

To nurture an engaging environment through a progressive curriculum, joyful and experiential learning, care for the environment and respect for every being to promote universal well-being.

VALUES OF THE SCHOOL FOR 2025-26:

Nurturing Nature and Fostering Brotherhood.

2. PROFILE OF A FRANSALIAN STUDENT

A Fransalian student is a diligent and studious member of the student community of a Fransalian school.

- ◆ He/She is a member of a Fransalian school not by chance but by choice who chooses to be formed and educated by Fransalians in a Fransalian way.
- ◆ He/She practices Salesian virtues of simplicity, honesty, gentleness, humility etc.
- ◆ He/She knows the life and works of St. Francis De Sales, the patron, and Rev. Fr. Peter Mermier the founder of the Fransalians who manages and administers the Fransalian educational institutions.
- ◆ He/She respects and obeys teachers, parents and elders.
- ◆ He/She develops human qualities together with the intellectual formation.
- ◆ He/She is regular to school, does his daily duties and follows the directions of the staff.
- ◆ He/She is God-loving, prayerful, follows the rules of the school in letter and spirit.
- ◆ He/She relates with others in a mature and balanced way irrespective of gender, age, caste or creed or economic inequality and promotes brotherhood/sisterhood.
- ◆ He/She accepts and respects the differences among them, learns to live as brothers and sisters.
- ◆ He/She lives and promotes an eco-friendly lifestyle which does not destroy the nature rather promotes.
- ◆ He/She is punctual, ready to accept corrections and take guidance from elders and teachers.
- ◆ He/She does not speak negatively about the school, management and staff.
- ◆ He/She keeps the school campus neat, clean and green.

3. **GENERAL INFORMATION**

1. **School Hours:**

For Classes LKG & UKG

- ◆ Monday to Friday: 7:45 AM - 12:30 PM
- ◆ Saturday: Holiday

For Classes I & II

- ◆ Monday to Friday: 7:45 AM - 2:10 PM
- ◆ Saturday: Holiday

For Classes III-XII

- ◆ Monday to Friday: 7:45 AM - 2:10 PM
- ◆ Working Saturdays: 7:45 AM - 2:10 PM

For Class IX Foundational Course and Integrated Coaching NEET & JEE

- ◆ Monday to Friday: 7:45 AM - 3:20 PM
- ◆ Working Saturdays: 7:45 AM - 3:20 PM

2. **School Office Hours:**

- ◆ Monday to Friday: 7:45 AM - 4:00 PM
- ◆ Working Saturdays: 7:45 AM - 2:10 PM

3. **Holidays:**

i. Scheduled Holidays:

- ◆ **Sundays:** The school will remain closed on all Sundays.
- ◆ **National and State Holidays:** Holidays recognized at the national and state levels, as detailed in the School Calendar accessible through Desalite Connect, will be observed.

ii. Unscheduled or Emergency Holidays: In the event of unforeseen circumstances necessitating the closure of the school on a scheduled working day, prior notification will be provided exclusively via Desalite Connect.

iii. Modifications to Holiday Schedule: The list of holidays provided in the Desalite Calendar is subject to change. Adjustments may occur based on school requirements or new directives issued by statutory and regulatory authorities.

4. **Institutional Overview:** This institution operates under the auspices of the Mermier Education Society and holds a minority status as enshrined in Article 30(1) of the Constitution of India. This constitutional provision grants religious and linguistic minorities the right to establish and administer

educational institutions of their choice. Additionally, the institution possesses a minority certificate in accordance with Section 2(g) of the National Commission for Minority Educational Institutions Act, 2004.

5. **Commitment to Inclusivity:** While dedicated to serving the educational needs of its community, the institution warmly welcomes students and staff from all backgrounds, irrespective of religion, caste, or community. Respectful behaviour towards articles and images of religious significance is encouraged among all members of the institution.
6. **Religious Practices:** The school premises are designated for religious practices specific to the institution's founding community. These practices are conducted in accordance with the institution's traditions and values, while maintaining an environment of mutual respect and understanding.
7. **Code of Conduct and Disciplinary Measures:** Students are expected to exhibit respectful behaviour towards teachers, administrative staff, and all religious and community members. Acts of indiscipline, interference in administrative processes, or displays of disrespect towards any teacher, religion, or community are strictly prohibited. Such violations may result in severe disciplinary actions, including the possibility of expulsion from the school.

Note: The school is committed to fostering a safe and inclusive environment. Therefore, any behaviour that undermines this commitment will be addressed promptly and appropriately.

8. Guidelines For School Fee:

i. Financial Independence and Fee Structure

This institution is an unaided minority establishment and does not receive financial assistance from the government or any external agency. The school's sole source of income is the fees collected from students. Consequently, periodic fee revisions may be necessary to accommodate salary increments, rising maintenance costs, infrastructure upgrades, and facility enhancements etc.

ii. Mode of Fee Payment

All fees must be paid exclusively through **Desalite Connect**, unless specified otherwise by the school administration.

iii. Fee Payment Schedule and Late Fee Policy

The tuition fee is applicable and charged for 12 months in an academic year, divided into four quarters. This fee encompasses all holidays and vacations designated by the school, as well as any leaves taken by students.

First Quarter	April- June
Second Quarter	July-September
Third Quarter	October-December
Fourth Quarter	January-March

- ◆ Fees once paid are **non-refundable**, including cases of lockdowns, curfews, or bandhs.
- ◆ Payments must be made on or before the last day of the respective months.
- ◆ The first quarterly fee must be paid in advance before the commencement of the session.
- ◆ The remaining quarterly fees must be paid in the first week of the quarter i.e. the second quarterly fee must be paid during the first week of July.
- ◆ Late fee of Rs. 500 will be imposed for delayed payments. Specifically, payment for the second quarter must be completed by the end of July. Any payment made after 30th of September will incur a late fee of Rs. 500 for that quarter.
- ◆ If fees remain unpaid for two consecutive quarters, the student's name will be removed from the school rolls.
- ◆ Fee pay slips can be downloaded from Desalite Connect for reference and payment tracking.

9. Attendance and Leave Policy

- i. **Minimum Attendance Requirement:** Regular attendance is essential to instil discipline and consistency in students, forming a lifelong value system. A **minimum of 90% attendance per term** is mandatory, irrespective of emergencies. Any student failing to meet the attendance requirement shall face penalties.
- ii. **Medical Fitness Requirement:** Students returning to school after recovering from a **contagious or infectious disease** must present a doctor's fitness certificate. Failure to provide the certificate may result in the student being sent home to safeguard the health of others.
- iii. **Mandatory Attendance on Key School Days:** Students must be present on the last instructional day before any holiday like Summer or Winter vacation and on the first day of reopening after a term break or any holiday exceeding seven days. Additionally, attendance is mandatory on special event days, including Annual Day, School Exhibitions, Parent-Teacher Meetings, or any other important school functions. Absence on any of these days may lead to a penalty, as determined by the school authorities.
- iv. **Early Exit from School:** Students **are not permitted to leave school early** during school hours, except in cases of emergency, with prior approval from the **Principal/Vice Principal's Office**. For security reasons, students will only be allowed to leave with a parent/guardian carrying a **Parent ID card only**.
- v. **Leave for Personal Reasons:** Leave may be granted in case of bereavement in the immediate family, at the discretion of the Principal/Vice Principal. Parents should avoid requesting leave for students to attend weddings, functions, or ceremonies during the academic term. Family events should be planned during vacation periods as outlined in the Desalite Calendar.
- vi. **Leave Application Process:** No leave requests must be submitted **via 'Contact the School' on Desalite Connect** or to the Class Teacher. For extended medical absences, a fitness certificate from a certified medical professional is required upon return which must be uploaded

in Desalite Connect. Each day of absence will result in a deduction of credit points, regardless of the reason for the leave. Adherence to the leave application process is crucial to ensure the academic integrity of all students and the smooth operation of school activities.

- vii. Attendance for Representing the School:** If a student represents the school at State/National/International sports, cultural, literary, or academic events, attendance for the absent days will be granted.
- viii. Attendance for External Participation:** Students participating in State/National/International sports, cultural, literary, or academic events will be granted a **maximum of 10 days of attendance per academic session** for the period of absence.
- ix. Attendance and Participation Policy:** Students who are absent from school on a given day will not be permitted to participate in any after-school sports activities, practice sessions for club activities or any school event scheduled for that day.

10. Break Time & Meal Guidelines

Break Time & Meal Guidelines: Ensuring that students bring a nutritious tiffin to school is essential for their overall health, energy levels, and academic performance. A well-balanced meal supplies vital nutrients such as vitamins, minerals, and proteins, which are crucial for physical growth and cognitive development. Healthy eating habits foster concentration, enhance learning, and contribute to maintaining an optimal weight. Instilling these habits from an early age promotes long-term well-being and reduces the risk of chronic illnesses. A nutritious tiffin not only fuels the body but also nourishes the mind, enabling students to excel both academically and personally. To support this, the following guidelines must be observed:

- i. Break Structure:** Students are provided with two food breaks-a designated fruit break and a lunch break.
- ii. Healthy Tiffin Tips for Parents:**
 - a.** Ensure meals are colorful, rich in proteins, and packed with fresh fruits & vegetables.
 - b.** Keep processed foods to a minimum for better health.
 - c.** Avoid deep-fried, overly spicy, or oily foods.
 - d.** Use whole grains like millet, oats, and whole wheat for better digestion.
 - e.** Always include a fruit or a salad to balance the meal.
 - f.** Encourage kids to stay hydrated by packing water or fresh juices.
- iii. Hydration Reminder:** A Water Bell rings daily at 12:00 PM to remind students to stay hydrated.
- iv. Tiffin Box Usage:** To ensure the health, safety, and convenience of our students during meal times, parents are requested to adhere to the following guidelines when preparing their child's tiffin:

- a. **Inclusion of Essential Items:** Pack a clean napkin to promote hygiene and cleanliness during meals. Include a small bottle of hand sanitizer to encourage hand hygiene before and after eating.
- b. **Tiffin Box Specifications:** Use tiffin boxes with reliable clips or locks to prevent spills and maintain food freshness. Opt for food-safe containers made from high-quality stainless steel or BPA-free plastic. Stainless steel options are durable and do not leach chemicals into food.
- c. **Avoid Using Steel Insulated Flasks:** Refrain from sending water in steel insulated flasks, as they can pose safety concerns and may not be suitable for children's use.
- d. **Appropriate Portion Sizes:** Ensure portion sizes are suitable for your child's appetite to minimize food waste.
- v. **Healthy Meal Choices:** Parents are encouraged to provide healthy and nutritious food in their child's tiffin to support their overall well-being and academic performance. The school encourages a vegetarian meal plan for students as a guideline. Here is a well-balanced weekly meal plan for parents to prepare, including options for both the short break (snack) and the long break (lunch). These options are designed to provide balanced nutrition, ensuring students receive the essential nutrients needed for their growth and learning.

Balanced Weekly Meal Plan for Students		
Day	Short Break (Break 1)	Long Break (Lunch)
Monday	1. Assorted seasonal fruits. 2. Multigrain biscuits.	Stuffed paratha/ Roti with mixed vegetable sabzi.
Tuesday	1. Trail mix of assorted dried berries, apricots, raisins and dates. 2. Masala corn/makhana	Poha / Upma/Vermicelli with peanuts and veggies.
Wednesday	1. Roasted nuts & dry fruits mix. 2. Whole wheat crackers with cheese.	Vegetable fried rice/ Other variety of rice preparation.
Thursday	1. Dry Fruit & Jaggery Energy Bars. 2. Paneer or Tofu sticks.	Whole wheat sandwiches with veggies/ Oats or Besan Cheela.
Friday	1. Fruit chaat. 2. Cucumber/Carrot sticks with hummus or peanut butter.	Whole wheat noodles/pasta with stir fried veggies.
Saturday	Follows the meal plan of the corresponding weekday as per the applicable timetable.	

11. School Library Rules and Guidelines:

- i. **Careful Handling of Materials:** All library materials, including books and other resources, should be handled with the utmost care.
- ii. **Personal Belongings:** Personal belongings, such as bags, are not allowed inside the library.
- iii. **Prohibited Items:** The consumption of food and drinks, as well as the use of mobile phones and electronic devices, is strictly prohibited inside the library.
- iv. **Library Membership:** All students and employees automatically become bona-fide members of the library upon enrolment or appointment.

- v. **Library Card:** Students can use their 4-digit admission number as their library card number to borrow books. Employees use their Employee Code to borrow books.
- vi. **Silence and Discipline:** Silence must be maintained at all times within the library to ensure a quiet and conducive environment for reading and studying.
- vii. **Library Operating Hours:**
Monday to Saturday (working): 8:30 AM – 3:30 PM
 The library remains open during both breaks for student use. Students from **Class IV–XII** can borrow books, while students from **Class I–III** are allowed to read books in the library during substitute periods or assigned slots during breaks.
- viii. **Book Borrowing Policy:** Students are allowed to borrow **2 books** at a time for a period of **14 days**. Books may be renewed for an additional **7 days**, provided the book is returned before or on the due date.
- ix. **Overdue Book Charges:** Books must be returned on time. An overdue charge of Rs. **5** per day per book will be levied if a book is not returned by the due date. This amount shall be adjusted against the quarterly tuition fees. Employees shall not be levied any library overdue fine.
- x. **Reference Materials:** **Reference books, journals, periodicals, magazines, and newspapers** are not available for borrowing.
- xi. **Non-Transferability of Books:** Books borrowed from the library are not transferable. They must be returned by the borrower.
- xii. **No Dues Certificate:** Students who transfer or withdraw from the school must obtain a **No Dues Certificate** from the library.
- xiii. **Library Defaulters:** A list of library defaulters will be sent to the **Controller of Examinations**, with the approval from the Office of the Principal, prior to Term 2 examinations. **Admit cards** of students with outstanding dues will be blocked until the dues are cleared.
- xiv. **Lost or Damaged Books:** Any loss or damage to library books must be reported to the librarian immediately. The borrower will be charged **three times the cost of the book** for any lost or damaged books.
- xv. **Book Suggestions:** Students and employees can submit book suggestions through the ‘**Contact the School**’ section in **Desalite Connect**.
- xvi. **Book Donations:** The school accepts book donations from students, employees, and the extended community. For more information, kindly reach out to the school office. Acceptance or rejection of donations is at the discretion of the school authorities.
- xvii. **Class Library Management:** The school believes that students will be encouraged to read more if they have daily access to meaningful and personally interesting books which will further reinforce language acquisition. Each class is responsible for creating and managing its own **Class Library**, under the supervision of the class teacher. Students are not permitted to borrow books from the Class Library to take home until the completion of the current academic year. Substitute periods will be utilized as **Class Library periods** according to the school schedule.

At the end of the academic year, students may choose to donate their Class Library books to the school library, through their class teacher.

12. **Collection of Students After School Hours:** Guardians and parents are kindly requested to make proper arrangements for collecting their children promptly after school hours. While the school takes every precaution to ensure the safety of students, it cannot be held responsible if a student leaves the school campus on their own accord or in the event of any accidents—minor or major—during their time at school or while participating in school activities.
13. **Visiting During Class Hours:** Parents and guardians are not permitted to meet their child(ren) or the teachers during class hours.
14. **Communication with the School:** All communication and correspondence related to the school should be directed via the ‘**Contact the School**’ section in **Desalite Connect** only. The Class Teacher shall be the primary point of contact for any queries or concerns.
15. **Meetings with Teachers:** Parents may meet with teachers on designated Saturdays after 2:00 PM. These dates will be mentioned in the digital calendar available in Desalite Connect.
16. **Students’ Almanac :** The Students’ Almanac is an essential record for each student. It is the responsibility of the student to ensure the diary is well-maintained and brought to school every day. The Almanac consists of two parts: **Part One** is to be kept at home, while **Part Two** must be brought to school regularly. In the event of a lost Almanac, a written authorization from the Office of the Principal is required to purchase a duplicate.
17. **Language Policy: English** is the designated medium of communication in the school. To develop proficiency in English, students are expected to speak exclusively in English throughout the school premises, except during language classes.
18. **Private Tuition:** The school advises students to refrain from engaging in private tuition with SFS teachers.
19. **Prohibition of Student Unions:** The formation of student unions is strictly prohibited. Any activities related to such unions, particularly those with political affiliations, are not allowed on school premises.
20. **Strikes and Disruptions:** Students are strictly forbidden from organizing strikes, inciting others to strike, or bringing external elements into the school that may disrupt peace, harmony, or the effective running of the school. Any behaviour that harms the reputation of the school will not be tolerated.
21. **Disciplinary Action for Indiscipline:** Teachers will not show leniency or ignorance toward any student regarding matters of indiscipline. Strict action will be taken against any violations.
22. **Respect for Staff and Fellow Students:** Students must treat school staff with respect at all times and be courteous to their peers. Disrespectful behaviour will be taken seriously, and those responsible may face dismissal.
23. **Lost and Found Policy:** The school emphasizes the importance of students taking responsibility for their personal belongings. The school shall not be held liable for any lost items like books, clothing, money, tiffin boxes, or any other personal items. Students are strongly advised to refrain from bringing valuable or expensive items to school, as the institution cannot assume responsibility for their loss.

- ◆ **Finder's Responsibility** - Any found item must be submitted to the **Lost and Found Department** at the **School Reception** immediately.
 - ◆ **Reporting Lost Items** - Students who lose an item must submit a request through the “**Contact the School**” section in the **Desalite Connect**. The request should include the **name of the item, specifications, place, and time of loss**.
 - ◆ **Claiming Lost Items** - The responsible guardian must visit the school to verify and collect the lost item.
 - ◆ **Unclaimed Items** - Items that remain unclaimed for **30 days** will be **donated to charity**.
24. **Maintaining Silence:** Students must maintain silence in the corridors, near the Office of the Principal/Vice Principal/Class Coordinator/administrative office/staff rooms, on the stairs, and in the library during class hours. Talking is not permitted during the change of periods.
 25. **Movement Between Classes:** Students changing classes for optional subjects or practical sessions should walk silently in a single line.
 26. **Student Behaviour:** Students must maintain discipline and always greet teachers, elders, and peers in a respectful manner both within the school and outside.
 27. **Prohibited Actions on School Premises:** Students are not allowed to write or make marks on walls, furniture, or any part of the school premises. Strict action will be taken against those found guilty, and they will be required to pay for the damages.
 28. **Damage to School Property:** Students must avoid damaging any school property. Any damage caused will be rectified at the expense of the student responsible. Students who observe any damage must report it immediately, even if they are unaware of the culprit. The use of razor blades or sharp objects is strictly prohibited and is considered as a zero-tolerance offence.
 29. **Required School Materials:** Students are expected to bring all necessary textbooks and notebooks according to their timetable. All books must be labelled and properly maintained throughout the year. Students are prohibited from pasting stickers or colouring the pages of school notebooks unless specifically instructed by the teacher.
 30. **Weight of School Bags:** The school is concerned with the weight of student bags. Students are not allowed to bring non-academic materials, such as magazines or comics, to school without the permission from the Office of the Principal.
 31. **Personal Hygiene and Cleanliness:** All students are expected to practice personal hygiene and cleanliness. They should avoid littering and use the waste bins provided for disposing of papers and other waste.
 32. **Firecrackers:** The possession and use of firecrackers on school premises are strictly prohibited. Any student found in possession of firecrackers will face immediate disciplinary action.
 33. **Gift-Giving to Staff:** Students are not allowed to bring gifts for teachers or non-teaching staff on any occasion, nor are they permitted to organize demonstrations in their honour without proper permission from the school.
 34. **Loss of Personal Items:** The school is not responsible for the loss of articles or money. Students are advised against bringing valuable items, such as expensive watches, jewellery, or pens, to school.

35. **Games and Physical Activities:** Students will not be excused from games, drills, or yoga unless a medical certificate is provided.
36. **Visiting Other Classrooms:** Students are not allowed to visit classrooms other than their own during recess or other periods, unless permission is granted by the school authorities.
37. **Early Arrival at School:** Students who arrive at school early should sit and study quietly in their respective classrooms and maintain discipline.
38. **Handing Over Items During Class Hours:** Parents are advised not to hand over tiffin or any other items to the teaching or non-teaching staff during class hours, for delivery to their children.
39. **Birthday Celebrations and Treats:** In adherence to school policies and to ensure a conducive learning environment, students are kindly reminded not to organize birthday celebrations or distribute treats (except for candies) to their classmates within the school premises. Only students of LKG and UKG are permitted to wear clothes other than the school uniform on their birthdays.
40. **Charity Fund:** A charity fund is collected twice a year, once during the PT1 and once during the PT3 Parent-Teacher Meetings (PTMs). Donations are voluntary and entirely at the discretion of the parents. The collected funds will be used for charitable purposes.
41. **Confiscation of Forbidden Items:** Any forbidden items found in a student's possession will be confiscated immediately and kept in the custody of the Discipline Coordinator. These items will be returned only when the student leaves the school or takes a transfer certificate. The confiscation will be documented through the necessary forms issued by the school.
42. **High Priority for Notebook Maintenance:** A well-maintained notebook reflects a student's discipline, organization, and commitment to learning. To ensure consistency and clarity in students' work, students must follow these essential notebook presentation standards:
- i. Ensure all notebooks are **properly covered and labelled** with your name, class, and subject.
 - ii. **Maintain an index** in their notebooks, recording the **chapter name and page number** for easy reference.
 - iii. **Page numbers and margins** must be properly marked.
 - iv. Each answer must be **separated by a line**, and important headings/subheadings must be **underlined with a pencil** to aid comprehension.
 - v. The **date, chapter name, and learning outcomes** must be written at the beginning of each lesson.
 - vi. Maintain **neat and legible handwriting** to enhance readability and presentation.
43. **Chapter Presentation:** As part of Subject Enrichment and Internal Assessment, each student must deliver an oral presentation in the classroom on a topic assigned by the subject teacher. This activity is designed to enhance understanding, communication skills, and confidence. Students are encouraged to give their best effort and actively participate in this learning experience. Please follow the guidelines below:

- i. **Topic Selection & Preparation:** The subject teacher will assign topics from the syllabus for each student. Students should thoroughly research their topic and structure their presentation logically. The presentation must be well-organized, covering key points clearly and concisely. Prepare in advance to ensure a smooth and confident delivery. Avoid reading directly from notes; instead, focus on explaining the concepts. Practice time management to cover all key points within 5 minutes. Respect classmates by listening attentively to their presentations.
 - ii. **Presentation Duration & Format:** Each student will have 5 minutes to present their topic. The use of charts, visual aids, or PowerPoint presentations (PPTs) is encouraged to enhance clarity and engagement. Maintain eye contact, speak clearly, and engage the audience.
 - iii. **Assessment Criteria:** Detailed rubric for assessment of chapter presentation is given the Student Almanac (Part-I).
44. **Willingness to Comply with School Regulations:** Enrolling at St. Francis de Sales School implies that students and parents are willing to comply with all school rules and regulations. All students are required to familiarize themselves with the rules and regulations governing their conduct. Ignorance of these rules will not be accepted as an excuse for any violations.

4. EFFECTIVE STUDY HABITS: A PATHWAY TO SUCCESS

Many students struggle to find enough time to study, and completing assignments or tasks may often seem impossible. However, there's no magical solution to this challenge. The key lies in adopting efficient study habits. By cultivating a disciplined approach to studying, you can reduce stress, boost your confidence, and enhance your academic performance. Here are some guidelines that can help you study smarter, not harder.

A. Study Conditions

1. **Eliminate Distractions:** Choose a quiet, distraction-free environment for studying. Avoid letting your mind wander, and stay focused on the task at hand.
2. **Prepare Your Materials:** Make sure all the materials you need (books, notebooks, stationery, etc.) are within easy reach. This will save time and energy that might otherwise be wasted in searching for things.
3. **Proper Lighting:** Study under good lighting conditions to avoid eye strain and fatigue, which can lead to a loss of concentration.
4. **Ventilation:** Ensure the study area is well-ventilated. Fresh air keeps your mind alert and improves focus.

B. Planning Your Study Time

1. **Create a Balanced Timetable:** Plan your study time while balancing it with leisure. Organize your schedule to include both fun and study time. As the saying goes, "All work and no play makes Jack a dull boy." A well-rested mind absorbs information more effectively.
2. **Weekly Study Planner:** Plan shorter, more frequent study sessions for each subject, rather than long, exhausting hours. Start with easier, more engaging topics, then gradually move on to more challenging ones (unless the topics are interconnected).
3. **Focus and Attention:** Pay full attention to what you are studying. The more you focus, the better you will understand and retain the information.
4. **Avoid Studying When Tired:** If you're feeling exhausted, take a break. Do something light to refresh yourself, then return to your studies. However, don't confuse laziness with genuine tiredness.
5. **Understand the Big Picture:** When studying, aim to understand the material as a whole. Look at how different pieces of information fit together, rather than just memorizing isolated facts.
6. **Revise Regularly:** Revisit and re-learn previous lessons often. Regular revision, especially for subjects like mathematics and grammar, reinforces concepts and improves retention.
7. **Avoid Rote Learning:** Instead of memorizing information, focus on understanding the concepts. Write down essential points in your own words, and use headings and subheadings to organize your notes.

8. **Make Your Own Notes:** Don't rely solely on class notes. Create your own summaries of important points and organize them logically.
9. **Weekend Review:** Dedicate some time on weekends to review the week's lessons. Focus on the areas where you had difficulties, and aim to clarify those concepts.

C. Points for Students to Remember

1. **Never Skip Lessons or Homework :** Avoid neglecting your lessons or assignments. Skipping them is like missing a train that you can never catch again.
2. **Regular Revision:** Make it a habit to revise the material covered in class each day. Consistent review strengthens your understanding and retention.
3. **Tuition Dependency:** Tuition can often be avoided. Focus on active participation in class and seek help when needed to enhance your learning without relying on extra lessons.
4. **Avoid Procrastination:** Never put off tasks that can be done today. Delaying work only creates unnecessary stress later on.
5. **Be Enthusiastic and Committed:** Approach everything you do with enthusiasm. Strive to do your best in all aspects of life, as this will lead to personal growth and success.
6. **Stay Connected with Parents:** Show your Students' Almanac to your parents daily and ensure they sign any remarks or notes from the school.
7. **Engage in Peer Learning:** Take part in peer learning and teaching. Your classmates can offer valuable insights, and teaching others reinforces your own understanding.
8. **Participate in Sports:** Make time for games and recreational activities. They refresh your mind and provide the energy needed for productive study.
9. **Persevere Through Difficulties:** Do not shy away from challenges in your studies. In moments of difficulty, seek guidance from your teacher and remember that prayer can provide the strength and clarity you need.

5. BEHAVIOUR MANAGEMENT POLICY OF THE SCHOOL

At the core of fostering a nurturing environment that propels students towards academic, emotional, and social excellence is the strategic implementation of effective behaviour management. Thoughtfully curated strategies and approaches form a meticulously crafted toolkit, fostering positive behaviour, nurturing an inclusive classroom culture, and adeptly addressing challenging behaviours.

Going beyond conventional disciplinary measures, behaviour management in our school embodies a proactive and holistic philosophy. It is dedicated to nurturing students' self-regulation, instilling a sense of responsibility, and refining interpersonal skills. Our comprehensive approach integrates various tools such as Remarks, Warning Letters, and Card entries to reinforce discipline among students. Clearly articulated in the Students' Almanac (Part-I), these disciplinary measures come with a detailed set of rules and regulations governing student conduct.

In the pursuit of curbing indiscipline, the school has developed specific strategies. The commitment lies in judiciously and comprehensively implementing these measures, ensuring that consequences for infractions are administered with fairness and understanding, preventing the defaulter from feeling isolated or victimized. Regardless of the nature or magnitude of the offense, discipline defaulters will face consequences as outlined in the behaviour management rules of the school. Our overarching goal is to foster an environment where discipline is upheld with fairness, empathy, and understanding.

Plan of action for Behaviour Management

- 1. Building a Positive Classroom Environment:** Class teachers shall establish a strong rapport with students and ensure that discipline is maintained at all times.
- 2. Daily Disciplinary Monitoring:** A daily disciplinary report will be available in the Discipline Section of the student's profile in Desalite Connect. Parents and students are encouraged to regularly review this report to track disciplinary records, including any issued Indiscipline Cards, and to understand the consequences associated with each card.
- 3. Class-Out Card :** Each teacher holds a Class Out-Card with their name printed on it. Students may leave the classroom only if a teacher is present and only with the Class Out-Card. Leaving the classroom without a teacher present is not permitted.
- 4. Parental Responsibility in Disciplinary Actions :** Parents may be summoned by the Discipline Coordinator to be informed about the disciplinary actions taken by the school for defaulters when necessary. It is mandatory for parents to be present when called to the school. Additionally, all remarks must be signed by the parent without delay.
- 5. Disciplinary Credit Score System:** The school emphasizes positive reinforcement to encourage students to adhere to the proper and acceptable norms outlined in the Students' Almanac (Part-I). As a part of this initiative, the school follows a Disciplinary Credit Score System, where students are awarded daily credit points based on their adherence to various discipline parameters. The credit points are assigned as follows:

DISCIPLINARY CREDIT SCORES

S.N.	DISCIPLINE PARAMETERS	POINTS
1	Daily Attendance	+1
2	Punctuality	+1
3	Timely submission of assignments (Classwork /Homework)	+1
4	Adherence to Classroom discipline	+1
5	Respectful behaviour (respectful & courteous towards peers, educators and staff members)	+1
6	Personal Hygiene (well-groomed hairstyle, trimmed nails, appropriate uniform with school ID card, polished shoes)	+1
7	Adherence to school prescribed language	+1
8	Regularity in bringing study materials and other necessary academic resources.	+1
	Daily Total	+8

- i. **Teacher's Responsibility:** Each teacher is responsible for recording students' **misconduct** concerning the discipline parameters in the Monitor's Diary.
 - ii. **Active Monitoring:** All teachers will closely observe students to ensure that any violations of school rules are accurately and impartially documented in the Monitor Diary, without fear, favor, or bias.
 - iii. **Behaviour Tracking:** The daily credit points recorded in the Monitor's Diary are uploaded to Desalite Connect to effectively track and monitor student behavior.
- 6. Card Entry System for Disciplinary Management:** The school implements a five-tier card entry system to manage disciplinary issues effectively. Depending on the severity of the violation, five types of cards are issued:
- i. **GREEN CARD**
 - ii. **BLUE CARD**
 - iii. **PINK CARD**
 - iv. **RED CARD**
 - v. **VIOLET CARD**

The following chart provides a comprehensive overview of the Behaviour Management System, outlining the disciplinary measures and corresponding actions implemented by the school.

CONSOLIDATED BEHAVIOUR MANAGEMENT CHART			
CONSEQUENCE	CRITERIA		ACTION TAKEN
GREEN CARD	ABSENTEEISM	15 days	1. Signing of the Discipline Form by students.
	INDISCIPLINE	10 times	
	VIOLATIONS	CATEGORY 1 VIOLATIONS	
BLUE CARD	ABSENTEEISM	20 days	1. Summoning Parents. 2. Signing of the Discipline Form by student and parents.
	INDISCIPLINE	20 times	
	VIOLATIONS	CATEGORY 2 VIOLATIONS	
PINK CARD	ABSENTEEISM	25 days	1. A fine along with the corresponding actions shall be levied upon the students issued a pink card for carrying mobile phones to the school premises: First Offence – ₹2000 and the phone will be retained by the school for 15 days. Second Offence – ₹5000 and the phone will be kept by the school until the end of the academic session. 2. Summoning Parents. 3. Signing of the Discipline Form by students and parents. 4. Suspension for 1-2 days.
	INDISCIPLINE	30 times	
	VIOLATIONS	CATEGORY 3 VIOLATIONS	
RED CARD	ABSENTEEISM	30 days	1. A fine will be imposed on students upon the issuance of a Red Card for absenteeism, as outlined below: i. 1st Red Card – ₹1000 ii. 2nd Red Card – ₹2000 iii. Beyond 2 Red Cards – The fine amount will be determined by the Behavioural Management Committee. 2. Suspension for 7-10 days or discontinuation depending on the severity of the offence as per the decision taken by the Behavioural Management Committee. 3. For Zero Tolerance Offences, the student will be prohibited from continuing at the school.
	INDISCIPLINE	40 times	
	VIOLATIONS	ZERO TOLERANCE OFFENCES	
VIOLET CARD	Non-attendance of Parents at Parent-Teacher Meetings		The Class Teacher shall inform the Parents about the issuance of a disciplinary card to the student.

Details of the Reasons for Issuance of Cards:

1. **Absenteeism:** Absence from school.
2. **Indiscipline:** As a rule, any act in contrary to the Daily Credit Score shall be considered as indiscipline. The acts of indiscipline include (but not limited to) –
 - a. Irregularity in attending school
 - b. Non-punctuality
 - c. Non-timely submission of assignments (CW/HW)
 - d. Non-compliance to classroom discipline
 - e. Disrespectful behaviour (impolite & rude towards peers, educators and staff members)
 - f. Non-compliance to Personal Hygiene expectations like well-groomed hairstyle, trimmed nails, appropriate uniform with school ID card, polished shoes etc.
 - g. Non-adherence to the prescribed language of the school.
 - h. Failure to bring study materials, Student's Diary or any teacher instructed material etc.
3. **Category 1 Violations:**
 - a. Eating during class hours or in any other prohibited areas and times.
 - b. Non participation in the school activities and events.
 - c. Leaving books and/or personal belongings unattended in the school campus.
 - d. Scribbling and scratching on school furniture.
 - e. Engaging in minor misconduct such as fighting, teasing, name-calling, whistling, bullying, shouting, running in the academic block, loitering in corridors, or being in unauthorized areas.
 - f. Misbehaving or shouting in the school bus and showing disrespect towards staff and school authorities.
 - g. Playing at inappropriate times or in inappropriate places, including playing with water during school hours.
 - h. Making noise in the library or failing to return books on time.
 - i. Misbehaving outside the school campus in a manner that creates a negative impression of the school.
 - j. Repeatedly failing to communicate in English-the language of the school, within the school premises.
4. **Category 2 Violations:**
 - a. Disobeying or refusing to follow the instructions of teachers or staff.
 - b. Offering unauthorized gifts or presents to teachers or school staff.

- c. Possessing items such as supari, gutkha, chocolates, chewing gum, aerated drinks, chips etc.
- d. Inappropriately using school computers, including downloading non-permissible content or misusing the interactive board and its components.
- e. Repeated minor acts/instances of bullying other students.
- f. Receiving two Green Cards.

5. **Category 3 Violations:**

- a. Scholastic dishonesty, including the use of unfair means during examinations.
- b. Misuse or falsification of school certificates, school record books, or report cards.
- c. Leaving school premise without permission.
- d. Making ethnic, racial, or religious slurs, and engaging in casteism, racism, communalism, untouchability, or disrespecting religious articles within the school premises.
- e. Disrupting school events or activities.
- f. Repeatedly scribbling on school vehicles, walls, or furniture; damaging or mishandling library books, textbooks, notebooks etc.
- g. Stealing school property or the property of others.
- h. Possessing electronic devices such as transistors, music players, portable DVD players, expensive watches, cameras, mobile phones, or other electronic gadgets. A fine along with the corresponding actions shall be levied upon the students issued a pink card for carrying mobile phones to the school premises.

First Offence – Rs. 2000 and the phone will be retained by the school for 15 days. **Second Offence** – Rs. 5000 and the phone will be kept by the school until the end of the academic session.

- i. Lying as a witness, failing to disclose information, or concealing evidence.
- j. Collecting money for any purpose (e.g., parties, picnics, meetings, demonstrations) without the permission of the authorities.
- k. Showing disrespect to articles or images of any religion or acts of worship.
- l. Attending parties, visiting movie halls, or visiting friends in school uniform, and bunking classes.
- m. Engaging in major physical or sexual harassment/bullying for the first time.
- n. Earning two Blue Cards.

6. Zero Tolerance Offences-

- a. Possessing firearms or any weapons of destruction.
- b. Encouraging irresponsibility and damaging school property.
- c. Using harmful substances, including alcohol, smoking (in any form), or other addictive substances on school premises.
- d. Engaging in gang activity or inciting major acts of violence and bullying that causes serious mental trauma or physical harm.
- e. Engaging in inappropriate behaviour or physical contact.
- f. Repeatedly resorting to major physical or sexual harassment/bullying.
- g. Possessing obscene pictures, videos, or printed materials.
- h. Possessing volatile chemicals or hazardous substances.
- i. Repeatedly engaging in scholastic dishonesty.
- j. Verbally or physically abusing teachers, staff, or students.
- k. Displaying any behaviour that threatens the safety and well-being of the student community at large.
- l. Using social media platforms to defame teachers, the school, or school authorities.
- m. Bringing objects like knives, daggers, or other lethal weapons to school.
- n. Earning two Pink Cards.

Grading Scale for Behaviour Management

CATEGORIES	GRADE
Green Card	A
Blue Card	B
Pink Card	C
Red Card	D
2 Red Cards or Absenteeism beyond 30 days	E

Role of the Discipline Coordinator:

The Core Academic Council functions as the Behaviour Management Committee of the school and serves as the final decision-making body for matters of serious disciplinary concern. The school has appointed a Discipline Coordinator, who is designated by the Principal. This role is an additional responsibility alongside the primary duties assigned to the individual.

The roles and responsibilities of the Discipline Coordinator are enumerated as under:

1. Receiving Complaints:

The Discipline Coordinator receives written complaints (Reports/Memos/Contact the School in Desalite Connect) of acts of indiscipline from Class Teachers, Subject Teachers, Class Coordinators and Parents.

2. Imposing Consequences:

After scrutinizing the facts and details, the Discipline Coordinator imposes consequences in accordance with school norms outlined in the Students' Almanac (Part-I).

3. Communication with Parents/Guardians:

The Discipline Coordinator contacts the parents (if necessary) to inform them about the student's misconduct. Additionally, the Discipline Coordinator explains the consequences the student will face.

4. Collaborating with the School Authorities:

The Discipline Coordinator addresses indiscipline matters with the Principal and follows the directions provided.

5. Maintaining Records:

The Discipline Coordinator maintains detailed records of all acts of indiscipline, including recommendations for consequences, and ensures their implementation.

6. Convening Committee Meetings:

The Discipline Coordinator organizes and convenes Discipline Committee meetings, preparing the final report for serious matters to be submitted to the Principal.

7. Delegating Responsibility:

The Discipline Coordinator forms teams and assigns authority and responsibility to enforce discipline during events held on school premises or off-site, based on the nature of the case.

6. COMPREHENSIVE ANTI-BULLYING POLICY AND PROCEDURE OF THE SCHOOL

Bullying is the intentional and repeated act of causing distress, whether through a singular frightening incident or a series of such occurrences. Victims often face significant challenges in defending themselves against bullying. This harmful behaviour can manifest in various ways:

- 1. Physical Bullying:** This involves actions like hitting, kicking, or confiscating belongings to physically harm the target.
- 2. Verbal Bullying:** Name-calling, insults, offensive remarks, and threats using spoken language are employed to emotionally harm the victim.
- 3. Indirect Bullying:** Tactics such as spreading rumours, exclusion, ostracizing, and stalking are utilized, causing harm through more covert means.
- 4. Written Bullying:** Occurs through written communication, often leveraging the internet and cyberspace to convey hurtful messages and threats.

Bullying can be directed at an individual, or it may stem from biases related to the victim's ethnicity, nationality, colour, sexual orientation, or some form of disability, thereby affecting a broader group of individuals.

Specifications of the anti-bullying policy

Our objective at SFS School is to foster a collaborative effort among staff, children, and parents to cultivate a joyful and nurturing learning atmosphere. We are committed to a zero-tolerance policy against bullying, employing a comprehensive school-wide strategy to promote safety, security, openness, and confidence.

- 1.** All forms of bullying and harassment are strictly prohibited, whether in the classroom, on school premises, in adjacent areas, or during student travel, including school bus journeys.
- 2.** In cases where incidents of bullying or harassment significantly disrupt the school learning environment, severe consequences will be imposed on the offenders.

The school administration expects students to exhibit behavior appropriate to their developmental levels, maturity, and demonstrated capabilities. This includes showing respect for the rights and welfare of fellow students, school staff, and other associated personnel. Bullying stands in direct opposition to the school's mission and purpose. The institution is dedicated to cultivating an educational environment where students experience a sense of value and security. The school is committed to:

- i.** Enabling students to thrive without encountering discrimination, harassment, or any form of bullying.
- ii.** Adopting a stance of zero tolerance, where bullying behaviours are neither allowed, condoned, nor trivialized.
- iii.** Providing unwavering support to victims of bullying.
- iv.** Taking decisive action against bullies to ensure they cease their harmful behaviour towards others.

Awareness

Effectively curbing incidents of bullying requires fostering a collective sense of responsibility among all stakeholders, including the school management, teachers, students, and parents, to contribute to a harmonious learning environment. To achieve this goal, the school will implement the following initiatives each academic year:

1. **Students:** Annual workshops will be organized to educate students about the impact of bullying and the importance of collective responsibility.
2. **Teachers:** Every academic year, workshops will be conducted for teachers and administrative staff to enhance awareness and preventive measures against bullying within the school.
3. **Parents:** The crucial role of parents in fostering a safe environment will be emphasized in parent-teacher meetings and through their representation in various school committees.
4. **Others:**
 - i. Anti-bullying policies will be prominently printed in Students' Almanac (Part-I) and on the school's website.
 - ii. Morning assemblies, classroom sessions, and house meetings will actively promote a bully-free environment.
 - iii. Confidential surveys on student well-being and bullying behaviour will be conducted, with a commitment to addressing identified bullies and supporting victims.
 - iv. An online feedback mechanism will be designed to allow students to express their personal feelings related to bullying.
 - v. Exit interviews will be conducted, when circumstances permit, upon the issuance of a transfer certificate to ensure a comprehensive understanding of the student's experiences.

Prevention

In the pursuit of preventing any instances of bullying, the school will employ various intervention methods to deter the recurrence of such cases. The school management is committed to a proactive approach, implementing a well-defined process to minimize the likelihood of such incidents:

1. **Confidential Reporting System:** A confidential reporting system, including the utilization of Desalite Connect, will be provided to students the platform to report incidents of victimization without fear of reprisal.
2. **Strengthening Support Systems:** Efforts will be directed towards reinforcing the roles of class teachers and counsellors particularly within the primary section. This aims to motivate students to confide in these figures, fostering an environment where they can share their concerns without hesitation.
3. **Classroom Management Techniques:** Teachers will be encouraged to adopt classroom management techniques that actively discourage opportunities for bullying behaviours, creating a positive and respectful learning environment.

- 4. Supervision Responsibilities:** Emphasis will be placed on staff taking their supervision duties, such as recess and after-school duties, seriously. This approach ensures a pervasive sense of staff presence during these times, contributing to a secure and monitored school environment.

Intervention

The determination of whether an alleged act constitutes a violation of this policy rests with the school administration. The Core Academic Council functions as the Behaviour Management Committee of the school and serves as the final decision-making body for matters of serious bullying issues. Under the instruction of the Core Academic Council, the Discipline Coordinator shall conduct a thorough and timely investigation of each reported incident and prepare a detailed report. Parents of the involved students will receive written notification from the school regarding the outcome of the investigation.

Any incident of bullying in the school shall be addressed by the Discipline Coordinator (DC) of the school. The steps for handling reported incidents of bullying are as follows:

- 1. Immediate Reporting** – All incidents of bullying must be promptly reported by the victim, a bystander, or any person in authority, either through the Desalite Connect “**Contact the School**” feature or preferably any other written format.
- 2. Swift Investigation** – Upon receiving a complaint, an immediate investigation shall be conducted and a report shall be within two working days.
- 3. Summons and Parent Involvement:** The Discipline Coordinator shall convene to determine whether any or all parties involved in the incident, along with their parents, should be summoned.
- 4. Assessment of Misconduct:** Based on the inquiry report and its own assessment, the Discipline Coordinator shall determine the seriousness of the misconduct and decide on the appropriate level of sanction.
- 5. Medical Opinion:** If necessary, the Discipline Coordinator may seek a medical opinion to evaluate the severity of physical or psychological injuries. The school nurse will provide first aid, assess the injury, document the findings, and report to the appropriate authority. Cases involving grievous physical injuries will receive special consideration.
- 6. Timely Resolution:** The entire process shall be completed within seven working days.
- 7. Post-Incident Support:** Efforts will be made to restore a positive atmosphere following a bullying incident. Neither the victim nor the bully will be labelled, and opportunities for personal growth and positive change will be provided.
- 8. Assigned Support:** A teacher and classmate buddy (at the primary level) will be assigned to monitor the victim.
- 9. Monitoring Bullies:** A designated teacher will observe and monitor the behaviour of the bullies for a specified period to ensure compliance with disciplinary measures.

During its investigation, the Discipline Coordinator shall observe the following procedures

- 1. Conducting Calm and Patient Enquiry:** The investigation shall be carried out in a composed and patient manner, maintaining decorum throughout.

2. **Comprehensive Incident Recording:** The case shall be discussed, and the incident meticulously recorded with all relevant details, including day, date, place, time, and situation. The environment during recording will be ensured to be conducive for the victim.
3. **Empathetic Listening:** Patient listening shall be provided to encourage the victim to elaborate on the entire incident. Additionally, friends or witnesses may be given an opportunity to share their perspectives.
4. **Individual Inquiries:** The Bully, Victim, and Bystanders/staff shall be individually interviewed, and they will be asked to write an immediate account of the incident.
5. **Witness Examination:** Individual inquiries with witnesses shall be conducted to determine the accurate sequence of events.
6. **Opportunity for Explanation:** Both the victim and the bully shall be given an opportunity to explain their respective stands on the issue. Understanding the motives behind the incident is crucial. If the victim provoked the bully, verification shall be sought, and statements from witnesses obtained.
7. **Policy Explanation:** The process for dealing with bullying incidents, as outlined in the policy, shall be clearly explained to both the bully and the victim.
8. **Victim's Reactions and Intentions:** The victim shall be asked to express their own reactions and intended behaviour towards the bully.
9. **Use of Video Evidence:** Video footage from the school's CCTV cameras may be utilized as evidence to substantiate the investigation.
10. **Clear Incident Account:** A clear and precise account of the incident shall be documented and presented to the Core Academic Council.

General guidelines for preventing and controlling bullying

1. **Procedure for the Victim (the person who has been bullied):** Students who have experienced bullying are encouraged to take the following actions:
 - i. **Address the Bully Directly** – Confront the bully verbally, making them aware that their behaviour is inappropriate and unacceptable. Clearly warn them that the matter will be reported to the school authorities if it continues.
 - ii. **Seek Support** – Share their feelings with someone they trust, such as a close friend, the class monitor, or the school nurse in the first aid room. If possible, speak to a Teacher, Class Coordinator, School Counsellor, or any trusted adult they feel comfortable with.
2. **Procedure for Bystanders (students who witness bullying):** Students who witness bullying are expected to take any of the following actions:
 - i. **Support the Victim** – Offer reassurance and attempt to make the bully understand that their actions are unacceptable.
 - ii. **Report the Incident Together** – Accompany the victim to the School authorities and provide a detailed account of the incident.

iii. Inform School Authorities – Report the incident to school authorities, even if the victim is hesitant to come forward due to fear or shock.

3. Procedure for Staff (who witness incidents of bullying): Staff members who witness incidents of bullying are expected to:

i. Provide Reassurance and Support – Remain impartial while reassuring and supporting the students involved.

ii. Listen to Both Parties – Hear from both the bully and the victim to understand the nature and severity of the incident.

iii. Report to the Class Teacher/ Class Coordinator/ Discipline Coordinator – Direct communication with parents is discouraged.

iv. Enforce School Policies – Uphold the school’s commitment to identifying and addressing non-compliance.

7. SCHOOL COUNCIL

The primary aim of the School Council is to form a united team of responsible and capable student leaders who are committed to positively shaping the development of the school community. This inclusive process ensures a well-rounded representation and identifies individuals who can collectively contribute to the overall betterment of the school environment.

Objectives of the Prefectorial Board

- ◆ To develop leadership skills, teamwork, and a sense of accountability among students.
- ◆ To assist in maintaining discipline and decorum within the school campus.
- ◆ To represent the student community and voice their ideas and concerns constructively.
- ◆ To organize and support various school events, cultural programs, sports activities, and inter-house competitions.
- ◆ To uphold the school's values and set a positive example for peers.

Composition of the Prefectorial Board

Key Positions	Designation
School Leadership	Head Boy & Head Girl
School Leadership (Junior wing)	Junior Head Boy & Junior Head Girl
House Leadership	House Captains & Vice Captains
Sports Leadership	Sports Captain & Asst. Sports Captain
Cultural Leadership	Cultural Captain & Asst. Cultural Captain
Class Leadership	Class Captains & Vice Captains

Selection Process

The selection of the Prefectorial Board is a carefully structured and transparent process aimed at identifying students with exceptional leadership qualities and a strong sense of responsibility. The process ensures a fair and systematic evaluation at each stage.

- 1. Nomination by Class Teachers:** Class teachers nominate eligible students based on a comprehensive rubric that assesses academic performance, attendance record, communication skill, leadership and initiative, critical thinking and problem solving, professionalism, respect for others, empathy, and inclusivity, commitment to the school and integrity.
- 2. Screening by School Administration:** The school administration meticulously reviews the nominations to ensure that only the most deserving candidates proceed to the next stage.
- 3. Panel Discussion and Interviews:** Shortlisted candidates for key leadership positions — Head Boy & Head Girl, Sports Captain & Assistant Sports Captain, Cultural Captain & Assistant

Cultural Captain, House Captains & Vice Captains — participate in panel discussions and interviews. They are evaluated on their Leadership vision, Problem-solving skills, Communication and representation abilities.

4. **Manifesto Presentation:** All shortlisted candidates present their manifestos to the school community: Head positions: Present during the school assembly. House Captains and Vice Captains: Present in their respective classrooms.

This stage allows students to share their goals, ideas, and vision for the role they aspire to.

5. **Election for Captain and Vice-Captain:** An election is conducted in each class to select the House Captain and Vice-Captain. The candidate receiving the highest number of votes becomes the Captain. The candidate with the second-highest votes is appointed Vice Captain.
6. **Final Selection by the Committee for key positions:** The final selection for all key positions, except Class Captains and Vice Captains, is carried out by a dedicated Selection Committee comprising members of the Academic Council. Following the manifesto presentations, the committee undertakes a fair, impartial, and thorough evaluation to appoint the most deserving candidates to the Prefectorial Board.

General Rules

1. Canvassing in any form is strictly prohibited and may lead to disqualification.
2. False information or misrepresentation will result in immediate disqualification.
3. The decision of the Selection Committee is final and binding.
4. Selected candidates must maintain the highest standards of behaviour and academic performance throughout their tenure. Failure to do so may result in removal from the Prefectorial Board.
5. The tenure of the Prefectorial Board members will be for one academic year unless specified otherwise by the school.
6. A student cannot be selected for the same Prefectorial Board position for two consecutive years to provide equal leadership opportunities to other deserving students.

Roles & Responsibilities of Head Boy, Head Girl & Council Members

1. Maintain Discipline

- Ensure students follow school rules and maintain discipline in hallways and common areas.
- Assist teachers in fostering a respectful and focused learning environment.

2. Behaviour Oversight

- Report any behavioural concerns to teachers.
- Promote a culture of respect, responsibility, and cooperation among students.

3. Exemplify Leadership

- Actively participate in school activities to inspire peers.
- Guide and support classmates in developing leadership qualities.
- Encourage teamwork and positive communication.

4. Integrity & Responsibility

- Uphold honesty and ethical standards in academics and school life.
- Take responsibility for actions and decisions.
- Approach challenges with transparency and a problem-solving mindset.

5. Uphold School Values

- Demonstrate and promote the school's values through daily actions.
- Represent the school's mission and principles in all engagements.

6. Support Faculty

- Assist teachers in maintaining a positive and conducive classroom atmosphere.

7. Event Coordination

- Efficiently plan and organize school events.
- Ensure all event details are managed effectively for smooth execution.

8. Execution Excellence

- Work collaboratively with teachers to develop comprehensive event plans.
- Troubleshoot and resolve issues during events to enhance efficiency.

9. Promote Participation

- Engage students in extracurricular activities and encourage active involvement.
- Support peers in initiating new and innovative projects.

10. Uniform Compliance

- Ensure students adhere to the school's uniform guidelines.
- Address uniform-related concerns in a respectful and constructive manner.

11. Personal Presentation

- Maintain a neat and presentable appearance.
- Foster a sense of pride in personal grooming and school representation.

Role of Class Captain and Vice-Captain

The role of a class captain entails both an honour and a set of responsibilities. A class captain is either elected or appointed and tasked with representing and guiding a particular class of students. This role encompasses a spectrum of responsibilities and expectations, pivotal in cultivating an environment conducive to positive learning and productivity. The duties of a class captain are enlisted below:

1. Set a positive example for their peers by demonstrating responsibility, respect, and a strong work ethic.
2. Update the class board daily, ensuring it reflects the date, total number of students, and their attendance status (present/absent).
3. Maintain accurate attendance records by documenting the date, total number of students, and their attendance status in the Monitor's Diary.
4. Record class activities by noting the lessons taught during each period in the Monitor's Diary.
5. Support the Class Teacher in maintaining an organized classroom environment, including distributing notebooks/materials and managing resources.
6. Take an active role in promoting cleanliness and organization within the classroom and corridors, while ensuring the proper care of "My Class Plants."
7. Encourage classmates to take responsibility for their personal space and contribute to a positive learning environment.
8. Report cases of unruly or undisciplined behaviour that may affect academic performance to the Class Teacher or Subject Teacher.
9. Follow up on students who fail to complete assignments or submit notebooks and report the status to the Class Teacher or Subject Teacher.
10. Notify the Class Coordinator if a Subject Teacher is delayed by five or more minutes in arriving for class.

A special ceremony called the Prefect Investiture introduces the new Prefectorial Board to the whole school. It marks the start of their leadership role and brings everyone together, creating a feeling of pride and togetherness in the school.

The School Council, comprising the Prefectorial Board and its dedicated members, plays a vital role in shaping the character and environment of the school. The rigorous selection process ensures that capable and responsible individuals lead various roles within the council, contributing to the holistic development of the academic community.

Through their leadership, guidance, and collaborative initiatives, the School Council stands as a beacon of inspiration, enriching the educational experience for all. Together, we look forward to a future where the values of leadership, integrity, and inclusivity continue to flourish under the guidance of the school.

8. STUDENT ACCOMPANIMENT FOR FINANCIAL EMPOWERMENT (SAFE) SCHOLARSHIP PROGRAMME

SFS School is committed to serve the society at large through its Scholarship programme called SAFE (Student Accompaniment for Financial Empowerment). SAFE is broadly divided into three categories

- 1. Talent Nurturing Scholarship:** It is the Merit-based scholarship awarded for exceptional academic performance and excellence in co-curricular areas like sports, music, and art.
- 2. Financial Empowerment Scholarship:** It is the Need-based scholarship awarded based on a student's financial situation especially the marginalized section of the society.
- 3. Employee Support Scholarship:** It is the educational scholarship offered to the children of employees, recognizing the value of their employees' commitment to the institution.

Talent Nurturing Scholarship

Talent Nurturing Scholastic Scholarship for Class X			
S.N.	ELIGIBILITY CRITERIA	SCHOLARSHIP DETAILS	CONDITIONS
1.	Scoring 99% & above in class X Board Examination.	<ul style="list-style-type: none"> Cash award of Rs.50,000 (Fifty Thousand only). 100% concession in the New Admission Fee of Class XI for students who wish to continue class XI in the school. 	Applicable to the students who completed class X from SFS Guwahati only.
2.	School Topper	<ul style="list-style-type: none"> 100% concession in the New Admission Fee of Class XI. To continue with the Scholarship in Class XII, the student must score minimum 90% in Class XI Term 2 Examination. 50% waiver in Annual & Tuition fee shall be given in Class XII. 	Applicable to the students who completed class X from SFS Guwahati only. Student receiving the School Topper Scholarship shall not be eligible for any other category of the talent nurturing scholarship for Class X.
3.	Scoring 95% and above in class X Board Examination.	<ul style="list-style-type: none"> 50% concession in the New Admission Fee of Class XI only. 	Applicable to students of any school or board.
4.	Scoring 90% but less than 95% in class X Board Examination.	<ul style="list-style-type: none"> 25% concession in the New Admission Fee of class XI only. 	Applicable to students of any school or board.

Talent Nurturing Scholastic Scholarship for Class XII			
S.N.	ELIGIBILITY CRITERIA	SCHOLARSHIP DETAILS	CONDITIONS
1.	Scoring 99% & above in class XII Board Examination.	<ul style="list-style-type: none"> Cash award of Rs.75, 000 (Seventy-Five Thousand only) as a scholarship for further studies. 	-
2.	School Topper	<ul style="list-style-type: none"> Cash award of Rs.25, 000 (Twenty-Five Thousand only) as a scholarship for further studies. 	-
3.	Stream Toppers	<ul style="list-style-type: none"> Cash award of Rs.10, 000 (Ten Thousand only) as a scholarship for further studies. 	Student receiving the School Topper Scholarship shall not be eligible for the Stream Topper Scholarship.

Talent Nurturing Scholastic Scholarship for Class I – IX		
ELIGIBILITY CRITERIA	SCHOLARSHIP DETAILS	CONDITIONS
<p>The Desalite Olympiad Ranking and the Scholarship will be determined taking into consideration the following criteria:</p> <ul style="list-style-type: none"> 30% of the total T1 score. 30% of the total T2 score. 40% of the Desalite Student Olympiad score. 	<p>Top 18 students from each grade shall be selected as Toppers and shall be given the following scholarship.</p> <p>Rank 1 to 6 - Rs. 8,000</p> <p>Rank 7 to 12 - Rs. 7,000</p> <p>Rank 13 to 18 - Rs. 6,000</p>	<p>The Scholarship amount shall be adjusted against the tuition fee of the eligible students in the last quarter fee of the Academic Session.</p>

Talent Nurturing Co-Scholastic Scholarship			
S.N.	ELIGIBILITY CRITERIA	SCHOLARSHIP DETAILS	CONDITIONS
1.	Winners of CBSE Sports at the national level.	1 st Prize- Rs. 12,000 2 nd Prize- Rs. 11,000 3 rd Prize- Rs. 10,000	<ul style="list-style-type: none"> The scholarships shall be given to the students of SFS Guwahati who were winners in CBSE sports held in current academic year. The scholarship awarded under the scheme shall be valid only for the current academic session. The Scholarship amount shall be adjusted against the tuition fee of the last quarter of the eligible students. The student must submit the certificate of Merit/Participation/Award to avail the scholarship. Student receiving Scholarship for winning CBSE sports at the national level shall not be eligible for any other Scholarship under the Talent Nurturing Co-Scholastic Scholarship.
2.	Winners of CBSE Sports Cluster I- Guwahati Region (Far East Zone).	1 st Prize- Rs. 7,000 2 nd Prize- Rs. 6,000 3 rd Prize- Rs. 5,000	

Financial Empowerment Scholarship

The school shall provide SAFE assistance to a maximum of 50 students per academic session. The terms and conditions of the programme include the following:

- a. Eligibility requirement :** The scholarship is open to students who meet the following criteria:
 - i.** Student must achieve a minimum aggregate score of 60% in both Term 1 and Term 2 examinations, in addition to maintaining at least 90% attendance.
 - ii.** Family Annual Income of both the parents together should not exceed more than Rs. 2 Lakhs per annum.
 - iii.** Parents seeking concession must have a Ration Card or BPL Card.
 - iv.** Financial assistance shall be provided only to the first child in a household in the case of siblings. At any given time, only one student from a household shall be eligible for the scholarship.
- b. Application process :** Documents required to be submitted includes-
 - i.** Completed SAFE form available at the School Office. Incomplete applications may not be considered.

ii. Term 1 and Term 2 report card.

iii. Ration Card or BPL Card.

c. Selection Process and Scholarship details :

i. Scholarship shall be awarded on a first-come-first-served basis.

ii. Scholarship applications must be submitted by 1st September each year.

iii. Scholarship recipients shall be selected by the Scholarship Selection Committee comprising of the following members-

1. Principal

2. Vice Principal

3. Representative of the Governing body

4. One teacher-in-charge

iv. The Scholarship Selection Committee shall study and verify the documents. If required the Committee shall call the applicants for interview before taking the final decision.

v. The decision of the Scholarship Selection Committee shall be final and binding, subject to approval by the Provincial Superior.

vi. The financial assistance shall be valid for one academic session only. However, it may be renewed upon re-application subject to the consideration of the School Management.

vii. Scholarship amount is adjusted against the Tuition fee only. The scholarship amount shall vary from 20% to 100% concession in the Quarterly fee which shall be at the discretion of the School Management and policy changes from time to time.

viii. The School Management has the right to cancel or modify the assistance without stating any reason whatsoever.

ix. The scholarship may be revoked if the student fails to meet academic or behavioral expectations or is found to have provided false information in the application.

x. The scholarship shall be terminated if the student withdraws from the school or is terminated.

Employee Support Scholarship

SFS Guwahati has introduced a scholarship program to assist the children of employees who plan to continue their education at SFS School. Terms and conditions of the Employee Support Scholarship includes:

a. Employment in the school is not a guarantee for the admission of their ward.

b. The admission shall depend upon the availability of seats and merit only. Also, the student must clear the interaction/baseline assessment (as applicable).

c. 50% waiver in New Admission Fee & Quarterly fees shall be awarded under this programme.

d. The scholarship is applicable for one academic session only. However, it may be renewed upon re-application, subject to the consideration of the school management.

e. The scholarship for Support Staff shall vary from 5% to 100% subject to the decision of the School Management.

Completed SAFE form available at the School Office must be submitted to avail the concession at the time of admission/re-admission.

9. SCHOOL UNIFORM SPECIFICATIONS AND COMPLIANCE GUIDELINES FOR STUDENTS:

To uphold a consistent and professional appearance within the school environment, students are required to adhere to the following uniform compliance and grooming guidelines:

- 1. Uniform Compliance:** Adherence to the uniform policy is mandatory to maintain a cohesive and professional school environment which promotes equality and minimizes distractions. Students are required to wear the official school uniform as per the school's approved design and material. No modifications to the uniform are allowed.
- 2. Adherence to Dress Code:** Any student not adhering to the uniform policy may be restricted from attending classes and activities until compliance.
- 3. Regular Monitoring:** Students' uniform and personal grooming will be checked regularly. Non-compliance with uniform rules may lead to disciplinary action.
- 4. Neatness and Cleanliness:** Students must wear a clean and well-ironed uniform every day. Torn, faded, or ill-fitting uniforms are not permitted.
- 5. Nails and Hygiene:** Nails must be trimmed regularly. Long nails, nail polish, mehendi, or tattoos are strictly prohibited.
- 6. Prohibition Items:** Students are strictly prohibited from wearing ornaments or fancy jewellery, including rings, earrings, chains, nose rings, bracelets, and bangles. Only small hoops or studs are permitted as earrings. The use of cosmetics such as lipstick, coloured lip balms or any other cosmetic products, is not allowed. Additionally, wearing fancy belts, caps, thermal earmuffs, or scarves other than the school-prescribed ones is strictly prohibited.
- 7. Hair and Grooming:** Proper haircuts are mandatory for all students.
 - Girls with long hair must tie it neatly in braids or ponytails.
 - Girls of Classes **LKG to V** must wear two ponytails or braids.
 - Girls of Classes **VI and above** may wear one ponytail or braid.
 - Girls shall use only **white** hair clips and non-fancy white hairbands.
 - Boys must maintain short and neatly groomed hair, with the length not exceeding 1.5 inches.
 - Hair coloring, gel, fancy or unconventional hairstyles that compromise uniform standards are strictly prohibited.
- 8. Headgear:** Headgears such as turban and hijab are permitted in school only for religious reasons. The type and style of headgear are subject to the discretion of the school management, and it must be neat and in line with the school's dress code. Permission must be sought from the Office of the Principal prior to usage.

9. Footwear Guidelines:

- Students of Classes **LKG to V** must wear **Bata black strapped shoes with Velcro** only.
- Students of Classes **VI to XII** must wear **Bata black laced shoes** only.
- Slippers, sandals, or sports shoes are not allowed on regular school days unless specified.
- Students must wear only the school-prescribed white socks as part of their uniform.

10. Wrist Watches: Only analogue watches are allowed. Students below Class V are not permitted to wear wrist watches.

11. Identification Card: To enhance security and facilitate easy identification, our school issues color-coded lanyards for student ID badges. It is mandatory for students to wear their assigned ID card with the lanyards around the neck at all times in school premises to ensure a safe and organized environment. The description is mentioned in the table below-

School ID Card Details

S.N.	Lanyard Colour	Description
1.	Red	Students Walker (SW)
2.	Green	Parent Pick Up (PP)
3.	Yellow	School Transportation (ST)
4.	Purple	Private Transportation (PT)
5.	Blue	Parents/Guardians of SFS (ALL)

12. Seasonal Uniform Compliance:

Summer Uniform shall be applicable from **1st April to 30th September**.

Winter Uniform shall be applicable from **1st October to 31st March**.

13. Winter Wear Guidelines: Wearing of blazers and sweaters is not permitted during non-winter periods unless specifically advised by the school. Only school-prescribed blazers and sweaters are permitted during winter. No other-coloured jackets or sweatshirts are allowed.

14. Skirt Length Guidelines for Girls: The standard length of the skirt must be knee-length or below the knee. Skirts should be properly stitched, of appropriate fit, and worn modestly as part of the school uniform. Short or above-knee skirts are strictly not permitted.

15. House Uniform Usage:

- Students of Classes LKG and UKG are required to wear their House Uniform on Drill & Games Days.
- Students of Classes I to X must wear their House Uniform on Health & Physical Education (HPE) Days and Co-Curricular Days (Saturdays).
- Students of Classes XI and XII shall wear their House Uniform on the day of their Physical Education Practical classes and Co-Curricular Days (Saturdays).

SCHOOL UNIFORM DETAILS

SESSION: 2025-2026

Note:

1. A tick mark (✓) indicates that the uniform item is applicable for the respective class. The absence of a tick mark (X) signifies that the item is not required for that particular class.
2. Uniform items specified under the Summer and Winter Wear sections are to be worn as prescribed throughout the year.
3. Uniform items listed under the Winter Wear section are to be worn exclusively during the winter season.

S. N.	UNIFORM CATEGORY	UNIFORM ITEM	CLASSES													
			LKG	UKG	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1	REGULAR UNIFORM (BOTH SUMMER & WINTER)	HALF SHIRT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2		HALF TROUSERS	✓	✓	X	X	X	X	X	X	X	X	X	X	X	X
3		FULL TROUSERS	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4		SKIRT	✓	✓	X	X	X	X	X	X	X	X	X	X	X	X
5		BELT	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6		BOW	✓	✓	X	X	X	X	X	X	X	X	X	X	X	X
7		SCHOOL PRESCRIBED WHITE SOCKS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8		BATA BLACK SHOES STRAPPED WITH VELCRO	✓	✓	✓	✓	✓	✓	✓	X	X	X	X	X	X	X
9		BATA BLACK LACED SHOES	X	X	X	X	X	X	X	✓	✓	✓	✓	✓	✓	✓
10	REGULAR UNIFORM (ONLY DURING WINTER)	FULL SHIRT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11		FULL TROUSERS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12		HALF SWEATER	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13		FULL SWEATER	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14		BLAZER	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15		TIE	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16		SFS WINTER CAP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17		SFS SCARF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18		PULL OVER	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
19		BLACK LEGGINGS	✓	✓	X	X	X	X	X	X	X	X	X	X	X	X
20	HOUSE UNIFORM	T-SHIRT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
21		TRACK PANTS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

VENDOR DETAILS
RAJU DRESSES
R.P ROAD , GANESHGURI
GUWAHATI-781006
Contact No-6913330330, 7576000010

VENDOR DETAILS
RAJU DRESSES
PANJABARI ROAD, SIXMILE ,
GUWAHATI -781022
Contact: 6900044222

10. EXAMINATION POLICY

Examination policy of the school ensures a transparent, fair, and structured approach to examinations while maintaining the integrity of the evaluation system in accordance with CBSE norms.

1. Curriculum and Assessment Policy:

- i. The school follows the curriculum prescribed by the Central Board of Secondary Education (CBSE).
- ii. For Classes LKG to V, textbooks are selected from reputed publishers through a structured Book Review Process.
- iii. NCERT textbooks are primarily used for students in Classes VI to XII.
- iv. Assessments are conducted as per CBSE norms, ensuring a balance between scholastic and co-scholastic areas. However, specific implementation details may vary to align with the school's vision, mission, and the spirit of CBSE directives.
- v. To ensure clarity on the examination pattern, the school conducts an orientation program at the beginning of the academic session to inform and educate parents.

2. Academic Session and Examination Structure:

The Academic session is divided into two terms -

- a. Term I - April to September.
- b. Term II - October to March.

Examinations conducted during the Academic Session are listed below-

Name of the Examination	Applicable Classes	TERM
PT 1	LKG-XII	Term I
CARES 1	III-X	Term I
PT 2	LKG-XII	Term I
CARES 2	III-X	Term I
TERM 1	LKG-XII	Term I
PT 3	LKG-IX & XI	Term II
CARES 3	III-X	Term II
PT 4	LKG- VIII	Term II
CARES 4	III-IX	Term II
TERM 2	LKG-IX & XI	Term II
PRE BOARD 1 & 2	X & XII	Term II
DESALITE OLYMPIAD	I-IX	Term II
SOF	I-XII	Term I/Term II

3. Examination Schedule and Governance Policy:

- i. Examination dates are determined in advance by the School Management in accordance with the Academic Calendar. However, in the event of unforeseen circumstances, the Management reserves the right to reschedule examinations by either preponing or postponing the dates.
- ii. The School retains full authority over all rules and policies related to examinations. No external interventions from stakeholders shall be entertained in official matters concerning the organization.

4. Guidelines for Admit Card in Examination:

- i. The admit card is mandatory for all Term 1, Term 2, and Pre-Board examinations.
- ii. Students can download their admit cards from Desalite Connect upon clearance of quarterly tuition fees and quarterly transport fees (if applicable).
- iii. Students who fail to bring their admit card must obtain a provisional admit card from the school office. This must be done at least two days before the examination.
- iv. A fee of Rs. 500 will be charged for issuing a provisional admit card which shall be added to the Quarterly fees.
- v. Students arriving without an admit card will be directed by the **invigilator** to obtain a **provisional admit card** from the school office.
- vi. Students who do not have an admit card will not be allowed to take the examination until they obtain and present a provisional admit card.

5. Examination Attendance and Conduct Policy:

- i. Students arriving late for examinations shall not be allotted any extra time to complete their question papers.
- ii. The school strictly follows a '**No Re-Examination**' policy. No examination will be conducted either before or after the scheduled date and time.
- iii. Attendance for all examinations conducted throughout the year is mandatory. Absence from any examination shall result in the student being marked as absent. It is the responsibility of both students and parents to ensure timely attendance for all examinations.
- iv. Internal Assessments and Practical Examinations shall be conducted strictly on the scheduled dates. Requests for rescheduling these assessments shall not be considered.

6. Prohibited Items in the Examination Room:

- i. Students are not allowed to carry communication devices like mobile phones and watches into the examination room.
- ii. The invigilator will conduct thorough frisking for students of Classes 9 to 12 before the exam.
- iii. If any prohibited items are found, they will be confiscated by the invigilator and returned to the student after the examination only.

7. Examination Guidelines for Students with Medical Conditions:

- i. Students suffering from contagious diseases shall not be permitted to appear for examinations in the school to ensure the health and safety of all students and staff.

- ii. Requests for taking an examination from the infirmary or for early exit after the examination must be submitted through the 'Contact the School' option in Desalite Connect. Such requests will be considered only if a valid medical prescription is provided as proof.
- iii. Students who fall sick during examination shall be granted early exit after completion of examination only after the infirmary nurse assess the situation and provide approval. Official communication shall be sent from the school to the parents about the student's early exit.

8. Unfair Means Policy in Examinations:

The following actions performed by any student during the course of the examination shall be deemed as unfair means practices and will result in disciplinary action –

- i. Carrying any unauthorized material into the examination hall with the intent to use it for answering questions or conducting experiments in the laboratory during the examination.
- ii. Copying from or referring to any material other than the question paper or answer booklet provided during the examination. This includes any written or printed material on paper, cloth, calculator, mobile phones, benches, or any part of the body such as hands, arms, or feet.
- iii. Seeking or providing assistance to fellow examinees through verbal communication, gestures, or by viewing or sharing answer booklets, whether with or without the consent of the other examinee.
- iv. Refusing to comply with the instructions given by the invigilator.
- v. Misbehaving or causing any form of disturbance within or around the examination hall.
- vi. Engaging in any other act or omission that disrupts or has the potential to disrupt the orderly conduct of the examination.

9. Procedure for Handling Unfair Means in Examinations:

- i. If a student is found using unfair means during an examination, their existing answer sheet shall be confiscated by the Invigilator immediately.
- ii. The student shall be provided with a fresh answer sheet, regardless of the remaining time for the examination.
- iii. The student is not permitted to reattempt any questions that were already answered on the confiscated sheet. The invigilator must note these question numbers on the top of the fresh answer sheet.
- iv. The confiscated answer sheet shall be submitted to the Discipline Coordinator for review after the completion of the examination.
- v. After the review of the case is completed, the Discipline Coordinator shall ensure that the student acknowledges the act of using unfair means by writing a statement on the confiscated sheet and signing it as a declaration of misconduct.
- vi. The invigilating teacher who identified the act of unfair practice shall provide a detailed report of the incident to the Discipline Coordinator.
- vii. The student's parents shall be informed, and the student shall be sent home after a thorough investigation of the incident.

- viii. The newly issued answer sheet shall be sent for evaluation, and the final decision regarding disciplinary action shall be taken by the school authorities.

10. Evaluation and Marking Guidelines:

- i. **Adherence to Marking Scheme:** Evaluators must strictly follow the marking scheme provided in the question paper. Marks shall be awarded based on the accuracy of the answer and adherence to the marking guidelines.
- ii. **Multiple Responses:** If a student provides multiple answers for a single question, only the first response or the clearly marked answer will be considered for marking.
- iii. **Deduction for Spelling and Grammatical Errors:** A deduction of 0.25 marks shall be applied for each spelling or grammatical error across all subjects.
- iv. **Marking of Multiple-Choice Questions (MCQs):** Full marks will be awarded only if both the option and the answer are correctly written. Example:
Question: A. The capital of India is New Delhi.
If only option A is written: 0.5 marks will be awarded.
If only the correct answer (New Delhi) is written: 1 mark will be awarded.
If both the option and the answer are written but do not match: 0.5 marks will be deducted.
- v. **Partial Answers:** If a response demonstrates partially correct understanding or knowledge, the evaluator shall award partial credit accordingly.
- vi. **Map work :** Both naming and marking the location on the map are compulsory to receive full marks.
- vii. **Evaluation of Comparative Questions:** For questions that require students to compare and contrast two items, concepts, or phenomena, the following scoring criteria shall be followed:
 - a. **Balanced Comparison:** Equal attention must be given to both items. No marks will be awarded if the comparison statements are not contradictory in nature.
 - b. **Accuracy and Relevance:** The response must directly address the specific aspects outlined in the question. Answers that are off-topic or fail to address key points will not be considered as accurate response.
 - c. **Use of Supporting Evidence or Examples:** Concrete examples may be used to clarify points, but they will not be considered as independent points of difference.

11. Policy on Retention and Distribution of Answer Scripts:

- i. The answer scripts of all major examinations for Classes LKG to VIII shall be returned to students on the day of the Parent-Teacher Meeting (PTM) held for result declaration. Additionally, for students of Class II and above, the answer scripts shall be shown in class before the PTM.
- ii. Students shall not tamper with the evaluated answer scripts after distribution as any form of incorrect marking or alteration could lead to strict disciplinary action.

- iii. The school shall retain the answer scripts of all major examinations for Classes IX to XII for a period of one year after the completion of the current academic session.

12. Policy on Verification and Rectification of Answer Scripts:

The evaluation of answer scripts shall be conducted with the highest level of accuracy, consistency, and fairness. However, if a student or parent identifies a potential error in correction, such as incorrect awarding of marks or non-evaluation of any question(s), the following procedure shall be followed:

- i. If error is detected by a student at the time of distribution of evaluated answer scripts in the classroom, it shall be brought to the notice of the subject teacher immediately for re-evaluation and necessary rectification (if any).
- ii. If an error is identified by a parent during the Parent-Teacher Meeting (PTM), it must be immediately brought to the attention of the class teacher for re-evaluation and rectification, if required.
- iii. The school will not entertain any requests for mark alterations once the answer scripts have been taken out of the classroom. Parents are required to verify the answer sheets and marks while inside the classroom during the PTM. For effective mark verification, parents are advised to carry the question papers on the PTM day.

13. Revaluation Process for Answer Scripts

- i. The revaluation process involves a thorough review of the evaluated answer script to ensure that marks have been awarded accurately.
- ii. If the re-evaluation results in any changes to the marks, the updated marks shall be communicated to the student and parent within 10 working days from the date of the Parent-Teacher Meeting (PTM) and published on Desalite Connect.
- iii. The answer script, reflecting any corrections (if applicable), shall be returned to the student.

14. Promotion Criteria and Academic Retention Policy:

i. Norms of Promotion Criteria for Class IX –

- a. **Minimum Marks Requirement:** Every student must secure a minimum of 33% marks in Term 2 Examinations for all subjects.
- b. **Failure in Core Subjects:** A student who fails in English or Assamese/Hindi will be considered as having failed the entire year.
- c. **Retest for Failure in Two Subjects:**

A student who fails in two subjects (other than English, Assamese/Hindi) will be eligible for a retest. The retest will be conducted 5 days after the declaration of results. To be promoted to Class X, the student must secure a minimum of 33% marks in the retest. Students who do not achieve the required 33% in the retest will be treated as failed students.

- d. **Failure in More than Two Subjects:** Students who fail in more than two subjects will be considered as failed students and will not be eligible for a retest. Such students may continue in the same grade and school for one more year only.

ii. Norms of Promotion Criteria for Class XI –

- a.** Minimum Marks in Theory Examination: Every student must secure a minimum of 33% marks in the Theory Examination for all six subjects opted in the Term 2 examination.
- b.** Minimum Marks in Practical and Theory Examinations: Every student must secure a minimum of 33% marks separately in both the practical and theory examinations for Term 2. It is mandatory to appear and pass in both practical and theory exams.
- c.** Failure in English: A student who fails in English will be considered a failed student.
- d.** Retest for Failure in Two Subjects (other than English): A student who fails in two subjects (excluding English) will be eligible for a retest, which will be conducted 5 days after the declaration of the result. To be promoted to Class XII, the student must secure a minimum of 33% marks in the retest. Students who do not achieve 33% in the retest will be treated as failed student.
- e.** Failure in More Than Two Subjects: Students who fail in more than two subjects will be considered as failed students and will not be eligible for a retest. Such students may continue in the same grade and school for one more year only.

iii. Promotion criteria for ALL grades –

a. Assessment Weightage:

- I.** 50% weightage from Term 1: The marks obtained in the following assessments will be combined to calculate 50% weightage for Term 1:
 - ◆ Periodic Test 1
 - ◆ CARES 1
 - ◆ Periodic Test 2
 - ◆ CARES 2
 - ◆ Term 1 Examination
- II.** 50% weightage from Term 2: The marks obtained in the following assessments will be combined to calculate 50% weightage for Term 2:
 - ◆ Periodic Test 3
 - ◆ CARES 3
 - ◆ Periodic Test 4
 - ◆ CARES 4
 - ◆ Term 2 Examination

The final Term 2 result will be calculated as: Term 1 (50% weightage) + Term 2 (50% weightage). This combined result will determine promotion to the next class.

Exclusions:

- i.** Periodic Test 4 is not applicable for Class IX and XI.
- ii.** CARES Tests are not applicable for Grades I-II and XI-XII. In these cases, the weightage will be derived from the remaining exams for that grade level.

- iii. No Term 2 for classes X and XII. Instead, Preboard 1 and 2 will be based on the CBSE board pattern.
- b. Minimum Attendance Requirement: A minimum attendance of **75% throughout the entire year** is required for promotion to the next class.
- c. Minimum Marks Requirement: A student must secure a **minimum of 33% marks in all subjects** to be promoted to the next class.
- d. A student who fails for two consecutive years will not be allowed to continue their studies at the school.

15. PTM Guidelines:

- i. The school shall conduct Parent Teacher Meeting (PTM) after every examination (PT1/2/3/4 and T1/2) to update the parents and provide constructive feedback to improve the scholastic and non-scholastic performance of their wards.
- ii. Attendance of Parents and Students is mandatory for all Parent Teacher meetings. Violet Card shall be issued against the student in case on absence on the specified PTM day.
- iii. All students shall accompany their parents for result collection on the day of the Parent Teacher Meeting wearing the regular school uniform.
- iv. PTM time slots given in Desalite Connect shall be strictly adhered to.

16. Report Card Issuance Guidelines:

- i. Report cards, bearing the official school seal, must be downloaded exclusively from Desalite Connect.
- ii. Hard copy report cards will only be issued for Term 2.
- iii. Report cards for all examinations will be available for download within 10 working days from the date of the PTM.
- iv. Requests for the issuance of report cards before the official declaration of results will not be entertained.

17. Transfer Certificate Issuance Policy

- i. Requests for a Transfer Certificate must be submitted via the '**Contact the School**' option in Desalite Connect.
- ii. The Transfer Certificate shall be issued within **three working days** after the completion of the processing formalities.

**11. ASSESSMENT PLAN &
GRADING SCALE FOR
VARIOUS ASSESSMENTS
(2025-26)**

*The Proposed Assessment Plan for the academic session 2025-26 is subject to modification based on evolving process requirements and any new guidelines issued by statutory and regulatory authorities.

SL NO.	ASSESSMENT CATEGORIES	ACADEMIC TERM (T1/T2)	TYPE OF ASSESSMENT	TEACHER INCHARGE	LKG	UKG	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
PERIODIC ASSESSMENTS (10 MARKS)-INTERNAL ASSESSMENT																		
1	1. Periodic Test 1 & 2 (*1) (*2)	T1	WT	ST	20	20	20	20	20	20	20	20	20	20	20	20	20	20
	2. CARES 1 & 2 - English & Maths	T1	OMR	ST	-	-	-	-	10	10	10	10	10	10	10	10	-	-
	3. CARES 1 & 2 - Environmental Studies	T1	OMR	ST	-	-	-	-	10	10	10	-	-	-	-	-	-	-
	4. CARES 1 & 2 - Science & Social Science	T1	OMR	ST	-	-	-	-	-	-	-	10	10	10	10	10	-	-
	5. Periodic Test 3 & 4 (*1) (*2)	T2	WT	ST	20	20	20	20	20	20	20	20	20	20	20(*25)	-	20(*25)	-
	6. CARES 3 & 4 - English & Maths	T2	OMR	ST	-	-	-	-	10	10	10	10	10	10	10(*25)	-	-	-
	7. CARES 3 & 4 - Environmental Studies	T2	OMR	ST	-	-	-	-	10	10	10	-	-	-	-	-	-	-
	8. CARES 3 & 4 - Science & Social Science	T2	OMR	ST	-	-	-	-	-	-	-	10	10	10	10(*25)	10(*21)	-	-
SL NO.	ASSESSMENT CATEGORIES	ACADEMIC TERM (T1/T2)	TYPE OF ASSESSMENT	TEACHER INCHARGE	LKG	UKG	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
PORTFOLIO (5 MARKS)-INTERNAL ASSESSMENT																		
2	1. Notebook + Classroom + Homework	T1 & T2	Individual work	ST	5	5	5	5	5	5	5	5	5	5	5	5(*3)	5	5(*3)
SL NO.	ASSESSMENT CATEGORIES	ACADEMIC TERM (T1/T2)	TYPE OF ASSESSMENT	TEACHER INCHARGE	LKG	UKG	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
SUBJECT ENRICHMENT ACTIVITIES (5 MARKS)-INTERNAL ASSESSMENT																		
3	1. Art Integrated Project	T1	Group work	CT/(ST IX-X)	10	10	10	10	10	10	10	10	10	10	10	10	-	-
	2. Computer Science & Artificial Intelligence (LABWORK)	T1 & T2	Individual PW	ST	-	-	-	-	20	20	20	20	20	20	-	-	-	-
	3. Artificial Intelligence (LABWORK)	T1 & T2	Individual PW	ST	-	-	-	-	-	-	-	-	-	-	50	50 (*3)	-	-
	4. Science & Maths (LABWORK)	T1 & T2	Individual/Group PW	ST	-	-	-	-	-	-	-	-	-	-	5	5(*3)	-	-
	5. Project/Viva/Practical	T1 & T2	Individual/ Group PW	ST	-	-	-	-	-	-	-	-	-	-	-	-	70/30/20/10 (*15)	70/30/20/10
	6. Mindspark (Mathematics)	T1 & T2	Individual PW	ST	-	-	-	-	5	5	5	5	5	5	-	-	-	-
	7. Listening (Skill test) (English, Hindi, Assamese)	T1 & T2	Individual test	ST	5	5	5	5	5	5	5	5	5	5	5	5(*10)	5(*7)(*14)	5(*7)
	8. Speaking (Skill test) (English, Hindi, Assamese)	T1 & T2	Individual test	ST	5	5	5	5	5	5	5	5	5	5	5	5(*10)	5(*7) (*14)	5(*7)
	9. Reading (Skill test) (English, Hindi, Assamese)	T1 & T2	Individual test	ST	5	5	5	5	5	5	5	5	5	5	-	-	-	-

10. Writing (Skill test) (English, Hindi, Assamese) (*8)		Paragraph Writing	T1	Individual test	ST	5 (*4)	5 (*4)	5	5	5	5	5	5	5	5	5	5	-	-	-
		Creative Writing	T2	Individual test	ST	5 (*4)	5 (*4)	5	5	5	5	5	5	5	5	5	5	-	-	-
11. Chapter Presentation (All subjects)			T1 & T2	OT Individual	ST	-	-	5	5	5	5	5	5	5	5	5	5	5 (* 3)	5(*20)	5 (* 3)/(*20)
TERM EXAMINATION (Theory)			T1 & T2	-	ST	40	40	40/80	40/80	40/80	40/80	40/80	40/80	40/80	40/80	40/80	40/80	50/80	30/70/80	30/70/80
PRE-BOARD EXAMINATION (X & XII)			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	50/80	-	30/70/80
PRE-BOARD PRACTICAL (X & XII)			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	50 (*5)	-	70/30/20
SL. NO.	ASSESSMENT CATEGORIES		ACADEMIC TERM (T1/T2)	TYPE OF ASSESSMENT	TEACHER INCHARGE	LKG	UKG	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	
4	CO-SCHOLASTIC SUBJECTS (GRADED) (To be assessed once in a Term. ART, GK, Rhymes & Music shall be assessed for LKG & UKG in PT also)																			
VALUE EDUCATION & SCHOOL CINEMA (60)																				
4.1	1.Theory	T1 & T2	WT	ST	-	-	30	30	30	30	30	30	30	30	30	30	30	-	-	-
	2.Value Based Project (*11)	T1 & T2	Group work	ST	60	60	30	30	30	30	30	30	30	30	30	30	30	-	-	-
GENERAL KNOWLEDGE: GK (60)																				
4.2	1.Theory	T1 & T2	WT	ST	30 (*6)	30(*6)	30	30	30	30	30	30	30	30	30	30	30	-	-	-
	2.G.K Challenge (*12)	T1 & T2	WT	ST	-	-	30	30	30	30	30	30	30	30	30	30	30(*13)	30(*3)/(*13)	30 (*9)	30 (*9)/(*3)
RHYMES AND MUSIC (20)																				
4.3	3. Music and Rhymes	T1 & T2	OT Individual	ST	20	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ART (60)																				
4.4	4.Art/Art & Craft	T1 & T2	Individual test	ST	60	60	60	60	60	60	60	60	60	60	60	60	60	60(*3)	-	-
REGULAR CO-CURRICULAR ACTIVITY (CCA) (60)/(*16)																				
4.5	1. Regular Club Activities (Theory)	T1 & T2	WT	ST	-	-	-	-	-	30	30	30	30	30	30	30	30	-	30	-
	2.Regular Club Activities (Practical)	T1 & T2	Individual Practical test	ST	-	-	-	-	-	30	30	30	30	30	30	30	30	-	30	-
HEALTH AND PHYSICAL EDUCATION (100)																				
4.6	1.SEWA	T1 & T2	Group work	CT	-	-	25	25	25	25	25	25	25	25	25	25	25	25 (* 3)	25	25 (* 3)
	2.Yoga & Drill	T1 & T2	Individual test	ST	50(*19)	50(*19)	25	25	25	25	25	25	25	25	25	25	25	25 (* 3)	25	25 (* 3)
	3.Games	T1 & T2	Individual test	ST	-	-	50	50	50	50	50	50	50	50	50	50	50	50 (* 3)	50	50 (* 3)
PUBLIC SPEAKING (20)																				
4.7	1.Public Speaking	T1 & T2	Individual test	CT	-	-	20	20	20	20	20	20	20	20	20	20	20	20(*3)	20(*20)	20(*3) (*20)
ACTIVITY (20)																				
4.8	Activity	T1 & T2	Individual test	CT	20	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-

5																			ADDITIONAL ACADEMIC ASSESSMENTS																				
SL. NO.	ASSESSMENT CATEGORIES	ACADEMIC TERM (T1/T2)	TYPE OF ASSESSMENT	TEACHER INCHARGE	LKG	UKG	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII																					
5.1																			DESALITE OLYMPIAD (*24)																				
																			English	T2	OMR	CT	-			15	15	15	15	15	15	15	15	15	-	-	-		
																			Mathematics							15	15	15	15	15	15	15	15	15	15	15	-	-	-
																			EVS							15	15	15	15	15	-	-	-	-	-	-	-	-	-
																			Science							15	15	15	15	15	15	15	15	15	15	15	-	-	-
																			Social Science							-	-	-	-	-	15	15	15	15	15	15	-	-	-
																			Computer Science	5	5	5	5	5	5	5	5	5	5	5	5	5	5	-	-	-	-		
																			Assamese/Hindi	5	5	5	5	5	5	5	5	5	5	5	5	5	5	-	-	-	-		
																			General Knowledge and Current Affairs	5	5	5	5	5	5	5	5	5	5	5	5	5	5	-	-	-	-		
																			Total marks									60	60	60	60	60	75	75	75	75	-	-	-
SL. NO.	ASSESSMENT CATEGORIES	ACADEMIC TERM (T1/T2)	TYPE OF ASSESSMENT	TEACHER INCHARGE	LKG	UKG	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII																					
5.2																			SOF (SCIENCE OLYMPIAD FOUNDATION)																				
																			International English Olympiad (IEO)	T1/T2	OMR	ST	-	-	40	40	40	40	40	40	60	60	60	60	60	60	60		
																			International Mathematics Olympiad (IMO)	T1/T2	OMR	ST	-	-	40	40	40	40	40	40	60	60	60	60	60	60 (Applicable for Science stream)	60 (Applicable for Science stream)		
																			National Science Olympiad (NSO)	T1/T2	OMR	ST	-	-	40	40	40	40	40	40	60	60	60	60	60	60 (Applicable for Science stream)	60 (Applicable for Science stream)		
																			International Social Science Olympiad (ISSO)	T1/T2	OMR	ST	-	-	-	-	40	40	40	40	60	60	60	60	60	-	-		
																			International General knowledge Olympiad (IGKO)	T1/T2	OMR	ST	-	-	40	40	40	40	40	40	60	60	60	60	60	-	-		
																			International Computer Science Olympiad (ICSO)	T1/T2	OMR	ST	-	-	40	40	40	40	40	40	60	60	60	60	60	-	-		

5.2	International Hindi Olympiad (IHO)	T1/T2	OMR	ST	-	-	40	40	40	40	40	40	40	40	60	-	-
	International Commerce Olympiad (ICO)	T1/T2	OMR	ST	-	-	-	-	-	-	-	-	-	-	-	"60 (Applicable for Commerce stream)"	"60 (Applicable for Commerce stream)"
SL NO.	ASSESSMENT CATEGORIES	ACADEMIC TERM (T1/T2)	TYPE OF ASSESSMENT	TEACHER INCHARGE	LKG	UKG	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
FOUNDATIONAL COURSE (*23)																	
5.3	Foundational Physics	T1&T2	OMR	ST	-	-	-	-	-	-	-	-	-	-	-	-	-
	Foundational Chemistry	T1&T2	OMR	ST	-	-	-	-	-	-	-	-	-	-	-	-	-
	Foundational Biology	T1&T2	OMR	ST	-	-	-	-	-	-	-	-	-	-	-	-	-
	Foundational Mathematics	T1&T2	OMR	ST	-	-	-	-	-	-	-	-	-	-	-	-	-
SL NO.	ASSESSMENT CATEGORIES	ACADEMIC TERM (T1/T2)	TYPE OF ASSESSMENT	TEACHER INCHARGE	LKG	UKG	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
CUET COURSE (*22)																	
5.4	CUET English	T1&T2	OMR	ST	-	-	-	-	-	-	-	-	-	-	-	-	-
	General Aptitude	T1&T2	OMR	ST	-	-	-	-	-	-	-	-	-	-	-	-	-
	Domain Specific Subjects (History/Political Science/ Geography/ Psychology)	T1&T2	OMR	ST	-	-	-	-	-	-	-	-	-	-	-	-	-
SL NO.	ASSESSMENT CATEGORIES	ACADEMIC TERM (T1/T2)	TYPE OF ASSESSMENT	TEACHER INCHARGE	LKG	UKG	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
SCHOLASTICS PROJECTS * (10) (GRADED)																	
6	1. Class Magazine	T1	Group work	CT	-	-	100	100	100	100	100	100	100	100	100	-	100(*15)
	3. School Exhibition	T2	Individual/ Group work	CT	60	60	60	60	60	60	60	60	60	60	60	-	60(*15)
	4. My Class Christmas Tree		work	CT	40	40	40	40	40	40	40	40	40	40	40	-	40(*17)

ABBREVIATIONS	
WT:	Written Test
OMR:	Optical Mark Recognition
OT:	Oral Test
PW:	Practical Work
CT:	Class Teacher
ST:	Subject Teacher
GW:	Group Work

Note - Figures in the boxes indicate total marks.

- * 1- Computer Sc. & Artificial Intelligence (Classes I-VIII) Theory Exam in PT1 & PT3 and Practical in PT2 & PT4.
- * 2 - Hindi will be assessed in PT1 and PT3 and Assamese shall be assessed in PT 2 and PT4 for classes UKG-VIII.
- * 3 - Applicable only in Term 1.
- * 4 - Writing (Skill test) for Classes LKG and UKG shall be English Handwriting test .
- * 5 - For Class X , Artificial Intelligence practical shall be conducted in Term 1 and after Pre-Board-1. The 2nd assessment marks is submitted to CBSE as the final Artificial Intelligence Practical marks.
- * 6 - General Knowledge for Class LKG is oral examination. For LKG & UKG, obtained mark shall be doubled before assigning grade.
- * 7 - Assessment of Listening and Speaking shall be applicable for English Core for classes XI & XII.
- * 8 - Class Library Activity shall be assessed through writing skills in English for classes I-VIII in Term 2.
- * 9 - For classes XI & XII, total marks obtained in the two G K Challenges shall be considered to assess General Studies. For IC-NEET and IC-JEE, it shall be conducted only once for 30 marks and doubled to assess under General Studies.
- * 10- Assessment of Listening and Speaking only shall be applicable for Assamese, English & Hind for classes IX & X.
- * 11- For classes I-IX marks obtained in Value Based Project shall be added with the Value Education (Theory) before assigning grade. LKG & UKG shall have only the value based project.
- * 12- For classes I-VIII , average of the two GK Challenges conducted in a Term shall be considered and shall be added to the GK (Theory) before assigning grade.
- * 13 - For classes IX-X , total marks obtained in the two G K Challenges shall be considered to assess General Knowledge.
- * 14- Class XI (IC-JEE/NEET) shall have ALS only for 10 mark each and no Project in both terms.
- * 15- Class XI(IC-JEE/NEET) shall not participate in any scholastic Projects / Practicals and viva except for Psychology & Biology/School Exhibition/Class Magazine.
- * 16 - Regular CCA shall not be applicable for Classes XI(IC-JEE/NEET). Some Regular CCA may not have both theory and practical. In such cases, assessment shall be conducted only for practical and marks shall be adjusted accordingly.
- * 17- Class XI(IC-JEE/NEET) shall participate in My Class Christmas Tree project but shall not be assessed under scholastic projects.
- * 18 - Mark shall be assigned for each project and aggregate grade shall be reflected in the report card.
- * 19- Only Yoga and Drill shall be assessed under HPE for classes LKG & UKG in both the terms and shall be doubled before assigning grade.
- * 20- IC-NEET and IC-JEE shall not have Chapter Presentation and Public Speaking.
- * 21- Class X shall not have CARES 4.
- * 22- Applicable to XI Humanities only. Additionally OMR-based monthly tests will be conducted for a total of 40 marks, with a duration of 1 hour.
- * 23- Applicable to class IX (Foundational course).OMR-based monthly tests will be conducted for a total of 100 marks, with a duration of 3 hour.
- * 24- The Desalite Olympiad question paper will consist of multiple-choice questions based on the subjects listed. Each question will carry one mark. The questions will be designed according to the class-appropriate NCERT curriculum and will primarily assess conceptual understanding across all subjects. For the General Knowledge section, the focus will be on current affairs and general awareness. Additionally, students from all classes will be required to attempt either Assamese or Hindi.
- * 25- Class IX & XI shall not have PT4. But CARES 4 shall be conducted for class IX.

GRADING SCALE FOR SCHOLASTIC AREAS (8 POINT GRADING SCALE)		Marks: Grade	Marks: Grade	Grade	Marks: Grade
		100-91: A1	90-81:A2	80-71: B1	70-61:B2
		60-51: C1	50-41:C2	40-33: D	32& below : Eligible for Improvement of Performance (EIOP)/FAIL(Class IX & XI)
NOTE: 9 POINT GRADING SCALE WILL BE FOLLOWED FOR CBSE BOARD EXAMINATION FOR CLASS X & XII					

GRADING SCALE FOR DISCIPLINE	GRADES
Green Card	A
Blue Card	B
Pink Card	C
Red Card	D
2 Red Cards or Absenteeism beyond 30 days	E

ADDITIONAL GRADING SCALE					
HEALTH AND PHYSICAL EDUCATION (CLASSES IX - XII)	100- 80: A	79-60: B	59-40: C	39-20: D	19-01: E
ART (CLASSES IX - X)	45- 60: A	30-44: B	20-29: C	10-19: D	01-09: E
SCHOLASTIC PROJECTS, HEALTH AND PHYSICAL EDUCATION (CLASSES LKG - VIII)	100-70: - A	69-40: B	39-1: C		
ART (CLASSES I- VIII), ART & CRAFT(LKG-UKG),VALUE EDUCATION & SCHOOL CINEMA (CLASSES LKG-IX), GENERAL STUDIES (CLASSES XI-XII), G.K (LKG-X) , REGULAR CLUB ACTIVITY (CLASSES III-IX & XI)	40- 60: A	20-39: B	19-1: C		
ACTIVITY, MUSIC AND RHYMES (CLASSES LKG-UKG), PUBLIC SPEAKING (CLASSES I -XII)	20- 11: A	10-05: B	04-01: C		

Note:

1. If a student does not attempt a graded subject or receives a score of zero, they will be awarded a score of "0." However, if a student is absent for a graded subject, no grade will be assigned, and "AB" (Absent) will be recorded in the report card.
2. A 9 point grading scale will be followed for the CBSE Board Examination for classes XI & XII.

12. ASSESSMENT RUBRICS

The Assessment Rubrics for the academic session (2025-26) may be subject to change based on changes in process requirement and new guidelines issued by the statutory and regulatory bodies.

Assessment rubrics are tools used by educators to evaluate and grade student work. They provide a structured way to assess assignments, projects, presentations, or any other tasks based on predefined criteria. Rubrics typically consist of a set of criteria or dimensions that define different levels of performance, ranging from excellent to inadequate.

Assessment rubrics offer several benefits, including promoting consistency and fairness in grading, providing clear expectations for students and helping students understand how their work will be evaluated.

Key components of assessment rubrics are-

1. **Category:** These are the specific aspects of the assignment that are to be evaluated.
2. **Levels of Performance:** It indicates the scale or level of achievement against which student work is assessed. These levels may be described using qualitative terms or numerical values.
3. **Descriptors:** Each level of performance is accompanied by descriptors that clarify what constitutes achievement at that level. Descriptors provide concrete examples of what a student's work might look like at each level of performance.
4. **Scoring:** Rubrics may include a point system or weighting for each criterion to assign a numerical score to student work. These scores can be tallied to calculate an overall mark or grade for the assignment.
5. **Feedback:** By referencing specific criteria and levels of performance, teachers can offer targeted feedback to help students understand their strengths and areas for improvement.

RUBRICS FOR MAINTENANCE OF NOTEBOOK/ CLASSWORK/HOMEWORK ASSESSMENT

Applicable for all subjects for Classes LKG-XII. To be assessed in Term1 & Term2 for LKG-IX & XI and only in Term 1 for X& XII.

RATING SCALE ON A SCALE OF 5: (17 – 20) points : 5 Marks ; (13 – 16) points : 4 Marks ; (9 – 12) points : 3 Marks ; (8 – 5) points: 2 Marks ; (4 – 1) points : 1 mark

CATEGORY	1-Needs Improvement	2-Satisfactory	3-Good	4-Excellent
Notebook Maintenance	Cover: Not maintained and lacks appeal. Content: Diagrams and pasting of pictures rarely neat.	Cover: Needs better maintenance and lacks appeal. Content: Diagrams and pasting of pictures can be better.	Cover: Well maintained, appearance is good. Content: Diagrams and pasting of pictures neat.	Cover: Well maintained, appearance is good. Content: Diagrams and pasting of pictures very neat.
Index Maintenance	Index: Not maintained by student and not signed by parents.	Index: Not regularly maintained by student and rarely signed by parents.	Index: Regularly maintained by student and sometimes signed by parents.	Index: Regularly maintained by student and regularly signed by parents.
Classwork Completion	Does not Complete work on time even after reminder.	Completes work after reminder.	Completes work sometimes.	Always completes work on time.
Homework Completion	Does not Complete work on time even after reminder.	Completes work after reminder.	Completes work sometimes.	Always completes work on time.
Handwriting	Alphabets: Formation of alphabets needs practice. Neatness: Lacking neatness, not-legible. Lines: Flow of handwriting not within the lines.	Alphabets: Formation of alphabets needs practice. Neatness: Mostly neat, legible Lines: Flow of handwriting not within the lines.	Alphabets: Formation of alphabets is good, Neatness: Neat, legible Lines: Good flow of handwriting but not within the lines.	Alphabets: Formation of alphabets is very good. Neatness: Neat, legible Lines: Good flow of handwriting within the lines.

Doc Code: SFS/ACA/D/016/1.0 RUBRICS FOR GRADING ART INTEGRATED PROJECT

(Applicable for classes LKG-X. To be assessed in Term 1)

RATING SCALE ON A SCALE OF 10: (1 – 2) points: 1 Marks ; (3– 4) points: 2 Marks ; (5– 6) points: 3 Marks ;(7– 8) points: 4 Marks ; (9– 10) points: 5 Marks ; (11 – 12) points: 6 Marks; (13 – 14) points: 7 Marks ;(15 – 16) points: 8 Marks ; (17 – 18) points: 9 Mark ; (19 – 20) points: 10 Marks

CATEGORY	1-Needs Improvement	2-Average	3-Good	4-Excellent
Engagement with the Topic-Content, Accuracy, Originality, Scope, Focus, Creativity	<ul style="list-style-type: none"> • Less than 80% of the facts and statements are accurate. • Facts and information are ambiguous and inadequate. 	<ul style="list-style-type: none"> • Adequate subject matter. • 80%-85% of the facts and statements are accurate. • Provides information but the content is not elaborate. 	<ul style="list-style-type: none"> • Focused subject matter nicely paired with chosen medium. • Provides sufficient information and establishes a clear purpose to engage the viewers. • 90%-95% of the facts and statements are accurate. 	<ul style="list-style-type: none"> • Creative and original content. • Focused subject matter. • Provides relevant information and establishes a clear purpose engaging the viewers immediately. • All facts are accurate and elaborately explained. • Shows complete understanding of the knowledge and concepts required to complete the task.
Language	<ul style="list-style-type: none"> • Many errors in spellings, grammar and sentence structure affect content and major revision is needed. • Does not incorporate any new vocabulary. 	<ul style="list-style-type: none"> • Spellings and grammar errors detract, but content is understandable • Uses very few new words but does not define words which are unfamiliar to the reader. 	<ul style="list-style-type: none"> • The text is clearly written but a few spelling and/or grammar errors are noticeable. • Uses few new words and defines words which are unfamiliar to the reader. 	<ul style="list-style-type: none"> • The text is clearly written with no errors to detract from content. No grammatical errors detected. • Uses several new words and defines words which are unfamiliar to the reader.

Representation of Data- Graphics/Pictures/ Models/ Artwork	<ul style="list-style-type: none"> Data not clearly displayed. Visuals/Models/Artwork is not used or they do not relate to topic if used and are inappropriately sized. No captions used or labeling done. 	<ul style="list-style-type: none"> Graphics/Pictures/ Models/ Artwork go well with the text, but there are too few and the project seems 'text-heavy' or too many, and distract from the topic. Captions and labeling used but sometimes inappropriately sized. 	<ul style="list-style-type: none"> Data is adequately represented in the form of Graphics/Pictures/ Models/ Artwork. Visuals/Models/Artwork relates to the topic, but are sometimes inappropriately sized (too small or large). Proper captions and labeling is done. 	<ul style="list-style-type: none"> Data is clearly represented in the form of many Graphics/Pictures/ Models/ Artwork and there is a good mix of text and graphics. Visuals/Models/Artwork relates to the topic and are large enough to see with proper captions and labeling.
Overall Presentation- Layout & Design, Format, Neatness and Handwriting	<ul style="list-style-type: none"> Data is neither clear nor neatly displayed. Project is done in a messy and careless manner. No attention is paid to details. Too many cross-outs and poor handwriting. 	<ul style="list-style-type: none"> The presentation is acceptably attractive in terms of design, layout and neatness and handwriting though it may be a bit untidy in some areas. 	<ul style="list-style-type: none"> The presentation is attractive in terms of design, layout and neatness and handwriting. 	<ul style="list-style-type: none"> The presentation is exceptionally attractive in terms of design, layout and neatness and handwriting.
Work requirements/ instructions	<ul style="list-style-type: none"> Many project requirements and instructions are not met. 	<ul style="list-style-type: none"> Some work requirements and instructions are not met. 	<ul style="list-style-type: none"> All work requirements and instructions are met. 	<ul style="list-style-type: none"> All work requirements and instructions are met and exceeded.

<p>Doc Code: SFS/ACA/D/014/1.0 RUBRIC FOR ASSESSMENT OF LISTENING SKILL (Applicable for Classes III-VIII in Term 1 & Term 2)</p>					
<p>RATING SCALE ON A SCALE OF 5: (1 – 4) points: 1 Marks ; (8 – 5) points: 2 Marks ; (9 – 12) points: 3 Marks ; (13– 16) points: 4 Marks ; (17– 20) points: 5 Marks</p>					
Category	1-Needs Improvement	2- Satisfactory	3- Good	4- Excellent	
Comprehension	Could not understand and follow instructions at all	Made some mistakes in understanding instructions and could follow.	Made only a few mistakes in understanding instructions and could follow.	Could understand instructions correctly and follow without trouble.	
Application	Unable to identify the main idea, general and specific information. Fails to infer implied information.	Still able to identify the main idea, general and specific information. Still shows ability to infer implied information.	Good at identifying the main idea, general and specific information. Shows some ability to infer implied information.	Excellent at identifying the main idea, general and specific information. Accurately infers implied information.	
Vocabulary	Many problems at recognizing vocabulary and expressions.	Some minor problems at recognizing vocabulary and expressions.	Almost no problem at recognizing vocabulary and expressions.	No problem at recognizing vocabulary and expressions.	
Involvement in Activity	Made significant mistakes in understanding others and could barely pursue the communicative activity.	Made some mistakes in understanding, but could pursue the communicate activity to the certain extent.	Made only a few mistakes in understanding and could pursue the communicative activity with no problem.	Could understand correctly and actively pursue the communicative activity.	
Ability to Focus	Was not able to concentrate on the listening task and was easily distracted and inattentive	Found it difficult to concentrate on the listening task, but was able to attend occasionally.	Was mostly attentive and usually able to listen with good concentration.	Was able to concentrate fully and listen very attentively throughout the assessment.	

Doc Code: SFS/ACA/D/014/1.0					
RUBRIC FOR ASSESSMENT OF SPEAKING SKILL					
(Applicable for Classes III-VIII in Term 1 & Term 2)					
RATING SCALE ON A SCALE OF 5 : (1 – 4) points: 1 Marks ; (8 – 5) points: 2 Marks ; (9– 12) points: 3 Marks ; (13– 16) points: 4 Marks ; (17– 20) points: 5 Marks					
Category	1-Needs Improvement	2- Satisfactory	3- Good	4- Excellent	
Interaction	Interactions are often unrelated to topic.	Develops interaction adequately, makes however minimal effort to initiate conversation.	Interaction is adequately initiated and developed.	Can initiate & logically develop simple conversation.	
Pronunciation	Insufficient accuracy in pronunciation; many grammatical errors and frequently unintelligible articulation.	Largely correct pronunciation & clear articulation except occasional errors.	Mostly correct pronunciation & clear articulation.	Can pronounce correctly & articulate clearly.	
Fluency & Coherence	Links only basic sentences; Topics partly developed; not always concluded logically.	Topics not fully developed to merit.	Topics mainly developed, but usually not logically concluded.	Develops topic fully & coherently.	
Vocabulary & Grammar	Uses very basic vocabulary to express view points and new ideas.	Sometimes uses complex forms and sentence structures; has limited vocabulary to describe/express new points.	Demonstrates ability to use complex forms and sentence structures most of the time; expresses with adequate vocabulary.	Frequently uses complex forms and sentence structures; has enough vocabulary to express himself/ herself.	
Content	Questions and answers don't have any relationship with the task.	The idea regarding the opinion of the student is not supported by additional information or explanation.	Some ideas that the student presents, regarding his/her opinion is supported by additional information or explanation.	Most of the ideas that the student presents, regarding his/her opinion is supported by additional information or explanation.	

Doc Code: SFS/ACA/D/014/1.0		RUBRIC FOR ASSESSMENT OF READING SKILL (Applicable for Classes I-VIII in Term 1 & Term 2)			
RATING SCALE ON A SCALE OF 5 : (1 – 4) points: 1 Marks ; (8 – 5) points: 2 Marks ; (9– 12) points: 3 Marks ; (13– 16) points: 4 Marks ; (17– 20) points: 5 Marks					
Category	1-Needs Improvement	2- Satisfactory	3- Good	4- Excellent	
Accuracy (Word recognition and pronunciation)	Stops to sound out, think about, or ask for help with half or more than half of the words.	Stops to sound out, think about, or ask for help with about 1/4 of the words.	Says most words correctly but stops to decode, think about, or ask for help with about 1 out of every 10 words.	Has no problem saying almost all the words in the passage correctly.	
Pace (Speed with which student reads words, phrases, and sentences)	Few or no changes based on meaning.	Pace is often too slow or too fast, but shows some changes related to meaning.	Pace changes, but is too fast or too slow in a few places.	Pace changes because of the punctuation and to show the meaning.	
Voicing (Adjusts volume and pitch of voice according to punctuation and meaning)	Reads at the same volume or pitch throughout almost the entire passage.	Changes volume and pitch to reflect meaning occasionally.	Changes voice to express meaning of sentences and punctuation throughout most of the passage.	Changes voice to express meaning of words, phrases, and sentences, and to indicate question marks, exclamation marks, and periods.	
Naturalness (Sounds natural, more like speaking than reading)	Hardly any phrases or sentences sound natural.	Sounds natural during some of the passage.	Mostly natural sounding, with a few exceptions, such as too little or too much drama.	Sounds natural in reflecting the ideas and feelings in the passage.	
Intonation (Variation in pitch of voice, accompanied by stress and rhythm to produce meaning)	Demonstrates little understanding of the passage and fails to use appropriate intonation patterns, pauses, and other indicators of comprehension.	Demonstrates an understanding of parts of the passage by occasionally using appropriate intonation patterns, pauses, and other indicators of comprehension.	Demonstrates a general understanding of the passage by using appropriate intonation patterns, pauses, and other indicators of comprehension.	Consistently demonstrates an understanding of the entire passage by using appropriate intonation patterns, pauses, and other indicators of comprehension.	

Doc Code: SFS/ACA/D/014/1.0		RUBRIC FOR ASSESSMENT OF WRITING SKILL (Applicable for Classes III-VIII in Term 1 & Term 2)		
Note- This rubric shall be used to assess PARAGRAPH WRITING in all the three languages (English, Assamese & Hindi) in TERM 1.				
RATING SCALE ON A SCALE OF 5 : (1 – 4) points: 1 Marks ; (8 – 5) points: 2 Marks ; (9– 12) points: 3 Marks ; (13– 16) points: 4 Marks ; (17– 20) points: 5 Marks				
Category	1-Needs Improvement	2- Satisfactory	3- Good	4- Excellent
Content	Does not show knowledge of subject, not substantiate.	Limited knowledge of subject, inadequate development of topic.	Mostly relevant to topic but lacks detail.	Relevant to assigned topic.
Organization	No organization.	Lacks logical sequencing and development.	Loosely organized but main ideas stand out.	Ideas clearly supported and logically sequenced.
Vocabulary	Little knowledge of English/Assamese/Hindi vocabulary, idiom, word form.	Frequent errors of word/idiom form, choice, usage.	Occasional errors of word/idiom form.	Effective word/idiom form, choice and usage.
Language use	Virtually no mastery of sentence construction rules.	Major problem in simple/complex construction.	Effective but simple construction.	Effective complex construction.
Mechanics	Dominated by errors of spelling, punctuation, capitalization, handwriting illegible.	Frequent errors of spelling, punctuation, capitalization, paragraphing poor handwriting.	Occasional errors of spelling, punctuation, capitalization but meaning not obscured.	Demonstrates mastery of convention, errors of spelling, punctuation, capitalization, paragraphing.

Doc Code: SFS/ACA/D/014/1.0		RUBRIC FOR ASSESSMENT OF LISTENING SKILL (Applicable for classes LKG to Class II)			
RATING SCALE ON A SCALE OF 5 :- (1 – 4) points: 1 Marks ; (8 – 5) points: 2 Marks ; (9– 12) points: 3 Marks ; (13– 16) points: 4 Marks ; (17– 20) points: 5 Marks					
Category	1-Needs improvement	2-Satisfactory	3-Good	4-Excellent	
Attention	Easily distracted; struggles to focus on instructions.	Occasionally distracted; needs reminders to stay focused.	Generally attentive; occasional reminders needed.	Consistently attentive; listens actively without distractions.	
Understanding	Limited comprehension of spoken information.	Partial understanding; seeks clarification.	Understands most spoken information; seeks clarification when needed.	Easily understands and processes spoken information.	
Responding Appropriately	Rarely responds appropriately to questions or instructions.	Responds with minimal appropriate comments or actions	Consistently responds appropriately to questions and instructions.	Offers thoughtful and detailed responses when appropriate.	
Overall listening skill	Developing foundational listening skills.	Making progress in developing listening skills.	Demonstrating good listening skills.	Excelling in advanced listening skills.	
Engagement	Appears disinterested or unengaged during listening activities.	Occasionally engaged; may require prompts to participate.	Generally engaged during listening activities.	Actively engaged; shows enthusiasm and interest.	

Doc Code: SFS/ACA/D/014/1.0

RUBRICS FOR WRITING SKILL
(Applicable for classes LKG-Class II)

RATING SCALE ON A SCALE OF 5 : (1 – 4) points: 1 Marks ; (8 – 5) points: 2 Marks ; (9– 12) points: 3 Marks ; (13– 16) points: 4 Marks ; (17– 20) points: 5 Marks

Category	1-Needs improvement	2-Average	3-Good	4-Excellent
Handwriting	Struggles to form letters; illegible.	Forms letters, but inconsistently and with errors.	Forms letters clearly and consistently.	Neat, well-formed letters with proper spacing.
Spelling	Many spelling errors; difficulty with basic words.	Some spelling errors, but attempts common words.	Few spelling errors; accurate with basic words.	Consistently accurate spelling; attempts more complex words.
Following Directions	Difficulty following simple, one-step directions.	Can follow one-step directions with some reminders.	Consistently follows one-step directions; attempts two-step directions.	Easily follows both one- and two-step directions.
Understanding	Limited comprehension of spoken information	Partial understanding; seeks clarification	Understands most spoken information; seeks clarification when needed.	Easily understands and processes spoken information
Overall presentation	Messy or disorganized; lacks attention to detail.	Adequate presentation with some neatness	Neat and organized presentation.	Exceptional presentation; attention to detail evident.

Doc Code: SFS/ACA/D/014/1.0 RUBRICS FOR ASSESSMENT OF CREATIVE WRITING NOTE- This rubric shall be used to assess CREATIVE WRITING in all the three languages (English, Assamese & Hindi) in TERM 2 for Classes III-VIII. RATING SCALE ON A SCALE OF 5: (1 – 4) points: 1 Marks ; (8 – 5) points: 2 Marks ; (9– 12) points: 3 Marks ; 13– 16) points: 4 Marks ; (17– 20) points: 5 Marks				
Category	1-Needs Improvement	2-Satisfactory	3-Good	4-Excellent
Content/Subject knowledge/ Computation/ Creativity • Main Theme • Supporting details	• Lack of central idea or development of central idea is minimal or consistent.	• Main idea is unclear in some areas and cluttered with irrelevant details.	• Clear and focused main content with appropriate explanation.	• Exceptionally clear, focused, engaging with relevant, strong supporting details.
Conventions • Spellings • Punctuations • Word choice/ Vocabulary • Grammar • Capitalization	• Numerous errors distract which makes the text difficult to read and understand.	• Limited control of conventions. • Frequent errors but it does not interfere with understanding of content.	• Strong control of conventions. • Errors are few and minor. • Broad range of word choice.	• Exceptionally strong control of standard conventions of writing. Precise, carefully chosen words.
Organization • Structure • Introduction • Conclusion	• Lack of coherence and structure. • No introduction and conclusion.	• Not fully organized. • Weak introduction and conclusion.	• Strong order and structure. • Inviting introduction and satisfying closure.	• Effectively organized in logical and creative manner with creative introduction and conclusions.
Sentence Fluency- Rhythm, Flow and Variety	• Difficult to follow or read aloud due to lack of proper rhythm and flow.	• Some awkward constructions. Lack of variety in length and structure. • Many similar patterns and beginnings.	• Easy flow and rhythm. • Good variety in length and structure.	• Effective variation in sentence pattern. • Easy flow and rhythm.
Neatness and Handwriting/ Adherence to writing instructions	• Handwriting is untidy and illegible. • Many errors in letter formation. • Important writing instructions are not followed.	• Handwriting is good but there is scope of betterment. • Occasional errors in letter formation. • Few of the writing instructions are not adhered to.	• Handwriting is considerably neat and legible; Letters are formed correctly except one or two. • Most of the writing instructions followed.	• Writing instructions followed. • Handwriting is exceptional and appropriate space between letters and words maintained.

Doc Code: SFS/ACA/D/015/1.1

RUBRIC FOR CHAPTER PRESENTATION

(To be assessed in T1 & T2 for classes I-IX & XI and in Term I only for Classes X & XII excluding IC-NEET & IC-JEE)

RATING SCALE ON A SCALE OF 5: (21 – 24) points: 5 Marks ; (16 – 20) points: 4 Marks ; (11 – 15) points: 3 Marks ;

(6 – 10) points: 2 Marks; (1 – 5) points: 1 Mark

CATEGORY	1-Needs Improvement	2-Satisfactory	3-Good	4-Excellent
Organization and Creativity	The information appears to be disorganized. No visual aid was used.	The information is organized, but not entirely sequential and clear. Visual aid was used to support the subject but was not creatively done.	Information is organized and sections are identified with a good amount of clarity and sequencing. Simple and clear visual aid was used.	The presentation was exceptionally well organized with each section in clear sequential order. Relevant visual aids were used to hold audience's interest.
Fluency of knowledge (Subject knowledge) /Preparedness/Accuracy	Does not have fluency of information and cannot answer questions about the subject. Does not clearly define subject and purpose. Gives insufficient support for ideas or conclusion.	Is uncomfortable with some information and is able to answer only rudimentary questions. Attempts to demonstrate subject knowledge with weak examples.	Is at ease with all questions but answers without elaboration. Some examples were shared accurately to support conclusions.	Points were clearly made and evidence/examples are used to support claims. Demonstrates full knowledge by answering all class questions accurately.
Language Usage (Grammar and Syntax)	Presenter used incorrect sentence structure/syntax that was inappropriate for the topic. Informal vocabulary, fillers or reductions were frequently used.	Presenter used correct sentence structure/syntax that was mostly appropriate for the topic. A few informal vocabulary, fillers or reductions were used.	Presenter used correct sentence structure/syntax that was appropriate in supporting the topic. No informal vocabulary, fillers or reductions were used.	Presenter used the best sentence structure/syntax that supported the topic. No informal vocabulary, fillers or reductions were used.
Time management	Too long or too short.	Exceeded few minutes beyond the time frame.	Exceeded a little beyond the time frame.	Within the allotted time frame.
Verbal skills (Pronunciation and Enunciation)	Inaudible or too loud; pace too fast or too slow; no expression; use a monotone; frequently mumbles and mispronounces several key words in the presentation.	Speaks clearly and distinctly but with some mumbling; mispronounces four or five key words; uneven pace; little expression	Clear articulation but not polished; speaks clearly and distinctly and mispronounces one or two key words.	Poised, clear articulation; proper volume; steady pace; speaks clearly and distinctly and does not mispronounce any keywords.
Non-Verbal Communication (Posture and eye-contact)	No eye contact with audience, entire report read from notes. No movement or descriptive gestures.	Little movement or descriptive gestures. Most of the speech was read from notes with occasional eye contact.	Consistent use of direct eye contact with audience returns to notes often. Made movements or gestures that enhanced articulation.	Holds attention of entire audience confidently with the use of direct eye contact, seldom looking at notes or slides. Movements seemed fluid and helped the audience visualize.

Doc Code: SFS/ACA/D/009/1.0 RUBRIC FOR ASSESSMENT OF AI PRACTICAL

Note:

1. This rubric shall be used for assessing AI Practical for classes IX (Term 1 and 2) and X (Term 1 & Pre Board) respectively.

Total marks: 30

CATEGORY (MARKS PER CATEGORY)	Needs Improvement	Satisfactory	Good	Excellent
Coding Accuracy (5 marks)	<ul style="list-style-type: none"> Student did not successfully complete the assigned activity. Struggles to write functional code, with frequent errors and little adherence to coding conventions. 	<ul style="list-style-type: none"> Student completed the assigned activity. Writes code that functions but lacks clarity and/or follows inconsistent coding conventions. 	<ul style="list-style-type: none"> Student completed the assigned activity. Writes functional code with occasional errors. 	<ul style="list-style-type: none"> Students successfully complete the assigned activity. Activity with no errors. Writes clean, efficient code adhering to the best practices.
Problem Solving (5 marks)	<ul style="list-style-type: none"> Struggles to identify and solve problems independently, often requiring extensive assistance. 	<ul style="list-style-type: none"> Needs assistance in problem-solving, frequently getting stuck or requiring significant guidance. 	<ul style="list-style-type: none"> Capable of solving most problems independently but may require occasional guidance or hints. 	<ul style="list-style-type: none"> Demonstrates strong problem-solving skills, effectively identifying and addressing issues in algorithms and implementations.
Scientific Accuracy (5 marks)	<ul style="list-style-type: none"> Shows some understanding of concepts, but with occasional inaccuracies or errors in application. Shows little to no attempt at integrating AI concepts into practical tasks. 	<ul style="list-style-type: none"> Shows some understanding of concepts, but with occasional inaccuracies or errors in application. Attempts to apply AI concepts but with limited success or understanding. 	<ul style="list-style-type: none"> Shows a solid grasp of most concepts, able to apply them accurately in practical exercises. Applies AI techniques appropriately in tasks, though with occasional oversights or limitations. 	<ul style="list-style-type: none"> Demonstrates deep understanding of computer science and AI concepts, applying them effectively in practical tasks. Integrates AI concepts effectively into practical tasks, showing ingenuity in AI application.

Lab Notebook Maintenance-Index and Cover (10 marks)	<ul style="list-style-type: none"> Recording of data, calculation/ result/conclusion are written, but not in the prescribed format. Images, graphic elements, diagrams, charts, drawings, outcomes etc., are missing. There are many spelling and grammatical errors noticed. 	<ul style="list-style-type: none"> Recording of data, calculation/ result/conclusion are written, but not in the prescribed format. Some of the images, graphic elements, diagrams, charts, drawings, outcomes etc., are missing and presentation is not neat. There are few spelling and grammatical errors noticed. 	<ul style="list-style-type: none"> Recording of data, calculation/ result/conclusion are written, in the prescribed format. All images, graphic elements, diagrams, charts, drawings, outcomes etc., are there but not presented neatly. No spelling and grammatical error have been found. 	<ul style="list-style-type: none"> Recording of data, calculation/result/conclusion are written in the prescribed format. All images, graphic elements, diagrams, charts, drawings, outcomes etc., are clear and pertinent. No spelling and grammatical errors have been found.
Presentation & Viva (5 marks)	<ul style="list-style-type: none"> Students are unable to successfully describe the parts of program or the expected outcome and objective. Does not reflect the in-depth knowledge of the topic. 	<ul style="list-style-type: none"> Students partially describe the parts of program or the expected outcome and objective. Does not reflect the in-depth knowledge of the topic and clarity was missing. 	<ul style="list-style-type: none"> Students successfully describe the parts of program but not the expected outcome and objective. Demonstrates the in-depth knowledge of the topic but not able to present it in order. 	<ul style="list-style-type: none"> Students successfully describe the parts of program or the expected outcome and objective. Demonstrates the in-depth knowledge of the topic with complete presentation.

Doc Code: SFS/ACA/D/028/1.0 RUBRIC FOR ASSESSMENT OF COMPUTER SC & AI PRACTICAL

Note:

1. This rubric shall be used for assessing Computer Science & AI Practical for classes 1 to 8.

CATEGORY	1 mark -Needs Improvement	2 mark -Satisfactory	3 mark -Good	4 mark -Excellent
Coding Accuracy	<ul style="list-style-type: none"> Student did not successfully complete the assigned activity. Struggles to write functional code, with frequent errors and little adherence to coding conventions. 	<ul style="list-style-type: none"> Student completed the assigned activity. Writes code that functions but lacks clarity and/or follows inconsistent coding conventions. 	<ul style="list-style-type: none"> Student completed the assigned activity. Writes functional code with occasional errors. 	<ul style="list-style-type: none"> Students successfully complete the assigned activity. Activity with no errors. Writes clean, efficient code adhering to the best practices.
Problem Solving	<ul style="list-style-type: none"> Struggles to identify and solve problems independently, often requiring extensive assistance. 	<ul style="list-style-type: none"> Needs assistance in problem-solving, frequently getting stuck or requiring significant guidance. 	<ul style="list-style-type: none"> Capable of solving most problems independently but may require occasional guidance or hints. 	<ul style="list-style-type: none"> Demonstrates strong problem-solving skills, effectively identifying and addressing issues in algorithms and implementations.
Scientific Accuracy	<ul style="list-style-type: none"> Shows some understanding of concepts, but with occasional inaccuracies or errors in application. Shows little to no attempt at integrating AI concepts into practical tasks. 	<ul style="list-style-type: none"> Shows some understanding of concepts, but with occasional inaccuracies or errors in application. Attempts to apply AI concepts but with limited success or understanding. 	<ul style="list-style-type: none"> Shows a solid grasp of most concepts, able to apply them accurately in practical exercises. Applies AI techniques appropriately in tasks, though with occasional oversights or limitations. 	<ul style="list-style-type: none"> Demonstrates deep understanding of computer science and AI concepts, applying them effectively in practical tasks. Integrates AI concepts effectively into practical tasks, showing ingenuity in AI application.

Lab Notebook Maintenance- Index and Cover /Timeliness	<ul style="list-style-type: none"> • Recording of data, calculation/ result/conclusion are written, but not in the prescribed format. • Images, graphic elements, diagrams, charts, drawings, outcomes etc., are missing. • There are many spelling and grammatical errors noticed. 	<ul style="list-style-type: none"> • Recording of data, calculation/ result/conclusion are written, but not in the prescribed format. • Some of the images, graphic elements, diagrams, charts, drawings, outcomes etc., are missing and presentation is not neat. • There are few spelling and grammatical errors noticed. 	<ul style="list-style-type: none"> • Recording of data, calculation/ result/conclusion are written, in the prescribed format. • All images, graphic elements, diagrams, charts, drawings, outcomes etc., are there but not presented neatly. • No spelling and grammatical error have been found. 	<ul style="list-style-type: none"> • Recording of data, calculation/result/conclusion are written in the prescribed format. • All images, graphic elements, diagrams, charts, drawings, outcomes etc., are clear and pertinent. • No spelling and grammatical errors have been found.
Presentation & Viva	<ul style="list-style-type: none"> • Students are unable to successfully describe the parts of program or the expected outcome and objective. • Does not reflect the in-depth knowledge of the topic. 	<ul style="list-style-type: none"> • Students partially describe the parts of program or the expected outcome and objective. • Does not reflect the in-depth knowledge of the topic and clarity was missing. 	<ul style="list-style-type: none"> • Students successfully describe the parts of program but not the expected outcome and objective. • Demonstrates the in-depth knowledge of the topic but not able to present it in order. 	<ul style="list-style-type: none"> • Students successfully describe the parts of program or the expected outcome and objective. • Demonstrates the in-depth knowledge of the topic with complete presentation.

(Applicable in Term I & 2 for classes IX and Term I for class X)

RATING SCALE ON A SCALE OF 5: Between 1 to 5 points: 1 Mark; Between 6 to 10 points: 2 Marks; Between 11 to 15 points: 3 Marks; Between 16 to 20 points: 4 Marks; Between 20 to 24 points: 5 Marks

CATEGORY	1-Needs Improvement	2-Satisfactory	3-Good	4-Excellent
Arrangement of the Experimental Setup, Handling of the Equipment/ Apparatus	<ul style="list-style-type: none"> ● Sets up experiments using right apparatus under the guidance of teacher, but there are errors found in the setup. ● Experiment/activity conveys very vague analysis of the problem. 	<ul style="list-style-type: none"> ● Sets up experiments using right apparatus but needs guidance from the teacher. ● Experiment/activity conveys incomplete analysis of the problem. 	<ul style="list-style-type: none"> ● Sets up experiments (using right apparatus), but needs guidance from the teacher. ● Experiment/activity conveys analysis of the problem. 	<ul style="list-style-type: none"> ● Sets up experiments carefully (using right apparatus) and properly based on the in-depth knowledge of the theory. ● Experiment/activity conveys a thorough analysis of the problem and has been conducted thoughtfully.
Procedure	<ul style="list-style-type: none"> ● Does not use appropriate technique to perform the experiment/activity. ● Does not follow the precautions to avoid errors in observation 	<ul style="list-style-type: none"> ● Tries to use appropriate technique to perform the experiment/activity, but fails to follow it accurately. ● Does not follow all the precautions to avoid errors in observation. 	<ul style="list-style-type: none"> ● Uses the appropriate technique to perform the experiment/activity. ● Does not follow all the precautions to avoid errors in observation. 	<ul style="list-style-type: none"> ● Uses the appropriate technique to perform the experiment/activity. ● Follows the precautions to avoid errors in observation.
Presentation	<ul style="list-style-type: none"> ● Aim, Materials required, Theory, Procedure (if needed), Recording of data, calculation/result/ conclusion are written, but not in the prescribed format. ● Precautions and possible sources of errors are not written. 	<ul style="list-style-type: none"> ● Aim, Materials required, Theory, Procedure (if needed), Recording of data, calculation/result/ conclusion are written, but not in the prescribed format. ● Precautions and possible sources of errors are not written. ● Does not reflect in- depth knowledge. 	<ul style="list-style-type: none"> ● Aim, Materials required, Theory, Procedure (if needed), Recording of data, calculation / result / conclusion. ● Precautions and possible sources of errors are written in the prescribed format. ● Demonstrates in-depth knowledge. 	<ul style="list-style-type: none"> ● Aim, Materials required, Theory, Procedure (if needed), Recording of data, calculation / result / conclusion. ● Precautions and possible sources of errors are written in the prescribed format. ● Demonstrates in-depth knowledge.

	<ul style="list-style-type: none"> Does not reflect in- depth knowledge and the presentation is not neat. Images, graphic elements, diagrams, charts, etc., are missing. There are many spelling and grammatical errors noticed. 	<ul style="list-style-type: none"> Some of the images, graphic elements, diagrams, charts, drawings, etc., are missing and presentation is not neat. There are few spelling and grammatical errors noticed. 	<ul style="list-style-type: none"> Demonstrates in- depth knowledge. All images, graphic elements, diagrams, charts, drawings, etc., are there but not presented neatly. No spelling and grammatical errors have been found. 	<ul style="list-style-type: none"> All images, graphic elements, diagrams, charts, drawings, etc., are clear and pertinent. No spelling and grammatical errors have been found.
Observation and Data Collection	<ul style="list-style-type: none"> Inadequate collection of data, not recorded accurately, and these have not been conveyed in an orderly manner to accurately reflect results. 	<ul style="list-style-type: none"> Data has been collected and recorded but not accurately done, and these have not been conveyed in an orderly manner to accurately reflect results. 	<ul style="list-style-type: none"> Data has been collected and recorded accurately, but not conveyed in an orderly manner to accurately reflect results. 	<ul style="list-style-type: none"> Data has been collected and recorded accurately, and conveyed in an orderly manner to accurately reflect results.
Calculation, Accuracy in Result and Conclusion	<ul style="list-style-type: none"> There is no mention about the relation of the findings with theoretical knowledge. Possible sources of error are not mentioned, if applicable. Has not mentioned what was learned from the experiment. There is no interpretation of data, observation and inferences. 	<ul style="list-style-type: none"> Tries to relate the findings with theoretical knowledge, however corrections are needed. Possible sources of error are not mentioned, if applicable. Has not mentioned what was learned from the experiment. There is interpretation of data and observation, but no inferences have been drawn. 	<ul style="list-style-type: none"> Relate the findings with theoretical knowledge. Possible sources of error are not detailed, if applicable. Has not mentioned what was learned from the experiment. Interprets data, observation and draws inferences completely with the theory. 	<ul style="list-style-type: none"> Relates the findings with theoretical knowledge. Possible sources of error are detailed, if applicable. Clearly expresses what was learned from the experiment. Interprets data, observation and draws inferences correctly.
Involvement and Collaboration	<ul style="list-style-type: none"> No precision and accuracy are noticed while performing the activity. Fails to follow instructions from the teacher. No collaboration and cooperation have been noticed with the group members (if the activity is performed in group). 	<ul style="list-style-type: none"> Less precision and accuracy is noticed while performing the activity. Fails to follow most of instructions from the teacher. Needs to be collaborative and cooperative with the group members (if the activity is performed in group). 	<ul style="list-style-type: none"> Works with precision and accuracy. Fails to follow all instructions from the teacher. Needs to be more collaborative and cooperative with the group members (if the activity is performed in group). 	<ul style="list-style-type: none"> Works with precision and accuracy. Follows instructions from the teacher. Collaborates and cooperates with the group members (if the activity is performed in group).

Doc Code: SFS/ACA/D/017/1.0 RUBRIC FOR ASSESSMENT OF MATHEMATICS LABORATORY ACTIVITY (Applicable in Term I & 2 for classes IX and Term I for class X)				
RATING SCALE ON A SCALE OF 5: Between 17-20 points: 5 Marks; Between 13-16 points : 4 Marks; Between 9-12 points :3 Marks; Between 8 –5 points:2 Marks; Between 1-4 points:1 Mark				
CATEGORY	1-Needs Improvement	2-Satisfactory	3-Good	4-Excellent
Lab ethics	<ul style="list-style-type: none"> • Sets up activity experiments using right materials under the guidance of teacher, but there are errors found in the setup. • Activity conveys very vague analysis of the problem. 	<ul style="list-style-type: none"> • Sets up activity using right materials but needs guidance from the teacher. • Activity conveys in complete analysis of the problem. 	<ul style="list-style-type: none"> • Sets up activity (using right apparatus), but needs guidance from the teacher. • Activity conveys analysis of the problem. 	<ul style="list-style-type: none"> • Sets up activity carefully (using right apparatus) and properly based on the in-depth knowledge of the theory. • Activity conveys a thorough analysis of the problem and has been conducted thoughtfully.
Performance of the Activity	<ul style="list-style-type: none"> • Does not use appropriate technique to perform the activity. • Does not follow the precautions to avoid errors in observation. 	<ul style="list-style-type: none"> • Tries to use appropriate technique to perform the activity, but fails to follow it accurately. • Does not follow all the precautions to avoid errors in observation. 	<ul style="list-style-type: none"> • Uses the appropriate technique to perform the activity. • Does not follow all the precautions to avoid errors in observation. 	<ul style="list-style-type: none"> • Uses the appropriate technique to perform the activity. • Follows the precautions to avoid errors in observation.
Calculation & Accuracy	<ul style="list-style-type: none"> • There is no mention about the relation of the findings with theoretical knowledge. • Possible sources of error are not mentioned, if applicable. • Has not mentioned what was learned from the activity. <p>There is no interpretation of data, observation and inferences.</p>	<ul style="list-style-type: none"> • Tries to relate the findings with theoretical knowledge, however corrections are needed. • Possible sources of error are not mentioned, if applicable. • Has not mentioned what was learned from the activity. <p>There is interpretation of data and observation, but no inferences have been drawn.</p>	<ul style="list-style-type: none"> • Relate the findings with theoretical knowledge. • Possible sources of error are not detailed, if applicable. • Has not mentioned what was learned from the activity. • Interprets data, observation and draws inferences, but it does not align completely with the theory. 	<ul style="list-style-type: none"> • Relates the findings with theoretical knowledge. • Possible sources of error are detailed, if applicable. • Clearly expresses what was learned from the activity. • Interprets data, observation and draws inferences correctly.

Presentation- Index and Cover	<ul style="list-style-type: none"> • Aim, Materials required, Theory, Procedure (if needed), Recording of data, calculation/result/conclusion are written, but not in the prescribed format. Precautions and possible sources of errors are not written. • Does not reflect in-depth knowledge and the presentation is not neat. • Images, graphic elements, diagrams, charts, drawings etc., are missing. • There are many spelling and grammatical errors noticed. 	<ul style="list-style-type: none"> • Aim, Materials required, Theory, Procedure (if needed), Recording of data, calculation/result/conclusion, Precautions and possible sources of errors are written, but not in the prescribed format. • Demonstrates in-depth knowledge. • All images, graphic elements, diagrams, charts, drawings, etc. are clear and pertinent. • No spelling and grammatical errors have been found. 	<ul style="list-style-type: none"> • Aim, Materials required Theory, Procedure (if needed), Recording of data; calculation/result/conclusion, Precautions and possible sources of errors are written in the prescribed format. • Demonstrates in-depth knowledge. • All images, graphic elements, diagrams, charts, drawings, etc. are clear and pertinent. • No spelling and grammatical errors have been found.
Neatness	<ul style="list-style-type: none"> • Less precision and accuracy is noticed while performing the activity. • Presentation and clarity is not shown with little appeal. 	<ul style="list-style-type: none"> • Works with precision and accuracy. • Presentation is acceptable but shows clarity of concept but lacks appeal. 	<ul style="list-style-type: none"> • Works with precision and accuracy. • Presentation is appropriate and distinctly appealing and shows clarity of concept.

Category	1-Needs Improvement (Between 1-2 marks)	2-Satisfactory (Between 3-5 marks)	3-Good (Between 6-7 marks)	4-Excellent (Between 8-10 marks)
Organization and Creativity (10 marks)	The artwork lacks creativity and is derivative or unoriginal.	The artwork has limited originality, with ideas that are not fully developed.	The artwork shows creativity, with some original elements or interesting ideas.	The artwork is highly creative and original. It presents a unique concept or perspective.
Composition (10 marks)	The composition is poorly arranged or chaotic, detracting from the overall work.	The composition feels unbalanced or the elements are not well-organized.	The composition is balanced, but there are minor issues with the arrangement of elements.	The composition is well-balanced, with an intentional arrangement of elements that enhances the artwork.
Technical Skill (10 marks)	The artwork demonstrates significant technical challenges or misuse of the medium.	The technical execution shows some difficulty or lack of skill in the medium.	The technical execution is strong, with few issues in technique or medium handling.	The technical execution is flawless, with mastery of the medium and techniques.
Use of Materials, Color & Value (10 marks)	Materials are not effectively used or do not support the artwork's goals. Poor or lack of understanding of color and value, disrupting the piece.	Materials are somewhat poorly chosen or inconsistently applied. Limited use of color and value, with noticeable inconsistencies.	Materials are used appropriately, with some thought put into their contribution to the work. Good use of color and value, though some areas could be improved.	Materials are used effectively and purposefully, contributing to the overall impact of the piece. Excellent use of color and value that enhances depth, mood, and composition.
Attention to Detail (10 marks)	Attention to detail is lacking, with several areas poorly executed.	Some areas lack detail or precision, affecting the overall quality.	Shows good attention to detail with only a few minor oversights.	Demonstrates careful attention to detail; all aspects are well-executed.
Expression/Emotion/Overall Impact (10 marks)	The artwork fails to convey any emotion or message effectively. The artwork lacks impact, leaving little to no emotional or intellectual response.	The artwork communicates some emotion or message, though it is unclear or weak. The artwork has limited impact, feeling somewhat disconnected or incomplete.	The artwork conveys emotion or a message but with moderate impact. The artwork is effective but does not leave a strong lasting impression.	The artwork evokes a strong emotional response or communicates a clear message. The artwork leaves a lasting impression; it is powerful and engaging.

RUBRIC FOR SCHOOL EXHIBITION GROUP PROJECT				
Doc Code: SFS/ACA/D/010/1.0	Category	Excellent (Between 8-10 marks)	Good (Between 6-7 marks)	Satisfactory (Between 3-5 marks)
	Engagement with the Topic-Content, Accuracy, Originality, Innovation and Creativity (10 marks)	<ul style="list-style-type: none"> • Creative and original content and provides relevant information. All facts are accurate and elaborately explained. 	<ul style="list-style-type: none"> • Project is creative and shows some innovation. Ideas are well-executed and sufficient information is provided. • 90%-95% of the facts and statements are accurate. 	<ul style="list-style-type: none"> • Project shows some creativity but lacks innovation. Ideas are present but not fully developed. • 80%-85% of the facts and statements are accurate.
	Representation of Data- Graphics/Pictures/ Models/ Artwork (10 marks)	<ul style="list-style-type: none"> • Data is clearly represented in the form of many Graphics/Pictures/ Models/ Artwork and there is a good mix of text and graphics. • Visuals/Models/Artwork relates to the topic and are large enough to see with proper captions and labeling. 	<ul style="list-style-type: none"> • Data is adequately represented in the form of Graphics/Pictures/ Models/ Artwork. • Visuals/Models/Artwork relates to the topic, but are sometimes inappropriately sized (too small or large). • Proper captions and labeling is done. 	<ul style="list-style-type: none"> • Data not clearly displayed. • Visuals/Models/Art work are not used or they do not relate to topic if used and are inappropriately sized. • No captions used or labeling done.
	Visual Appeal-Layout & Design, Neatness and handwriting and Language usage (10 marks)	<ul style="list-style-type: none"> • The presentation is exceptionally attractive in terms of design, layout and neatness and handwriting. • The text is clearly written with no errors to detract from content. No grammatical errors detected. 	<ul style="list-style-type: none"> • The presentation is attractive in terms of design, layout, neatness and handwriting. • The text is clearly written but a few spelling and/or grammar errors are noticeable. 	<ul style="list-style-type: none"> • Data is neither clear nor neatly displayed. • Project is done in a messy and careless manner. No attention is paid to details. • Too many cross-outs and poor handwriting. • Many errors in spellings, grammar and sentence structure affect content and major revision is needed.

Content Knowledge (10 marks)	<ul style="list-style-type: none"> • Demonstrates in-depth understanding of the topic. Information is accurate, detailed, and well-researched. 	<ul style="list-style-type: none"> • Shows good understanding of the topic. Most information is accurate and detailed. 	<ul style="list-style-type: none"> • Displays a basic understanding of the topic. Some information is accurate but lacks detail. 	<ul style="list-style-type: none"> • Limited understanding of the topic. Information is inaccurate or incomplete.
Presentation Skills (10 marks)	<ul style="list-style-type: none"> • Presenter speaks clearly, confidently, and engages the audience. Demonstrates thorough knowledge of the topic. 	<ul style="list-style-type: none"> • Presenter speaks clearly and confidently. Shows good knowledge of the topic. 	<ul style="list-style-type: none"> • Presenter speaks clearly but may lack confidence. Shows basic knowledge of the topic. 	<ul style="list-style-type: none"> • Presenter is unclear, lacks confidence, or does not engage the audience. Shows limited knowledge of the topic.
Collaboration and Teamwork (10 marks)	<ul style="list-style-type: none"> • Team works seamlessly together, with all members contributing equally. Collaboration enhances the project. 	<ul style="list-style-type: none"> • Team works well together, with most members contributing. Collaboration is evident. 	<ul style="list-style-type: none"> • Team works together but may have some issues with collaboration. Contribution is uneven. 	<ul style="list-style-type: none"> • Team does not work well together. Collaboration is minimal or absent, with one or few members contributing.

<p>Doc Code: SFS/ACA/D/030/1.0</p> <p>(Applicable for Classes I-IX&XI in Term 1 & Term 2 and Classes X & XII in Term 1 only)(excluding IC-NEET & IC-JEE)</p> <p>RUBRIC FOR ASSESSMENT OF PUBLIC SPEAKING</p> <p>RATING SCALE: (17-20) points: 20marks ; (13-16) points:16 marks ; (9-12) points: 12 Marks; (5-8) points : 8 marks ; (1-4) points: 4 mark</p> <p>GRADING SCALE: (20- 11 Marks):A; (10-05 Marks) : B; (04-01 Mark) : C</p>				
Category	4-Excellent	3-Good	2-Satisfactory	1-Needs Improvement
Organization and Sequence	The presentation is exceptionally organized with each section in clear sequential order.	Information is organized and sections are identified with a good amount of clarity and sequencing.	The information is organized, but not entirely sequential and clear.	The information appears to be disorganized.
Content/ Subject knowledge/ Accuracy	Points were clearly made and relevant examples are used to support claims. Demonstrates complete knowledge of the topic.	Some examples were shared accurately to supports conclusions. Demonstrates knowledge of the topic but not thoroughly.	Is uncomfortable with some information and attempts to demonstrate subject knowledge with weak examples.	Does not have fluency of information and gives insufficient support for ideas or conclusion.
Language Usage (Grammar and Syntax)	Presenter used the best sentence structure/syntax that supported the topic with no informal vocabulary, fillers or reductions.	Presenter used correct sentence structure/syntax that was appropriate in supporting the topic with no informal vocabulary, fillers or reductions.	Presenter used correct sentence structure/syntax that was mostly appropriate for the topic with few informal vocabulary, fillers or reductions.	Presenter used incorrect sentence structure/syntax that was inappropriate for the topic. Informal vocabulary, fillers or reductions were frequently used.
Verbal skills- Pronunciation and Enunciation	Poised, clear articulation; proper volume; steady pace; speaks clearly and distinctly and does not mispronounce any keywords.	Clear articulation but not polished; speaks clearly and distinctly and mispronounces one or two key words.	Speaks clearly and distinctly but with some mumbling; mispronounces four or five key words; uneven pace; little expression.	Inaudible or too loud; pace too fast or too slow; no expression; use a monotone; frequently mumbles and mispronounces several key words in the presentation.
Non-Verbal Communication- Posture and eye-contact	Holds attention of the audience confidently with the use of direct eye contact, seldom looking at notes or slides.	Consistent use of direct eye contact with audience returns to notes often. Made movements or gestures that enhanced articulation.	Little movement or descriptive gestures. Most of the speech was read from notes with occasional eye contact.	No eye contact with audience, entire report read from notes. No movement or descriptive gestures.

Doc Code: SFS/ACA/D/029/1.0		RUBRICS FOR ASSESSMENT OF VALUE BASED PROJECT (Applicable for Classes LKG to IX in Term 1 & 2)		
RATING SCALE ON A SCALE OF 30 (Classes I-IX): 1 to 4 points: 10 Marks; 5 to 8 points: 15 Marks ; 9 to 12 points: 20 Marks; 13 to 16 points: 25 Marks ; 17 to 20 points: 30 Marks				
RATING SCALE ON A SCALE OF 60 (Classes LKG-UKG): 1 to 5 points: 15 Marks; 6 to 10 points: 30 Marks ; 11 to 15 points: 45 Marks; 16 to 20 points: 60 Marks				
For Class I-IX, Value Education Project marks shall be added to the Value Education Theory marks and the below mentioned grade scale shall be followed.				
GRADING SCALE FOR VALUE EDUCATION: (40-60 Marks): A ; (20-39 Marks): B ; (19-1 Mark): C				
Category	1-Needs Improvement	2-Satisfactory	3-Good	4-Excellent
Accuracy, Originality & Creativity	<ul style="list-style-type: none"> • Little to no creativity or originality in the project. 	<ul style="list-style-type: none"> • Some creativity and originality in the project. 	<ul style="list-style-type: none"> • Good creativity and originality in the project. 	<ul style="list-style-type: none"> • Highly Creative and original approach to the project.
Captivating Language	<ul style="list-style-type: none"> • Many errors in spellings, grammar and sentence. • Structure affect content and major revision is needed. 	<ul style="list-style-type: none"> • Spellings and Grammar errors but content is understandable. 	<ul style="list-style-type: none"> • Few grammatical errors are noticeable. 	<ul style="list-style-type: none"> • No grammatical and spelling errors detected.
Engagement with the Theme- Understanding and Application of the Value	<ul style="list-style-type: none"> • Limited understanding of core values. • Values are poorly integrated into the project. • No captions used or labeling done. 	<ul style="list-style-type: none"> • Shows a basic understanding of core values. • Values are somewhat integrated into the project. • Captions and labeling used but sometimes in appropriately sized. 	<ul style="list-style-type: none"> • Shows a good understanding of core values. • Values are well integrated into the project. • Proper captions and labeling is done. 	<ul style="list-style-type: none"> • Demonstrates a deep understanding of core value of the project. • Values are seamlessly integrated into the project. • Proper captions and labeling is done.
Project Presentation- Layout & Design, Neatness	<ul style="list-style-type: none"> • The project is neither clear nor neatly displayed. • The project is done in messy and careless manner. • No attention is paid to details and in need of many corrections 	<ul style="list-style-type: none"> • The project is acceptably attractive in terms of design, lay out and neatness though it may be a little haphazard in some areas. 	<ul style="list-style-type: none"> • The project is attractive in terms of design, layout and neatness. 	<ul style="list-style-type: none"> • The project is exceptionally attractive in terms of design, layout and neatness.
Reflection and Personal Growth	<ul style="list-style-type: none"> • Limited reflection and personal growth. 	<ul style="list-style-type: none"> • Basic reflection showing some personal growth. 	<ul style="list-style-type: none"> • Reflects well and shows good personal growth. 	<ul style="list-style-type: none"> • Insightful reflection demonstrating significant personal growth.

<p>Doc Code: SFS/ACA/D/027/1.0 ASSESSMENT RUBRIC FOR CLASS MAGAZINE (Applicable for classes I-XII. To be assessed in Term I excluding IC-NEET & IC-JEE)</p>				
<p>RATING SCALE ON A SCALE OF 100: (1 – 2) points: 10 Marks; (3 – 4) points: 20 Marks; (5 – 6) points: 30 Marks; (7 – 8) points: 40 Marks; (9 – 10) points: 50 Marks; (11 – 12) points: 60 Marks; (13 – 14) points: 70 Marks; (15 – 16) points: 80 Marks; (17 – 18) points: 90 Marks; (19 – 20) points: 100 Marks</p>				
<p>GRADING SCALE: 100-70 Marks - A, 69-40 Marks - B, 39-1 Marks - C</p>				
Category	1-NeedsImprovement	2-Satisfactory	3-Good	4-Excellent
Engagement with the Topic-Content, Accuracy, Originality, Scope, Focus, Creativity	<ul style="list-style-type: none"> Less than 80% of the data is relevant. Information shared is ambiguous and inadequate. 	<ul style="list-style-type: none"> Adequate subject matter. 80%-85% of the articles are interesting Provides information but the content is not for the level. 	<ul style="list-style-type: none"> Provides sufficient information and establishes a clear purpose to engage the readers. 90%-95% of the facts and statements are accurate. 	<ul style="list-style-type: none"> Creative and original content. Establishes a clear purpose engaging the readers immediately. Information is much higher than the level.
Language	<ul style="list-style-type: none"> Many errors in spellings, grammar and sentence structure affect content and major revision is needed. Does not incorporate any new vocabulary. 	<ul style="list-style-type: none"> Spellings and grammar errors detected, but content is understandable. Uses very few new words but does not define words which are unfamiliar to the reader. 	<ul style="list-style-type: none"> The text is clearly written. Few spelling and/or grammar errors are noticeable. Uses few new words and defines new words which are unfamiliar to the reader. 	<ul style="list-style-type: none"> The text is clearly written with no errors to detract from the content. No grammatical errors detected. Uses several new words and defines words which are unfamiliar to the reader.
Representation of Data- Graphics/ Pictures/ Artwork	<ul style="list-style-type: none"> Data not clearly displayed. Artwork is not used or inappropriately sized. No captions used or labelling done. 	<ul style="list-style-type: none"> Graphics/Pictures/Models/Artwork go well with the text, but there are too few. Artwork in the project seems 'text-heavy' or too many, and distract from the topic. Captions and labeling used but sometimes inappropriately sized. 	<ul style="list-style-type: none"> Content is adequately represented in the form of Graphics/Pictures. Artwork relates to the topic, but are sometimes inappropriately sized (too small or large). Proper captions and labelling is done. 	<ul style="list-style-type: none"> Content is clearly represented in the form of many Graphics/Pictures/Models/Artworks and there is a good mix of text and graphics. Visuals/Models/Artworks relates to the topic are large enough to see with proper captions and labelling.
Overall Compilation Presentation- Layout& Design, Format, Neatness and Handwriting	<ul style="list-style-type: none"> Data is neither clear nor neatly displayed. Project is done in a messy and careless manner. No attention is paid to details. Too many corrections and poor handwriting. 	<ul style="list-style-type: none"> The presentation is acceptably attractive in terms of design, layout and neatness but handwriting is a bit untidy in some areas. 	<ul style="list-style-type: none"> The presentation is attractive in terms of design, layout and neatness and handwriting. 	<ul style="list-style-type: none"> The presentation is exceptionally attractive in terms of design, layout and neatness and handwriting.
Collaborative Work requirements	<ul style="list-style-type: none"> Many project requirements and instructions are not met. 	<ul style="list-style-type: none"> Some work requirements and instructions are not met. 	<ul style="list-style-type: none"> All work requirements and instructions are met. 	<ul style="list-style-type: none"> All work requirements and instructions are met and exceeded beyond the expectation.

<p>Doc Code: SFS/ACA/D/031/1.0</p> <p style="text-align: center;">RUBRIC FOR ASSESSMENT OF ART (Applicable for classes LKG-UKG in PTs and Term exams) (Applicable for classes I-IX in Term 1& Term 2) (Applicable for class X in Term 1 only)</p>	
Total Marks = 60 (Classes LKG-X)	
Grading Scale for classes LKG-VIII : (40-60) marks: A; (20- 39) marks: B; (1-19) marks: C	
Grading Scale for IX & X: (45-60) marks: A; (30- 44) marks: B; (20-29) marks: C, (10-19) marks: D ; (1-9) marks: E	
Categories (Every Question carries 30 marks.10 mark per category)	Descriptive Indicators
Creativity & Originality	<ul style="list-style-type: none"> • Demonstration of creative and originality. • Reflection of unique ideas and spontaneity in the artwork.
Skill & Composition	<ul style="list-style-type: none"> • Mastery of various techniques with precision. • Sense of thoughtful and effective composition and colour.
Presentation & Visual Impact	<ul style="list-style-type: none"> • Presentation of the art with attention to detail. • Adequacy of Visual appeal.

RUBRIC FOR ASSESSMENT OF 'MY CLASS CHRISTMAS TREE'

Note: This project shall be assessed in Term 2 as a part of Scholastic Project for Classes LKG-IX & XI excluding IC-JEE & IC-NEET.

Category	Marks
Best use of waste	10 marks
Collaboration and Team work	10 marks
Creativity & Aesthetic sense	10 marks
Interdisciplinary approach	10 marks
Total	40

Doc Code: SFS/ACA/D/024/1.0

RUBRICS FOR MUSIC & RHYMES

(Applicable for classes LKG-UKG in PTs and Term exams)

RATING SCALE: (16-20) points: 20 marks ; (11-15) points: 16 marks ; (5-10) points: 12 Marks ; (9-5) points: 8 marks ; (1-4) points: 4 marks

GRADING SCALE: (20-11 Marks): A ; (10-5 Marks): B ; (4-1 Mark): C

Category	1-Needs improvement	2-Satisfactory	3-Good	4-Excellent
Recall	Recites the rhyme with help of teacher.	Recites the rhyme but needs frequent help.	Recites the rhyme but needs occasional help.	Recites the rhyme with continuity without help.
Voicing	Limited voice modulation	Exhibits little voice modulation.	Exhibits some voice modulation.	Exhibits distinct voice modulation.
Stress & intonation	Rarely stresses on words and change of tone.	Lays some stress on words and brings some change of tone.	Lays stress on words and brings about change of tone.	Lays stress on words and brings out clearly the intonation.
Pronunciation	Sounds are not clear and distinct.	Sounds are mostly clear and distinct.	Pronounces more or less clearly and distinctly.	Pronounces clearly and distinctly.
Non-verbal skills	Develops some eye contact with the teacher. Does not demonstrate a correct posture and lacks expression.	Develops good eye contact with the teacher. Demonstrates a correct posture but lacks expression.	Develops a good eye contact with the teacher. Demonstrates a correct posture and some expression.	Develops good eye contact with teacher. Demonstrates a correct posture and good expression.

Games, Drill & Yoga shall be broadly assessed on the following criteria and marks shall be given accordingly.

1. Participation in the game/sports/activity.
2. Basic knowledge and understanding of the sports/activity.
3. Development or enhancement of skill of sports/activity.
4. Motivation to excel.
5. Team spirit.
6. Improvement in performance.
7. Sensitivity towards-
 - a) Organizational skills for game/sport/activity.
 - b) Leadership qualities.
8. Development/enhancement of -
 - a) CWSN (Children with special needs/ inclusion in team.
 - b) Sensitivity towards gender in team.

DISTRIBUTION OF MARKS FOR INTERNAL ASSESSMENT OF HEALTH & PHYSICAL EDUCATION (Applicable for classes I-VIII) (Only Games shall be applicable for LKG-UKG) (3-point grading scale)		
STRANDS OF HPE	TOTAL MARKS PER STRAND	GRADING SCALE FOR EACH STRAND
GAMES	50	41-50 marks: A 26-40 marks: B Up to 25 marks: C
DRILL & YOGA	25	21-25 marks: A 13-20 marks: B Up to 12 marks: C
SEWA	25	21-25 marks: A 13-20 marks: B Up to 12 marks: C
TOTAL	100	

DISTRIBUTION OF MARKS FOR INTERNAL ASSESSMENT OF HEALTH & PHYSICAL EDUCATION (Applicable for classes IX-XII) (5-point grading scale)		
STRANDS OF HPE	TOTAL MARKS PER STRAND	GRADING SCALE FOR EACH STRAND
GAMES	50	41- 50 marks: A 26 - 40 marks: B 15- 25 marks: C 05- 14 marks: D 01- 04 marks: E
DRILL & YOGA	25	21-25 marks: A 13-20 marks: B 09- 12 marks: C 05-08 marks: D 01-04 marks: E
SEWA	25	21-25 marks: A 13-20 marks: B 09- 12 marks: C 05-08 marks: D 01-04 marks: E
TOTAL	100	

1. The Class Teacher/ SEWA teacher shall create this format as a Google Sheet and share with the HPE teacher for TERM 1 and TERM 2.
2. The HPE teacher shall record the marks obtained by individual teachers for Yoga& Drill and Games.
3. The SEWA/Class Teacher shall enter the marks obtained for SEWA.
4. The SEWA/Class Teacher shall enter total the marks and convert into Grades following the Grading Scale given below.
5. After verification by concerned Class Coordinator, the SEWA/Class Teacher shall enter the Grade in Desalite Connect.
6. For LKG& UKG, only Games shall be assessed out of 50 marks. The obtained marks shall be doubled before converting into Grades.
7. GRADING SCALE FOR HPE:
CLASSES LKG - VIII: 100-70: A, 69-40: B , 39-1: C
CLASSES IX - XII: 100- 80: A , 79-60 : B , 59-40 : C, 39-20 : D , 19-01 : E

(To be assessed in both Term 1 & Term 2 for classes I-IX and only in Term 1 for class X)

Marks per Category (5 marks)	Needs Improvement (1 mark)	Average (3 marks)	Good (4 marks)	Excellent (5 marks)
Engagement with the Topic-Accuracy, Originality, Creativity and relevance to the topic	<ul style="list-style-type: none"> • Less than 80% of the facts and statements are accurate. • Facts and information are ambiguous and inadequate. • Components lack relevance to the main topic. 	<ul style="list-style-type: none"> • 80%-85% of the facts and statements are accurate. • Provides information but the content is not elaborate. • Some components are relevant, but others may not contribute significantly. 	<ul style="list-style-type: none"> • Focused subject matter nicely paired with chosen medium. • Most components are relevant, enhancing the overall understanding. • 90%-95% of the facts and statements are accurate. 	<ul style="list-style-type: none"> • Creative and original content. • Focused subject matter. • Provides relevant information and establishes a clear purpose engaging the viewers immediately. • All facts are accurate and elaborately explained. • All components are highly relevant to the main topic, contributing to a comprehensive understanding.
Initiative taken, Team work and communication within the Team	<ul style="list-style-type: none"> • Lacks initiative and leadership in contributing to the cause. • Limited collaboration, with minimal contribution from team members. • Poor communication, hindering the team's progress. 	<ul style="list-style-type: none"> • Contributes, but leadership and initiative are minimal. • Some teamwork, but certain members contribute minimally. • Communication is somewhat unclear or infrequent. 	<ul style="list-style-type: none"> • Shows initiative in contributing to the cause and may take on leadership roles. • Good teamwork, with most members actively participating. • Good communication, with occasional lapses in clarity. 	<ul style="list-style-type: none"> • Takes proactive initiative and demonstrates strong leadership in advancing the cause. • Exceptional collaboration, with each team member contributing effectively. • Excellent communication, with effective sharing of ideas and information.

Involvement towards the cause & Self-assessment.	<ul style="list-style-type: none"> • Lacks passion and does not show genuine interest in the cause. • No visible alignment with the learning objective of the work education program. • Fails to provide creative solutions, relying on conventional approaches. • Shows minimal self-reflection, missing opportunities for personal growth. 	<ul style="list-style-type: none"> • Displays some level of interest, but enthusiasm is limited. • Moderate alignment with the learning objectives of the work education program. • Presents some creative ideas, but overall innovation is limited. • Engages in basic self-reflection but lacks depth and insight. 	<ul style="list-style-type: none"> • Shows genuine passion and enthusiasm for the cause. • Aligns considerably with the overall learning objectives of the work education program. • Offers creative solutions to challenges, contributing to project success. • Reflects on personal experiences and growth, highlighting key insights. 	<ul style="list-style-type: none"> • Demonstrates exceptional passion, enthusiasm, and a deep personal connection to the cause. • Perfectly aligns with the overall learning objectives of the work education program. • Develops creative and innovative solutions to address challenges related to the cause. • Engages in insightful self-reflection, demonstrating a deep understanding of personal growth.
Overall Presentation- Layout & Design, Format, Neatness, Language and Handwriting	<ul style="list-style-type: none"> • Data is neither clear nor neatly displayed. • Project is done in a messy and careless manner. • Many errors in spellings, grammar and sentence structure affect content and major revision is needed. • Too many cross-outs and poor handwriting. 	<ul style="list-style-type: none"> • The presentation is acceptably attractive in terms of design, layout and neatness and handwriting though it may be a bit untidy in some areas. • Spellings and grammar errors detract, but content is understandable. 	<ul style="list-style-type: none"> • The presentation is attractive in terms of design, layout and neatness and handwriting. • The text is clearly written but a few spelling and/or grammar errors are noticeable. 	<ul style="list-style-type: none"> • The presentation is exceptionally attractive in terms of design, layout and neatness and handwriting. • The text is clearly written with no errors to detract from content. No grammatical errors detected.
Work requirements/ instructions and Time Management	<ul style="list-style-type: none"> • Many project requirements and instructions are not met. • Significant deviations from the assigned time limit. 	<ul style="list-style-type: none"> • Some work requirements and instructions are not met. • Exceeds or falls short of the time limit by a noticeable margin. 	<ul style="list-style-type: none"> • All work requirements and instructions are met. • Stays within the time limit, with minimal deviations. 	<ul style="list-style-type: none"> • All work requirements and instructions are met and exceeded. • Presentation is well-timed, utilizing the allotted time effectively.

13. LIST OF ADDITIONAL EXAMINATIONS FOR CLASSES VI-XII

SL. NO	NAME OF EXAM	ELIGIBILITY	CONDUCTED BY	TENTATIVE DATE	SUBJECTS TESTED
1.	International Junior Science Olympiad (IJSO)	Age-15 and below	http://olympiads.hbse.tifr.res.in/	Dec	Physics, Biology, and Chemistry
2.	National Talent Search Examination (NTSE)	Class X appearing	National-level scholarship exam for class 10 students, conducted by NCERT	Nov	Class X (All subjects)
3.	Assam Academy of Mathematics (AAM)	Class VI-XII	Assam Mathematics Olympiad	Nov	Mathematics
4.	Vidyarthi Vigyan Manthan A Digital Based and Largest Science Talent Search Examination for - Emerging India	Classes VI-VIII & IX-XI	VVM is an initiative of Vijnana Bharati (VIBHA), in collaboration NCERT, an institution under the Ministry of Education, Government of India and National Council of Science Museums (NCSM), an autonomous organisation under the Ministry of Culture, Government of India. (vvm.org)	Oct	VI-VIII IX-XI (Science)
5.	NDA & Naval Academy	Classes X, XI, and XII	Union Public Service Commission (UPSC)	Dec & April	Classes 10, 11, and 12 Mathematics & General Ability Test
6.	Indian Space Research Organisation (ISRO)	Classes VI-XII	ISRO organises a special programme for School Children (VI-XII) called "Young Scientist Programme" "YUva Vigyani Karyakram", YUVIKA, https://jigyasa.iirs.gov.in/yuvika	June	To impart basic knowledge on Space Technology, Space Science and Space Applications to the younger students in emerging trends in space science and technology.
7.	Homi Bhabha Centre for Science Education (HBCSE)	Class XII or equivalent	National Standard Examination (NSE) Indian Association of Physics Teachers (AIPT) 5 stages & Mathematics Olympiad http://www.mtai.org.in/prmo	Nov	Physics, Chemistry, Biology, Maths, Astronomy

SL. NO	NAME OF EXAM	ELIGIBILITY	CONDUCTED BY	TENTATIVE DATE	SUBJECTS TESTED
14.	NID DAT (National Institute of Design Design Aptitude Test)	Class XII or equivalent	NID	Oct/Nov	Design Outline for Beginners; Colour Terminology; Mood, Theme & Colour Inter-relationship, Inspiration & Design Development, Design Theory. Elements & Principles of Design. Natural & Geometrical Form. Innovation in Design.
15.	UCEED (Undergraduate Common Entrance Examination for Design)	Class XII or equivalent (any stream)	IIT Bombay	Jan	Language and creativity, Visualization and spatial ability, Observation and design sensitivity, Environmental and social awareness, Analytical and logical reasoning, Design thinking and problem solving and Drawing
16.	SEED (Symbiosis Entrance Exam for Design)	Class XII or equivalent (any stream)	Symbiosis Institute of Design, Pune	Jan/Feb	Colour, geometry, visual observations, general design awareness, creative thinking abilities, and awareness of Indian culture, craft, traditions, etc.
17.	NCHM JEE (National Council for Hotel Management Joint Entrance Examination)	Class XII or equivalent	NTA	April	English Language, Reasoning and Logical Deduction, General Knowledge & Current Affairs, Aptitude for Service Sector
18.	NIFTEE (National Institute of Fashion Technology Entrance Examination)	Class XII or equivalent	NTA	Feb	General Ability Test (GAT) and a Creative Ability Test (CAT)
19.	AIEED (All India Entrance Examination for Design)	Class XII or equivalent;	ARCH College of Design & Business	Mar	Reasoning Psychological Analysis, Lateral Thinking, General Awareness, Visual Ability, Skill Setting, Awareness of Design, Comprehension

SL. NO	NAME OF EXAM	ELIGIBILITY	CONDUCTED BY	TENTATIVE DATE	SUBJECTS TESTED
20.	IMU CET (Indian Maritime University Common Entrance Test))	Class XII or equivalent	Indian Maritime University	June	XI & XII Physics, Chemistry, Math.
21.	AILET (All India Law Entrance Test)	Class XII or equivalent	National Law University, Delhi	Dec	Logical Reasoning, English Language and the Current Affairs & GK
22.	CA Foundation (Chartered Accountancy Foundation)	Class XII or equivalent	Institute of Chartered Accountants of India (ICAI)	May/June Sept Jan	Fundamental of Accounting, General Economics, Business Laws, and Quantitative Aptitude
23.	CSEET (Company Secretary Executive Entrance Test)	Class XII or equivalent	Institute of Company Secretaries of India (ICSI)	June	Accounting, Mercantile Law, General Economics and Quantitative Aptitude.
24.	IPMAT (Integrated Program in Management Aptitude Test)	Class XII or equivalent	IIM, Indore	May	Quantitative, Logical Reasoning and Verbal Ability
25.	NMIMS-NPAT (National Test for Programs After Twelfth)	Class XII or equivalent	SVKM's Narsee Monjee Institute of Management Studies (NMIMS)	Jan- May	Proficiency in the English Language, Quantitative and Numerical Ability, Reasoning and General Intelligence
26.	JIPMAT (Joint Integrated Programme in Management Admission Test)	Class XII or equivalent	NTA	May	Quantitative Aptitude, Data Interpretation and Logical Reasoning.
27.	LSAT-India (Law School Admission Test)	Class XII or equivalent	Pearson VUE on behalf of the Law School Admission Council (LSAC) of the United States of America	Jan	Analytical Reasoning, Logical Reasoning and Reading Comprehension

14. MODULES FOR STUDENTS TRAINING							SESSION (2025-26)		
S.N	VI	VII	VIII	IX	X	XI	XII		
	Some Rules About Rules	Some Rules About Rules	Some Rules About Rules	Some Rules About Rules	Some Rules About Rules	Some Rules About Rules	Some Rules About Rules		
1	Some Rules About Rules	Some Rules About Rules	Some Rules About Rules	Some Rules About Rules	Some Rules About Rules	Some Rules About Rules	Some Rules About Rules		
2	Celebrating Diversity: Embracing the Tapestry of Learning	The Power of Empathy: Creating Inclusive Educational Spaces	Unlocking your Potential: Discovering your Learning Style	Quest for the Best: The Art of Self Governance	Strength in Silence: Practicing Mindfulness and Meditation	From Comparison to Celebration: Managing Self Development	Prioritizing Well-Being: Cultivating a Healthy and Balanced Life		
3	Decoding Wellness: The Path to Personal Growth	Stimulating the Mind: Practices to Improve Memory and Concentration	The Adventure of Learning: Cultivating Curiosity and a Growth Mindset	Integrity Imperative: Upholding Honesty and Responsibility	Victory in Defeat: Embracing Mistakes as Learning Opportunities.	The Ethics Equation: Identity & Emotional Intelligence	Unleashing the Inner Strength: Building Confidence and Self Esteem		
4	The Art of Effective Communication: Amplifying Your Voice	The Art of Asking Questions: Embracing Curiosity and Critical Thinking	Thrive Together: The Power of Teamwork	From Reader to Researcher: Developing Research and Information Literacy	The Power of Connection: Leading & Inspiring Others	Adapting to Eustress: Transforming Stress to Productive Energy	Taking Action for Results: Overcoming Procrastination		
5	Braving the Unknown: Stepping Outside the Comfort Zone	Fuelling your Focus: Overcoming Distractions and Maintaining Attention	Finding your Passion: Pursuing your Dreams with Purpose	Nurturing Gratitude: Creating a Caring and Cooperative Environment	Harnessing Discipline: Techniques for Success	Appreciating Diversity: The Strength in Our Differences	Warrior not Worrier: Mapping Your Path to Achievement		
6	World Changers: Young People Making a Difference	Embracing your Uniqueness: Celebrating Individuality and Diversity	Embracing Resilience: Overcoming Adversity	Unveiling Potential: A Journey to Self-Discovery	From Chaos to Clarity: Mastering Time Management	Breakthrough Moments: Turning Failures into Success	Building your Dream Team: The Power of Positive Relationships		
7	Navigating through Challenges: Turning Trials into Triumphs	The Importance of Kindness: Spreading Compassion and Goodwill	Setting Goals for Success: Creating a Vision for your Future	Building Healthy Habits: Taking Care of Physical and Mental Well Being	Finding your Balance: Displaying Emotional Intelligence	The Ripple Effect: Leaving your Positive Mark in the World	From Stumbles to Strength: Building Resilience		
8	Strengthening Self-Discipline: Achieving Long-Term Goals	The Impact of Habits: Cultivating Routines for Success	Making a Difference: Finding Meaning and Purpose through Service	Finding your Voice: Building Confidence and Communication Skills	Conquering Academics: Mastering Effective Study Habits	Strength in Diversity: Embracing Differences and Fostering Empathy	The Art of Communication: Inspiring Action with Clarity and Purpose		
9	Valuing Time: Utilising Leisure Positively	Environmental Warriors: Role in Fighting Climate Change.	Acting Responsibly: Taking Action for a Sustainable Future.	Importance of Time Management: Balancing Academics and Extra Curriculars	Bouncing Back: Building Resilience and Perseverance	Cultivating a Growth Mindset: Embracing Challenges and Feedback	The Power of Feedback: Fostering Growth through Constructive Criticism		
10	Enriching Lives: Practising Service and Generosity	Friends Forever: The Value of Companionship in School.	Impactful Choices: Decision-Making in Adolescence.	From Textbooks to Teamwork: The Power of Collaboration	The Power of Self Confidence: Believing in your Abilities	Mindfulness: Unravelling the Potential	Beyond the Textbook: Learning Life Skills for a Changing World		
11	Bucket of Kindness: Compassion and Interpersonal skills	Your Body Belongs to You: Self-Awareness, Communication and Assertive Skills	Strategies for Managing Emotions: Controlling Anger and Responding Calmly	Discussing Feeling: Creating a Safe Space for Emotional Openness and Support	Managing Challenging Emotions: Strategies for Building Resilience and Finding Balance	I Love Myself: Embracing Self-Worth and Cultivating Inner Confidence	Decision Making in the Face of Peer Pressure: Empowering Yourself to Make Confident and Healthy Choices		
12	Empathy: Walking in Someone Else's Shoes	Gender Roles and Discrimination: Understanding the Impact on Society and Individuals	I Feel, I Empathize: Understanding and Connecting with Others' Emotions	Mindfulness: Unlocking Inner Peace through Conscious Awareness	Signs and Symptoms of Substance Misuse: Recognizing the Early Warning Signs and Effects on Health	SWOT: Identifying Strength	Understanding Other's Emotions: Enhancing Empathy and Building Stronger Connections		

S.N	VI	VII	VIII	IX	X	XI	XII
13	Say No Bullying: Choose Kindness Over Cruelty	Value Based Decision Making :Active Citizenship Project: My Pledge for a Better Society	Real Life Value Dilemmas: Navigating Complex Choices and Ethical Decisions	Active Citizenship Project: Developing Sensitivity towards Disability	Dealing with Negative Peer Pressure: Building Confidence and Making Empowered Choices	My Core Strength: Discovering and Harnessing the Power Within to Overcome Challenges	Dealing with Unhealthy Relationships: Recognizing Red Flags and Cultivating Emotional Well-being
14	Empower Yourself: Seeking Help to Keep Safe	Violence Within Schools and Its Effects : Addressing the Long-Term Impact on Students' Well-being and Learning	My Values, My Behaviour, My Decision: Shaping Choices Through Personal Beliefs and Integrity	Violence in School and Its Effects: Understanding the Impact on Students' Mental Health and Learning	Real and Reel Life: Understanding the Difference Between Fiction and Reality in Today's World	Understanding Mental Health: Promoting Awareness, Well-being, and Compassionate Support	My Virtual Life: Balancing Screen Time and Real-World Connections
15	Growing Up: Physical Changes during Adolescence	Violence, Injury and Seeking Help: Navigating the Challenges of Recovery and Support	Gender Stereotyping and Advertisements: Challenging Traditional Norms in Marketing	Building Harmonious Relationships: Fostering Trust and Understanding for Stronger Connections	Online Safety: Protecting Yourself in the Digital World and Staying Secure	Understanding Anger: Recognizing Triggers and Learning Healthy Ways to Manage Emotions	Communicating Assertively: Expressing Yourself with Confidence and Respect
16	Sanitation and Health: A Cleaner World for Better Health	Self-Monitoring: Cultivating Awareness and Control for Personal Growth and Well-being	Understanding Risky Behaviour, Taking Responsible Steps: Promoting Safety and Informed Decision-Making	Collective Response to Violence: Building Support Systems for Prevention and Healing	Resolving Conflicts: Effective Strategies for Communication and Finding Common Ground	Controlling Anger: Effective Techniques for Managing Intense Emotions and Finding Calm	How Best Can I Communicate: Mastering Effective Communication for Stronger Connections
17	Stress Management During Exams: Staying Calm and Performing Well	Promoting Mental Clarity: Techniques for Relaxation and Reducing Stress	Beauty that Matters: Redefining Standards and Embracing Inner Confidence	Nurturing Positive Relationships: Building Trust, Respect and Communication	Dealing with Gender Based Discrimination: Empowerment, Awareness, and Advocacy for Equality	Understanding and Dealing with Loss and Sadness: Navigating Grief and Finding Healing	Signs and Symptoms of Substance Misuse: Identifying Early Indicators and Seeking Support
18	Environment Around Me: Understanding the World We Live In	Embracing Setbacks: Accepting Failure as Opportunities for Growth and Resilience	Knowing My Emotions: Gaining Awareness for Better Emotional Regulation	123 Calm Down: A Step-by-Step Guide to Managing Stress and Anxiety	Anemia: Understanding Symptoms and Promoting Health	Improving Relationships: Building Stronger Connections Through Communication and Understanding	Mindfulness: Finding Peace in the Present Moment for a Clearer Mind and Calmer Life
19	Comparing Self with Others: Celebrating Your Own Progress	Building Discipline for Academic Success: Importance of Being Consistent in Studies	Self Visualization: Creating a Clear Path to Achieve Your Goals	Peer Influence: The Impact of Friends and Social Circles on Personal Choices	National Schemes on Nutrition and Sanitation: Promoting Public Health and Well-being Across the Country	Learning to Say "No": Setting Boundaries and Prioritizing Your Well-being	Personal Hygiene and RTIs: Preventing Infections and Promoting Overall Health
20	Accepting Changes: Adapt, Evolve and Thrive	Understanding the Impact on Self-esteem and Mental Health: How can comparing with others be harmful	Valuing Other's Opinions: Building Respectful Relationships Through Active Listening	Effects of Negative Peer Influence: Understanding the Long-Term Consequences on Behavior and Self-Esteem	Clarifying Myths and Misconceptions about Substance Misuse: Separating Fact from Fiction for Better Awareness	Clarifying Myths and Misconceptions about Substance Misuse: Breaking Down Stigmas and Promoting Awareness	Media and Internet: Navigating the Digital World Responsibly and Safely

15. EXPLORING BEYOND THE CLASSROOM: OUR LEARNING OUT TOGETHER PROGRAMME

Our “Learning Out Together” Programme marks a transformative shift in education, acknowledging that true learning extends beyond textbooks and classrooms. By embracing experiential learning, collaboration, and community engagement, we strive to empower students to become lifelong learners, global citizens, and catalysts for positive change.

Objectives of the Programme

1. Foster holistic development by offering experiential learning opportunities that enhance and complement classroom education.
2. Provide students with opportunities for reflection, allowing them to share insights, assess their learning experiences, and track their progress toward individual or collective goals.
3. Stimulate creative thinking and problem-solving by immersing students in diverse environments, perspectives, and ideas.

Guidelines for the Learning Out Together Programme

Support and cooperation from parents is essential for the success of this initiative. Kindly read the guidelines mentioned below to make this programme a rewarding and memorable experience for all students.

1. **Consent & Participation:** If you do not wish for your child to participate in the programme, you may choose not to send them to school on that day.
2. **Health & Well-being:** If your child is unwell or injured, please do not send them for the trip. Prioritizing their health and wellbeing is important.
3. **Medical Concerns:** Inform the Class Teacher about any medical conditions, allergies, or specific requirements your child may have. Ensure they carry necessary medications (if applicable) and inform the teacher about their usage.
4. **Programme Locations:** The list of places for the Learning Out Together Programme is available in the Students’ Almanac Part-I for parents’ reference.
5. **Programme Objectives & Expectations:** Class Teacher shall communicate the objectives and expectations of the programme to students, emphasizing the importance of active participation and responsible behavior.
6. **Dress Code:** Students must wear their Regular School Uniform and School ID Card for easy identification.
7. **Essential Supplies:** Ensure your child carries a notebook and pencil for note-taking during the visit, along with the textbook and notebooks of the first two periods of the day.

- 8. Food & Water:** Pack an adequate tiffin and water bottle for your child to stay refreshed throughout the trip.
- 9. Punctuality:** The trip will take place during school hours, and the regular school schedule will be followed. Ensure your child arrives at school on time.
- 10. Safety & Supervision:** Students will be accompanied by teachers and support staff, and strict adherence to school safety policies will be maintained.
- 11. Transportation:** The school bus will be the only mode of transportation. Parents are not allowed to pick up their children directly from the site; dispersal will take place only from the school.
- 12. Student Behaviour:** Discuss with your child the importance of following instructions, respecting teachers, and maintaining responsible behaviour throughout the trip.
- 13. Facilitating Reflection:** Class teacher shall facilitate structured reflection sessions to help students process their experiences, share insights, and identify learning outcomes. Various assessment methods, including journaling, questionnaires, and written reflections, shall be used to evaluate student participation and understanding.

Your cooperation will help us provide a **safe and enriching** experience for the students. If you have any concerns or queries, feel free to reach out to the Class Teacher.

LEARNING OUT TOGETHER SCHEDULE (2025-26)				
S.N.	CLASS	PLACE OF VISIT	LOCATION	LEARNING OUTCOME
1	LKG	SHRADDHANJALI KANAN	R.G BARUAH ROAD	To experience a sustainable and clean environment.
2	UKG	AMRIT UDYAN	HENGRABARI	To experience a sustainable and clean environment.
3	I	SRIMANTA SANKARDEV KALAKHETRA	PANJABARI	To familiarise with the rich cultural heritage of Assam.
4	II	NEHRU PARK	PANBAZAR	To experience a sustainable and clean environment.
5	III	ASSAM STATE ZOO	JAPORIGOG	To gather information on wildlife conservation and animal care.
6	IV	GUWAHATI WAR MEMORIAL	LATASIL	To provide valuable insights of the Great Battle of Saraighat and a vivid portrayal of the valour, courage and sacrifices of our martyrs.
7	V	ASSAM STATE ZOO	JAPORIGOG	To acquire information on wildlife conservation, animal care and environment education.
8	VI	GUWAHATI PLANETARIUM	UZANBAZAR	To generate curiosity about the different phenomenon related to the night sky.

S.N.	CLASS	PLACE OF VISIT	LOCATION	LEARNING OUTCOME
9	VII	ATAL UDYAN	ADABARI	To experience a sustainable and clean environment.
10	VIII	NATIONAL SCIENCE CENTRE	KHANAPARA	To promote scientific knowledge and to inculcate scientific temper.
11	IX	AMCHONG TEA ESTATE	JORABAT	To acknowledge the importance of tea industry as a significant contributor to the economy.
12	X	REGIONAL METEOROLOGICAL CENTRE	BORJHAR	To acquire knowledge on provide meteorological statistics related to weather forecasting and allied disciplines.
13	XI SC	GUWAHATI UNIVERSITY	JALUKBARI	To acquire knowledge on career pursuits through competitive exams and learn about allied disciplines.
14	XI IC JEE	IIT- GUWAHATI /AIIMS GUWAHATI	NORTH GUWAHATI	To acquire knowledge on career pursuits through competitive exams and learn about allied disciplines.
15	XI IC NEET	IIT- GUWAHATI	NORTH GUWAHATI/ CHANGSARI	To acquire knowledge on career pursuits through competitive exams and learn about allied disciplines.
16	XI Com	NORTH EAST CANE & BAMBOO DEVELOPMENT COUNCIL	BYRNIHAT	To provide exposure on skill upgradation, awareness and market linkage for entrepreneurs
17	XI Hum	LAKSHMIBAI NATIONAL INSTITUTE OF PHYSICAL EDUCATION	SONAPUR	To foster the importance of physical health and career prospects in the field of Physical Education and Sports.
18	XII SC	IIT- GUWAHATI /BIONEST	NORTH GUWAHATI	To acquire knowledge on career pursuits through competitive exams, learn about allied disciplines and practical exposure.
19	XII IC JEE	IIT- GUWAHATI /BIONEST	NORTH GUWAHATI	To acquire knowledge on career pursuits through competitive exams, learn about allied disciplines and practical exposure.
20	XII IC NEET	IIT- GUWAHATI /AIIMS GUWAHATI	NORTH GUWAHATI/ CHANGSARI	To acquire knowledge on career pursuits through competitive exams, learn about allied disciplines and practical exposure.
21	XII Com	INDIAN INSTITUTE OF ENTREPRENEURSHIP/ RESERVE BANK OF INDIA	GARCHUK/ PANBAZAR	To stimulate the understanding on innovation skills and entrepreneurship development.
22	XII Hum	MAHABAHU BRAHMAPUTRA RIVER HERITAGE CENTRE(MBRHC)	PANBAZAR	To explore the history, culture, polity and economy of the ethnically diverse tribes and communities inhabiting the Brahmaputra Valley.

16. 'PARENT AS TEACHER' ENGAGEMENT PROGRAMME: EMPOWERING PARENTS AS PARTNERS IN EDUCATION

The '**Parent as Teacher' Engagement Programme** is a commitment by our institution to actively involve parents in the educational journey of their children. By fostering collaboration between parents and teachers, we aim to create a supportive learning environment that enhances academic success, strengthens parent-child relationships, and promotes overall student well-being. Together, parents and teachers can make a meaningful difference in students' lives and help them reach their full potential.

Objectives of the Initiative

1. Foster a sense of community among parents and strengthen the Parent-Teacher partnership.
2. Provide students with diverse learning opportunities beyond the classroom.
3. Reinforce the school's core value of Fostering Brotherhood among stakeholders.

Programme Details

- ◆ Participation: One parent from each class (LKG to XII) will be invited once a year to participate in the programme.
- ◆ Session Duration: Each invited parent will conduct a 45-minute session with the students.
- ◆ Session Content: Parents may teach a topic related to their field of expertise.
- ◆ Teaching Resources: Parents can use PowerPoint presentations, audio-visual aids, or any other teaching materials to enhance learning. The Class Teacher will coordinate the arrangements.

Selection Criteria for Parents: The Class Teacher must select one parent per class based on the following criteria:

1. **Commitment to Education:** Parents who demonstrate a genuine interest and enthusiasm in being actively involved in the educational journey of students and is willing to collaborate with the school to create a supportive learning environment.
2. **Communication Skills:** Parents who can communicate effectively with teachers and other parents.
3. **Educational & Professional Background:** Parents from diverse fields such as education, medicine, defense, social service, and science & technology.
4. **Active Participation:** Parents who regularly attend school meetings and events.

This initiative is a valuable opportunity to bridge the gap between home and school, enriching the learning experience for students while fostering a strong sense of collaboration among parents, teachers, and the school community.

17. 'MY CLASS CHRISTMAS TREE' PROJECT GUIDELINES

The **My Class Christmas Tree** project is a co-scholastic initiative designed to foster a spirit of brotherhood and environmental consciousness among students. The holiday season is a time of joy, creativity, and community, and this project encourages students to celebrate it meaningfully.

As part of this initiative, each class will collaboratively create a special Christmas tree. Every student will contribute by designing a unique ornament or decorative element that represents their individuality. Under the guidance and supervision of their Class Teacher, students will work together to construct their class Christmas tree using best out of waste materials and decorate it with reusable items. This project aims to showcase creativity, diversity, and the festive spirit while promoting sustainability.

Objective of the project:

1. To encourage students to create something valuable from waste materials, promoting sustainability and fostering a pollution-free environment while nurturing harmony and teamwork.
2. To instill the values of collaboration, respect for diverse traditions, and the joy of collective creativity.

Details of the Project:

1. Students from Classes LKG to IX & XI, including those in Integrated Coaching, will participate in the *My Class Christmas Tree* project as part of the Pre-Christmas Celebration.
2. This project shall be evaluated in Term 2 as a part of Scholastic Project.
3. Total marks for classes LKG-IX & XI is 40.
4. Completion of Tree Decoration: **16th of December 2025**
5. Date of assessment: **17th of December 2025**

Note: Dates are subject to change based on requirements and evolving circumstances. Any updates will be reflected in the digital calendar.

Guidelines for the Teachers and Students:

1. Each Class Teacher will begin planning the *My Class Christmas Tree* project with their students using waste materials, starting from **December 3, 2025**.
2. The Class Teacher will assign the responsibility of creating the Christmas tree in a pot or stand to designated students.
3. The responsibility of making or bringing decorative materials for the tree will be delegated to students. They may craft ornaments at home and are encouraged to seek help from family members.
4. The Class Teacher will collect the ornaments and oversee the assembling of the Christmas tree in the classroom.
5. The decoration process must be collaborative, ensuring every student actively participates.
6. Each Christmas tree should feature a caption or tagline that aligns with the school's values.
7. The decorations should be creative and reflect an interdisciplinary approach.
8. A panel of judges will assess the Class Christmas Trees on December 17, 2025, as part of the

Pre-Christmas Celebration.

9. The best class in each category will be recognized and appreciated during the Assembly for their outstanding efforts.
10. Individual students will be awarded marks by the Class Teacher based on their contribution and involvement in the project. An assessment sheet will be provided to the Class Teachers.
11. *My Class Christmas Tree* will be evaluated as a Scholastic Project for all students.
12. A standardized rubric will be used by both the Class Teachers for individual assessment and the panel of judges to determine the best Christmas tree in each category.
13. During the assessment, students should be prepared to explain the significance or story behind their ornament.

18. PRASHAST: A DISABILITY SCREENING TOOL FOR SCHOOLS

What is PRASHAST?

PRASHAST, a Disability Screening Tool for Schools, was developed by the National Council of Educational Research and Training (NCERT) to assist regular teachers and special educators in the preliminary screening of children for the 21 disability conditions recognized under the Rights of Persons with Disabilities (RPwD) Act, 2016.

To facilitate this, our school follows PRASHAST, a Disability Screening Checklist designed to help teachers and special educators identify children who may require further assessment. This is a preliminary screening tool and does not serve as a medical diagnosis. It enables teachers to observe students in various settings—classrooms, playgrounds, and libraries—to identify potential challenges and recommend further evaluation if needed.

PRASHAST is divided into two parts, Part-1 and Part-2 for the preliminary screening of students in schools to facilitate further referral to assessment camps for disability certification.

PRASHAST Part-1 is for the use by regular teachers for first level screening. It contains objective type items that need to be tick marked, and the resulting data of all the students is to be handed over to the school head.

If your child is referred for further assessment, you will be informed and involved in the process. The school is committed to ensuring a supportive and inclusive learning environment for all students.

PRASHAST PART-I		
S. N	ITEMS	TICK (if behaviour applies)
1.1	This student has difficulty in walking or needs support to walk/climb stairs.	
1.2	This student has difficulty in moving/using any part of the body (for example, hands for writing, eating, etc.).	
1.3	This student has observable deformity such as missing any body parts, say for example hand/finger/ leg.	
2.1	This student experiences numbness (feels nothing/lack of sensation) in hand/feet/leg/arm.	
3.1	This student has stiffness/floppiness in limbs and/or jerky movement in limbs/ jerky walking pattern/ involuntary (uncontrolled) movements.	
3.2	This student has problems in self-help skills/defecating/washing/ eating /holding and placing objects/ cutting/pasting.	
3.3	This student has slurred (unclear) speech or drooling.	
4.1	This student is significantly shorter for his/her age.	
4.2	This student has a disproportionately large head/ bowed legs/short fingers/ neck.	
5.1	This student falls frequently and has difficulty getting up from a lying or sitting position.	
5.2	This student always walks on his/her toes.	
6.1	This student is an acid attack survivor.	
7.1	This student is unable to see anything using both eyes.	
8.1	This student has difficulty in seeing in low lighting or feels the need to move towards the source of light.	

8.2	This student blinks/rubs his/her eyes frequently or complains about burning sensation or itchiness in or around the eyes/frequent headache.	
8.3	This student holds a book too far or too close while reading.	
8.4	This student faces difficulties while reading such as misplaces the line or skips lines in between, omits words, adds words, moves head along the text.	
8.5	This student avoids engaging in activities requiring visual focus such as reading or colouring or writing/copying from blackboard or prefers to copy from peers.	
8.6	This student closes or covers one eye while reading or focusing on close objects.	
8.7	This student has misaligned eyes (asymmetrical or squint).	
9.1	This student turns head to position ear in the direction of the speaker or purposefully watches the face of the speaker during a conversation.	
9.2	This student does not respond when addressed or called out.	
9.3	This student uses an unusually loud voice while speaking or often mispronounces words.	
9.4	This student frequently asks for repetition during dictation or verbal instruction.	
9.5	This student has problems in hearing environmental sounds such as the school bell, people calling or is not startled /surprised by loud noises.	
10.1	This student repeats words or parts of words or speaks in short, fragmented phrases.	
10.2	This student stammers while speaking or speaks incoherently.	
11.1	This student has difficulty in communicating or socializing with others.	
11.2	This student is unable to do everyday tasks like finishing homework/following instructions/directions of the teacher or even using the washroom without help.	
11.3	This student's behaviour doesn't conform to the context (playground/classroom/home) or accepted social norms for example, frequently walks out of the class without permission, speaks out of turn and keeps interrupting.	
11.4	This student has difficulty in applying what is learnt successfully in one situation/context to another. For example, she/he can solve questions related to addition with pen/pencil and paper but is unable to answer when asked 'if there are 5 bananas and 3 mangoes, how many fruits are there in total?'	
12.1	This student reads or writes slower than the average/expected speed.	
12.2	This student has bad handwriting that lacks clarity even after sufficient practice and exercises.	
12.3	This student has continuous difficulties in understanding the meaning of what is read	
12.4	This student exhibits difficulty in recalling the spellings of learnt words/ grammar/ punctuation/ organization, even after teaching multiple times.	
12.5	This student has a comparatively short attention span or is unable to concentrate on a task.	
12.6	This student has difficulty in organizing himself/herself to complete a task on time.	
12.7	This student lacks a sense of direction (left-right/ up-down/front- back).	
12.8	This student reverses letters or symbols or words or numbers while writing, for example, writing "q" instead "p" or b/d, u/v, w/m, च/ज, प/त, frequently.	
12.9	The errors committed by this student have a particular pattern or consistency.	
12.10	This student has difficulty in understanding mathematical symbols such as +, -, x, ÷.	
13.1	This student has difficulty in making eye contact or looking at the speaker.	

13.2	This student echoes or repeats words. For example, on being asked 'What is your name?' will repeat 'What is your name?' instead of telling his/her name.	
13.3	This student has difficulty in interacting/making friends/playing with peer group/classmates.	
13.4	This student finds it difficult to deal with sudden changes in routine for example, change in class teacher/change in classroom/timetable/seating arrangement.	
13.5	This student exhibits repetitive mannerisms like hand flapping, nodding head, finger movement, rocking body, and vocal repetitions (sounds/words/phrases).	
13.6	This student can count (for example 1-100) but is not able to give two pencils/three pens when asked.	
13.7	This student has difficulties in following group instructions and requires specific individual instructions by name, for example while instructing the whole class 'open your mathematics books', this child may require 'Rohit, open your mathematics book'.	
13.8	During story telling sessions, this student always appears not to be interested while all others are listening keenly.	
13.9	This student reverses pronouns or avoids using pronouns. For example, when the teacher asks 'Have you brought your homework?' the child responds 'You brought your homework/ Rani brought your homework'.	
13.10	This student can read fluently and repeat verbatim but is not able to narrate (orally/write) in his/her own words.	
14.1	This student often appears sad or seems withdrawn or has severe mood swings or has trouble focusing or staying in her/his own seat.	
14.2	This student has an unexplained weight loss or weight gain.	
14.3	This student complains frequently about aches such as headaches and stomach-aches.	
14.4	This student often has suicidal thoughts or talk about attempting suicide or indulge in self-harm activities such as making cut marks or burning.	
14.5	This student appears to be involved in drugs or alcohol use.	
14.6	This student appears to be detached from reality and lives in an imaginary world, for example, talking to imaginary friends (that is not make-believe play).	
14.7	This student appears to have intense feelings of fear without any specific reason.	
14.8	This student exhibits drastic changes in behaviour or personality, for example, fighting frequently, using weapons, and expressing a desire to seriously hurt others.	
15.1	This student gets tremors (rhythmic contraction and relaxation of muscle).	
15.2	In comparison to other students, this student gets easily tired or fatigued.	
16.1	This student has unexplained and excessive bleeding from cuts or injuries or has many large or deep bruises or has frequent/ unusual nosebleeds without a known cause.	
17.1	This student has swelling in abdomen/hands/feet or has frequent fever.	

19. ENHANCING KNOWLEDGE AND FOSTERING HEALTHY COMPETITION: SFS GK CHALLENGE

At SFS Guwahati, we believe that learning extends beyond the classroom. To foster a spirit of inquiry and healthy competition among our students, we conduct the SFS GK Challenge, an initiative designed to serve multiple objectives that align with our educational goals, school values, and overall learning enhancement.

Objective of the initiative

1. Reinforce and expand students' knowledge base.
2. Encourage critical thinking, problem-solving and informed decision- making.
3. Assess students' understanding of various subjects while reinforcing learning through repetition, aiding in better retention.
4. Instill a sense of healthy competition and sportsmanship.

Details of the SFS GK Challenge

1. SFS GK Challenge is conducted for classes I to XII (for Classes XI & XII Integrated Science, it will be held only once).
2. Two rounds shall be conducted in each Term.
3. Each quiz will consist of 30 multiple-choice questions, with 1 mark per question.
4. Questions will be age-appropriate, and there will be no negative marking.
5. The time allotted for the quiz is 15 minutes.
6. Scribbling, overwriting, or using a whitener will result in zero marks, even if the answer is correct.
7. Marking Criteria:
 - i. For Classes I-VIII, the average marks from both rounds will be added to the GK theory marks in Term 1/2 and converted into grades.
 - ii. For Classes IX-X, the total marks from both rounds will be added and recorded under the GK subject in the Term examination.

For Classes XI & XII, the total marks from both rounds will be considered for assessing General Studies.

- iv. For IC-NEET and IC-JEE, the quiz will be conducted once for 30 marks, which will then be doubled for assessment under General Studies.
 - v. For Classes X & XII, the SFS GK Challenge will be conducted only in Term I.
8. The SFS GK Challenge will be conducted during the Zero Period, and the date of the quiz will be updated in the Desalite Calendar. Any changes due to unavoidable circumstances will also be updated in the calendar.
9. Topics covered in the SFS GK Challenge include: Literature, Art, History, Geography, Politics, Science & Technology, Discoveries & Inventions, Sports, Entertainment, Environmental Awareness, and Current Affairs.

This initiative not only enhances students' general knowledge but also nurtures a habit of continuous learning and intellectual curiosity.

20. INFORMATION ON CO-CURRICULAR ACTIVITIES

CLUB ACTIVITIES

The information on Programs and LCA for the academic session (2025-26) may be subject to change based on changes in process requirement and new guidelines issued by the statutory and regulatory bodies.

SL. NO.	CLUB NAME	TEACHER IN CHARGE	TYPE OF EXAM	TYPE OF ASSESSMENT	DURATION OF EXAMINATION (TWO-CONSECUTIVE SATURDAYS)	EXAMINATION MARK BREAK UP	Duration of class: 80 minutes									
							Day: Saturday									
							LKG	UKG	I	II	III	IV	V	VI	VII	VIII
SATURDAY ACTIVITIES																
1	ART & CRAFT	Internal Teacher & External Consultant	T1 & T2	Practical	Practical : 160 Mins	Practical : 60	-	-	-	-	✓	✓	✓	✓	✓	✓
2	ARCHERY	Internal Teacher & External Consultant	T1 & T2	Theory & Practical	Theory : 30 Mins Practical : 50 + 40 Mins	Theory : 30 Practical : 30	-	-	-	-	-	-	✓	✓	✓	✓
3	BHARATNATYAM	Internal Teacher & External Consultant	T1 & T2	Theory & Practical	Theory : 30 Mins Practical : 50 + 40 Mins	Theory : 30 Practical : 30	-	-	-	-	✓	✓	✓	✓	✓	✓
4	BHUU DANCE	Internal Teacher & External Consultant	T1 & T2	Theory & Practical	Theory : 30 Mins Practical : 50 + 40 Mins	Theory : 30 Practical : 30	-	-	-	-	✓	✓	✓	✓	✓	✓
5	CHESS	Internal Teacher & External Consultant	T1 & T2	Theory & Practical	Theory : 30 Mins Practical : 50 + 40 Mins	Theory : 30 Practical : 30	-	-	-	-	✓	✓	✓	✓	✓	✓
6	DEBATE CUM MODEL UNITED NATIONS	Internal Teacher & External Consultant	T1 & T2	Theory & Practical	Theory : 30 Mins Practical : 50 + 40 Mins	Theory : 30 Practical : 30	-	-	-	-	✓	✓	✓	✓	✓	✓
7	ENTREPRENEURSHIP & INNOVATION CLUB	Internal Teacher & External Consultant	T1 & T2	Theory & Practical	Theory : 30 Mins Practical : 50 + 40 Mins	Theory : 30 Practical : 30	-	-	-	-	-	-	-	-	-	✓
8	FINE ARTS	Internal Teacher & External Consultant	T1 & T2	Theory & Practical	Theory : 30 Mins Practical : 50 + 40 Mins	Theory : 30 Practical : 30	-	-	-	-	✓	✓	✓	✓	✓	✓
9	GUITAR	Internal Teacher & External Consultant	T1 & T2	Theory & Practical	Theory : 30 Mins Practical : 50 + 40 Mins	Theory : 30 Practical : 30	-	-	-	-	✓	✓	✓	✓	✓	✓
10	MEDIA & COMMUNICATION	Internal Teacher & External Consultant	T1 & T2	Theory & Practical	Theory : 30 Mins Practical : 50 + 40 Mins	Theory : 30 Practical : 30	-	-	-	-	-	-	✓	✓	✓	✓
11	NCC	Internal Teacher & External Consultant	T1 & T2	Theory & Practical	Theory : 30 Mins Practical : 50 + 40 Mins	Theory : 30 Practical : 30	-	-	-	-	-	-	✓	✓	✓	✓
12	QUIZ	Internal Teacher & External Consultant	T1 & T2	Theory & Practical	Theory : 30 Mins Practical : 50 + 40 Mins	Theory : 30 Practical : 30	-	-	-	-	-	-	✓	✓	✓	✓
13	ROBOTICS & AI	Internal Teacher & External Consultant	T1 & T2	Theory & Practical	Theory : 30 Mins Practical : 50 + 40 Mins	Theory : 30 Practical : 30	-	-	-	-	-	-	✓	✓	✓	✓
14	SATTIRYA DANCE	Internal Teacher & External Consultant	T1 & T2	Theory & Practical	Theory : 30 Mins Practical : 50 + 40 Mins	Theory : 30 Practical : 30	-	-	-	-	-	-	✓	✓	✓	✓
15	SCHOOL BAND	Internal Teacher & External Consultant	T1 & T2	Theory & Practical	Theory : 30 Mins Practical : 50 + 40 Mins	Theory : 30 Practical : 30	-	-	-	-	-	-	✓	✓	✓	✓
16	TABLA	Internal Teacher & External Consultant	T1 & T2	Theory & Practical	Theory : 30 Mins Practical : 50 + 40 Mins	Theory : 30 Practical : 30	-	-	-	-	-	-	✓	✓	✓	✓
17	VIOLIN	Internal Teacher & External Consultant	T1 & T2	Theory & Practical	Theory : 30 Mins Practical : 50 + 40 Mins	Theory : 30 Practical : 30	-	-	-	-	✓	✓	✓	✓	✓	✓
18	VOCAL MUSIC	Internal Teacher & External Consultant	T1 & T2	Theory & Practical	Theory : 30 Mins Practical : 50 + 40 Mins	Theory : 30 Practical : 30	-	-	-	-	-	-	✓	✓	✓	✓
19	WESTERN DANCE	Internal Teacher & External Consultant	T1 & T2	Theory & Practical	Theory : 30 Mins Practical : 50 + 40 Mins	Theory : 30 Practical : 30	-	-	-	-	-	-	✓	✓	✓	✓
20	MATHS & SCIENCE OLYMPIAD	Internal Teacher & External Consultant	T1 & T2	Theory	Theory : 80 Mins	Theory : 40	-	-	-	-	-	-	✓	✓	✓	✓
21	KEYBOARD	Internal Teacher & External Consultant	T1 & T2	Theory & Practical	Theory : 30 Mins Practical : 50 + 40 Mins	Theory : 30 Practical : 30	-	-	-	-	-	-	✓	✓	✓	✓
22	YOGA	Internal Teacher & External Consultant	T1 & T2	Theory & Practical	Theory : 30 Mins Practical : 50 + 40 Mins	Theory : 30 Practical : 30	-	-	-	-	-	-	✓	✓	✓	✓
AFTER SCHOOL SPORTS ACTIVITIES																
1	BASKETBALL	-	-	-	-	-	-	-	✓	✓	✓	✓	✓	✓	✓	✓
2	FOOTBALL	-	-	-	-	-	-	-	✓	✓	✓	✓	✓	✓	✓	✓

GUIDELINES FOR REGULAR CLUB ACTIVITIES

The information on Programs and Club activities for the academic session (2025-26) may be subject to change based on changes in process requirement and new guidelines issued by the statutory and Regulatory Bodies.

Admission Guidelines for Club Activities

1. The club activity shall be mandatory for all the students of classes III –IX & XI. SFS Teachers shall ensure sufficient information is given to the students about the importance of participating in a club activity.

Students under Integrated Coaching Courses shall not be a part of the Club Activities.

2. The students of classes III - V shall have the option of changing their chosen club activity if they wish at the time of re-admission every year.
3. The students of classes VI - IX shall not be allowed to change the club activity.
4. Students shall be allowed to modify their choice of Club Activities (CCA) solely if they opt for the newly introduced club activities for the upcoming session. The changes shall be made during the time of re-admission / new admission only. This provision is applicable to students in Classes VI- IX.
5. If any student remains absent for a long period of time (more than three consecutive club activity Classes) no extra classes shall be conducted for the student.
6. No attendance shall be marked for any student whose name is not there in the Club Attendance List.

General Guidelines of Club Activities

1. The schedule for the club activity shall be updated in the Desalite Connect School Calendar. The club activity shall be conducted during the first two periods on Saturdays as updated in the calendar.
2. Class-out cards issued by the Internal SFS Teacher shall be mandatory for the students to go out during class time.
3. Students shall follow the instructions given by the Internal SFS Teacher during the club activity class and shall be monitored and assessed regularly.
4. Students shall re-arrange the allotted classrooms after the completion of every club activity class and take care of their belongings (instruments and material resources). The school shall not be responsible for the loss of any personal belongings of the students.

Examination Guidelines for Club Activities

1. Club Activity syllabus and annual pedagogical plan shall be shared at the beginning of the academic session.

2. Club Activity Exam shall be conducted twice in a year i.e. in Term 1 and Term 2 as a graded subject, which will comprise of theory and practical. Art & Craft Club Activity will be assessed through practical examination only and Maths & Science Olympiad Club Activity will be assessed through theory examination only.
3. No re-examination shall be conducted for students who remain absent on the scheduled days of examination.
4. Students shall adhere to the instructions given in the question paper and by the invigilator at the time of the examination.
5. Club Activity exam answer scripts shall be distributed to the students post evaluation. In case of any mark alterations, the Internal SFS Teacher shall make the necessary changes after verifying with the Club Activity Consultants on the day of distribution. But no changes shall be made in the answer scripts thereafter.
6. The Class Teacher shall take the reviews of the student's performance and discuss it during the PTM.

GUIDELINES FOR OTHER PROGRAMMES / ACTIVITIES

There shall be 6 categories for judging various school programmes for the academic session (2025-26):

- ◆ Classes LKG & UKG
- ◆ Classes I - II
- ◆ Classes III - IV
- ◆ Classes V – VI
- ◆ Classes VII – VIII
- ◆ Classes IX – XII

1. Star Assembly:

- a. The Star Assembly shall be conducted minimum twice in an academic session.
- b. The Class Teacher shall fill the “Details of the Star Assembly” in the Teacher's Diary and get it signed for approval by the Class Coordinator mandatorily before the 15th of April for Term 1 and 1st of October for Term 2 every year.
- c. The Class Teacher and the students shall be responsible for choosing the theme for their Star Assembly.
- d. The time allotted for the assembly shall be 12 Minutes. The Class Teacher shall ensure that the assembly does not exceed the allotted time.
- e. Although all the students shall participate in the Star Assembly, 50% students of the class shall take responsibility in the first round of the assembly and the remaining half of the students shall be in charge of the second round of the assembly.
- f. The students of the class shall beautifully decorate the board and mention the theme & concept for the assembly.
- g. For the special program, a minimum of 6 students shall participate.

Star Assembly assessment rubric is as follows:

S. N.	PARAMETER	POINTS
1	Prayer Song	5
2	Pledge	5
3	Speech (Topic & Skills)	5
4	News Reading	5
5	Anchoring	5
6	Special Programme	5
7	Theme of the Assembly (Concept & Board Decoration):	
	7.1. Thought of the Day	3
	7.2. Word of the Day	2
	7.3. Board Decoration	5
Total		40

2. Star Class

- a. Category wise Star Class shall be awarded every month based on the daily discipline report which includes cards issued, class attendance, weekly discipline entry by the Class Coordinator and credit score of the class.
- b. Star Class shall be awarded category wise in the first week of every month for the preceding month category wise.
- c. Every class shall change the Pin Board on the first day of each month as per the theme listed in the Students' Almanac (Part-II).
- d. The Class Teacher shall ensure that every pin board shall carry an age-appropriate relevant message.
- e. The necessary materials and artwork must be collected by the class teacher at least 15 days prior to the final display on the pin board.
- f.. The Class Teacher shall ensure that the material and the art work displayed on the pin board are hand-made by students only.

3. Class Magazine

Preparation of the Class Magazine is an excellent way to focus the whole class and get them working together towards a common goal. Creating a class magazine offers numerous educational and personal development benefits, making it a valuable project for students to undertake.

- a. Classes I-XII except for Integrated Coaching shall prepare the Class Magazine under the guidance of the Class Teacher in the month of July every year.
- b. The Class Teacher shall assign work related to the preparation of the Class Magazine to every student of the class and shall ensure the active participation of the students in the preparation of the magazine.

- c. The theme of the Class Magazine shall be based on the school values- **Nurturing Nature and Fostering Brotherhood.**
- d. Class Magazine shall have a cover page showcasing art work done by the students and must be designed in an aesthetic manner.
- e. The Magazine shall be divided into different sections pertaining to various subjects and shall include as much variety as possible so that there is some scope of work for every student.
- f. The Class Teacher shall encourage the students to brainstorm content ideas and look for information in the library or on the internet under parental supervision.
- g. The Class Magazine may include written articles, poems, blogs, stories, art work, comic strips etc highlighting the theme of the magazine.
- h. The Class Teacher shall thoroughly review and edit submissions for clarity, accuracy, and quality. The Class Teacher shall provide necessary language input and error correction as and when required.
- i. After collecting all the work of the students, the Class Teacher shall decide the order of arrangement of the magazine. The final compilation of the Class Magazine shall be done under the direct supervision of the Class Teacher.
- j. Class Magazine shall be assessed out of **100 marks in Term 1** under scholastic project which shall be converted to grades.
- k. Individual students shall be given grade based on their contribution to the magazine strictly following the rubric for assessing Class Magazine. The rubric is given in the Students' Almanac (Part-I).
- l. Apart from assigning grades to individual students, the school shall award category wise (Classes 1-2), (Classes 3-4), (Classes 5-6), (Classes 7-8), (Classes 9-12) winners for 'The Best Class Magazine' every year following the same rubric given in the Students' Almanac (Part-I).
- m. The last date of submission of the Class Magazine to the Office of the Class Coordinators is **11th of August 2025**. No submissions shall be accepted after the due date. After verification, it shall be returned to the Class Teachers to give individual grades to the students.
- n. Class Teachers shall use the Assessment sheet for Class Magazine to evaluate the performance of individual students and enter the grades in Desalite Connect latest by **30th of August 2025**.

4. House Board

- a. The House - Board shall be decorated once in every month.
- b. The students shall decorate the House - Board under the House Animators' supervision.
- c. House Board assessment rubric is as follows:

S. N	PARAMETERS	MARKS
1	The Theme of The Board	5
2	Creativity	5
3	Originality	5
4	Promotion of School Values	5
5	Material Usage	5
6	Team Work	5
Total		30

5. Prize Distribution in School

- a.** Students registered by the school for any event shall be felicitated in the school assembly.
- b.** Students achieving awards in any recognised event organised at the International, National, State levels shall be felicitated in their respective classrooms by the Class Teacher.
- c.** All prizes shall be distributed to the students in the first week of every month.

CO-SCHOLASTIC POINTS

NOTE:

1. Students shall gain credit points for achievement in any of the categories mentioned below.
2. For all external championships, the requisite certificate/trophy/medal shall be submitted by the student within 15 working days of winning the prize to the Class Teacher. The Class Teacher is responsible for informing the Programme Coordinator about the credit points earned by students for their involvement in these external competitions.
3. Awarding Credit Points: The Programme Coordinator will be responsible for awarding all credit points to students for co-scholastic achievements in the Desalite Connect.

SL. NO.	PARAMETERS	POINTS CREDITED
1	Full attendance in a particular month	30
2	Best performance in the following categories- a. Annual Sports b. Inter-house Competitions c. External Championships (State, National, or International Level only)	25
3	Second Best performance in the following categories- a. Annual Sports b. Inter-house Competitions c. External Championships (State, National, or International Level only)	20
4	Third Best performance in the following categories- a. Annual Sports b. Inter-house Competition c. External Championships (State, National, or International Level only)	15

IN-SCHOOL COMPETITIONS																	
SL. NO.	NAME OF THE EVENT	DATE	POSITIONS & AWARDS	CLASSES												PERSON IN-CHARGE	
				LKG	UKG	I	II	III	IV	V	VI	VII	VIII	IX	X		XI
1	Inter House Competitions	June'25	Positions: 1st, 2nd, 3rd Awards: Medal, Certificate	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Programme Coordinator
2	INTER SCHOOL ONLINE COMPETITION																Programme Coordinator
	I am a Teacher	June'25	Positions: 1st, 2nd, 3rd Awards: Cash prize (5000, 3000, 2000), E certificate	-	-	-	✓	✓	✓	✓	✓	✓	✓	✓	-	-	
	Best Singer		Positions: 1st, 2nd, 3rd Awards: Cash prize (5000, 3000, 2000), E certificate	-	-	-	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	Best Speaker		Positions: 1st, 2nd, 3rd Awards: Cash prize (5000, 3000, 2000), E certificate	-	-	-	-	-	-	✓	✓	✓	✓	✓	✓		
	Best Scientist		Positions: 1st, 2nd, 3rd Awards: Cash prize (5000, 3000, 2000), E certificate	-	-	-	-	-	-	✓	✓	✓	✓	✓	✓		
3	INTRA SCHOOL ONLINE COMPETITION																Programme Coordinator
	Parents Solo Singing Competition	June'25	Positions: 1st, 2nd, 3rd Awards: Memento	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Parents Solo Dance Competition		Positions: 1st, 2nd, 3rd Awards: Memento	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	Family Group Singing Competition		Positions: 1st, 2nd, 3rd Awards: Memento	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	Blog Writing Competition for Teachers	Aug'25	Positions: 1st, 2nd, 3rd Awards: Memento	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Programme Coordinator

INTER-HOUSE LITERARY AND CULTURAL COMPETITIONS

INSTRUCTIONS FOR INTER-HOUSE LITERARY AND CULTURAL COMPETITIONS:

1. The maximum number of participants for each solo event is four, and for group events, a minimum of six and a maximum of ten participants per house is required. However, the Essay and Calligraphy events are open to all interested students.
2. For the Quiz and Spell Bee events, the maximum number of participants is two per house, and for the Debate event, it is three participants per house (For the Motion, Against the Motion and Interjector).
3. An online audition round will be held for the following events: Fancy Dress, Solo Dance, Solo Singing, Recitation, and Mono Act.
4. Registration for the competitions and submission of audition videos must be done through Desalite Connect.

SL. NO.	NAME OF THE EVENTS	SOLO (S) / GROUP (G)	CLASSES													
			LKG	UKG	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1	FANCY DRESS COMPETITION	S	✓	✓	✓	✓	-	-	-	-	-	-	-	-	-	-
2	COLOURING COMPETITION	S	✓	✓	-	-	-	-	-	-	-	-	-	-	-	-
3	RECITATION COMPETITION	S	✓	✓	✓	✓	-	-	-	-	-	-	-	-	-	-
4	MONO ACT COMPETITION	S	-	-	-	-	✓	✓	✓	✓	✓	✓	-	-	-	-
5	ART & CRAFT COMPETITION	S	-	-	-	-	✓	✓	✓	✓	✓	✓	-	-	-	-
6	DRAWING COMPETITION	S	-	-	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-	-
7	WATERCOLOR PAINTING COMPETITION	S	-	-	-	-	-	-	-	-	-	-	✓	✓	✓	✓
8	GROUP DANCE COMPETITION	G	-	-	-	-	-	-	-	-	✓	✓	✓	✓	✓	✓
9	GROUP SINGING COMPETITION	G	-	-	-	-	-	-	-	-	✓	✓	✓	✓	✓	✓
10	SOLO DANCE COMPETITION	S	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	SOLO SINGING COMPETITION	S	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	DEBATE COMPETITION	G	-	-	-	-	-	-	-	-	✓	✓	✓	✓	✓	✓
13	SPELL BEE COMPETITION	G	-	-	-	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	ESSAY WRITING COMPETITION (ENGLISH, HINDI, ASSAMESE)	S	-	-	-	-	-	-	-	-	✓	✓	✓	✓	✓	✓
15	CALLIGRAPHY COMPETITION (ENGLISH, HINDI, ASSAMESE)	S	-	-	-	-	-	-	-	-	✓	✓	✓	✓	✓	✓
16	QUIZ	G	-	-	-	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

INTER-HOUSE SPORTS COMPETITIONS

INSTRUCTIONS FOR INTER-HOUSE SPORTS COMPETITIONS:

SL. NO.	NAME OF THE EVENTS	SOLO (S) / GROUP (G)	CLASSES													
			LKG	UKG	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1	FROG JUMPING RACE	S	✓	✓	-	-	-	-	-	-	-	-	-	-	-	-
2	OBSTACLE RACE (40 MTS)	S	✓	✓	-	-	-	-	-	-	-	-	-	-	-	-
3	50 MTS SPRINT RACE	S	✓	✓	✓	✓	✓	✓	-	-	-	-	-	-	-	-
4	SCOOP RACE	S	-	-	✓	✓	✓	✓	-	-	-	-	-	-	-	-
5	OBSTACLE RACE (50 MTS)	S	-	-	✓	✓	✓	✓	-	-	-	-	-	-	-	-
6	BALANCE RUN RACE	S	-	-	✓	✓	✓	✓	-	-	-	-	-	-	-	-
7	TUNNEL RACE	S	-	-	✓	✓	✓	✓	-	-	-	-	-	-	-	-
8	100 MTS SPRINT RACE	S	-	-	-	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	OBSTACLE RACE (100 MTS)	S	-	-	-	-	✓	✓	✓	-	-	-	-	-	-	-
10	4 X 100 MTS RELAY RACE	G	-	-	-	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	TUG OF WAR (BOYS, 6 MEMBERS)	G	-	-	-	-	✓	✓	✓	-	-	-	-	-	-	-
12	MEDICINE BALL BACK THROW (GIRLS)	S	-	-	-	-	✓	✓	✓	✓	✓	✓	✓	-	-	-
13	200 MTS SPRINT RACE	S	-	-	-	-	-	-	-	-	✓	✓	✓	✓	✓	✓
14	SHOT PUT (BOYS)	S	-	-	-	-	-	-	-	-	✓	✓	✓	-	-	-
15	SHOT PUT	S	-	-	-	-	-	-	-	-	-	-	✓	✓	✓	✓
16	LONG JUMP	S	-	-	-	-	-	-	-	-	-	-	✓	✓	✓	✓
17	HIGH JUMP	S	-	-	-	-	-	-	-	-	-	-	✓	✓	✓	✓
18	DISCUS THROW	S	-	-	-	-	-	-	-	-	-	-	✓	✓	✓	✓
19	JAVELIN THROW	S	-	-	-	-	-	-	-	-	-	-	✓	✓	✓	✓
20	BASKETBALL (BOYS & GIRLS)	G	-	-	-	-	-	-	-	-	✓	✓	✓	✓	✓	✓
21	FOOTBALL (BOYS)	G	-	-	-	-	-	-	-	-	✓	✓	✓	✓	✓	✓