

ST. FRANCIS DE SALES SCHOOL

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SFS GUWAHATI
A NABET ACCREDITED INSTITUTION

STUDENT'S DIARY

Name Adm.No.

Class Sec Roll. No.

Primary Contact No.

Secondary Contact No.

Address
.....

Specimen Signature of Parent/Guardian

School Hours

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

This Diary must be brought to school daily.
Touching lives, moulding future

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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 2024-25 :

NURTURING NATURE AND FOSTERING BROTHERHOOD.

THE PLEDGE

India is my country. All Indians / are my brothers and sisters. I love my country / and I am proud of its rich / and varied heritage/ culture/language and religions. I shall always strive / to be worthy of it. I shall respect my parents/teachers and elders/ and treat everyone with courtesy. To my country, and my people / I pledge my devotion. In their well-being and prosperity /alone lies my happiness.

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.

GOAL SETTING FOR TERM 1 AND TERM 2

Name of the Student:

Goal Statement: (Describe what you want to achieve, e.g. in English I will score 95% and in Mathematics I will score 100%)

GOAL	DEFINITION	DESCRIPTION
S	Specific	The goal should be focused.
M	Measurable	The goal should be measurable.
A	Attainable	Goal should be attainable.
R	Realistic	Goal should be feasible.
T	Time-bound	The goal should be attainable within a single school year.

FOR TERM 1

Sl. No.	Subject	Term 1 Target (50-100%)	% achieved in Term 1
1			
2			
3			
4			
5			
6			
7			
8			
9			

Strategies for the achievement of the TERM 1 target:

This is my honest target for the academic year 2024-25 for TERM 1 and I will do everything within my capacity to achieve this target.

Student's Sign

Parent's Sign

Class Teacher's Sign

FOR TERM 2

Sl. No.	Subject	Term 2 Target (50-100%)	% achieved in Term 2
1			
2			
3			
4			
5			
6			
7			
8			
9			

Strategies for the achievement of the TERM 2 target:

This is my honest target for the academic year 2024-25 for TERM 2 and I will do everything within my capacity to achieve this target.

Student's Sign

Parents' Sign

Class Teacher's Sign

♦ *Arise, awake, and stop not till the goal is reached*
- Swami Vivekananda

MY LEARNING COMPANION

The “**My Learning Companion**” program, designed by the school is an initiative where the class teacher assigns a companion for all students for the year with the purpose of cultivating cooperation, empathy, and mutual support within the classroom environment.

Its primary objectives include fostering a sense of collaboration among students, promoting peer assistance in learning, ensuring a uniform pace of learning for all, and encouraging the sharing of class notes and study materials in case of leave of absence. Through this program, students are encouraged to work together, assist each other in understanding concepts, progress collectively, and ensure that no one falls behind. The program not only enhances academic performance but also nurtures essential interpersonal skills and a sense of responsibility towards each other’s success.

My Learning Companion for session 2024-25	
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MY GROUP MEMBERS

The concept of “**My Group Members**” aims to foster a culture of teamwork and collaboration among students. In this initiative, students are grouped for an academic session together with the purpose of collectively learning and growing, emphasizing the importance of mutual support and shared responsibility.

Throughout the year, these designated group members will engage in various academic and extracurricular activities together. By remaining together for the entire academic session 2024-25, students have the opportunity to form strong bonds, develop a sense of belonging, and create a supportive learning environment.

MY GROUP MEMBERS (Session 2024-25)

Sl. No.	Admission No.	Name of the members	Contact Number	
			Primary	Secondary
1				
2				
3				
4				
5				
6				

My Grammar

Be' Verb: Different forms for subjects in person

1st Person	I Am	We are	I Was	We were
2nd Person	You are	You are	You were	You were
3rd Person	He is	They are	He was	They were

Have' Verb: No change except for subject in Third Person Singular in Present Tense

1st Person	I Have	We have	I had	We had
2nd Person	You have	You have	You had	You had
3rd Person	He has	They have	He had	They had

TENSE	PRESENT	PAST	FUTURE
Indefinite	Sub + Verb (s+es) I + do	Sub + Verb (Past Form) I + did	Sub + shall/will + verb; I + shall + do
Continuous	Sub + am/is/ are + verb + ing; I + am + do + ing	Sub + was/ were + verb + ing; I + was + do + ing	Sub + shall/will be + verb + ing; I + shall be + do + ing
Perfect	Sub + has/ have + past participle of verb; I + have done	Sub + had + past participle of verb; I + had + done	Sub + shall/will + have + verb + shall + have + done
Perfect Continuous	Sub + has / have been + verb + ing; I + have + been + doing	Sub + had + been + verb + ing; I + had been + doing	Sub + shall/will + have + been + verb + ing; I + shall + have + been + doing

SCHOOL ANTHEM

Asatoma satgamaya tamasoma jyotirgamaya

Mrityoma amrutam gamaya

Om...om...SFS...SFS..jaye jaye he

(Verse 1)

You are the champion of God's kingdom

You are the source of true wisdom (*2 times*)

Christ you are the radiance of Desalites

Dispel the shad of avidya- (*2 times*)

Asatoma satgamaya... tamasoma jyotirgamaya

Mrityoma amrutam gamaya

Om...om...SFS...SFS..jaye jaye he

(Verse 2)

Your brighten the way to God and human

To spread the light of Christ and love (*2 times*)

You teach the truth of Christ and wisdom

This for all time your vision and mission (*2 times*)

Asatoma satgamaya... tamasoma jyotirgamaya

Mrityoma amrutam gamaya

Om...om...SFS...SFS..jaye jaye he (*2 times*)

NATIONAL ANTHEM

Jana Gana Mana Adhinayaka Jaya Hey

Bharata Bhagya Vidhata

Punjab, Sindu, Gujrat, Maratha,

Dravida, Utkala, Banga.

Vindhya, Himachala, Yamuna, Ganga

Uchhala Jaladhi Taranga;

Tava Subha Naame Jage

Tava Subha Ashisa Mange

Gaahey Tava Jaya Gatha.

Jana Gana Mangala Dhayaka Jaya Hey

Bharata Bhagya Vidhata.

Jaya Hey, Jaya Hey, Jaya Hey,

Jaya, Jaya, Jaya, Jaya Hey.

Õü÷1 æÃ±iÂïüþ üÑáïiÂ

Õ' ï÷±1 Õ±ËÂó±ò±1 ïðÃú

Õ' ï÷±1 ïäÂßÁíï ïðÃú

ÛËòàò üÅ»ù±, ÛËòàò üÅôÂù±

ÛËòàò ÷1÷1 ïðÃú¹⁴

Õ' ï÷±1 üÅ1ïüþ± ÷±iÂ

Õü÷1 üÅ»ðÃí ÷±iÂ

ÂóÔ¿»ï1 ßÁ' ËiÂ± ïÂðäÂ±;1 æÃð÷ËiÂ±

ïò±ËÂó±»± ßÁ;1ËùÝ Âó±iÂ

Õ' ï÷±1 ÝÂóæÃ± êÂ±yÃ×

Õ' ï÷±1 Õü÷ï Õ±yÃ×

äÂ±y×ùÝ ÛÂð±1 ÷Åà;ò ïiÂ±÷±1

ïyÃÃðÂó±yÃÃ ï÷±1 ÂóËù±»± ò±y×¹⁴

SFS JUBILEE ANTHEM

(Verse 1)

A PERFECT GIFT FROM ABOVE, THE BEST GIFT EVER...
GARDEN OF KNOWLEDGE THANK GOD FOREVER...

YOU HELP US GROW IN BODY, MIND AND SPIRIT LOVE
AND WISDOM IN THE WORLD ADHERE IT...

JOURNEY OF YEARS OF EXCELLENCE FOUNTAIN WELLS
WOW! DEEPLY LOVED SFS RINGS SILVER BELLS...

(Verse 2) CHORUS

**SFS SILVER JUBILEE, FRIENDS, HAPPY SILVER JUBILEE ...
CONGRATULATIONS! AND CELEBRATE MORE JUBILEES...
A TIME TO REMINISCE GRACE KINDNESS AND SERVICE...
TOUCHING LIVES MOULDING FUTURE DESALITE CARRIES...
SFS GOD'S TEMPLE OF KNOWLEDGE, SIGN OF INFINITY...
A SIGNIFICANT MILESTONE! THE GREAT SILVER JUBILEE**

(Verse 3)

LOOKING BACK! THANKFUL FOR BRINGING US THIS FAR...
IN THE SPIRIT OF ST. FRANCIS DE SALES BLOOM ON A PAR...
CHERISHED, LOVED, VALUED, HELD DEAR TO OUR HEARTS...
INSTILLING HUMAN VALUES CULTURE AND ART...
PASSING ON GENTLENESS TO THE WORLD IS OUR MISSION...
ALL LOVE FOR 25-YEAR-OLD SFS... EDUCATIONAL INSTITUTION

Repeat Verse 2 (Chorus) 2 times

SCHOOL PRAYERS

1. SIGN OF THE CROSS

In the Name of the Father / and of the Son/ and of the Holy Spirit, Amen.

2. GLORY BE

Glory be to the Father /and to the Son/and to the Holy Spirit. As it was in the beginning/ is now/ and ever shall be/world without end. *Amen.*

3. OUR FATHER IN HEAVEN

Our Father who art in Heaven/ Hallowed be thy name/thy Kingdom come. Thy will be done /on earth as it is in heaven. Give us this day our daily bread/ and forgive us our trespasses/ as we forgive those who trespass against us/ and lead us not into temptation/ but deliver us from evil. Amen.

Leader : St. Francis De Sales

All : Pray for us

4. PRAYER BEFORE CLASS

O God/ You are the truth/ and origin of all knowledge. Bless our studies/ which we consecrate to you. Enlighten our minds/ strengthen our memories / and direct our wills/ towards what is right. Grant us to seek truth always/ and make us truly wise. *Amen*

5. PRAYER AFTER CLASS

God of infinite wisdom / and source of all knowledge, grant that/ we may remember / what we have learnt. We offer you our work and our endeavours / our failures and our successes. Forgive us our shortcomings / and give us courage / to follow the path of truth. We thank you Lord / for all the good things / You taught us today/ and help us to be good children always. *Amen*

6. PRAYER FOR PARENTS

Loving Father/ I thank you for my parents. I thank you/ for the many good things / that have come to me through them. Their love for me / is a sign of your love for me. Their concern for my need and care remind me of your unconditional/ love and acceptance. Grant them/ many years of life and keep them in

good health of mind and body. Bless their work and all they do. Give them back / hundred fold/ all the good they have done for me. Inspire them with your love / and strengthen them/ to fulfill your Holy Law. One day may I be their comfort and strength/ as I have enjoyed their affection on earth. Lord, I ask you / to remain close to them/in their life's journey /so that they may experience / the joy of true family life. May I have the joy of being with them in heaven. *Amen*

7. PRAYER FOR MY SCHOOL

Almighty God, bless our school with your most gracious favour and prosper it in all worthy and honest undertakings. May love, truth and goodness abound within its walls and may right judgment and common sense prevail. Give the staff and the students your wisdom and your goodness that together we may serve you as one great family. May Mary, our beloved mother assumed into Heaven, patroness of India and St.Francis De Sales, patron of our school, pray for us. *Amen*

8. PRAYER FOR TEACHERS

Lord, I thank you for my teachers/who from my childhood/ have inspired me. I thank you/for their love and patience. I admire and value/their patience/in framing my life / as it is today and their repeated efforts / to plant in me / the right sense of values. I thank you for my teachers and friends whose hearts are ever willing/to share a laugh or tear. I thank you for their faith in goodness and in truth/which they ever strive to make the goal of every youth. I thank you/for their vision of beauty, joy, and love/and for the knowledge they impart on earth, heaven and above. I ask you to bless every one of them. Make them more loving, tolerant, understanding and concerned towards their students. Help them to form their students for life alongside the academic programs.

May they be filled with your love and understanding, enable them to bring out/the best in each of their students. May they help their students/to build up positive self-image. May they have enough courage to correct what is wrong in their students. Above all, may they teach them to be loving persons.

I pray you to bless my teachers so that they may lead us along life's pathways, to rest within thy heart. *Amen*

PRAYER SONGS

1. HYMNS

JAGAT GURU PRABHU JI
Jagat guru prabhuji namo namaha (2)
Sat guru prabhuji namo namaha (2)
Mam guru prabhuji namo namaha (2)
Namo namaha (4)
Javandayaka namo namaha (2)
Mangaladayaka namo namaha (2)
Shanitpradhayaka namo namaha (2)
Namo namaha (4)
Anugrahadata namo namaha
Anandata namo namaha (2)
Namo namaha (2)
Karunasagar namo namaha (2)
Paramdayakar namo namaha (2)
Prem Sarovara namo namaha
Namo namaha (4)

2. MAKE ME A CHANNEL OF YOUR PEACE

Make me a channel of your peace.
Where there is hatred let me bring your love.
Where there is injury, your pardon, Lord
And where there's doubt, true faith in you.

Make me a channel of your peace
Where there's despair in life, let me bring hope
Where there is darkness, only light
And where there's sadness, ever joy.

Oh, Master grant that I may never seek
So much to be consoled as to console
To be understood as to understand
To be loved as to love with all my soul.

Make me a channel of your peace
It is in pardoning that we are pardoned
In giving to all men that we receive
And in dying that we're born to eternal life.

Oh, Master grant that I may never seek
So much to be consoled as to console
To be understood as to understand
To be loved as to love with all my soul.

Make me a channel of your peace
It is in pardoning that we are pardoned
In giving to all men that we receive
And in dying that we're born to eternal life.

3. YOU ARE WITH ME

You are with me wherever I go
Every moment Your life in me flows
You're always there close by my side,
You are there O Lord both day and night.

You are with me in my mother's womb
You are with me in the days gloom
You help me stand against all odds,
And you filled me with Your strength O Lord.

In times of sorrow and in times of grief,
You gave me hope, strengthened my belief
When I did fall and was in pain,
Lord You set me on my feet again.

You have known O Lord all my secret fears,
You have seen O Lord all my unshed tears,
My Lord, you know me through and through
There is nothing I can hide from you.

4. CHANGE MY HEART, OH GOD

Change my heart, Oh God,
Make it ever true.
Change my heart, Oh God,
May I be like you. (Repeat)

You are the potter,
I am the clay
Mold me and make me,

This is what I pray.
Change my heart, Oh God,
Make it ever true.
Change my heart, Oh God,
May I be like you.
(Repeat)

5. THIS IS YOUR HOUSE

As we gather in this place today
Holy Spirit come and have Your way, have Your way
As we lay aside our own desires
Sweep across our hearts with holy fire, have Your way

(Chorus)

This is Your house, Your home
We welcome You, Lord, we welcome You
This is Your house, Your home
We welcome You today

As we offer up our hearts and lives
Let them be a living sacrifice, have Your way
Be glorified in everything we do
Be glorified in everything we say, have Your way

(c)

As we praise, o Lord draw near
It's Your voice, we long to hear
We welcome You today
We welcome You today

(c)

6. ALL THINGS BRIGHT AND BEAUTIFUL

All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The good God made them all.

Each little flower that opens,
Each little bird that sings,
He made their glowing colours,

He made their tiny wings.

The purple headed mountains,
The river running by,
The sunset and the morning,
That brightens up the sky.
The cold wind in the winter
The pleasant summer sun,
The ripe fruits in the country,
He made them every one.

He gave us eyes to see them
And lips that we might tell
How great is God Almighty
Who has made all things well.

7. IN HIS TIME

In His time, in His time
He makes all things beautiful in His time
Lord please show me everyday
As you're teaching me your way
That you do just what you say in your time

In your time, in your time
You make all things beautiful in your time
Lord my life to you I bring
With its winter and its spring
May I fathom everything, in your time
There's a time, there's a time

Both for sowing and for reaping there's a time
Time for loosing, time for gain
Time for joy and time for pain
Every purpose under heaven has a time.

8. LIKE A SUN FLOWER

Chorus
Like a Sun flower that follows
Every movement of the sun
So I turn towards you, to follow you, my God

In simplicity, charity, I follow (2)
In simplicity, honesty, I follow (2)
In simplicity, fidelity, I follow (2)

9. IN NEED OF LIBERATION

Chorus

**The world stands in need of liberation, my Lord
It still has to feel your power.
The blind and the deaf,
The dumb and the maimed
All need to feel your healing touch.
The world stands in need of liberation, my Lord
It still has to learn to love.**

There are those who have eyes but refuse to see
the inhumanity that's done.

There are those who have ears but refuse to hear
the cries of those in agony.

There are those who have mouths but refuse
to speak, against injustice done to some.

There are those who have hands but refuse to
reach, them out in love and charity.

There are those who have talents they do not
use, to build a true community.

And we know that we all have the talent to love
But leave it buried in ourselves.

10. WE PRAISE YOU

We Praise You Lord with Joy,
With heart and mind and voice
You fill us with Your unending love
And grace from above

You are our Father, who's ever near,
With You beside us, we'll have no fear
You are our Father loving and true
All day and night, watching us through

You sent Your son that we all may know,
Your loving mercy that freely flows;
And life eternal is your promise,
To all who live in love and peace
You sent Your spirit with us to stay
To guide our steps and guard our ways,
From day to day our life renew
Drawing us ever closer to you.

11. WE ARE GATHERING

We are gathering together unto Him.
We are gathering together unto Him.
Unto him shall the gathering of the people be.

We are gathering together unto him
We are singing together
We are offering together unto him
We are praying together unto him

12. CARRY YOUR CANDLE

There is a candle in every soul
Some brightly burning some dark and cold
There is a spirit who brings the fire
In nights of candle and makes His home

Chorus

**So carry your candle
Run through the darkness
Seek out the helpless Confusing thought
Hold out your candle for all see it
Take your candle go light your world (2)**

Trusting above all
See how its shine too
Let's raise our candle
Someone who hears
See now your sister
Still hold your candle
With all our faith.

Seek out your family
Whose hearts are blazing
Let's raise our candle
Light up the sky
Pray to the Father in the
Name of Jesus
May God reign become in
Darkest night.

13. I HAVE COME TO THEE (TAGORE)

Chorus

**I have come to Thee to take Thy touch
Before I begin my day**

Let thy eyes rest upon my eyes for a while

Let me take to my work the assurance of
Thy Comradeship my friend.

Fill my mind with Thy music to last through the Desert of noise

14. GOD IS SO GOOD

God is so good (3) He's so good to me.
He cares for me (3) Yes, He cares for me.
I'll trust in Him, (3) Yes, I'll trust in Him.

15. SHOWERS OF BLESSINGS

There shall be showers of blessing
This is the promise of God,
There shall be seasons refreshing,
Sent from the Saviour above

Chorus

**Showers of blessings
Showers of blessings we need,
mercy drops round us are falling,
But for the showers we plead.**

There shall be showers of blessing
Send them upon us O Lord
Grant to us now a refreshing,
Come and now honour Thy word.

There shall be showers of blessing
O that today they might fall,
Now as to God we're confessing,
Now as on Jesus we call.

16. GREAT FRANCIS DE SALES

Great Francis our glorious patron,
Listen to our hymn we sing
From thy lofty throne in heaven
Guard us on our heavenly way
In thy footsteps may we follow,
Free from taint of sin or loss,
Till our final dedication,
Till we reach the heaven above.

Great Francis You gentleman saint
Listen to these sinful souls
Help us to be truly humble,
As you followed Christ Our Lord,
Doctor of Love, You O Francis
And in Love of God you died,
Help us also to love Jesus,
And our neighbour as ourselves.

Great Francis Apostle of Chablais
You worked for the souls that strayed
Teach us to labour in God's vineyard,
As thou did'st for Christ our Lord,

Shepherded of the fold of Jesus,
For his sheep thy life was spent
Help us to proclaim Lord Jesus.
To the people every where.

17. SHANTI PATH

Asato ma sadgamaya
tamaso ma jyotir gamaya
Mrityurma amritam gamaya
Om Shanti, Shanti, Shanti

Meaning:

Lead from Ignorance to knowledge
from darkness into light
from death into immortality
O! Peace, Peace, Peace.

18. I JUST KEEP TRUSTING

Chorus:

**I just keep trusting my Lord as I walk along.
I Just keep trusting my Lord and
He gives me a song**

Though the storm cloud darkens the sky
O'er the heavenly trail,
I just keep trusting my Lord, he will never fail.

He is a faithful friend (2)
Such a faithful friend (2)
I can count on him (2)
to the very end (2)

19. PRAISE HIM

Praise Him, praise Him
Praise Him in the morning
Praise Him in the noon time
Praise Him, praise Him
Praise Him when the Sun goes down.
Love Him.....
Serve Him
Praise Him

20. WELCOME SONG 1

Welcome, welcome, welcome
Swagatam, su swag tam

With aarati (sign of welcome)
With Garland (sign of welcome) (2)

21. WELCOME SONG 2

All the birds and the flowers are rejoicing today.
They are telling a welcome so true
They are smiling a smile they are chirping a wish.
Blessings fall on our teachers and guests.
The earth is alive with laughter and song
To mingle with glee, our prayer and our songs
Gathered here are the works that are loyal and true
Singing chorus of welcome so gay.

22. WELCOME SONG 3

Aaye Hai Hum Swaagat Karne(2)
Man Main Aadhar Bhaav Liye
Swaagat Kaarte Hai Hum Sabka (2)
Phuloon Ka Uphaar Liya
Koyal Kuke Gaaye Papiha
Ye Dhara Ho Rahi Magan
Daso Dish Ayain Gunji Dekho

Ga Ga Karkehta Ye Man ManMan....Man
Swaatham (7) Subh Swaatham
Aap Aaye Khushiya Laaye
Ye fizaain Geet Gaayain
Man Main Uthti Hai tarange
Ye Pawan Bhi Cheh Chaaye
Chanda Suraj Laakho Taare
Jhume Naache Ye Gagan
Kaliya Dekho Muskai Hai
Keh Raha Hai Ye Chaman, Man.... Man....(2)
Swaagtam (7) Subh Swaagtam

23. WELCOME SONG 4

Suswagatam (2)
Swagat Karte Apke
We warmly welcome you
With our heart sincere and true
We warmly welcome you

Dear Fr./Sr. today
Suswagatam...(3)
May you ever be so Happy
Enjoy Our Love With Pleasure
May you Always Live in Splender
With A Blissfull Kind Nature
Welcome, We Welcome we welcome all of you (4)
Swaagtam (7) Subh Saagatm.

24. BIRTHDAY SONG

It's such a special day,
Let this happiness stay
For ever and for now (2)
Dear God to you we pray

It's such a special day, (2)
Let this happiness stay

Bless him dear God
Where he feels your love, My Lord
To grow up big and strong
To be grow all along (2)

It's such a special day
Let this happiness stay (2)
Forever and for now
Dear God to you we pray (3)

25. FEAST SONG

Ding-dong, ding-dong (2)
Angels of God are passing on
Ding-dong, ding-dong (2)
Sharing the good news
Of the living God
Wake up, children wake up
To welcome the angels passing on (2)

Happy feast day, Happy feast day
To wish you a very happy feast

Time and tide waits for none
To praise and thank God who is one (2)
Rise up, children rise up
To listen to the voice of the angels of God

Happy feast day, Happy feast day
To wish you a very happy feast

26. FAREWELL SONG

May the Good Lord bless and keep you
Whether near or far away.
May you find that long awaited, golden day today
May your troubles all be small ones
And your fortunes ten times ten
May the Good Lord bless and keep you
Till we meet again.

May you walk in sunlight shining
With a blue bird in every tree.
May there be a silver lining
Back of every cloud you see.
Fill your dreams with sweet tomorrows.
Never mind what might have been.
May the good Lord bless and keep you
Till we meet again (2)

27. JOY TO THE WORLD

Joy to the world ! The Lord has come
Let earth receive her king.
Let every heart prepares room
And heaven and nature sing (4)

Joy to the World! the saviour reigns;
Let men their songs employ'
While fields and floods
Rocks, hills and plains
Repeat the sounding joy (4)

He rules the world with truth and grace
And makes the nations prove

The glories of his righteousness
And wonders of his love (4)

28. SILENT NIGHTS

Silent night, Holy night
All is calm. All is bright
Round yon. Virgin mother and child!
Holy infant, so tender and mild
Sleep in heavenly peace (2)

Silent night, holy night.
Darkness flies, all is light'
Shepherds hear the angels sing.
'Alleluia ! Hail the King'
Christ the saviour is born (2)

Silent night, Holy night .
Son of God, love's pure light'
Radiant beams from thy holy face.
With the dawn of redeeming grace,
Jesus, Lord at they birth - 3

29. JINGLE BELLS

Dashing through the snow
in a one-horse open sleigh
o'er the fields we go
laughing all the way
Bells on bobtail ring'
Making spirits bright
What fun it is to laugh and sing
A sleighing song tonight

Chorus:

**Jingle Bells jingle bells
Jingle all the way
Oh! What fun it is to ride
In a one horse open sleigh (2)**

A day or two ago
I thought I'd take a ride

and soon Miss Fanny Bright
was seated by my side
The horse was lean and lank
Misfortune seemed his lot
He got into a drifted bank
And we, we got upset.

30. VANDE MATARAM

Vande Mataram!
Sujalam suphalam, malayaja shitalam
Shassyashyamalam, Mataram!
Shubhrayotsna pulakitayaminim,
Phullakusumita drumadala shobhinim,
Suhasini, sumadhura bhashinim,
Sukhadam, varadam, Mataram!

Saptakotikantha kalakala ninada karale
Dvisaptakoti bhujair dhrita-khara karavale
Abala kena ma eta bale
Bahubala dharinim, namami tarinim,
Ripudalavarinim Mataram!

Tumi vidya, tumi dharma,
Tumi hridi, tumi marma,
Tvam hi pranah sharire!
Bahute tumi ma shakti,
Hridaye tumi ma bhakti,
Tomarayipratima gari mandire mandire!

Tvam hi Durga dashapraharana dharini,
Kamala, Kamaladalaviharini,
Vani, vidyadayini namami tvam,

Namami kalmalam, amalam, atulam,
Sujalam, suphalam, Mataram,
Vande Mataram!
Shyamalam, saralam, susmitam, bhushitam,
Dharanim, bharanim, Mataram !

– *Shri Bankimchandra Chattyopadhyay*

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 school diary, 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 school's discipline rules. Our overarching goal is to foster an environment where discipline is upheld with fairness, empathy, and understanding.

GENERAL RULES AND REGULATIONS

1. All the students shall make themselves acquainted with the rules and regulations notified for their conduct. Ignorance of the rules will not be accepted as an excuse for their violation.
2. To acquire a good command of the English language, which is the medium of instruction for all subjects, students shall speak only in English at all times on the school premises (except during language periods)
3. Students shall bring all necessary textbooks and notebooks to the class according to the timetable. All school books shall be

labelled and neatly maintained throughout the year. Students shall not paste stickers and colour the pages of school notebooks unless specifically instructed by the teachers.

4. Weightage of the school bag is a serious concern of school management. Students shall not bring any books (other than textbooks or library books) magazines or comics to school without the Principal's permission.
5. Students shall take care of their personal belongings. The school authorities do not accept any responsibility for the loss of books, clothes, money, tiffin carriers, etc.
6. Students shall treat school staff with respect at all times and be courteous to fellow students. The school will view courtesy and disrespect to the staff seriously, and students responsible for misbehaviors are liable to be dismissed.
7. Students shall refrain from damaging any form of school property. Any damage done will be made good by the student responsible for it. Anyone who sees something damaged shall report the matter even if he/she does not know who has done it. No pupil shall bring razor blades or any sharp instruments to school.
8. Students shall maintain SILENCE in the corridors, outside the Principal's office, and the stairs during class hours. There shall be NO TALKING at the change of periods
9. Any misbehaviour or violation of school discipline will be dealt with by the Behaviour Management Committee and corrective action will be taken. In extreme cases, parents will be called in to discuss the child's behaviour, which may lead to suspension or discontinuation from the school.
10. Any form of bullying or ragging will result in a disciplinary committee review and could result in discontinuation with a negative conduct certificate.
11. All the students shall practice personal cleanliness and hygiene. The students should be careful not to throw papers, waste, etc. within the school premises. They should use the baskets and bins provided for this purpose
12. Students shall not write or make remarks on the wall, any part of the school premises, or furniture. Strict action shall be taken

against any student found guilty of damaging the school property and shall be liable to pay for the damages.

13. Girl students shall not wear any jewellery, have long nails, or apply nail paint/kajal, coloured lip balms or mehendi when they come to school. If earrings must be worn then they must be small hoops or studs. Nose rings, bangles, rings, and bracelets are not permitted. Boy students shall maintain a neat and proper haircut consistently, adhering to the specified length of 1.5 inches. Long hair as well as long nails, are not permitted.
14. Students shall wear analogue watches only. Students below class V shall not wear wrist watches in the school.
15. Students shall always maintain discipline and behave well. They shall always greet their teachers, elders, and friends wherever they meet them in school or outside.
16. No student shall bring any firecrackers to the school. Any child found in possession of firecrackers in the school premises will have to face appropriate disciplinary action.
17. Students shall not bring gifts to teachers or non-teaching staff for any occasion, or stage other demonstrations in their honour without proper permission from the school.
18. The school is not responsible for articles or money lost. It is not advisable to bring valuable articles like an expensive watch, pens, expensive jewellery etc., to school.
19. No examination or periodic tests shall be held for the absentee students before or after the scheduled time.
20. Students will not be permitted to go home after a test or an examination.
21. All students are to be present on the last working day of school before the commencement of Summer Vacations / Winter Breaks and on the first day when the school re-opens after summer vacation/winter break, special events like Annual Day, School Exhibition, Parents' attendance on PTMs or any other day of importance. If a student is absent on any of these days the school shall impose a suitable penalty at the discretion of the Principal.
22. Students changing classes for Optional subjects / Practical classes shall walk silently and in single line.

23. Students found engaging in dishonest behaviour, such as cheating or copying from their peers, will have their answer scripts confiscated during exams. In lieu of the confiscated scripts, they will be provided with a new examination paper to complete their test honestly and independently.

24. No student will be excused from games and drill/yoga unless a medical certificate is produced.

25. Pupils from one class must not visit their friends in any other classrooms during recess or other periods.

26. Any pupil who is persistently insubordinate or is mischievous or is guilty of malpractice in connection with examinations or has committed an act of serious indiscipline and/or misbehaviour or who, in the opinion of the Head of the Institution, has an unwholesome influence on his fellow pupils, may be expelled permanently or removed from the school for a specified period by the Principal.

27. Enrolment in St. Francis de Sales School implies on the part of the student and parents, willingness to comply with the requirements and regulations of the school.

PLAN OF ACTION FOR BEHAVIOUR MANAGEMENT

1. Class teachers shall build a good rapport with the children of their classes and ensure that they maintain discipline under all circumstances.
2. A daily disciplinary report will be available in the Disciplinary section in the Desalite connect. Parents and students shall check it regularly to monitor the Indiscipline cards awarded to their wards/ them and the consequences of each card.
3. Parents are liable to be summoned by the Behaviour Management Coordinator to inform about the disciplinary action to be taken by the school authority for defaulters when such a situation arises. The parents must be present when called to the school. All remarks must be signed immediately by the parent.
4. Every teacher possesses one Class Out-Card with their name printed on it. Students are allowed to leave the classroom with the Class Out-Card only when a teacher is there in a class. Students shall not leave the classroom when there is no teacher.

5. Every teacher shall enter the student's misbehavior related to regularity, punctuality, uniform, school ID, class work / homework, class in and out, grooming standard, etc. in the Monitor's Diary. Necessary disciplinary action will be taken accordingly, such as the issuance of Green/Blue/Pink, and Red cards depending upon the severity of the offenses. The class teachers and subject teachers will monitor the students seriously. The respective teachers shall meticulously enter any violation of school rules in the Class Monitor Diary without fear, favour or bias.
6. Every teacher shall possess a White Card. She or he shall note down the names of those students found violating the Discipline Norms of the school outside and inside the school and submit it to the Behaviour Management Coordinator within 24 hours. The Behaviour Management Coordinator will call the student, seek an explanation, and take necessary disciplinary action, such as issuing a Green/Blue/Pink Card, depending on the severity of the offence.
7. Any forbidden items, (if) found in the student's possession, will be confiscated (then & there) and will be kept in the Behaviour Management Coordinator's custody (under lock & key) only to be returned (except perishable items) after the student passes out from the school or takes TC. The confiscation of the forbidden item(s) shall be through filling up necessary forms issued by the school.
8. Teachers, under any circumstances, shall not show leniency, ignorance, and biases towards any student regarding indiscipline.

THE SCHOOL BEHAVIOUR MANAGEMENT COMMITTEE

The school has a well-managed Behaviour Management Committee. The Committee comprises the Principal as the Chairperson, the VPs, the Senior Coordinators and Coordinators of the respective classes, and the Behaviour Management Coordinator. The Committee ensures that it has at least one lady staff.

The roles and responsibilities of the School Behaviour Management Coordinator Committee are enumerated as under:

1. The Committee sits for hearing, discussing & proposing consequences every time a student resorts to serious offences, as mentioned in the school diary.
2. The Behaviour Management Committee calls the parents to brief them about the child's default and subsequently to inform them about the decision of the Committee about the consequence the student shall have to face
3. The Committee prepares teams and delegates authority & responsibility to impose discipline during events on the school premises or outside, depending upon the case's merit.

ROLE OF THE BEHAVIOUR MANAGEMENT COORDINATOR

The school has a Behaviour Management Coordinator appointed by the Principal. This responsibility is in addition to the primary duties assigned to him.

Responsibilities of the Behaviour Management Coordinator:

1. Behaviour Management Coordinator receives complaints (in writing: Reports/ Memos) of acts of indiscipline from the Class Teachers, subject teachers, and others.
2. Behaviour Management Coordinator imposes consequences according to the school norms after scrutinizing facts and figures.
3. Behaviour Management Coordinator takes up indiscipline matters with the Principal and receives his directions.
4. Behaviour Management Coordinator maintains records of every act of indiscipline and recommendations for consequences and implements them.
5. Behaviour Management Coordinator convenes the Behaviour Management Committee meetings, organizes the same, and prepares the final report for matters of seriousness which shall be submitted the Principal.

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.

AIM

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.

SPECIFICATIONS OF THE ANTI-BULLYING POLICY ENCOMPASS

- Strict prohibition of all forms of bullying and harassment, whether within the classroom, on school premises, immediately adjacent areas, or during student travel (including school bus journeys).
- 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 behaviour aligned with their developmental levels, maturity, and demonstrated capabilities. This includes demonstrating respect for the rights and welfare of fellow students, school staff, and

other associated personnel.

The determination of whether an alleged act constitutes a violation of this policy rests with the school Administration. The Principal is responsible for conducting a thorough and timely investigation of each alleged incident, resulting in the drafting of a detailed report. Parents of the involved students will receive written notification from the school regarding the investigation's outcome.

PROCEDURE

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:

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

AWARENESS

To effectively address incidents of bullying, the school management will implement the following steps:

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 :** Anti-bullying policies will be prominently printed in student diaries and on the school's website.
 - Morning assemblies, classroom sessions, and CCA house meetings will actively promote a bully-free environment.
 - Confidential surveys on student well-being and bullying behaviour will be conducted, with a commitment to addressing identified bullies and supporting victims.
 - An online feedback mechanism will be designed to allow students to express their personal feelings related to bullying.
 - Exit interviews will be conducted when a child is issued a transfer certificate, ensuring a comprehensive understanding of their 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:

- **Confidential Reporting System:** A confidential reporting system, including the utilization of Desalite Connect, will be established to enable students to report incidents of victimization without fear of reprisal.
- **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.
- **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.
- **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

Any incident of bullying in the school shall be addressed by the Behaviour Management Committee of the School. Once a matter is brought to the attention of the committee, and action is initiated, the committee serves as the final authority to determine the course of action. The proposed steps for dealing with reported incidents by the Committee are as follows:

1. **Immediate Reporting:** All incidents of bullying must be promptly reported to the committee.
2. **Swift Investigation:** Upon receiving a complaint, the committee will conduct an immediate investigation and submit a report within two working days.
3. **Summons and Parent Involvement:** The committee will convene to decide on summoning any or all parties involved in the incident, along with their parents, as deemed necessary.
4. **Assessment of Misconduct:** Based on the inquiry report and its own assessment, the committee will determine the seriousness of the misconduct and decide on the appropriate level of sanction.
5. **Medical Opinion:** In cases where deemed necessary, the committee may seek a medical opinion to assess the gravity of the injury (physical/psychological). The school nurse will provide first aid, assess the injury, record the assessment, and report to the appropriate person. Grievous physical injuries will be taken into consideration.
6. **Timely Resolution:** The entire process will be completed within seven working days.
7. **Post-Incident Support:** Efforts will be made to calm the atmosphere after a bullying incident. The victim/bully will not be branded, and opportunities for 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 monitor the further actions of the bullies for a specified period.

During its investigation, the Committee shall observe the following procedures:

1. **Conducting Calm and Patient Enquiry:** The investigation will be carried out in a composed and patient manner, maintaining decorum throughout.
2. **Comprehensive Incident Recording:** The case will 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 will 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 will be individually interviewed, and they will be asked to write an immediate account of the incident.
5. **Witness Examination:** Individual inquiries with witnesses will be conducted to determine the accurate sequence of events.
6. **Opportunity for Explanation:** Both the victim and the bully will 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 will be sought, and statements from witnesses obtained.
7. **Policy Explanation:** The process for dealing with bullying incidents, as outlined in the policy, will be clearly explained to both the bully and the victim.
8. **Victim's Reactions and Intentions:** The victim will be asked to express their own reactions and intended behaviour towards the bully.
9. **Use of Video Evidence:** Video footage from the school's CC cameras may be utilized as evidence to substantiate the investigation.
10. **Clear Incident Account:** A clear and precise account of the incident will be documented and presented to the head of the Anti-Bullying Committee or the Principal.

GENERAL GUIDELINES FOR PREVENTING AND CONTROLLING BULLYING

I. Procedure for the Victim (the person who has been bullied): We encourage students who have experienced bullying to consider the following actions:

- Confront the bully verbally, making them aware of the wrongful behaviour and warning them of reporting the matter to the School Anti-Bullying Committee.
- Share their feelings with someone, preferably a close friend, class monitor, or nurse in the first aid room.
- If possible, talk to a teacher, class coordinator, school counsellor, or any trusted adult whom they feel most comfortable speaking with.

II. Procedure for Bystanders (students who witness bullying): Students who witness bullying are expected to take any of the following steps:

- Support the victim and attempt to make the bully understand the wrongfulness of their actions.
- Accompany the victim to the School Anti-Bullying Committee and provide an explanation of the incident.
- Inform school authorities about the incident, even if the victim is not ready to complain due to fear or shock.

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

- Reassure and support the students involved, remaining impartial.
- Listen to both the bully and the victim to understand the nature and intensity of the incident.
- Inform the Anti-Bullying Committee as soon as possible; direct communication with parents is discouraged, as the committee will handle the matter.
- Uphold the school's commitment to identifying and taking action against non-compliance.
- Prepare and submit an annual report on bullying cases to the Principal, reflecting the school's dedication to transparency and accountability in addressing bullying.

BEHAVIOUR MANAGEMENT PROCESS OF THE SCHOOL

As such, the school follows positive reinforcement to encourage students to behave in proper and acceptable norms as laid down in the school diary. Accordingly, students shall be awarded positive re-reinforcement daily in the form of credit points for various daily actions as noted below:

Credit Points for		
SL.NO.	DISCIPLINE PARAMETERS	POINTS
1	Regular Attendance	+1
2	Punctuality	+1
3	Timely submission of assignments (CW/HW)	+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 prescribed language	+1
8	Compulsory bringing of study materials, Student's Diary etc.	+1
Daily Total		+8

To maintain discipline, the school shall award four types of cards to students who violate the behaviour management rules of the school. The four types of cards are –

- a. GREEN CARD**
- b. BLUE CARD**
- c. PINK CARD**
- d. RED CARD**

CONSOLIDATED BEHAVIOUR MANAGEMENT CHART

CONSEQUENCE	CRITERIA	ACTION TAKEN
GREEN CARD	ABSENTEEISM 15 days INDISCIPLINE 10 times OFFENCES OFFENCE 1	1. Signing of the Discipline Form by students.
BLUE CARD	ABSENTEEISM 25 days INDISCIPLINE 20 times OFFENCES OFFENCE 2	1. Summoning Parents. 2. Signing of the Discipline Form by student and parents.
PINK CARD	ABSENTEEISM 35 days INDISCIPLINE 30 times OFFENCES OFFENCE 3	1. Summoning Parents. 2. Signing of the Discipline Form by students and parents. 3. Suspension for 1-2 days.
RED CARD	ABSENTEEISM 50 days INDISCIPLINE 40 times OFFENCES ZERO TOLERANCE OFFENCES	1. Suspension for 7-10 days or discontinuation depending on the severity of the offence as per the decision taken by the Behaviour Management Committee.

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. OFFENCE 1**
 - a. Eating during class hours and in other prohibited places and times.
 - b. Non participation in the school activities and events.
 - c. Leaving books and/or other personal property in the school campus.
 - d. Scribbling and scratching on School furniture.
 - e. Minor cases of Fighting, teasing, insulting, name-calling, whistling, bullying, shouting, running in the academic block, loitering in the corridors or in unauthorized areas etc.
 - f. Misbehaving or shouting in the school bus, disrespecting the staff and the school authority.
 - g. Playing anywhere/everywhere/anytime/every time, at times with water during the school hours.
 - h. Making noise in the Library and failing to return the books in time.
 - i. Misbehaving outside the school campus that leads to bad impression of the school.
 - j. Repeatedly not communicating in English-the language of the School within the school premises.

4. OFFENCE 2

- a. Disobeying/refusing to obey instructions of the teachers/staff.
- b. Parents not attending PTMs.
- c. Offering unauthorized gifts/presents to the Teacher/School Staff.
- d. Possessing supari, gutkha, chocolates, chewing gum, aerated drinks, chips, etc.
- e. Inappropriate usage of the school computer like downloading non permissible contents, the interactive board and its components.
- f. Repeated minor acts of bullying students.
- g. Getting two Green Cards.

5. OFFENCE 3

- a. Scholastic dishonesty; using unfair means in the Examinations.
- b. Misuse/Falsification of School Certificates/School Record Book/ Report Card.
- c. Leaving school premise without permission.
- d. Making ethnic, racial or religious slurs and practicing casteism, racism, communalism and untouchability, disrespecting religious articles in the school premises.
- e. Disrupting the school events.
- f. Repeated acts of scribbling on the school vehicles, wall/furniture; destroying /mishandling of library books, textbooks and copies etc.
- g. Stealing school property or of others.
- h. Possession of electronic devices such as transistors, music players, portable DVD (and DVD Player), expensive watches, camera, mobile phone or other electronic devices.
- i. Lying as a witness. Failing to disclose information, hiding or covering up evidence.
- j. Collecting money for any purpose whatsoever (like Party, Picnic, Meeting, Demonstration etc.) without the permission of the authorities.
- k. Disrespect shown to articles and images of any religion and worship.
- l. Attending parties, visiting movie halls, visiting friends etc. in school uniform and bunking classes.
- m. Resorting to major Physical/Sexual harassment/bullying for the first time.

n. Earning two Blue Cards.

6. ZERO TOLERANCE OFFENCES

- a. Possessing Firearms/Weapons of destruction.
- b. “Encouraging Irresponsibility and Disregard: Damaging School Property”.
- c. Harmful addictives, Alcohol, smoking (in any form) in the School premises etc.
- d. Resorting to Gang-Activity, significant/major incidence of inciting violence and bullying causing serious mental trauma and physical harm.
- e. Engaging in inappropriate behaviour or physical contact.
- f. Resorting to major Physical/Sexual harassment/bullying repeatedly.
- g. Possessing obscene pictures/videos/printed matters.
- h. Possessing volatile chemicals.
- i. Resorting to repeated scholastic dishonesty.
- j. Verbally/Physically abusing Teachers /Staff and Students.
- k. Displaying any such behavior that threatens the student’s community at large.
- l. Using Social-Media platforms to defame any teacher, the School or the School Authority at large.
- m. Bringing objects like knife/dagger or any other lethal weapons to the 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 50 days	E

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.

The Prefectorial Board / School Council comprises of the head boy / head girl, deputy head boy/head girl, sports captain/ Sports vice captain, cultural captains/ cultural vice captain, house captains, house vice captains, class captains and vice captains.

The selection process for the roles of the head boy/head girl is carefully crafted, incorporating elements such as interviews, and appointments by school authorities. The school adopts a nomination process wherein class teachers identify students displaying leadership potential, academic excellence, positive disciplinary records, active involvement in extracurricular activities, and commendable behaviour.

Subsequently, the school administration meticulously reviews the nominations. Candidates shortlisted from this initial phase engage in a thorough selection process, including a panel discussion and interviews. This platform serves as an opportunity for candidates to showcase their leadership skills, articulate their vision for the school, and respond to inquiries from the selection panel.

The final decision rests with a selection committee comprising teachers and administrators. The committee employs **a predetermined set of rubrics** to assess candidates comprehensively, ensuring a fair and thorough evaluation that culminates in the selection of the most qualified individuals for the Prefectorial Board.

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.

Prefectorial Board Composition

1. Head Boy & Head Girl
2. Deputy Head Boy & Head Girl
3. House Captains & Vice Captains
4. Sports Captain & Asstt Sports Captain
5. Cultural Captain & Asstt Cultural Captain
6. Class Captains & Vice Captains

Leadership Roles & Responsibilities for Head Boy, Head Girl, and Council Members

1. Maintain Discipline

Observe students' conduct in the hallways and ensure adherence to school regulations.

Work with teachers to create a polite and focused learning environment.

2. Behaviour Oversight

Report about any instances of behavioural concerns to teachers and promote a culture of respect and responsibility among everyone

3. Exemplify Leadership

Take part in school activities to inspire others.

Help and guide classmates to show leadership qualities.

Encourage teamwork and positive communication.

4. Integrity and Responsibility

Always be honest and follow ethical standards in schoolwork.

Take responsibility for actions and choices. Be open and honest when facing challenges.

5. Uphold School Values

Show and encourage the school's values in everyday actions.

Act as ambassadors for the school's mission and principles.

6. Support Faculty

Help teachers keep a good atmosphere in the classroom.

7. Event Coordination

Plan and organize school events well.

Take care of the details and make sure activities run smoothly.

8. Execution Excellence

Collaborate with teachers to develop thorough event plans. Solve problems during events and make things better.

9. Promote Participation

Talk to students and get them involved in activities outside of class.

Support students who want to start something new.

10. Uniform Compliance

Make sure everyone follows the rules about wearing uniforms.

Talk to students who don't follow the rules in a helpful way.

11. Personal Presentation

Wear the right clothes and look neat. Help everyone feel proud of how they present themselves.

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.

The Prefect Investiture, symbolizing the commencement of their leadership journey, brings a sense of pride and togetherness to the entire school. The diverse roles and responsibilities assigned to the council members, from maintaining discipline to promoting participation, showcase their commitment to fostering a positive and inclusive school culture.

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 Council.

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 with the date, the total number of students, and their attendance status (present and absent).
3. Record the date, total number of students, and their attendance status (present or absent) daily in the class in the class Monitor's Diary.
4. Record information about the classes conducted, including the lessons taught during each period in the class.
5. Assist the class teacher in maintaining an organized classroom environment by facilitating tasks such as distributing notebook/materials and managing classroom resources.
6. Advocate for and actively participate in efforts to maintain a clean and organized classroom and corridors as well as ensuring the proper care of MY CLASS PLANTS.
7. Encourage classmates to take responsibility for their personal space and shared learning environment.
8. Notify the class teacher / subject teacher of students' unruly and undisciplined conduct, leading to a decrease in academic performance within the class.
9. Follow up students who fail to complete their assignments or submit their notebooks and communicate this information to the class teacher / subject teacher.
10. Notifying the Coordinator in the event of a delay of the subject teacher by 5 or more minutes in reaching the classroom.

STUDENT ACCOMPANIMENT FOR FINANCIAL EMPOWERMENT (SAFE) SCHOLARSHIP PROGRAMME

SFS School is committed to serve the society at large and a preferential care will be ensured for students with exceptional talents in scholastic and co-scholastic areas. The school is also steadfast in its service to the economically weaker section of the society. Keeping the welfare of its employees the organization feels obliged to support the wards of its employees. The Scholarship programme of the school is called SAFE (Student Accompaniment for Financial Empowerment). Safe is divided into three categories –

1. Talent Nurturing Scholarship
2. Financial Empowerment Scholarship
3. Employee Support Scholarship

TALENT NURTURING SCHOLASTIC SCHOLARSHIP

Class X

- a) Applications for Scholarship by eligible candidates must be submitted to the school.
- b) Class X students scoring 99% & above shall be given Rs. 50000 and 100% New Admission Fee in Class XI (**Applicable to students of SFS school only**).
- c) **School Topper (SFS Guwahati only)** in Class X Board Examination (**must score above 95%**) shall be given 100% Admission Fee as scholarship in Class XI. To continue with the Scholarship in Class XII, the student must score at least 90% mark in Class XI Final Examination. He / She shall be given 50% waiver in Annual & Tuition fee.
- d) Class X students who score 95% and above, shall be given a 50% Admission Fee as a scholarship in Class XI only. (**Applicable to students of any school or board**).
- e) Class X students who score above 90% shall be given a 25% Admission Fee as a scholarship in class XI. (**Applicable to students of any school or board**).

Class XII

- a) Class XII students scoring 99% & above shall be given Rs. 75000 as a scholarship for their future studies.
- b) SFS Guwahati **School Topper** in Class XII CBSE Board Examination (**Must score above 95%**) shall be given **Rs. 25000(Twenty-five thousand only)** as a scholarship for their future studies.
- c) **Stream Topper** in Class XII CBSE Board Examination (**Must score above 95%**) shall be given **Rs. 10000 (Ten thousand only)** each as a scholarship for their future studies. If the stream topper scores between 90% - 94%, they shall be given **Rs. 5000 (Five thousand only)** each for their future studies.
- d) Student availing the School Topper Scholarship shall not be eligible for the stream topper Scholarship.

Classes I – IX

EVALUATION OF TALENT NURTURING SCHOLARSHIP WILL BE ON THE FOLLOWING CRITERIA:

20% from Term 1 Examination

20% from Term 2 Examination

60% from Desalite Olympiad

a) **Class Topper (Topper among all the sections)** in the school in the Talent Nurturing Scholarship shall be given **Rs. 8000** as Scholarship in Tuition Fee. (**Must score above 95%**)

b) The **Top 3 Toppers** from each section in the school in the Talent Nurturing Scholarship shall be given the following scholarship in Tuition Fee. (**Must score at least above 90%**)

RANK 1 – Rs. 7000

RANK 2 – Rs. 6,000

RANK 3 – Rs. 5,000

c) Student availing the Class Topper Scholarship shall not be eligible for Section Topper Scholarship.

TALENT NURTURING CO-SCHOLASTIC SCHOLARSHIP

Eligibility Criteria:

- a) The scholarships will be given to those who performed in recognized competitions held in previous calendar year.
- b) The scholarship awarded under the scheme will be of one year only, provided the awardees pass in the annual examination with at least 60% marks in Term I & II examination.
- c) The value of each Talent Nurturing Co-Scholastic Scholarship will be as follows:

Winner – Rs. 8000

Runner up – Rs. 6000

1st Runner up – Rs. 5000

- d) The first/second/third position holders in individual events organized by any recognized Sports Federation by the Government & statutory bodies will be eligible for the Talent Nurturing Co-Scholastic Scholarship Programme.
- e) The school will certify the correctness of the contents of the application filled in by the candidate.

f) The scholarship will be applicable to the below-mentioned disciplines:

Priority Disciplines - Archery, Athletics, Badminton, Basketball, Boxing, Cycling, Football, Gymnastics, Handball, Hockey, Judo, Kabaddi, Kho-Kho, Tennis, Shooting, Swimming, Table Tennis, Volleyball, Weight lifting, Wrestling

Other Disciplines - Ball Badminton, Baseball, Billiards & Snookers, Bowing, Carrom, Chess, Cricket, Fencing, Golf, Karate, Powerlifting, Rowing, Softball, Squash, Wushu, Taekwondo.

- g) **Selection Process:** There will be a duly constituted Selection Committee to scrutinize the applications and select candidates for these scholarships on the basis of performance and merit. The decision of the Committee will be final and binding and no correspondence in this regard will be entertained.

TALENT NURTURING SCHOLARSHIP																						
CLASSES →	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII										
BOARD EXAM SCHOLARSHIP										✓		✓										
SCHOOL EXAM SCHOLARSHIP	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓											
TALENT NURTURING SCHOLARSHIP (FOR CO-SCHOLASTIC AREAS)																						
APPLICABLE TO SFS GUWAHATI STUDENTS ONLY																						
DISCIPLINES		POSITION			SCHOLARSHIP																	
Priority Disciplines	Archery	Judo	First		Rs. 8000																	
	Athletics	Kabaddi																				
	Badminton	Kho-kho																				
	Basketball	Tennis																				
	Boxing	Shooting																				
	Cycling	Swimming																				
	Football	Table Tennis																				
	Gymnastics	Volleyball																				
	Handball	Weight lifting																				
	Hockey	Wrestling																				
Other Disciplines	Ball Badminton	Power lifting	First		Rs. 8000																	
	Baseball	Rowing																				
	Fencing	Softball	Second		Rs. 6000																	
	Bowing	Squash																				
	Carom	Karate																				
	Chess	Wushu																				
TALENT NURTURING SCHOLARSHIP (FOR SCHOLASTIC AREAS)																						
SCHOLARSHIP FOR CLASS X (CBSE Board Exam)																						
SL. NO.	ELIGIBILITY			SCHOLARSHIP			APPLICABILITY															
1	Students scoring 99% and above			Rs. 50000 and 100% New Admission Fee in Class XI			Applicable to SFS Guwahati students only															
2	School Topper 95% & above			100% New Admission Fee in Class XI			Applicable to SFS Guwahati students only															
3	Student Scoring 95% & above			50% New Admission Fee in Class XI			Applicable to students from any school or board															
4	Student Scoring 90% - 94%			25% New Admission Fee in Class XI			Applicable to students from any school or board															
SCHOLARSHIP FOR CLASS XII (CBSE Board Exam)																						
SL. NO.	ELIGIBILITY			SCHOLARSHIP			APPLICABILITY															
1	Students scoring 99% and above			Rs. 75000			Applicable to SFS Guwahati students only															
2	School Topper (Must score above 95%)			Rs. 25000			Applicable to SFS Guwahati students only															
3	Stream Topper (Must score above 95%)			Rs. 10000			Applicable to SFS Guwahati students only															
4	Stream Topper (Score 90% - 94%)			Rs. 5000			Applicable to SFS Guwahati students only															

SCHOLARSHIP FOR CLASSES I - IX (Applicable to SFS Guwahati students only)

SL. NO.	POSITION	SCHOLARSHIP
1	Class Topper (Topper among all sections - must score 95% or above)	Rs. 10000
2	Section Toppers (Must score 90% or above)	Rank 1
		Rank 2
		Rank 3

FINANCIAL EMPOWERMENT SCHOLARSHIP

SFS School is committed to serving society and preferential care for the economically weaker sections. The school shall give SAFE assistance to a minimum of 50 students in a year based upon the following criteria.

- a) Safe assistance is to be applied to the school in the prescribed form available at school office with all the required documents. The decision shall be taken based on first come first serve basis.
- b) The assistance is for one year only. However, it may be renewed on re-application subject to the satisfaction of the school management.
- c) Financial assistance is subject to the decision of the school management and its policies from time to time.
- d) The school management has the right to cancel or modify the assistance without stating any reason whatsoever.
- e) Scholarship refers to relaxation in Annual fee or Tuition fee only.
- f) The scholarship shall vary from 20% to 100% subject to the decision of the school management.
- g) The scholarship committee shall study and verify the documents. If required the committee shall call the applicants for queries, clarification or interview before taking the final decision.
- h) Family Annual Income of both the parents together should not exceed more than 2 lakhs per annum.
- i) Parents seeking concession must have a **Ration Card or BPL Card** and need to be submitted to the scholarship committee.

- j) The student must score at least an aggregate of 65% marks each in both Term 1 & Term 2 examinations. If the student has exceptional co-curricular achievement in the District / State / National / International Level, 60 % marks would suffice.
- k) Parents with four or more children in the school will get a concession only for the first child. Also, he or she should qualify the No. 8, No. 9 & No. 10 criteria.

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. Keeping the welfare of its employees, the organization feels obliged to support the wards of its employees.

The following are the policies for employee support scholarship:

- a) Employment in the school is not a guarantee for the admission of their ward.
- b) The admission will depend upon the availability of seats and merit only. Also, the student should clear the interaction/ baseline assessment (as applicable).
- c) The support scholarship is applicable for one year only. However, it may be renewed on re-application, subject to the satisfaction of the school management.
- d) An employee will be provided the scholarship with a 50% waiver in New Admission Fee & ANNUAL FEE CUM QUATERLY FEES.
- e) The scholarship for Support Staff will vary from 5% to 100% subject to the decision of the school management.

GENERAL RULES AND REGULATIONS

1. School Hours :

For classes LKG & UKG

- ◆ From Monday to Friday: 7:45 am - 12:30 pm
- ◆ Saturdays shall be holiday.

For classes I & II

- ◆ From Monday to Friday: 7:45 am - 2:10 pm
- ◆ Saturdays shall be holiday.

For classes III-XII

- ◆ From Monday to Saturday: 7:45 am - 2:10 pm.

Holidays :

- ◆ Sunday, National Holidays & State Holidays as mentioned in the School Calendar in the Desalite Connect.
- ◆ If there is a sudden or emergency holiday on any working days, depending upon the need, it shall be notified prior by the school authorities via Desalite Connect only.
- ◆ Holiday list given in the Desalite Calendar may be subject to change based on school requirements and new guidelines issued by the statutory and regulatory bodies.

2. This institution, managed by the Mermier Education Society, is a minority establishment under Article 30 of the Constitution of India (Section 2 (g) of the National Commission For Minority Educational Institutions Act 2004 and holds the minority certificate. The institution is dedicated to educating the children of its community. It warmly welcomes students and employees of all backgrounds, regardless of religion, caste, or community. Respectful behavior towards articles and images of religious significance is encouraged. Additionally, the school premises are reserved for the religious practices specific to this institution.
3. Any act of indiscipline or interference in the administration, disrespect to any teacher/religion/community by any student shall not be tolerated and the delinquent may even be expelled from the school.

4. Guardians and parents are requested to make proper arrangements to collect the children immediately after school hours. Though proper care is taken to ensure safety of the children, the school cannot be held responsible if a student leaves the school campus on his/her own accord or any accident, minor or major, to pupil during their stay in the school or while taking part in any activities of the school.
5. Parents and Guardians are not allowed to meet their child/ children or teachers during the class hours.
6. All the communication and correspondence relating to the school should be addressed via Contact the School available in Desalite Connect only.
7. All promotion to the next class will be according to the academic performance of students. A 33% mark is mandatory for promotion to the next class.
8. Parents/Guardians who wish to meet the teachers can do so on every working Saturday between 2.15 pm to 3 pm with prior appointment.
9. The Student's Diary is a record concerning the student. Therefore, every student should take care of the diary and bring it to school daily. If anyone loses it, he/she should get a written authorization from the Principal to buy a duplicate diary.
10. The school advises students to refrain from engaging in private tuition with SFS teachers.
11. The school prohibits the formation of student unions, and any associated activities of such unions are not permitted within the school premises, particularly those with political affiliations.
12. Students are strictly forbidden to organize strikes or incite others to strike or to bring external elements that can destroy peace, harmony and effective running of the school. They shall be abstained from any act, which is likely to damage the reputation of the school.

13. Student Dress Code and Appearance Guidelines:

The following guidelines aim to maintain a neat and uniform appearance within the school premises. Please adhere to them accordingly.

a) Students are expected to refrain from wearing ornaments, and jewellery such as rings, earrings, chains, bangles, or using any cosmetics like lipsticks and nail polish.

b) Hair should be tied properly and not left loose. Unconventional hairstyles and makeup that degrade the uniform standards are strictly prohibited. Additionally, girls are advised to wear only white hair clips or hair bands.

c) Proper haircuts are required for all students. Long hair, long nails, earrings, chains, watches, tattoo imprints, and unconventional hairstyles are not permitted.

d) Students are expected to adhere to the prescribed school uniform only and not modify the uniform by their choice.

14. Those students who come to school early should sit and study in their respective classrooms and maintain discipline.

15. Parents are advised not hand over the tiffin or any other items during the class hours to the staff (both teaching and non-teaching) or others, to be handed over to their wards.

16. 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.

17. The school provides color-coded lanyards for students' IDs for security purposes and easy identification. The description is mentioned in the table below-

SCHOOL ID CARD DETAILS		
SL. NO.	COLOR OF THE LANYARD	DESCRIPTION
1	RED	STUDENTS WALKER (SW)
2	GREEN	PARENTS PICK UP (PP)
3	YELLOW	SCHOOL TRANSPORTATION (ST)
4	PURPLE	PRIVATE TRANSPORTATION (PT)
5	BLUE	SFS PARENTS (ALL)

INFORMATION ON ATTENDANCE AND LEAVE

1. Regular attendance of all students at school is required to inculcate discipline and regularity in a student which in turn creates a value system that becomes an essential part of life. The minimum attendance required for a student in each term is 90% irrespective of emergencies. Any student's attendance below that shall be penalized.
2. A student returning to school after recovering from a contagious or infectious disease should also produce a doctor's certificate of fitness. If a student fails to produce such a certificate, the school authorities are entitled to send him/her back.
3. Students are required to be present on the last day of school before any holiday and on the opening day of the school after the end of each term / long holiday (more than 7 days), failing which the student has to pay a fine of Rs. 100/- per day.
4. Students will not be allowed to leave school before it gets over, except in case of an emergency, with the permission from the office of the Principal/Vice Principal. For security reasons, no student will be allowed to go home under any circumstances without a parent coming to pick him/her. It is mandatory for parents to carry their Parent's ID card for entry into the school premises.
5. In case of bereavement in the students' immediate family, the Principal / VP shall grant leave. Leave requests for attending marriages and other functions and ceremonies during the term are to be avoided by the parents. Parents are asked to try and ensure that all family functions and ceremonies are planned for the students' vacation as given in the Desalite Calendar. There will be no retest under any circumstances if a student is absent for any examination.
6. In case of any leave of absence, parents shall inform the school through Contact the School in Desalite Connect only.

Parents shall not send any leave note directly to the Class Teacher.

7. If a student represents the school officially in any State/ National/Inter-National event, he or she shall be given attendance for the days of absence.
8. If a student participates in any State/National/Inter-National event pertaining to sports/culture/literary/academics, the student shall be granted a maximum of 10 days of attendance only during the period of absence in one academic session.

GUIDELINES FOR SCHOOL FEE

This is an unaided minority institution and does not receive any financial help from the Government or any other agency and the only income of the school is the fee realized from the students. Hence it becomes necessary to increase the fee from time to time depending upon the increase in the salary, increase in the cost of maintenance, addition and up-gradation of facilities etc.

All fees are to be deposited only through Desalite Connect unless prescribed otherwise.

Fee is charged for twelve months of the year. The fee is due in April, July, October and January. The fee should be deposited on/before the last day of the month mentioned above or a late fee of Rs. 300 per quarter will be charged. The name of the student will be struck off the rolls after two months, if the fee has not been paid and re-admission will only be allowed depending on the availability of seats in the class. The pay slips can be downloaded from Desalite Connect.

Computer Science & AI is compulsory for all classes and will be charged extra. Those who take Computer Science as an optional subject in Class XI and XII will also have to pay extra for the same.

INFORMATION ON BREAK TIME/MEAL TIME

Packing a nutritious tiffin for school is crucial as it directly impacts a child's health, energy levels, and academic performance. Nutritious food provides essential nutrients like vitamins, minerals, and proteins necessary for physical growth and cognitive development. A balanced meal boosts concentration, supports learning, and helps in maintaining a healthy weight. Moreover, instilling healthy eating habits from a young age promotes lifelong well-being and reduces the risk of chronic diseases. Therefore, a nutritious tiffin not only fuels the body but also nourishes the mind, enabling students to thrive both inside and outside the classroom. Below are some important points to be noted –

- a) Two food breaks are provided: one fruit break and one lunch break.
- b) Ensure that only healthy and nutritious food is packed in the child's tiffin.
- c) Use tiffins with clips that are easy to open for convenience.
- d) Water Bell rings at 11:30 am everyday to remind students to keep themselves hydrated.

NUTRITIONAL FOOD CHART FOR STUDENTS

Parents are advised to send only healthy and nutritious food in the child's tiffin. A suggested menu for tiffin is available in the Student's Diary.

<i>FEW SUGGESTED FOOD ITEMS TO BE CONSUMED</i>	
CLASSES LKG-XII	SHORT BREAK
	Seasonal fruits of choice/Sprouts salad/Boiled egg halves/ masala corn/makhana/Chickpea salad etc.
	LONG BREAK
	Sandwich/Uttapam/ Stuffed Paratha/Veg pulao or Fried rice/Veggie Upma/Roti and vegetable of choice/poha etc.

CO-SCHOLASTIC POINTS

The parameters for addition/gaining points is depicted as under:

CODE	PARAMETERS/PARTICULARS	POINTS
A1	Full attendance in a particular month	30
A2	Best performance in the Annual Sports, Inter-house Literary, Cultural, Art Competitions final, Out-side School Championships etc. (On Submitting the Certificate, the CCA co-ordinator shall impart Points)	25
A3	Second Best Performance in the Annual Sports, Inter-house Literary, Cultural, Art Competitions final, Out-side School Championships etc.(On Submitting the Certificate, the CCA Co-ordinator shall impart Points)	20
A4	Third Best Performance in the Annual Sports, Inter-house Literary, Cultural, Art Competitions final, Out-side School Championships etc.(On Submitting the Certificate, the CT shall impart Points)	15
A5	For Being Topper in the Class in the PT- 1, PT-2, T-1, PT-3, PT-4 & T2	30
A6	For Being Second Topper in the Class in the PT- 1, PT-2, T-1, PT-3, PT-4 & T2	25
A7	For Being Third Topper in the Class in the PT- 1, PT-2, T-1, PT-3, PT-4 & T2	15
A8	For Being Second Topper in the Class in the PT- 1, PT-2, T-1, PT-3, PT-4 & T2	20
A9	For Being Third Topper in the Class in the PT- 1, PT-2, T-1, PT-3, PT-4 & T2	25
A10	For securing 90% or more marks in a subject for the periodic test	25

SCHOOL UNIFORM DRESS CODE 2024-25														
SL NO .	REGULAR UNIFORM	CLASSES												
		LKG	UKG	I	II	III	IV	V	VI	VII	VIII	IX	XI	XII
1	REGULAR UNIFORM (SUMMER & WINTER)	HALF SHIRT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2		HALF TROUSER	✓	✓	X	X	X	X	X	X	X	X	X	X
3		FULL TROUSER	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4		SKIRT (Applicable for LKG & UKG Girls only)	✓	✓	X	X	X	X	X	X	X	X	X	X
5		BELT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6		BOW	✓	✓	X	X	X	X	X	X	X	X	X	X
8		SOCKS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9		BATA BLACK SHOES	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10		FULL SHIRT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	REGULAR UNIFORM (ONLY DURING WINTER)	FULL TROUSER	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12		HALF SWEATER	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13		FULL SWEATER	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14		BLAZER	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15		TIE	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16		SFS WINTER CAP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17		SFS SCARF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18		BLACK LEGGINGS (Applicable for LKG & UKG Girls)	✓	✓	X	X	X	X	X	X	X	X	X	X
19	HOUSE	T-SHIRT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20	UNIFORM	TRACK PANTS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

NOTE:

1. Students of Classes LKG - UKG shall wear the house uniforms on Drill & Games Day.
2. Students of Classes II - X shall wear the house uniforms on HPE (Health & Physical Education) Days & on Co-Curricular Days (Saturday).
3. Students of Classes XI & XII shall wear the house uniforms on the day of their Physical Education Practical Days & on Co-Curricular Days (Saturday).
4. Students of Classes LKG - V shall wear Bata black strapped shoes with Valcro.
5. Students of Classes VI - XII shall wear Bata black laced shoes.
6. Summer Uniform shall be applicable from 1st April - 30th September.
7. Winter Uniform shall be applicable from 1st October - 31st March.

VENDOR DETAILS:

MR TRADERS, Damayanti Shopping Centre, Opposite SFS School,
Narengi, Guwahati - 781171
Contact No.: 9954032398

LIBRARY POLICY AND PROCEDURE

1. Library materials are to be handled with care.
2. Personal belongings are not allowed inside the library.
3. Food, drinks, mobile phones, and electronic equipments are strictly prohibited inside the library and the reading room.
4. Students and employees of the school become bona-fide members of the school library after their enrolment / appointment.
5. Students use their 4-digit admission number as their library card number to borrow books from the library.
6. Silence must be strictly maintained in the library and the reading room at all times.
7. Employees use their Employee code to borrow books from the library.
8. Library Hours on School Days:

Monday to Saturday: 8.30 am – 3. 30 pm

The library remains open for student usage during both the breaks and library books are issued to the students of class IV – XII. Students from class I – III are allowed to read books in the library and reading room during substitute periods or slots allotted during the breaks.

9. Books borrowed from the library are not transferable.
10. Reference books, journals/periodicals, magazines newspapers cannot be borrowed from the library.
11. Every student is permitted to borrow 2 books at a time for 14 days.
12. Books may be renewed for another 7 days, provided the student returns the book prior to the due date or on the due date.
13. Books are to be returned to the library on time. An overdue charge of Rs.5/- per day per book is levied on students from the due date if book is not returned on time. The fine is deposited in the Accounts department of the school. Staff will not be levied any library overdue fine.

- 14.“No Dues certificate” to be obtained by students in case of transfer/withdrawal from school.
- 15.List of library defaulters are forwarded to the Controller of Examination with the approval of the Principal before the Term 2 examination. Admit cards of such students will be blocked till the library dues are cleared.
- 16.Loss or damage of books must be reported to the Librarian immediately. Borrowers will be charged for lost or damaged books. Three times the cost of the book is charged from the borrower in such cases.
- 17.Suggestions and recommendations from students and employees are received through-
 - a) Book Suggestion Form (Google Form) is shared in the first week of December of every academic year.
 - b) Student and Employees may forward book suggestions through the ‘Contact the School’ in Desalite Connect.
- 18.School accepts donation of books from the Students, Employees and Extended community. Donors may contact the Reception desk of the school for further assistance. Accepting or rejecting donation of books is at the discretion of the school authority.
19. 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. The students of every class create and manage the ‘Class Library’ under the supervision of the Class teacher. No student is allowed to carry home books which belong to the Class Library till the completion of the current academic year. Substitution periods shall be used as class library period as per the school roster.
20. At the end of each academic year, students may donate the Class Library books to the School Library through their Class Teacher.

THE METHOD OF STUDY

Many of you are required to dedicate ample time to your studies, yet completing assigned tasks or assignments often

feels unattainable. Where can you possibly find time to study? There exists no magical formula for this dilemma. However, cultivating effective study habits will alleviate anxiety and instill a sense of confidence in your academic pursuits.

A. Study Condition

1. Avoid all distractions. Do not let your mind wander or be distracted from what you are doing. For this, select a quiet place.
2. Ensure all necessary materials are readily accessible to prevent wasting time and energy searching for them.
3. Study under proper light, because poor light tires the eyes and you lose concentration.
4. Have a proper ventilation, for fresh air keeps the mind alert.

B. Make a plan for study

1. Keep in mind what you have to study, how much you have to study and the time you have. Have a balance between leisure and study. Organize a time table in such a way that you have fun and sufficient time for study. “All work and no play makes Jack a dull boy”. Fun is essential because an exhausted mind cannot absorb what it studies.
2. Decide when to study and what to study. Make a weekly timetable. It is better to have short frequent periods of study for each subject than long hours for one. Start with interesting, easy lessons/topics and then go on to difficult ones unless they are interconnected.
3. Pay total attention to what you are studying. You will absorb more and understand better.
4. Do not study when you are tired. Relax with something light for a short-while and come back to studies. But do not confuse laziness with tiredness.

5. Understand the material that you have to learn as a whole
6. Re-learn and revise previous lessons frequently. If you have learnt ,mathematical formula or grammar rules practice them, for practice makes a man perfect.
7. Do not practice rote learning. Read the chapter carefully, understand the ideas and write the essentials points.
8. Do not learn from notes, but get the most important points and put them down in order, under headings and subheadings.
9. During the weekend, set aside some time to go over the week's work concentrating on points you had not grasped. Regularity and concentration are the key words to success.

POINTS FOR STUDENTS TO REMEMBER

1. Never neglect the lesson or homework assigned. If you do so, it is like missing a train that you can never catch afterwards.
2. Always revise the work done in class.
3. Consider tuition as a social evil. Avoid it by concentrating and participating in the class.
4. Never postpone what you can do each day.
5. Be enthusiastic in doing everything. Live well by doing everything well.
6. Daily show your Student's Diary to your parents and get them to sign any remarks.
7. Participate in peer learning and teaching. They will help you by words and example.
8. Take part in games. Recreation serves to refresh your mind and gives you new energy for study.
9. Do not flinch in the face of difficulties in your studies. Remember, a prayer to God for light will always help. Your teacher will help you too.

DOC CODE: SF5/ACA/D/026/1.0**PROPOSED ASSESSMENT PLAN 2024-25**

*The Proposed Assessment Plan for the academic session (2024-25) may be subject to change based on changes in process requirement and new guidelines issued by the statutory and regulatory bodies.

Sl. No.	ASSESSMENT CATEGORIES	TYPE OF TERM EXAM (T1/T2)	TYPE OF ASSESSMENT	TEACHER INCHARGE	PERIODIC ASSESSMENTS (10 MARKS)-INTERNAL ASSESSMENT												
					LKG	UKG	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
1	1. Periodic Test 1 & 2 [^1]	T1	WT	ST	20	20	20	20	20	20	20	20	20	20	20	20	20
	2. CARES 1 & 2 - English & Maths	T1	WT - OMR	ST	-	-	-	10	10	10	10	10	10	10	10	10	-
	3. CARES 1 & 2 - Environmental Studies	T1	WT - OMR	ST	-	-	-	10	10	10	-	-	-	-	-	-	-
	4. CARES 1 & 2 - Science & Social Science	T1	WT - OMR	ST	-	-	-	-	-	-	10	10	10	10	10	-	-
	5. Periodic Test 3 & 4 [^2]	T2	WT - OMR	ST	20	20	20	20	20	20	20	20	20	20	20	20	-
	6. CARES 3 & 4 - English & Maths	T2	WT - OMR	ST	-	-	-	10	10	10	10	10	10	10	10	-	-
	7. CARES 3 & 4 - Environmental Studies	T2	WT - OMR	ST	-	-	-	10	10	10	-	-	-	-	-	-	-
	8. CARES 3 & 4 - Science & Social Science	T2	WT - OMR	ST	-	-	-	-	-	-	10	10	10	10	-	-	-
2	PORTFOLIO (5 MARKS)-INTERNAL ASSESSMENT																
	1. Class Presentation	T1 & T2	OT Individual	ST	-	-	5	5	5	5	5	5	5	5	5	5	5
	2. Notebook + Classwork + Homework	T1 & T2	Individual work	ST	5	5	5	5	5	5	5	5	5	5	5	5	5

SUBJECT ENRICHMENT ACTIVITIES (5 MARKS)-INTERNAL ASSESSMENT														
1. Art Integrated Project	T1	Individual/ Group work	CT/ST (IX-X)	-	10	10	10	10	10	10	10	10	-	-
2. Class Magazine	T1	Group work	CT	-	5	5	5	5	5	5	5	5	5	5
3. Computer Science & Artificial Intelligence (LABWORK)	T1 & T2	Individual PW	ST	-	-	20	20	20	20	20	30	-	-	-
4. Information Technology (LABWORK)	T1 & T2	Individual PW	ST	-	-	-	-	-	-	-	30	-	-	-
5.Science & Maths (LABWORK)	T1 & T2	Individual/Group PW	ST	-	-	-	-	-	-	-	5	5 ⁽⁺⁵⁾	-	-
6.Project/Yiva/Practical	T1 & T2	Individual/ Group PW	ST	-	-	-	-	-	-	-	-	-	70/30/20	70/30/20
7.Mindspark	T1 & T2	Individual PW	ST	-	5	5	5	5	5	5	-	-	-	-
8.Listening (Skill test) (English,Hindi,Assamese)	T1 & T2	Individual test	ST	5	5	5	5	5	5	5	5 ⁽⁺¹⁰⁾	5 ⁽⁺⁷⁾	5 ⁽⁺⁷⁾	5 ⁽⁺⁷⁾
9.Speaking (Skill test) (English,Hindi,Assamese)	T1 & T2	Individual test	ST	5	5	5	5	5	5	5	5 ⁽⁺¹⁰⁾	5 ⁽⁺⁷⁾	5 ⁽⁺⁷⁾	5 ⁽⁺⁷⁾
10. Reading (Skill test) (English,Hindi,Assamese)	T1 & T2	Individual test	ST	5	5	5	5	5	5	5	-	-	-	-
11.Writing (Skill test) (English,Hindi,Assamese)	T1	Paragraph Writing	ST	5 ⁽⁺⁴⁾	5 ⁽⁺⁴⁾	5	5	5	5	5	-	-	-	-
Creative Writing	T2	Individual test	ST	5 ⁽⁺⁴⁾	5 ⁽⁺⁴⁾	5	5	5	5	5	-	-	-	-
12. Value Project	T2	Group work	CT	-	*	-	10	10	10	10	-	-	-	-
13.School Exhibition	T2	Individual/ Group work	CT	50	50	50	50	50	50	50	50	-	50	-
14. My Class Christmas Tree	T2	Group work	CT	10	10	10	10	10	10	10	10	-	10	-
TERM EXAMINATION														
PRE-BOARD EXAMINATION (X & XII)	-		-		-		-		-		-		-	
PRE-BOARD PRACTICAL (X & XII)	-		-		-		-		-		-		-	
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Sl. No.	ASSESSMENT CATEGORIES	TYPE OF TERM EXAM (T1/T2)	TYPE OF ASSESSMENT	TEACHER INCHARGE	GRADED SUBJECTS										
					LKG	UKG	I	II	III	IV	V	VI	VII	VIII	IX
4 (To be assessed once in a Term. ART , GK , Rhymes & Music shall be assessed for LKG & UKG in PT also)															
4.1	1.Theory 2.School Cinema - Group Presentation ('*11)	T1 & T2 T1 & T2	WT Group work	ST ST	-	-	40	40	40	40	40	40	40	40	40
4.2	1.Theory 2.G.K Challenge ('*12)	T1 & T2 T1 & T2	WT WT	ST ST	20	20	20	20	20	20	20	20	20	20	20
4.3	3.Rhymes and Music	T1 & T2	OT Individual	ST	20	20	-	-	-	-	-	-	-	-	-
4.4	4.Art	T1 & T2	Individual test	ST	60	60	60	60	60	60	60	60	60	60	60
4.5	1. Regular CCA (Theory) 2. Regular CCA (Practical)	T1 & T2 T1 & T2 T1 & T2	WT Individual Practical test	ST ST ST	-	-	-	30	30	30	30	30	30	30	30
4.6	1.SEWA 2.Yoga & Drill 3.Games	T1 & T2 T1 & T2 T1 & T2	Group work Individual test Individual test	CT CT CT	-	-	25	25	25	25	25	25	25	25	25
4.7	1.Public Speaking	T1 & T2	Individual test	CT	-	-	5	5	5	5	5	5	5	5	5
4.8	2.Library Activity	T1 / T2	Individual Book Review	CT	-	-	5	5	5	5	5	5	5	5	5
5	Desalite Olympiad	T2	Written test SOF (SCIENCE OLYMPIAD FOUNDATION)	CT	-	-	65	65	65	65	80	80	80	-	-
5.2	English	T1/T2	OMR-Written test	-	-	-	10	10	10	10	10	10	10	10	10

	Mathematics	T1/T2	OMR-Written test	-	-	10	10	10	10	10	10	10	-
	EVS(I-V) Science	T1/T2	OMR-Written test	-	-	10	10	10	10	10	10	10	-
	Social Science	T1/T2	OMR-Written test	-	-	-	-	-	10	10	10	10	-
5.2	General Knowledge	T1/T2	OMR-Written test	-	-	10	10	10	10	10	10	10	-
	Cyber	T1/T2	OMR-Written test	-	-	10	10	10	10	10	10	10	-
	Commerce	T1/T2	OMR-Written test	-	-	-	-	-	-	-	-	10	10 (Com) (Com)

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 - Applicable only in PT2.

*3 - Applicable only in Term 1.

*4 - Writing (Skill test) for Classes LKG and UKG shall be English Handwriting test .

*5 - For Class X , Practical for IT (Information Technology) is conducted in Term 1 and after Pre-Board-1. The 2nd assessment marks is submitted to CBSE as the final IT Practical marks.

*6 - General Knowledge for Classes LKG is oral examination.

*7- Assessment of Listening and Speaking shall be applicable for English for classes XI & XII.

*8 - For classes X and XII Library Activity shall be assessed only in Term 1. For classes I-IX & XI assessment shall be done in Term 2.

*9 - For classes XI & XII total marks obtained in the three GK Challenge shall be considered to assess General Studies.

*10- Assessment of Listening and Speaking shall be applicable for Assamese, English & Hindi for classes IX & X.

*11- For classes I-X marks obtained in School Cinema shall be added with the Value Education (Theory) before assigning grade.

*12- For classes I-X average of the three GK Challenges conducted in a Term shall be considered. For classes I-IX this average mark shall be added to the GK (Theory) before assigning grade.

ABBREVIATIONS

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

- * The Assessment Rubrics for the academic session (2024-25) may be subject to changes 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.

GRADING SCALES FOR VARIOUS ASSESSMENTS

Versatility	1200 and above : A	600-1199 : B	300-599 : C	100-299 : D	0-99 : E			
Scholastic Performance	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade
	100-91	A1	90-81	A2	80-71	B1	70-61	B2
	60-51	C1	50-41	C2	40-33	D	32-0	Eligible for improvement of Performance (EIOP)
	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade
Classes I-X Value Education General Knowledge								
Classes XI-XII General Studies	40-60	A	20-39	B	1-19	C		
Classes III-XII Regular CCA								
General Knowledge (Class LKG-UKG)	(20-11 Marks): A		(10-5 Marks): B		(4-1 Marks): C			

NOTE: If a student does not attempt a graded subject or gets zero, 0 mark shall be awarded to the student. If a student remains absent for a graded subject, the grade will reflect as AB.

RUBRICS FOR MAINTENANCE OF NOTEBOOK/ CLASSWORK/HOMEWORK ASSESSMENT

Applicable for: All subjects for Classes LKG-XII. To be assessed in T1 & T2 for LKG-IX & XII 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 ;
(8 – 5) points : 2 Marks ;
(4 – 1) points : 1 mark

CATEGORIES	1-Needs Improvement	2-Satisfactory	3-Good	4-Excellent	POINTS
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 is good, Neatness: Mostly 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.	Alphabets: Formation of alphabets is very good. Neatness: Neat, legible Lines: Good flow of handwriting within the lines.	
Total					

RATING SCALE ON A SCALE OF 5:-		(21 – 24) points: 5 Marks ; (6 – 10) Points: 2 Marks;	(21 – 24) points: 4 Marks ; (6 – 10) Points: 2 Marks;	(16 – 20) points: 4 Marks ; (1 – 5) Points: 1 Mark	(11 – 15) points: 3 Marks ; (11 – 15) Points: 1 Mark
CATEGORY	1-Needs Improvement	2-Satisfactory	3-Good	4-Excellent	POINTS
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 supports 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.	Posed, 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.	
				Total	

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	POINTS
Engagement with the Topic-Content, Accuracy, Originality, Scope, Focus, Creativity					
Language	<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. 	
Representation of Data- Graphics/Pictures/ Models/ Artwork	<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"> Spelling 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. 	
	<ul style="list-style-type: none"> Data not clearly displayed. Visuals/Models/Artwo rk 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 many Graphics/Pictures/ Models/ Artwork and there is a good mix of text and graphics. Visuals/Models/Artwo rk 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/Art-work 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. 				
Total								
Doc Code: SFS/ACAD/027/1.0								
ASSESSMENT RUBRIC FOR CLASS MAGAZINE (Applicable for classes I-XII. 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-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 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 are 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 labeling is done. 	<ul style="list-style-type: none"> Content 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 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.
Total				

(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	POINTS
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/ACAD/014/1.0

RUBRIC FOR ASSESSMENT OF SPEAKING SKILL

(Applicable for Classes III-VII 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	POINTS
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	POINTS
					(13 – 16) points: 4 Marks ; (17 – 20) points: 5 Marks
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.	

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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	POINTS
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.	

(80)

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

RUBRIC FOR ASSESSMENT OF LISTENING SKILL

(Applicable for classes LKG to Class 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	POINTS
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.	
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.	
OVERALL LISTENING SKILL	Developing foundational listening skills.	Making progress in developing listening skills.	Demonstrating good listening skills.	Excelling in advanced listening skills.	

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	POINTS
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/ACAD/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.		(Applicable for Classes II-V/II)			
RATING SCALE ON A SCALE OF 5 :-		(1 - 4) points: 1 Marks ;	(8 - 5) points: 2 Marks ;	(13 - 16) points: 4 Marks ;	(9 - 12) points: 3 Marks ;
CATEGORY	Content/Subject	1-Needs Improvement	2-Satisfactory	3-Good	4-Excellent
Content/Subject Knowledge/ Computation/ Creativity	• 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.	• Exceptionally clear control of standard conventions of writing. Precise, carefully chosen words.
Main Theme • Supporting details	• 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.	• Strong order and structure. Inviting introduction and satisfying closure.	• Effectively organized in logical and creative manner with creative introduction and conclusions.
Conventions • Spellings • Punctuations • Word choice/ vocabulary • Grammar • Capitalization	• Numerous errors distract which makes the text difficult to read and understand.	• Not fully organized. Weak introduction and conclusion.	• Strong order and structure. Inviting introduction and satisfying closure.	• Easy flow and rhythm. Good variety in length and structure.	• Effective variation in sentence pattern. • Easy flow and rhythm.
Organization • Structure • Introduction • Conclusion	• Lack of coherence and structure. • No introduction and conclusion.	• Some awkward constructions. Lack of variety in length and structure.	• Many similar patterns and beginnings.	• Handwriting is good but there is scope of betterment. Occasional errors in letter formation.	• Handwriting is considerably neat and legible; Letters are formed correctly except one or two. Most of the writing instructions are not adhered to.
Sentence Fluency- Rhythm, Flow and Variety	• Difficult to follow or read aloud due to lack of proper rhythm and flow.	• Handwriting is untidy and illegible. • Many errors in letter formation.	• Few of the writing instructions are not followed.	• Writing instructions followed. • Handwriting is exceptional and appropriate between letters and words maintained.	• Handwriting is not adhered to.
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.	• Handwriting is not adhered to.	• Handwriting is not adhered to.	• Handwriting is not adhered to.

RUBRIC FOR ASSESSMENT OF 'MY CLASS CHRISTMAS TREE'

* This project shall be assessed out of 20 marks in Term 2 for Classes LKG- XI & XI as part of Subject Enrichment Activity.

CATEGORY	Marks
Best use of waste	5 marks
Collaboration and team work	5 marks
Creativity & Aesthetic sense	5 marks
Interdisciplinary approach	5 marks

RUBRIC FOR ASSESSMENT OF VALUE PROJECT

* Value project shall be assessed out of 10 marks for Classes III-VIII as part of Subject Enrichment Activity in Term 2.

CATEGORY	Marks
Cover page	2
Content matter	2
Research depth of the topic chosen	2
Photographs and appeal (Slogan)	2
My learning from the project (Values)	2

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; Between 1-4 points:1 Mark

CATEGORY	1-Needs Improvement	2-Satisfactory	3-Good	4-Excellent	POINTS
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. 	<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. 	<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. 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 activity. 	<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, but no inferences have been drawn. 	<ul style="list-style-type: none"> Relates the findings with theoretical knowledge. Possible sources of error are not detailed, if applicable. Clearly expresses what was learned from the activity. Interprets data, observation and draws inferences, but no inferences have been drawn.

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. • Some of the images, graphic elements, diagrams, charts, drawings, etc. are missing and 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 are written, but not in the prescribed format. • Precautions and possible sources of errors are not written. • Does not reflect in-depth knowledge. • All images, graphic elements, diagrams, charts, drawings etc. are there but not presented neatly. • There are few 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"> • No precision and accuracy is noticed while performing the activity. • Presentation is unorganized and lacks appeal. 	<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.
Total				

RATING SACHEL ON A SCALE OF 5: Between 1 to 5 points: 1 Marks; 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	POINTS
Arrangement of the Experimental Setup, Handling of the Equipments/ 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 (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. 	<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. 	<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. Does not reflect in-depth knowledge and the 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 written, but not in the prescribed format. Precautions and possible sources of errors are not 	<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 	<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 	<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

	<ul style="list-style-type: none"> 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"> written. Does not reflect in-depth knowledge. 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"> 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"> knowledge. All images, graphic elements, diagrams, charts, drawings, etc., are clear and pertinent. No spelling and grammatical errors have been found.
Observation	<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. 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 correctly. 	<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 is 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 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. 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).
	Total			

Doc Code: SFS/ACAD/031/1.0	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)
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	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.

ASSESSMENT RUBRICS FOR HEALTH AND
PHYSICAL EDUCATION

**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	

Doc Code: SFS/ACAD/032/1.0 **RUBRICS FOR ASSESSMENT OF SEWA PROJECT^T**

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

CATEGORY PER	Needs Improvement (1 mark)	Average (3 marks)	Good (4 marks)	Excellent (5 marks)	MARKS
CATEGORY (5) 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. The text is clearly written but a few spelling and/or grammar errors are noticeable. 	<ul style="list-style-type: none"> The presentation is attractive in terms of design, layout and neatness and handwriting. Spelling and grammar errors detract, but content is understandable 	<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.

RATING SCALE: (17-20) points: 5 marks ; (13-16) points:4 marks ; (9-12) points: 3 Marks; (5-8) points : 2 marks ; (1-4) points: 1 Mark
GRADING SCALE: (5-4 Marks) : A; (3-2 Marks) : B; (1 Mark) : C

CATEGORY	4-Excellent	3-Good	2-Satisfactory	1-Needs Improvement	POINTS
					The information appears to be disorganized.
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.		
Content/ Subject knowledge/ Accuracy	Points were clearly made and relevant examples are used to support claims. Demonstrates complete knowledge of the topic but not thoroughly.	Some examples were shared accurately to support 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 was appropriate in supporting 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 mispronounces 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.	
Total					

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

RUBRICS FOR RHYMES& MUSIC

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

**RATING SCALE: (16-20) points: 20 marks ; (11-15) points:4 marks ; (5-10) points: 3 Marks ;
(9-5) points : 2 marks ; (1-4) points: 1 Mark**

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

CATEGORY	1-Needs improvement	2-Satisfactory	3-Good	4-Excellent	POINTS
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.	Develops a good eye contact with the teacher. Demonstrates a correct posture but lacks expression.	Develops good eye contact with teacher. Demonstrates a correct posture and some expression.

Doc Code: SFS/ACA/D/029/1.0 RUBRICS FOR ASSESSMENT OF VALUE EDUCATION PRESENTATION (SCHOOL CINEMA)

(Applicable for Classes LKG to IX in Term 1 & 2 and Class X in Term 1 only)
RATING SCALE ON A SCALE OF 20: 1 to 5 points: 5 Marks; 6 to 10 points: 10 Marks ; 11 to 15 points: 15 Marks; 16 to 20 points: 20 Marks

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

CATEGORY	1-Needs Improvement	2-Satisfactory	3-Good	4-Excellent	POINTS
Engagement with the Topic-Content, Accuracy, Originality, Scope, Focus, Creativity	<ul style="list-style-type: none"> Develops some interest throughout. Information shared is ambiguous and inappropriate. 	<ul style="list-style-type: none"> Develops adequate interest throughout. Provides information but the content is not relevant to the subject. 	<ul style="list-style-type: none"> Provides sufficient information and establishes a clear purpose to engage the audience. Informative and deviating slightly from the subject. 	<ul style="list-style-type: none"> Creative and original content. Clear purpose engaging the audience immediately. Informative and relevant to the subject. 	
Captivating Language	<ul style="list-style-type: none"> Visuals are not clear. Many errors in spellings, grammar and sentence. Structure affect content and major revision is needed. Uses little effort to keep audience's attention. 	<ul style="list-style-type: none"> Visual is Spellings and Grammar errors distract, but content is understandable. Uses very few effects to keep audience's attention 	<ul style="list-style-type: none"> The visual is clear and deviates slightly from subject. Few grammatical errors are noticeable. Uses some effects to attract audience 	<ul style="list-style-type: none"> The visual is clear and does not detract from subject. No grammatical errors detected. Uses different methods to attract audience 	
Representation of Data-Graphics/ Pictures/ Artwork	<ul style="list-style-type: none"> Data not clearly displayed. Art work are not used or inappropriately sized. No captions used or labeling done. 	<ul style="list-style-type: none"> Graphics/Pictures/ Artworks go well with the text, but there are too few. Artwork in the activity 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 labeling is done. 	<ul style="list-style-type: none"> Content is clearly represented in the form of many Graphics/Pictures/ 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	<ul style="list-style-type: none"> The presentation is neither clear nor neatly displayed. Presentation is done in a messy and careless manner. No attention is paid to details and in need of many corrections 	<ul style="list-style-type: none"> The presentation is acceptably attractive in terms of design, layout and neatness though it may be a little haphazard in some areas. 	<ul style="list-style-type: none"> The presentation is attractive in terms of design, layout and neatness. 	<ul style="list-style-type: none"> The presentation is exceptionally attractive in terms of design, layout and neatness.
	<ul style="list-style-type: none"> Many 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
Collaborative Work requirements/ instructions	Total			
	(99)			

DESALITE STUDENTS OLYMPIAD DETAILS

Document Code- SFS/EXAM/D/001/1.1

CLASS	ENGLISH	MATHS	SCIENCE	EV/SOCIAL SCIENCE	HINDI/ ASSAMESE	COMPUTER SCIENCE	GENERAL KNOWLEDGE & CURRENT AFFAIRS	TOTAL NO. OF QUESTIONS (HINDI OR ASSAMESE)
I	15	15	NA	15	10	5	5	65
II	15	15	NA	15	10	5	5	65
III	15	15	NA	15	10	5	5	65
IV	15	15	NA	15	10	5	5	65
V	15	15	NA	15	10	5	5	65
VI	15	15	15	15	10	5	5	80
VII	15	15	15	15	10	5	5	80
VIII	15	15	15	15	10	5	5	80
IX	15	15	15	15	10	5	5	80

(100)

DETAILS OF DESALITE OLYMPIAD FOR STUDENTS-

1. It shall be conducted once a year before the Term 2 examination for classes (I to IX).
2. The Desalite Olympiad for students of classes I-V shall be for 65 marks and 80 marks for classes VI-IX.
3. All questions shall be MCQ. Each question carries 1 mark.
4. Questions shall be based on the class-appropriate NCERT curriculum.
5. Questions shall be strictly concept-based for all subjects.
6. For General Knowledge, current affairs and general awareness shall be tested.
7. Students of all classes shall attempt either Assamese or Hindi.
8. For Classes 1-5, there shall be EVS (Environmental Science) instead of Science.
9. From Classes 6-9, there shall be both Social Studies and Science.

INFORMATION ON CO-CURRICULAR ACTIVITIES (CCA) & PROGRAMS

1. ADMISSION GUIDELINES FOR REGULAR CO-CURRICULAR ACTIVITIES

- 1.1. The co-curricular activity shall be mandatory for all the students of classes III - XII. SFS Teachers shall ensure sufficient information is given to the students about the importance of participating in a co-curricular activity.
Students under Integrated Coaching Courses shall not be a part of the Co-curricular Activities.
Note :- For classes X & XII, regular CCA shall be applicable for Term 1 only.
- 1.2. The students of classes III - V shall have the option of changing their chosen co-curricular activity if they wish during Re-Admission.
- 1.3. The students of classes VI - IX shall not be allowed to change the co-curricular activity.
Students of classes X – XII shall be allowed to choose the Co-curricular activity of their choice at the beginning

of the session, as it is introduced for the first time in this session. They shall not be allowed to change the Co-Curricular activity thereafter.

If any Internal SFS Teacher notices that any student is remaining absent for a very long period of time (more than three consecutive CCA Classes) without any prior information, it shall be informed to the Programme Coordinator.

Internal SFS Teachers shall not mark attendance for any student whose name is not there in the CCA Attendance List.

2. GENERAL GUIDELINES FOR REGULAR CO-CURRICULAR ACTIVITIES

- 2.1. The schedule for the co-curricular activity shall be updated in the Desalite Connect School Calendar. The co-curricular activity shall be conducted during the first two periods on Saturdays as updated in the calendar.
- 2.2. Class-out cards issued by the Internal SFS Teacher shall be mandatory for the students to go out during class time.
- 2.3. Based on the CCA syllabus prepared by the CCA Consultants, the Internal SFS Teacher shall prepare the CCA Annual Pedagogical plan.
- 2.4. The Internal SFS Teacher shall collect the following documents mentioned below from the SFS Block before the classes begin:
 - a) **CCA Students' Attendance Sheet**- The Internal SFS Teacher shall use only Red Pen for marking the absent students and a Blue pen for marking the present students. Only in case of extended leave of absence of any student from CCA classes or in case of a change of Co-curricular activity, the Internal SFS Teacher shall fill in the "Remarks" Column.
 - b) **CCA Observation Record**- The Internal SFS Teacher shall carefully observe the CCA Consultants and Students during class and fill in the details of the CCA Observation Record as per instructions.
 - c) **CCA Students' Progress Report** - The Internal SFS Teacher shall observe each student's participation and

involvement in each class and rate the students from 1-3.

d) **The CCA Material Register-** The Internal SFS Teacher shall sign the CCA Material Register and collect the materials (if applicable) from the assigned block for their class. The Internal SFS Teacher shall not send any student to collect the CCA materials for the class from the support staff.

Note :- The Internal SFS Teachers can use the Smart Board for playing any track or music.

e) The Internal SFS Teacher shall submit the completed document in the SFS Block after completing the class. The Internal SFS Teacher shall be responsible for returning the issued CCA material after the class completion and signing the register.

2.5. The Internal SFS Teacher shall send a reminder message and make a call every Friday for confirmation of attendance of the CCA Consultant.

2.6. In case of leave or absence of any CCA Consultants, the Internal SFS Teacher shall collect the name and the contact details of the Substitute Teacher and share it with the Programme Coordinator.

2.7. The Internal SFS Teacher shall coordinate with the CCA Consultant to maintain discipline during the CCA class and ensure that the classes are conducted as per the syllabus.

The Internal SFS Teacher shall monitor, move around and assess the students.

Teaching Table and chair shall be allotted to the CCA Consultant.

3. EXAMINATION GUIDELINES FOR REGULAR CO-CURRICULAR ACTIVITIES

3.1 CCA Exam shall be conducted twice in a year in Term 1 and Term 2. CCA Exams shall be completed in two successive Saturdays. On the first day of the CCA Exam, theory exams shall be conducted for 30 minutes thereafter continued with the Practical Exam. On the 2nd day of the exam, only Practical exams shall be conducted for the remaining students. Theory Exams shall not be conducted again for the students who shall remain absent

on the first day of the exam.

Internal SFS Teachers shall collect the exam files from the examination department on the scheduled date of the theory exam.

- 3.2. Internal SFS Teachers shall mark the Students' Attendance on both Assessment dates before the exam begins.
- 3.3. Internal SFS Teachers shall coordinate with the CCA Consultants for the assessments.
- 3.4. Internal SFS Teachers shall give an oral warning 5 minutes before collecting the answer scripts.
- 3.5. After collecting the answer scripts from the students, the Internal SFS Teacher shall handover the answer scripts to the CCA Consultant for Evaluation.

Note:- Answer scripts can be taken by the CCA Consultants along with them to their homes for Evaluation.

- 3.6. The CCA Consultants shall return the evaluated answer scripts to the Internal SFS Teacher in the next CCA Class. The Internal SFS Teacher should distribute the evaluated answer scripts to the students.

Note:- The Internal SFS Teachers shall give a reminder call to the CCA Consultants to bring back the evaluated answers scripts in the next CCA Class.

- 3.7. In case of any mark alterations after distributing answer scripts, the Internal SFS Teacher shall make the necessary changes after verifying with the CCA Consultants.
- 3.8. In case of no alteration, Internal SFS Teacher shall fill up the scorecards with both theory and practical marks and submit the signed Scorecard to the Programme Coordinator.
- 3.9. The Class Teacher shall take the reviews of the Student's performance from the Internal SFS Teacher and discuss them during the PTM.

CLASS WISE REGULAR CCA LIST 2024-25													
SL NO	REGULAR CC ACTIVITY	CLASSES											
		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1	SCHOOL BAND	X	X	X	X	X	✓	✓	✓	✓	✓	✓	✓
2	NCC	X	X	X	X	X	✓	✓	✓	✓	✓	✓	✓
3	YOGA	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	CHESS	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	WESTERN DANCE	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	BIHU	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	BHARAINATYAM	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	KHATTRIYA DANCE	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	VOCAL MUSIC	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	GUITAR	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	TABLA	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	VIOLIN	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	ART & CRAFT	X	X	✓	✓	✓	✓	✓	✓	✓	X	X	X
14	FINE ARTS	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15	STEM CLUB	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓
16	QUIZ	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17	DEBATE	X	X	X	X	X	✓	✓	✓	✓	✓	✓	✓
18	MODEL UNITED NATIONS (MUN)	X	X	X	X	X	X	✓	✓	✓	✓	✓	✓
19	ENTERPRENUERSHIP AND INNOVATION CLUB	X	X	X	X	X	X	X	X	X	✓	✓	✓
20	MEDIA & COMMUNICATION	X	X	X	X	X	X	X	X	X	✓	✓	✓
SL NO	AFTER SCHOOL SPORTS ACTIVITY	CLASSES											
		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
22	BASKETBALL	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓
23	FOOTBALL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

***NOTE :**

1. Students shall be allowed to modify their choice of Co-Curricular Activities (CCA) solely if they opt for the newly introduced CCA activities for the upcoming session.
2. The changes shall be made during the time of re-admission / new admission only.
3. This provision is applicable to students in Classes VI, VII and X.
4. Students under Integrated Coaching Courses shall not be a part of Co-Curricular Activities.
5. For Classes X & XII, Regular CCA shall be applicable for Term 1 only.

4. GUIDELINES FOR OTHER PROGRAMMES / ACTIVITIES:

There shall be 4 categories for judging various school programmes for the academic session (2024-25):

- “ Classes LKG & UKG
- “ Classes I - II
- “ Classes III - V
- “ Classes VI - VIII
- “ Classes IX – XII

4.1. STAR ASSEMBLY

4.1.1 The Star Assembly shall be conducted twice in an academic session.

4.1.2 The Class Teacher shall fill the “Details of the Star Assembly” in the Teacher’s Diary and get it signed for approval by the Coordinator mandatorily before the 10th of April and 1st of October every year.

4.1.3 The Time allotted for the assembly shall be 12 Minutes. The Class Teacher shall ensure that the assembly does not exceed the allotted time.

4.1.4. Though all the students shall be present for the Star Assembly, the first half of the students shall be made to take responsibility in the first half of the session and the remaining half students in the second half of the session.

4.1.5. The Class Teacher and Student shall be responsible for choosing the theme for their Star Assembly. The class shall be judged based on the following criteria:

The class shall be judged based on the following criteria:

SL. NO.	EVENTS	SCORE
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 FOR THE DAY	3
7.2	WORD OF THE DAY	2
7.3	ART FOR THE DAY	5

4.1.6. The class shall beautifully decorate the board and mention the theme & concept for the assembly.

For the special program, a minimum of 6 students shall participate.

4.2. STAR CLASS

4.2.1 Every class shall be assessed by the Senior Coordinators / Coordinators on a monthly basis on the following criteria:

SL. NO.	CRITERIA	MARKS
1	THE CLASS PIN BOARD	5
2	DISCIPLINE IN THE SCHOOL	5
3	OVERALL CLEANLINESS	5
4	ADHERENCE TO SCHOOL RULES	5
TOTAL		20

4.2.2 Every class shall change the Pin Board on the first day of each month as per the theme listed in the Student's Diary. The Class Teacher shall ensure that every pinboard shall carry an age-appropriate relevant message.

4.3 CLASS MAGAZINE

4.3.1. Every Class from I - XII shall prepare the Annual Class magazine under the guidance of the Class Teacher during the month of July every year. The best class magazines shall be awarded category-wise every year. Submission date shall be in the first week of August.

Language Evaluation		
SL. NO.	CRITERIA	MARKS
1	CONTENT	4
2	GRAMMAR	4
3	FUNCTIONALITY (do the writings make the reader interested to continue reading the articles)	4
TOTAL		12

Art Evaluation		
SL.NO.	CRITERIA	MARKS
1	CREATIVITY	4
2	CRAFTSMANSHIP	4
3	OVERALL PRESENTATION	4
TOTAL		12

4.4 HOUSE BOARD

- 4.4.1 The House - Board shall be decorated once in every month.
- 4.4.2 The students shall decorate the House - Board under the House Animators' supervision and be a part of the Inter-House Competition.
- 4.4.3 The House - Board shall be assessed based on the below mentioned criteria by the Senior Coordinators / Coordinators.

SL.NO.	CRITERIA	MARKS
1	THE THEME OF THE BOARD	5
2	CREATIVITY	5
3	ORIGINALITY	5
4	PROMOTION OF SCHOOL VALUES	5
5	THE MATERIAL USED	5
6	GROUP PARTICIPATION	5
TOTAL		30

4.5 PRIZE DISTRIBUTION IN SCHOOL

The school shall felicitate students of the following categories -
Students registered by the school for any event.

Students achieving International, National , State or District Awards in any events.

The Parent / Student shall submit the awards, medals and certificates in the School Counter and enter the details in the "Award & Achievements Register". These shall be distributed to the students as and when feasible.

JUDGEMENT CRITERIA FOR ALL EVENTS

I. INTERHOUSE COMPETITIONS

A. LITERARY & CULTURAL EVENT JUDGEMENT CRITERIA

S. NO	EVENT	CRITERIA 1	CRITERIA 2	CRITERIA 3	CRITERIA 4	CRITERIA 5	CRITERIA 6	TOTAL POINTS	ROUND 1	ROUND 2	ROUND 3
		ORIGINALITY (10)	ORIGINALITY (5)	DEPICTION OF THE THEME (10)	EXPRESSION & GESTURES (5)	COSTUME & MAKEUP (15)	AESTHETICS (5)				
1	FANCY DRESS COMPETITION	CREATIVITY (10)	ORIGINALITY (5)	DEPICTION OF THE THEME (10)	EXPRESSION & GESTURES (5)	COSTUME & MAKEUP (15)	AESTHETICS (5)	50 POINTS	ONLINE AUDITION	OFFLINE CLASS WISE	NA
2	MONOACT COMPETITION	ORIGINALITY & CREATIVITY (10)	CHARACTERIZATION & DELIVERY (10)	MAKEUP COSTUME & PROPS (10)	DRAMATIC TECHNIQUES & EXPRESSIONS (10)	OVERALL PRESENTATION (10)	NA	50 POINTS	ONLINE AUDITION	OFFLINE CLASS WISE	NA
3	COLORING COMPETITION	COLOUR COMBINATION (15)	STROKE AND NEATNESS (10)	COLOURING EVENLY (10)	OVERALL PRESENTATION (15)	NA	NA	50 POINTS	NA	OFFLINE CLASS WISE	NA
4	RECITATION COMPETITION	CHOICE OF POEM (10)	MEMORY, MECHANICS & DICTION (15)	VOICE MODULATION (15)	FACIAL EXPRESSIVENESS AND GESTURES (10)	NA	NA	50 POINTS	ONLINE AUDITION	OFFLINE CLASS WISE	NA
5	ART & CRAFT COMPETITION	CREATIVITY (10)	ORIGINALITY (5)	UNDERSTANDING OF THE THEME (5)	QUALITY OF WORKMANSHIP (15)	OVERALL PRESENTATION (10)	AESTHETICS (5)	50 POINTS	NA	OFFLINE CLASS WISE	NA
6	DRAWING & COMPETITION	CREATIVITY (10)	ORIGINALITY (5)	UNDERSTANDING OF THE THEME (10)	COLOURING SCHEME (10)	STROKES AND NEATNESS (10)	AESTHETICS (5)	50 POINTS	NA	OFFLINE CLASS WISE	NA
7	GROUP DANCE COMPETITION	RYTHM, MOVEMENT & BEAT (10)	THEME, MUSIC & SONG SELECTION (10)	CHOREOGRAPHY & SYNCHRONIZATION (10)	COSTUME & MAKEUP (10)	OVERALL PRESENTATION & USE OF PROPS (10)	NA	50 POINTS	NA	OFFLINE CLASS WISE	NA
8	SOLO DANCE COMPETITION	RYTHM, MOVEMENT & BEAT (10)	THEME, MUSIC & SONG SELECTION (10)	CHOREOGRAPHY & ORIGINALITY (10)	COSTUME & MAKEUP (10)	OVERALL PRESENTATION & USE OF PROPS (10)	NA	50 POINTS	ONLINE AUDITION	OFFLINE CLASS WISE	NA

9	Solo Singing Competition	Song Selection (10)	Quality of Voice (10)	Harmony & Rhythm (10)	Artistry (Expressiveness & Lyrical Ability) (10)	Diction (10)	NA	50 Points	Online Auditon	Offline Class Wise	NA
10	Group Singing Competition	Stage Presence and Synchronizati on (10)	Quality of Voice (10)	Harmony & Rhythm (10)	Artistry (Expressiveness & Lyrical Ability) (10)	Diction (10)	NA	50 Points	NA	Offline Class Wise	NA
11	Debate Competition	Organization of Content & Clarity of Thinking (10)	Presentation & Expression and Gestures (10)	Evidence and Facts (10)	Use of Arguments & Oratory Skills (10)	Use of Rebuttal (10)	NA	50 Points	NA	Offline Class Wise	NA
12	Essay Writing Competition [E, H, A]	Clarity of Thoughts Regarding the Theme (10)	Content (15)	FACTS & INSIGHTS (15)	Comprehensive ness (10)	NA	NA	50 Points	NA	Offline Class Wise	NA
13	Calligraphy Competition	Legibility (10)	Flow of Writing (10)	Correct and Smooth Strokes (10)	Balanced Arrangement of Radicals - Sash / Bend (10)	Harmonious Structure with Aesthetic Sense (10)	NA	50 Points	NA	Offline Class Wise	NA
14	Watercolor Painting Competition	Creativity (10)	Originality (5)	Understanding of the Theme (10)	Colouring Scheme (10)	Use of Elements of Art (5)	Composition and Overall Presentation (10)	50 Points	NA	Offline Class Wise	NA
15	Spelling Bee	NA	NA	NA	NA	NA	NA	50 Points	NA	Offline Class Wise	NA
16	Quiz	NA	NA	NA	NA	NA	NA	50 Points	NA	Offline Class Wise	NA
B. SPORTS EVENTS											
1	50 Mts Sprint Race	50 Mts Flat Race				NA				NA	
2	Frog Jumping Race	50 Mts Race Jumping like a Frog				NA				NA	
3	Tunnel Race	50 Mts Race with Going Through the Tunnel in Between				NA				NA	

4	SCOOP RACE	50 MTS RACE WHERE THEY HAVE TO CARRY A BALL IN THE SCOOP AND PUT IT IN THE BUCKET	NA	OFFLINE CLASS WISE	NA
5	GET READY FOR SCHOOL RACE	50 MTS RACE WHERE THEY HAVE TO WEAR A HOUSE TSHIRT & ID, PUT BOOKS, TIE/TIN BOX & WATER BOTTLE IN BAG AND THEN FINISH THE RACE	NA	OFFLINE CLASS WISE	NA
6	DRAG THE BALL WITH HOOP	50 MTS RACE WHERE THEY SHALL HAVE TO DRAG A BALL ON THE GROUND WITH A HOOP BACKWARDS	NA	OFFLINE CLASS WISE	NA
7	BALANCE RUN	50 MTS RACE WHERE THEY SHALL HAVE TO BALANCE A MARBLE IN THE SPOON	NA	OFFLINE CLASS WISE	NA
8	100 MTS SPRINT	100 MTS FLAT RACE	NA	OFFLINE CLASS WISE	NA
9	STANDING BROAD JUMP	EVENT WHERE THE STUDENTS SHALL JUMP ACROSS WITH THE MAXIMUM DISTANCE	NA	OFFLINE CLASS WISE	NA
10	TUG OF WAR	TWO TEAMS PULLING THE ROPE	NA	OFFLINE CLASS WISE	NA
11	BRAIN TWISTER	100 MTS FLAT RACE WITH A MATHS PROBLEM THAT THEY HAVE TO SOLVE IN BETWEEN THE RACE	NA	OFFLINE CLASS WISE	NA
12	MASS ATHLETICS WITH SHOT PUT	TWO TEAMS GETTING CHANCE ALTERNATIVELY TO THROW THE SHOT PUT AT A MAXIMUM DISTANCE	NA	OFFLINE CLASS WISE	NA
13	200 MTS RACE	200 MTS FLAT RACE	NA	OFFLINE CLASS WISE	NA
14	400 MTS RACE	400 MTS FLAT RACE	NA	OFFLINE CLASS WISE	NA
15	RELAY RACE	400 MTS RACE WITH 4 STUDENTS (100 MTS FOR EACH STUDENT) WHERE THEY HAVE TO PASS THE OBJECT TO THE NEXT STUDENT	NA	OFFLINE CLASS WISE	NA
16	SACK RACE	100 MTS RACE JUMPING WITH A SACK	NA	OFFLINE CLASS WISE	NA
17	NEEDLE AND THREAD RACE	100 MTS RACE WHERE THEY HAVE TO PUT THE THREAD INSIDE THE NEEDLE IN BETWEEN THE RACE	NA	OFFLINE CLASS WISE	NA
18	TUG OF WAR	MALE GUARDIANS / PARENTS	NA	NA	NA
19	TUG OF WAR	MALE TEACHERS	NA	NA	NA
20	MUSICAL CHAIR	FEMALE GUARDIANS / PARENTS	NA	NA	NA

21	MUSICAL CHAIR	FEMALE TEACHERS						NA	NA	NA
2. INTER SCHOOL OFFLINE COMPETITIONS										
S NO	EVENT	CRITERIA 1	CRITERIA 2	CRITERIA 3	CRITERIA 4	CRITERIA 5	CRITERIA 6	TOTAL POINTS	ROUND 1	ROUND 2
1	ITS DEBATEABLE	ORGANIZATION OF CONTENT & CLARITY OF THINKING (10)	EVIDENCE AND FACTS (10)	USE OF ARGUMENTS & ORATORY SKILLS (10)	USE OF REBUTTAL (10)	NA	NA	50 POINTS	NA	NA
2	SPELLBEE	NA	NA	NA	NA	NA	NA	50 POINTS	NA	NA
3	MUKHOLI BHUJ	ENTR'Y / EXIT (10)	TIMING (5)	RHYTHM (10)	COSTUME AND PROPS (10)	VOCALS, CHOREOGRAPHY AND SYNCHRONIZATION (20)	OVERALL PRESENTATION (5)	50 POINTS	NA	NA
4	SFS QUIZ.	NA	NA	NA	NA	NA	NA	50 POINTS	NA	NA
5	SFS CHALLENGERS	NA	NA	NA	NA	NA	NA	50 POINTS	NA	NA
6	BASKETBALL	NA	NA	NA	NA	NA	NA	50 POINTS	NA	NA
3. INTERSCHOOL ONLINE COMPETITION										
1	I AM A TEACHER COMPETITION	ORIGINALITY & CREATIVITY (10)	CHARACTERIZATION & DELIVERY (10)	MAKEUP & COSTUME & PROPS (10)	POSE & USE OF SPACE (5)	DRAMATIC TECHNIQUES & EXPRESSIONS (10)	MESSAGE & CONCLUSION (5)	50 POINTS	ONLINE AUDITION	NA
2	BEST SINGER	SONG SELECTIONS (10)	QUALITY OF VOICE (10)	HARMONY & RHYTHM (10)	ARTISTRY (EXPRESSIVENESS, LYRICAL ABILITY) (10)	DICTION (10)	NA	50 POINTS	ONLINE AUDITION	NA
3	BEST SPEAKER	UNDERSTANDING & THE TOPIC (10)	CLARITY OF SPEECH (10)	CONTENT, FACTS AND EVIDENCE (10)	VOICE MODULATION (10)	DICTION & CONCLUSION (10)	NA	50 POINTS	ONLINE AUDITION	NA
4	BEST SCIENTIST	ORIGINALITY & CREATIVITY (10)	SCIENTIFIC APPROACH (10)	CLARITY OF THOUGHTS (10)	AIM OF THE EXPERIMENT (10)	OVERALL PRESENTATION	NA	50 POINTS	ONLINE AUDITION	NA

5	BEST TEACHER'S AWARD	COMMUNICATI- N SKILL (10)	KNOWLEDGE (10)	TEACHING SKILL (10)	USE OF TECHNOLOGY (10)	POSTURE (10)	CROSS EXAMINATION (10)	OFFLINE FINAL ROUND
6	INTERNATIONAL CAROL SINGING COMPETITION	COMMUNICATI- ON (5)	PRONONCIATIO- N (5)	EXPRESSION (5)	LANGUAGE (5)	CONTENT (5)	60 POINTS ONLINE AUDITION	NA
4. ONLINE COMPETITION FOR PARENTS								
1	PARENT'S SOLO SINGING	SONG SELECTION (10)	QUALITY OF VOICE (10)	HARMONY & RHYTHM (10)	ARTISTRY (EXPRESSIVENESS S. LYRICAL ABILITY) (10)	DICTION (10)	NA	50 POINTS ONLINE AUDITION
2	PARENT'S SOLO DANCE	RYTHM, MOVEMENT & BEAT (10)	THEME, MUSIC & SONG SELECTION (10)	CHOREOGRAPHY & ORIGINALITY (10)	COSTUME & MAKEUP (10)	OVERALL PRESENTATION & USE OF PROPS (10)	NA	ONLINE AUDITION
3	Family GROUP SINGING	STAGE PRESENCE AND SYNCHRONIZATION (10)	QUALITY OF VOICE (10)	HARMONY & RHYTHM (10)	ARTISTRY (EXPRESSIVENESS S. LYRICAL ABILITY) (10)	DICTION (10)	NA	50 POINTS ONLINE AUDITION
5. DESALITE FIESTA								
1	DRAWING & COMPETITION	CREATIVITY (10)	ORIGINALITY (5)	UNDERSTANDING OF THE THEME (10)	COLOURING SCHEME (10)	AESTHETICS (5)	STROKES AND NEATNESS (10)	50 POINTS ONLINE AUDITION
2	ELOCUTION	UNDERSTANDING THE TOPIC (10)	CLARITY OF SPEECH (10)	CONTENT, FACTS AND EVIDENCE (10)	VOICE MODULATION (10)	DICTION & CONCLUSION (10)	NA	NA
3	GROUP DANCE COMPETITION	RYTHM, MOVEMENT & BEAT (10)	THEME, MUSIC & SONG SELECTION (10)	CHOREOGRAPHY & SYNCHRONIZATION (10)	COSTUME & MAKEUP (10)	OVERALL PRESENTATION & USE OF PROPS (10)	NA	50 POINTS ONLINE AUDITION
4	QUIZ						50 POINTS ONLINE AUDITION	NA

SL. NO.	EVENT CATEGORY	NAME OF THE EVENTS	SOLO / GROUP	CLASSES								MEDALS / CERTIFICATE / TROPHY						
				LKG	UKG	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	
5	SOLO SINGING	SONG SELECTION (10)	QUALITY OF VOICE (10)	HARMONY & RHYTHM (10)	ARTISTRY (EXPRESSIVENESS, S. LYRICAL ABILITY) (10)	DICTION (10)	NA	NA	50 POINTS	NA	NA	NA	NA	NA	NA	NA	NA	OFFLINE CATEGORY WISE
	Solo Dance	RHYTHM, MOVEMENT & BEAT (10)	THEME, MUSIC & SONG SELECTION (10)	CHOREOGRAPHY & ORIGINALITY (10)	COSTUME & MAKEUP (10)	OVERALL PRESENTATION & USE OF PROPS (10)	NA	NA	50 POINTS	NA	NA	NA	NA	NA	NA	NA	NA	OFFLINE CATEGORY WISE
	EVENTS CALENDAR FOR STUDENTS																	
	INTER HOUSE COMPETITION (LITERACY & CULTURAL)	FANCY DRESS COMPETITION	S	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	M.L.C
		COLOURING COMPETITION	S	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	M.L.C
		MONO ACT COMPETITION	S	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	M.L.C
		ART & CRAFT COMPETITION	S	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	M.L.C
		DRAWING COMPETITION	S	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	M.L.C
		WATERCOLOR PAINTING COMPETITION	S	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	M.L.C
		GROUP DANCE COMPETITION	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	M.L.C
		GROUP SINGING COMPETITION	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	M.L.C

Sl. No.	Event Category	Name of the Events	Solo / Group	Classes								Medals / Certificate / Trophy						
				LKG	UKG	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	
		Solo Dance Competition	S	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	M, C
		Solo Singing Competition	S	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	M, C
		Debate Competition	G							✓	✓	✓	✓	✓	✓	✓	✓	M, C
		Spell Bee Competition	G						✓	✓	✓	✓	✓	✓	✓	✓	✓	M, C
		Essay Writing Competition (English, Hindi, Assamese)	S								✓	✓	✓	✓	✓	✓	✓	M, C
		Calligraphy Competition (English, Hindi, Assamese)	S								✓	✓	✓	✓	✓	✓	✓	M, C
		Quiz	G							✓	✓	✓	✓	✓	✓	✓	✓	M, C
		Recitation Competition	S	✓	✓	✓	✓	✓	✓									M, C

SL. NO.	EVENT CATEGORY	NAME OF THE EVENTS	SOLO/ GROUP	CLASSES										MEDALS/ CERTIFICATE/ TROPHY		
				LKG	UKG	I	II	III	IV	V	VI	VII	VIII	IX		
	IT'S DEBATABLE	G								✓	✓	✓	✓	✓	✓	M, C
	SPELL BEE	G								✓	✓	✓	✓	✓	✓	M, C, T
2	INTERSCHOOL OFFLINE COMPETITION	MUKHOLI BIRU	G							✓	✓	✓	✓	✓	✓	M, C, T
	SFS SQUAD	G								✓	✓	✓	✓	✓	✓	M, C, T
	SFS CHALLENGERS BASKETBALL	G								✓	✓	✓	✓	✓	✓	M, C, T

SL. NO.	EVENT CATEGORY	NAME OF THE EVENTS	SOLO / GROUP	CLASSES										MEDALS / CERTIFICATE / PROOF		
				LKG	TKG	I	II	III	IV	V	VI	VII	VIII	X		
3	INTER SCHOOL ONLINE COMPETITION	I AM A TEACHER	S			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	M, C
		BEST SPEAKER	S						✓	✓	✓	✓	✓	✓	✓	M, C
		BEST SINGER	S						✓	✓	✓	✓	✓	✓	✓	M, C
		BEST SCIENTIST	S						✓	✓	✓	✓	✓	✓	✓	M, C
		BEST TEACHERS AWARD (TEACHERS)	S						✓	✓	✓	✓	✓	✓	✓	M, C
4	PARENT'S ONLINE COMPETITION	INTERNATIONAL CAROL SINGING	G													M, C
		PARENT'S SOLO SINGING COMPETITION	S	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	M, C, T
		PARENT'S SOLO DANCE COMPETITION	S	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	M, C, T
		FAMILY GROUP SINGING COMPETITION	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	M, C, T
		FAMILY GROUP DANCE COMPETITION	S													M, C, T
5	INTER STATE ONLINE COMPETITION (DESLALITE FIESTA)	DRAWING & ELOCUTION	S							✓	✓	✓	✓	✓	✓	M, C, T
		GROUP DANCE COMPETITION	S							✓	✓	✓	✓	✓	✓	M, C, T
		QOTZ	G							✓	✓	✓	✓	✓	✓	M, C, T
		SOLID SINGING	S							✓	✓	✓	✓	✓	✓	M, C, T
		SOLID DANCE	S							✓	✓	✓	✓	✓	✓	M, C, T

PUBLIC SPEAKING

Instructions for Public Speaking –

1. Every student shall perform the Public Speaking activity once in each term.
2. The time band for the activity shall be 5 minutes only.
3. The students can select the topics from the given list or a topic of their choice.

PROPOSED TOPICS FOR PUBLIC SPEAKING (CLASSES I & II)

Month	Date	Themes
APRIL	01-15	OUR SCHOOL
	16-30	MY FAMILY
MAY	01-15	MY CLASS TEACHER
	15-31	OUR PRINCIPAL
JUNE	01-15	OUR ENVIRONMENT
	16-30	SAY NO TO PLASTIC
AUG	01-15	INDEPENDENCE DAY
	16-31	CLEAR INDIA CAMPAIGN-SWATCHH BHARAT
SEPT	01-15	POWER OF READING
	16-30	EMINENT LITERARY PEOPLE OF ASSAM
OCT	01-15	FESTIVALS
	16-31	TRADITIONAL DRESSES OF INDIA
NOV	01-15	RESPECT FOR ELDERS
	16-30	INTERNET
DEC	01-15	MY SUPER HERO
	16-31	MY PARENTS
JAN	01-15	ROAD SAFETY
	16-31	HEALTH IS WEALTH
FEB	01-15	DISCIPLINE
	16-28	GOOD MANNERS

PROPOSED TOPICS FOR PUBLIC SPEAKING (CLASSES III - V)		
Month	Date	Themes
APRIL	01-15	MY COUNTRY - UNITY IN DIVERSITY
	16-30	MY STATE - ASSAM
MAY	01-15	HARD WORK AND SUCCESS
	15-31	NEVER GIVE UP
JUNE	01-15	OUR ENVIRONMENT
	16-30	GLOBAL WARMING
AUG	01-15	INDEPENDENCE DAY
	16-31	CLEAN IDEA CAMPAIGN - SWATCHH BHARAT
SEPT	01-15	POWER OF READING
	16-30	AUTHORS OF INDIA
OCT	01-15	FESTIVALS
	16-31	UNIVERSAL BROTHERHOOD
NOV	01-15	RESPECT FOR ELDERS
	16-30	ROLE OF TECHNOLOGY IN OUR LIFE
DEC	01-15	SHARING AND CARING
	16-31	BE THE CHANGE
JAN	01-15	REDUCE-REUSE-RECYCLE
	16-31	ACHIEVERS IN THE FIELD OF SCIENCE
FEB	01-15	DISCIPLINE
	16-28	PLANET EARTH
PROPOSED TOPICS FOR PUBLIC SPEAKING (CLASSES VI - VIII)		
Month	Date	Themes
APRIL	01-15	EMPATHY
	16-30	POLITENESS
MAY	01-15	ROLE OF TEACHERS IN ONE'S LIFE
	15-31	IMPORTANCE OF GRATITUDE
JUNE	01-15	SAVE THE EARTH
	16-30	BEST OUT OF WASTE
AUG	01-15	MAHATMA GANDHI AND NON VIOLENCE
	16-31	IMPORTANCE OF NATIONAL PARK
SEPT	01-15	TEACHER'S DAY
	16-30	POSITIVE ATTITUDE
OCT	01-15	VALUE OF TIME
	16-31	NEWS PAPER READING AS A HABIT
NOV	01-15	MY FAVOURITE SPORT
	16-30	HEALTH AND FITNESS
DEC	01-15	CHARITY BEGINS AT HOME
	16-31	NORTH EASTERN STATE
JAN	01-15	ACTION SPEAKS LOUDER THAN WORDS
	16-31	PRACTICE MAKES A MAN PERFECT
FEB	01-15	THERE IS NO RISE WITHOUT A FALL
	16-28	EDUCATION IS THE KEY THAT UNLOCKS THE GOLDEN DOOR TO FREEDOM

PROPOSED TOPICS FOR PUBLIC SPEAKING (CLASSES IX-XII)		
Month	Date	Themes
APRIL	01-15	DESPITE THE FORECAST, LIVE LIKE ITS SPRING
	16-30	IN WILDNESS LIES THE HOPE OF NATURE
MAY	01-15	DIGNITY OF LABOUR
	15-31	IT IS NOT IN THE STARS TO HOLD OUR DESTINY BUT IN OURSELVES
JUNE	01-15	HUMANITY - KEY TO WORLD PEACE
	16-30	VALUE OF SELF CONTROL ON ONES' LIFE
AUG	01-15	WHENEVER EQUALITY RIGHTS AND RELIGIOUS RIGHT COLLIDES EQUALITY RIGHTS TRIUMPH
	16-31	GENDER EQUALITY IS NOT A WOMEN'S ISSUE ITS A HUMAN ISSUE
SEPT	01-15	SHRIMANTA SHANKARDEV AND HIS VALUE OF ONENESS
	16-30	THE ESSENCE OF ALL RELIGIONS IS ONE
OCT	01-15	MENTAL HEALTH IS AS IMPORTANT AS PHYSICAL HEALTH
	16-31	NATIONAL UNITY DAY
NOV	01-15	DON'T KILL, CONQUER THE EVIL IN YOU
	16-30	POSITIVE THINKING AND WELLNESS
DEC	01-15	ESCAPE THE ORDINARY - BE DIFFERENT
	16-31	THE TRUE SPIRIT OF CHRISTMAS IS LOVE
JAN	01-15	DISCIPLINE IS CHOOSING BETWEEN WHAT YOU WANT NOW, AND WHAT YOU WANT MOST
	16-31	WHERE THERE IS NO BROTHERHOOD, THERE IS NO PEACE
FEB	01-15	IT IS NOT WANTING TO WIN THAT MAKES YOU A WINNER, IT IS REFUSING TO FAIL
	16-28	KNOWLEDGE BEST

CLASS PIN BOARD

CLASS PIN BOARD THEMES (CLASSES III - V)	
Month	Themes
APRIL	MY NEIGHBOURHOOD
MAY	FAMILY
JUNE	ENVIRONMENT
AUG	GUWAHATI-MY CITY
SEPT	TEACHER'S DAY
OCT	FESTIVALS OF INDIA
NOV	I AM AN ARTIST
DEC	CHRISTMAS AND NEW YEAR
JAN	WILD LIFE
FEB	SPRING SEASON

CLASS PIN BOARD THEMES (CLASSES VI - VIII)	
Month	Themes
APRIL	FESTIVALS OF ASSAM
MAY	DIGNITY OF LABOUR
JUNE	ENVIRONMENT
AUG	INDEPENDENCE DAY
SEPT	IMPORTANCE OF SILENCE
OCT	IMPORTANCE OF FOREST
NOV	ANCIENT HISTORY OF ASSAM
DEC	FLORA AND FAUNA OF NORTHEAST
JAN	GREAT TALENTS OF THE WORLD
FEB	NATURAL DISASTERS

CLASS PIN BOARD THEMES (CLASSES III - V)	
Month	Themes
APRIL	MY NEIGHBOURHOOD
MAY	FAMILY
JUNE	ENVIRONMENT
AUG	GUWAHATI-MY CITY
SEPT	TEACHER'S DAY
OCT	FESTIVALS OF INDIA
NOV	I AM AN ARTIST
DEC	CHRISTMAS AND NEW YEAR
JAN	WILD LIFE
FEB	SPRING SEASON

CLASS PIN BOARD THEMES (CLASSES VI - VIII)	
Month	Themes
APRIL	FESTIVALS OF ASSAM
MAY	DIGNITY OF LABOUR
JUNE	ENVIRONMENT
AUG	INDEPENDENCE DAY
SEPT	IMPORTANCE OF SILENCE
OCT	IMPORTANCE OF FOREST
NOV	ANCIENT HISTORY OF ASSAM
DEC	FLORA AND FAUNA OF NORTHEAST
JAN	GREAT TALENTS OF THE WORLD
FEB	NATURAL DISASTERS

CLASS PIN BOARD THEMES (CLASSES IX - XII)	
Month	Themes
APRIL	MULTIPLE INTELLIGENCE
MAY	GENDER ROLES IN THE SOCIETY
JUNE	SMART CITY AND DIGITAL INDIA
AUG	INDEPENDENCE DAY
SEPT	UNITY IN DIVERSITY
OCT	ISRO
NOV	UNITED NATIONS
DEC	CONSTITUTION OF INDIA – RIGHTS AND DUTIES
JAN	DATA PROTECTION AND PRIVACY
FEB	HISTORY OF SFS

LEAVE DURING SCHOOL HOURS

(While leaving the school due to medical emergency)

Name.....
Class & Sec..... Roll No.

Date & Time	Reason	Signature
		Signature of Parent
Sign. of Nurse In charge		Signature of Principal/Vice Principal/Coordinator
Date & Time	Reason	Signature
		Signature of Parent
Sign. of Nurse In charge		Signature of Principal/Vice Principal/Coordinator
Date & Time	Reason	Signature
		Signature of Parent
Sign. of Nurse In charge		Signature of Principal/Vice Principal/Coordinator

LEAVE DURING SCHOOL HOURS

(While leaving the school due to medical emergency)

Name.....
Class & Sec..... Roll No.

Date & Time	Reason	Signature
		Signature of Parent
Sign. of Nurse In charge		Signature of Principal/Vice Principal/Coordinator
Date & Time	Reason	Signature
		Signature of Parent
Sign. of Nurse In charge		Signature of Principal/Vice Principal/Coordinator
Date & Time	Reason	Signature
		Signature of Parent
Sign. of Nurse In charge		Signature of Principal/Vice Principal/Coordinator

RECORD OF SERIOUS OFFENCES

EVENT FEE CHART

TIME TABLE FOR CLASS I-XII							
	1	2	3	4	5	6	7
DAY	50 m	45 m	45 m	45 m	45 m	45 m	45 m
MON	8:20- 9:10	9:10- 9:55	10:05- 10:50	10:50- 11:35	11:35- 12:20	12:40- 1:25	1:25- 2:10
TUE							
WED							
THU							
FRI							
SAT							
NOTE: School Arrival Time - 7:45 AM							
1ST BREAK 9:55 - 10:05 (10 MIN)							
2ND BREAK 12:20-12:40 (20 MIN)							
ASSSEMBLY 7:55-8:20 (25 MIN)							

ZERO PERIOD TIME TABLE FOR CLASS I-XII							
DAY	ZERO PERIOD	1	2	3	4	5	6
		40 M	40 m	40 m	40 m	40 m	40 m
MON	8:20- 9:00 9:40	9:00- 9:40	09:40- 10:20	10:30- 11:10	11:10- 11:50	11:50- 12:30	12:50- 1:30
TUE							
WED							
THU							
FRI							
SAT							

NOTE: School Arrival Time - 7:45 AM

DAY	TIMETABLE FOR CLASS LKG & UKG				
	1	2	3	4	5
MON	50 min	45 min	45 min	45 min	45 min
TUE	08:20- 9:00	9:10- 9:55	10:05- 10:50	10:50- 11:35	11:35- 12:20
WED					
THU					
FRI					
Assembly 7:55-8:20 (25 min)					
1ST BREAK 9:55 - 10:05 (10 MIN)					
Dispersal at 12.30pm					

Note: School Arrival Time - 7:45 AM

ZERO PERIOD TIMETABLE FOR CLASS LKG & UKG						
DAY	Zero period	1	2	3	4	5
	40 min	40 min	40 min	40 min	40 min	40 min
MON	08:20- 9:00	09:00- 9:40	09:40- 10:20	10:30- 11:10	11:10- 11:50	11:50- 12:30
TUE						
WED						
THU						
FRI						

Assembly 7:55-8:20 (25 min)

1ST BREAK 10:20 - 10:30 (10 MIN)

Dispersal at 12.30pm

TEACHER INFORMATION			
Sl. No.	Name of the Teacher	Subject	Contact No.
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			

EXAMINATION TIME TABLE FOR TERM 1

EXAMINATION TIME TABLE FOR TERM 2

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