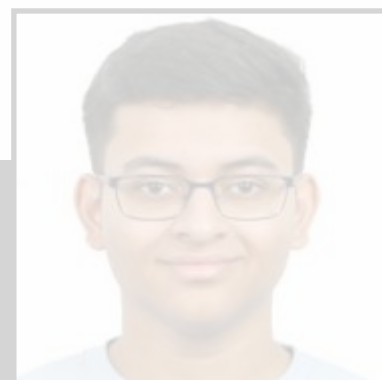




CHITKARA
UNIVERSITY
DEPARTMENT OF EDUCATION



Mr Tanay Sharma

THE CAREER TRAJECTORY

Father's Name : Mr Pankaj Sharma
Mother's Name : Mrs Madhu Sharma
Date of Birth : 21.06.2007
Class : 12th
Gender : Male
School : Central Academy International School, New Delhi
Dated : 26.03.2025
Board : CBSE
Home Address : House No. 386, 2nd Floor, Vikaspuri, Block-C, New Delhi

Series No. CCE/CT/2025/3

www.chitkara.edu.in



#In Support of



HOLISTIC SILHOUETTE

Sr. No.	Name of the Test	Date of Test	Scores Obtained	Area of Highest Score	Interpretation
1.	LIFE-SKILLS (S)	24/04/2025	28/30	Problem Solving	He demonstrates strong analytical thinking and excellent problem-solving skills, indicating his ability to negotiate effectively to achieve desired outcomes.
2.	Study Habits Inventory Test	08/05/2025	60%	Recording	He possesses a keen ability to understand and process reading materials, enabling him to grasp information and retain key details from his study resources.
3.	Big Five Personality Test	24/04/2025	70	Extraversion	He is highly sociable, assertive, and goal-oriented, reflecting a natural preference for direct leadership roles.
4.	O*net Interest Profiler Test	23/04/2025	28	Enterprising	He has an enterprising mindset with a strong inclination towards initiating and executing business ventures, favouring action over excessive deliberation.
5.	EII-MM	24/04/2025	38/50	Intrapersonal Awareness	He shows self-awareness by recognising his own strengths, weaknesses, and behavioural patterns, allowing him to respond appropriately in different situations.



HOLISTIC SILHOUETTE

Sr. No.	Name of the Test	Date of Test	Scores Obtained	Area of Highest Score	Interpretation
6.	DBDA-R	24/04/2025	15/24	Numerical Ability	He has a solid grasp of numerical concepts and performs well in tasks requiring logical reasoning, quantitative analysis, and mathematical problem-solving.
7.	SWOC Analysis	19/05/2025	NA	Parent's Perspective	He actively participates in sports, promoting both physical and mental well-being, enjoys a broad range of books for learning, and prioritises fitness through a healthy lifestyle.
		05/04/2025	NA	Candidate Perspective	Tanay excels in Physics, Mathematics, and English, demonstrating strong critical thinking and emotional intelligence. He is well-rounded, with diverse interests in sports and reading, and takes pride in achievements such as winning a national silver medal in yoga.
			NA	Teacher's Perspective	-



LIFE SKILLS MEASUREMENT TOOLS – SECONDARY STAGE

“Life skills” are psychosocial abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. The Comprehensive Life Skills Framework recently developed by UNICEF India defines life skills as a set of abilities, attitudes, and experiences that enable individuals to learn to make informed decisions and exercise rights to lead a healthy and productive life and subsequently become change makers.

ANALYSIS OF THE TEST

Table 1 below gives the mapping of the raw scores for specific Life skills obtained by Tanay on the LSMT-S test:

Overall Life Skills Score

Sr No.	Domains	Test Score	Skilled	Proficient	Competent	Basic	Emerging
1.	Overall Life Skills	178/235					

Life Skills Classification

Sr No.	Life Skills	Score	Skilled	Competent	Emerging
1.	Empathy	8/15			
2.	Negotiation	11/15			
3.	Self-Awareness	13/15			
4.	Decision Making	12/15			
5.	Participation	14/20			
6.	Resilience	15/25			
7.	Communication	18/25			
8.	Problem Solving	28/30			
9.	Critical Thinking	32/35			
10.	Creativity	27/40			

The shaded areas depict the categories/levels of functioning in the aforementioned domains of assessment.



He has scored **178 out of a total of 235** as per the interpretation of the Global raw score of Life Skills on the test, which indicates **Category 1** and a **Skilled Level of Functioning** in overall life skills.

1. Empathy — Empathy is the ability to understand and share the feelings, thoughts, and experiences of another person. It involves both cognitive and emotional components. Empathy is crucial for building strong, healthy relationships and is foundational to social interactions. It allows individuals to connect with others on a deeper level, offer support, and create a sense of community and mutual understanding.

Tanay has scored **8 out of a total of 15**, which falls under **Category 2**, implying that he is currently functioning at a **Competent Level** in this domain.

Intervention Strategies:

- Tanay is encouraged to put himself in someone else's shoes in various scenarios to understand their emotions and reactions.
- He is advised to engage in mindfulness meditation to become more aware of his and others' emotions.
- Tanay is advised to read books or watch documentaries about various cultures and experiences, as these can foster empathy by giving an understanding of other people's perspectives.

2. Negotiation — Negotiation is a vital life skill that helps individuals navigate various personal and professional situations. The process of coming to a mutually acceptable compromise or agreement between two or more parties having divergent interests or points of view is called negotiation.

Tanay has scored **11 out of a total of 15**, which falls under **Category 1**, implying that he is currently functioning at a **Skilled Level** in this domain.

Intervention Strategies:

- He is advised to engage in role-playing exercises to simulate real-life negotiations.
- He is advised to develop patience and persistence by staying calm even when negotiations become challenging.
- It is recommended that he ascertain as much as possible about the other individual, the circumstances, and any relevant details; communicate his priorities, objectives, and reasonable compromises; and create a detailed action plan while anticipating any counterarguments or responses.

3. Self-awareness — Self-awareness is a critical life skill that involves understanding your emotions, strengths, weaknesses, values, and behaviours. It is the foundation for personal growth and effective interpersonal relationships.

Tanay has scored **13 out of a total of 15**, which falls under **Category 2**, implying that he is currently functioning at a **Competent Level** in this domain.



Intervention Strategies:

- Tanay is advised to regularly write about his thoughts, feelings, and experiences. This will help him recognise patterns and gain insights into his behaviour. He should set aside time each day to reflect on his actions and reactions, considering what went well and what could have been better.
- It is advised that he seek out honest feedback regarding his performance and behaviour from mentors, family members, coworkers, or trusted friends. He should then carefully consider the criticism without taking offence, using it as a tool for personal development.

4. Decision-making — Decision-making skills are essential for navigating both personal and professional life effectively. These skills help individuals choose the best course of action among multiple alternatives.

Tanay has scored **12 out of a total of 15**, which falls under **Category 2**, implying that he is currently functioning at a **Competent Level** in this domain.

Intervention Strategies:

- It is suggested that before attempting to address the issue, he should make sure he understands it and then evaluate the viability, dangers, and advantages of each proposal while using his imagination to evaluate other options.
- It is recommended that he assess the decision's strengths, weaknesses, opportunities, and threats and then weigh the costs and advantages of each choice. To compare possibilities based on a set of criteria, he can use a grid.
- It is suggested that he cultivate emotional intelligence in order to comprehend how his feelings influence his choices.

5. Participation — Participation skills are essential for effectively engaging in group activities, discussions, and decision-making processes. These skills help individuals contribute meaningfully and collaboratively in various settings, such as workplaces, classrooms, community groups, and social events.

Tanay has scored **14 out of a total of 20**, which falls under **Category 1**, implying that he is currently functioning at a **Skilled Level** in this domain.

Intervention Strategies:

- It is recommended that he eliminate any outside distractions and give the other person his whole attention while nodding, maintaining eye contact, and expressing his understanding.
- He is advised to engage in conversation by posing pertinent questions to elucidate points and demonstrate attention, communicate his ideas succinctly and respectfully, and use positive body language.

6. Resilience — Resilience skills are essential for coping with and recovering from stress, adversity, and setbacks. These skills help individuals maintain mental well-being and thrive despite challenges.



Tanay has scored **15 out of a total of 25**, which falls under **Category 2**, implying that he is currently functioning at a **Competent Level** in this domain.

Intervention Strategies:

- It is best to approach life with optimism and expect the best. He should think regularly about the things for which he is grateful to cultivate thankfulness. To increase his self-confidence and affirm his goodness, he should use positive self-talk.
- It is suggested that he surround himself with encouraging friends, family, and co-workers, keep lines of communication open and honest with his support system, and not be afraid to ask for help when he needs it.

7. Communication — Communication skills are essential for effectively conveying information, building relationships, and achieving professional and personal success.

Tanay has scored **18 out of a total of 25**, which falls under **Category 1**, implying that he is currently functioning at a **Skilled Level** in this domain.

Intervention Strategies:

- It is advisable to adhere to the major issues, avoid extraneous details, and organise his thoughts logically before speaking. He should also use simple sentences when communicating.
- To gain confidence and skill, it is recommended to practise conversation scenarios with another person. To find areas for development, he should record his lectures or interactions and watch them again. Before speaking, he should always arrange his ideas using mind maps and improve his linguistic abilities by writing frequently and reading a variety of books.

8. Problem-Solving — Problem-solving skills are crucial for navigating challenges and finding effective solutions in various aspects of life.

Tanay has scored **28 out of a total of 30**, which falls under **Category 1**, implying that he is currently functioning at a **Skilled Level** in this domain.

Intervention Strategies:

- It is recommended to precisely identify and describe the issue, gather pertinent facts and information to comprehend the issue's context, and identify the issue's root causes.
- It is recommended to weigh the benefits and drawbacks of each possible solution, take into account the resources and feasibility of each, and use a decision matrix to assess alternatives against predetermined standards.
- Participating in brainstorming sessions with a team can help produce a variety of ideas and move the group towards an agreement on the best option. During the problem-solving process, he should be able to handle and settle any disputes that may emerge.



9. Critical Thinking — Critical thinking skills are essential for analysing information, making informed decisions, and solving problems effectively.

Tanay has scored **32 out of a total of 35**, which falls under **Category 1**, implying that he is currently functioning at a **Skilled Level** in this domain.

Intervention Strategies:

- It is advisable to assess the authenticity and dependability of sources, analyse the evidence to ascertain its significance, and consider the context in which the information is provided.
- It is advisable to consider his thought processes and tactics and assess his critical thinking abilities' advantages and disadvantages. He should question his presumptions and take into account different perspectives.

10. Creativity — Creativity is the ability to generate original ideas, solutions, and insights. It involves thinking divergently, breaking from conventional patterns, and exploring new possibilities.

Tanay has scored **27** out of a total of **40**, which falls under **Category 1**, implying that he is currently functioning at a **Skilled Level** in this domain.

Intervention Strategies:

- It is advised to be receptive to novel ideas and be ready to consider unconventional approaches. He should recognise failure as an essential part of the creative process and be willing to take risks.
- It is suggested to participate in group projects and brainstorming sessions to foster creativity through a variety of viewpoints, as well as to take inspiration from works of art, literature, music, and nature, among other sources.

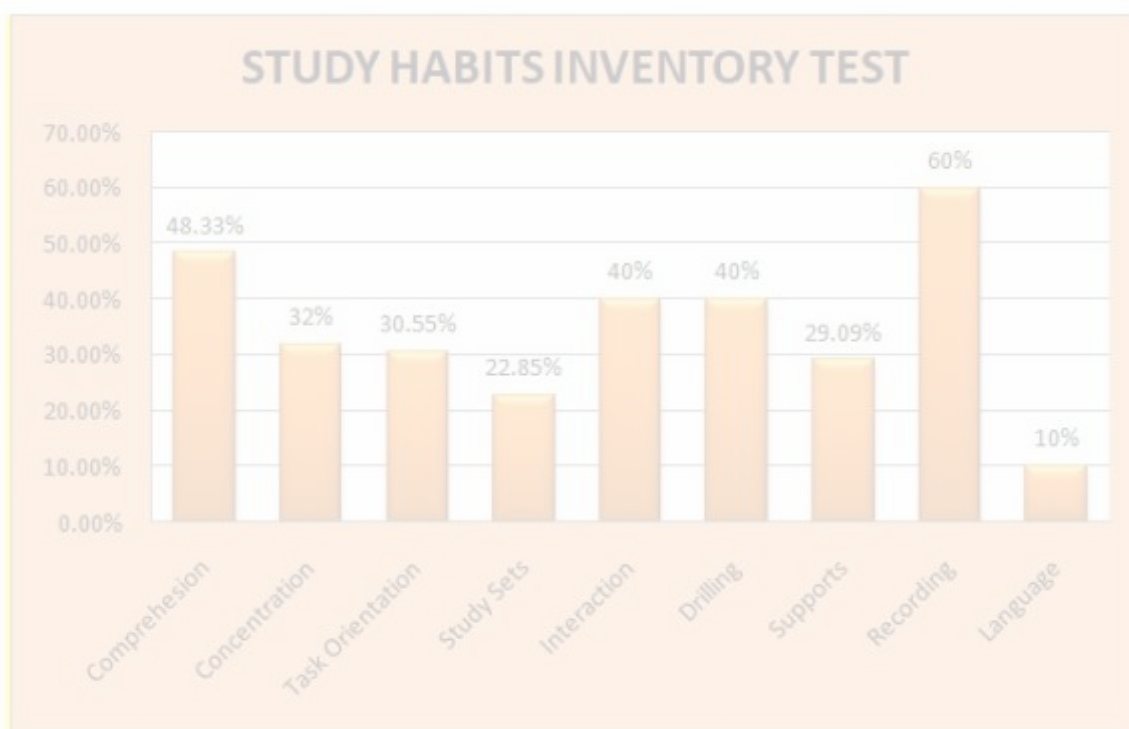


STUDY HABITS INVENTORY TEST

Study habits as a research variable in Indian research have been investigated in two ways.

Study habits are an important characteristic of all human beings who are “being educated” and “are educated”, as study habits are important for the academic achievement of the students. Study Habit is a regular practice a person performs in order to increase productivity, efficiency, and retention in preparing a particular evaluation.

Sr. No.	Area of the Test	Scores Obtained	Percentage
1	COMPREHENSION	29	48.33%
2	CONCENTRATION	16	32%
3	TASK ORIENTATION	11	30.55%
4	STUDY SETS	8	22.85%
5	INTERACTION	6	40%
6	DRILLING	8	40%
7	SUPPORTS	32	29.09%
8	RECORDING	6	60%
9	LANGUAGE	1	10%



For the present inventory, the study habits have been considered to consist of nine different kinds of study behaviour.



A. COMPREHENSION

There are certain specific behaviours with respect to student study behaviour which are geared towards better comprehension. For example, before reading a lesson intensively, students may try to catch on to what the lesson is about. By doing so, they may try to establish a mental set for studying a particular content. Similarly, they may try to relate the materials learned in one subject with those learned in another, so that they may subsume the new learning with the previous knowledge.

Tanay scored **48.33%** in this domain of Comprehension, which indicates an **average performance**. Furthermore, it explains that **he is able to relate his previous understanding and learning of things to those of the new ones**.

Intervention Strategies:

- Tanay is encouraged to use helpful strategies when encountering difficulty with words, phrases, or long paragraphs. These could include re-reading, skipping ahead, or looking up unfamiliar words in a dictionary.
- He should effectively use inferencing as a reading comprehension tactic.
- Tanay is advised to understand not only the literal words but also their relationship with one another and the context behind the words.
- Regular practice is the key to improving comprehension.

B. CONCENTRATION

Concentration is an important predictor of effective study habits. Some students are capable of concentrating easily and for a long period, whereas others take time, but once they do, they can continue for a long duration. Some others find it difficult to concentrate at all. Some may read only when they are in the mood to do so. Others may require stimulation through tea, coffee, etc., for concentration.

Tanay has scored **32%** in this domain of Concentration, which indicates a **below-average performance**. Furthermore, it explains that **he is not able to concentrate and sustain that for a reasonable amount of time**.

Intervention Strategies:

- Tanay is encouraged to ensure he gets a good night's sleep to help improve concentration and keep his mind fresh.
- It's suggested that he consider following a goal-oriented curriculum to help guide him in achieving his academic objectives.
- He might also find it beneficial to incorporate ed-tech and online learning tools to create a more engaging and enjoyable learning environment, offering chances to apply what he's learned.

C. TASK ORIENTATION

If a student has to study a series of subjects and develop different levels of cognition, task orientation is an important component of study habits. For example, some students study different subjects according to a fixed routine – daily, weekly, or monthly. Certain students fix a time target for completing certain academic tasks. Students' orientations and behaviours towards the accomplishment of the tasks in a pre-decided time frame is task orientation.



Tanay scored **30.55%** in this domain of Task Orientation, indicating a **below-average performance**. Furthermore, it indicates that **he is unable to complete tasks within a predetermined time range**.

Intervention Strategies:

- Tanay is suggested to continue to use time management techniques such as planners or digital apps for effective task orientation.
- He is suggested to prioritise tasks based on urgency and importance.
- He is advised to integrate self-monitoring to track progress on tasks and develop self-reflection skills.

D. STUDY SETS

Study sets mean the physical and situational characteristics which a student adopts for studying. For example, some students read only at night; some students learn more when they read lying on the bed, whereas others may as well sleep if they read lying on the bed.

Tanay has scored **22.85%** in this domain of Study Sets, which indicates a **below-average performance**. Furthermore, it explains that **he is unable to fully adopt the various physical characteristics while studying**.

Intervention Strategies

- Tanay is advised to take breaks to enhance productivity and reduce stress levels.
- He is suggested to make a conducive study environment, both physically and mentally, to develop a good study plan.

E. INTERACTION

Although both teaching and learning in schools have remained convocation and almost the private affair of the particular teachers or students respectively, there is enough evidence to conclude that the interaction of a student with the teachers, parents, or friends contributes positively towards better learning. Thus, interaction is a significant component of study habits. For example, when students don't understand while studying, they may go to some of their friends for a discussion.

Tanay obtained a **below-average performance score of 40%** in the Interaction domain. It also explains that **he is facing challenges while interacting**. He should further improve his interacting abilities whenever he has an issue or uncertainty while learning.

Intervention Strategies:

- Tanay is suggested to be courteous and well-mannered to improve interaction skills.
- He is advised to use observation as a way to gather knowledge about surroundings, become comfortable, and initiate interactions.
- Tanay is advised to continue to appreciate the importance of honesty in interactions, as it helps build trust and improves communication.



F. DRILLING

Drilling means practising a particular learning again and again. While drilling is a common practice at the school level, it is an important component of good study habits among students of Science and Technology. Since drilling is almost essential in the case of learning Mathematics, Legal Studies, Language (English), Economics, Chemistry, Engineering, Drawing, etc., students may revise the topics and tasks already learned more than once.

Tanay has scored **40%** in the domain of Drilling, which indicates a **below-average performance**. Furthermore, it explains that **he can improve the habit of practising particular learning again and again to get a hold of the topic or the course**.

Intervention Strategies:

- Tanay is advised to make use of structured practice sessions to break down complex tasks into manageable components.
- He is suggested to make a consistent practice schedule to establish a regular and disciplined habit of drilling activities.
- He is advised to do regular revisions for better retention.

G. SUPPORTS

Studying in any particular discipline gets a sound back-up from a broader study base. A student's habit of studying different types of books, other than textbooks, or newspapers and magazines, may be helpful in the learning of the subjects.

Tanay has achieved a score of **29.09%** in the domain of Supports, reflecting a **below-average level of performance**. This suggests that **he is facing challenges in this area; however, to enhance his skills further, he is encouraged to develop the habit of reading books beyond his textbooks**. Expanding his reading can help build a broader knowledge base and contribute positively to his overall growth.

Intervention Strategies:

- Tanay is suggested to gather knowledge from various sources, including magazines, newspapers, journals, etc.
- He is advised to actively participate in extracurricular and community activities to broaden his understanding and critical abilities.

H. RECORDING

At a higher level, any good teacher hardly teaches on the basis of a single book. For the good performance of the students, it is also necessary to read a number of books and record in the form of text, class notes, or prepare one's study notes—these are, hence, important factors. Some students prepare for their independent study. Many students depend only on the class notes dictated by the teacher.

Tanay scored 60% in the Recording domain, which indicates an **average performance**. He is having a **fair understanding in this domain**. Furthermore, this suggests that **he may need to strengthen his understanding and application in this area**. To improve, he should focus on practising more regularly, seeking guidance when needed, and actively engaging in activities that enhance his recording skills.



Intervention Strategies:

- Tanay is suggested to actively engage with the content while recording, asking questions, or making links to past knowledge.
- He is advised to make use of technological tools, such as note-taking applications or digital notebooks, for more effective recording.

I. LANGUAGE

Language capability is an important predictor of effective study habits. For example, where the medium of instruction is English, it is important to see with what facility and ease a student reads books in English. This affects the concentration, comprehension, and duration of study.

Tanay has scored 10% in this domain of Language, which indicates a **low performance**. Furthermore, it describes how **he tries to understand the instructions given to him in English, which impacts his concentration, comprehension, and study time.**

Intervention Strategies:

- Immersive learning is suggested to Tanay to create an environment exposed to authentic materials in the target language.
- He should schedule field trips or events involving the use of language outside of the classroom to enhance language skills.

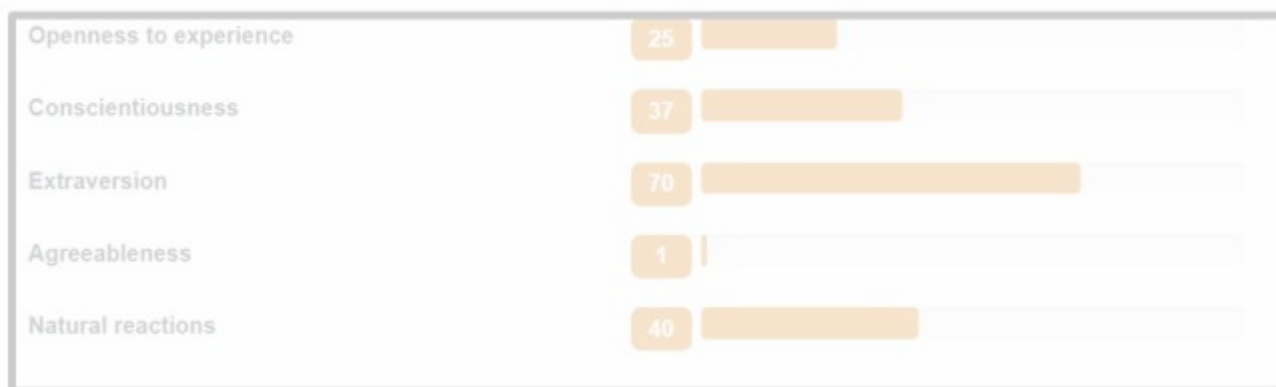


BIG FIVE PERSONALITY TEST

Personality refers to the patterns and characteristics of behaviour that are either innate or learnt from the external environment. It refers to the unique ways of thinking, feeling and interacting with people which distinguish one individual from the other.

ANALYSIS OF THE TEST

The quantitative and qualitative description of his personality report is shown hereunder:



TEXTUAL SUMMARY OF REPORT

The Big Five Factors	Describing a low range scoring person...	Percentile	Range	Describing a high range scoring person...
Openness to experience	Traditionalist • down-to-earth • practical • conservative • prefers traditional outlooks and technical problem-solving	25	Low	Imaginative • open-minded • experimental • prefers creative conceptual problem-solving
Conscientiousness (Work Ethic)	Spontaneous • disorganised • prefers flexible plans • dislikes precise details	37	Middle	Conscientious • disciplined • efficient • well organised • likes precise detail • strong sense of duty • (Very High scorers could be described as workaholics)
Extraversion	Reserved • formal • serious • quiet • prefers working alone • avoids direct leadership roles	70	Middle	Outgoing • friendly • assertive • likes working with others • enjoys direct leadership roles
Agreeableness	Hard-headed • sceptical • competitive • proud • prefers competition over co-operation	1	Very low	Compassionate • eager to please • good natured • prefers co-operation over competition and conflict
Natural reactions	Not easily upset in stressful situations • relaxed • resilient • calm	40	Middle	Experiences negative emotional reactions and feelings of anxiety • prone to worry • easily upset



Based on the analysis of the Big Five Personality Test Report of Mr. Tanay, the following specific traits have been identified in his personality:

1. He obtained the highest possible score of 70 in the trait of Extraversion, which indicates he is friendly, assertive, and goal-oriented. This score suggests that he is diligent in his tasks, pays attention to details, and demonstrates good leadership qualities. Individuals with high extraversion tend to be dependable and efficient, often setting clear goals and working persistently with others to achieve them.
2. He obtained the second highest possible score of 40 in the trait of Natural Reactions, which indicates an average level of emotional responsiveness and stability, suggesting that he may exhibit moderate sensitivity to stress and external stimuli.
3. He obtained the lowest score of 1 on the trait of Agreeableness, which indicates a strong tendency towards scepticism, competitiveness, and assertiveness in interpersonal situations, and may reflect difficulty in trusting others, cooperating, or expressing empathy.

Intervention Strategies:

The following intervention strategies can be suggested to him to become more proficient in displaying the specific personality trait:

- He is encouraged to gradually immerse himself in social settings and interactive experiences. Beginning with small group activities, such as joining clubs, participating in class discussions, or engaging in group projects, can help enhance his cooperative skills and foster meaningful social connections.
- Tanay is encouraged to participate in group-oriented hobbies like team sports, debate clubs, or theatre to strengthen social connections in an enjoyable setting.
- He is encouraged to engage in activities that require listening to others' emotions, such as participating in role-playing exercises, to develop a more compassionate outlook.
- Tanay is encouraged to practise self-reflection through journaling or seeking feedback from peers and mentors to recognise areas for improvement in his interactions with others.
- He is encouraged to develop emotional regulation skills through mindfulness or relaxation techniques to reduce impulsive reactions and promote more cooperative behaviour.

O*NET INTEREST PROFILER

Interest primarily refers to the work activities and environments preferred by an individual. Furthermore, choosing a career or vocation based on these interests implies using one's talents in alliance with their values and preferences.

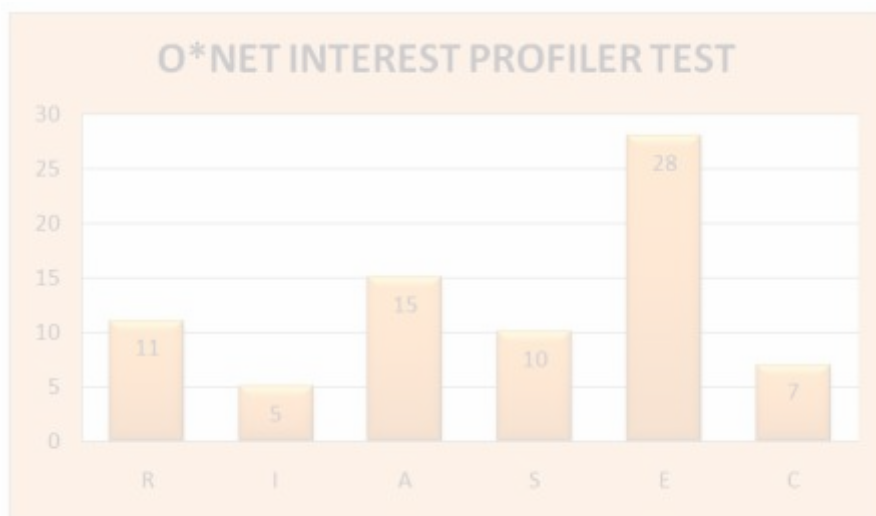
Analysis of the Test

The quantitative and qualitative description of his interest report is shown below:

Areas of the Test	Total Marks
REALISTIC	11
INVESTIGATIVE	5
ARTISTIC	15
SOCIAL	10
ENTERPRISING	28
CONVENTIONAL	7



O*NET INTEREST PROFILER



His highest score in the **Enterprising (28) domain** indicates a strong preference for leadership roles, persuasive communication, and goal-oriented tasks. This suggests he is likely drawn to dynamic environments where he can influence others, take initiative, and pursue ambitious objectives. Additionally, **his second-highest score in the Artistic (15) domain** indicates a preference for creative expression, originality, and unstructured tasks. This suggests he may be inclined toward activities that involve imagination, design, or artistic performance, and may thrive in environments that value innovation and self-expression.

REALISTIC

People with Realistic interests appreciate work that deals with practical, hands-on problem-solving. They often dislike careers involving paperwork or close collaboration with others.

They enjoy:

- working with plants and animals.
- handling real-world materials like wood, tools, and machinery.
- outdoor work.

INVESTIGATIVE

People with Investigative interests prefer work related to ideas and thinking rather than physical activity or leadership.

They enjoy:

- searching for facts.
- problem-solving.

ARTISTIC

People with Artistic interests enjoy work that involves the artistic side of things, such as acting, music, art, and design.

They appreciate:

- creativity in their work.
- tasks that can be done without rigid rules.



SOCIAL

People with Social interests thrive on working with others and take an interest in helping them learn and grow. They prefer working with people over objects, machines, or information.

They enjoy:

- teaching.
- offering advice.
- helping and being of service to people.

ENTERPRISING

People with Enterprising interests like work related to starting up and carrying out business projects. They enjoy taking action rather than prolonged contemplation.

They appreciate:

- persuading and leading people.
- making decisions.
- taking risks for profits.

CONVENTIONAL

People with Conventional interests prefer work that follows set procedures and routines. They focus on working with information and paying attention to details rather than dealing with abstract ideas.

They like:

- working with clear rules.
- following a strong leader.

For detailed information about the tasks, Technological Skills, Knowledge, Skills, Abilities, Work Activities, Detailed Work Activities, Work Context, Job Zones, Education, Work Style, Work Values and related occupations **Tanay** is advised to check the following link:
<https://www.mynextmove.org/explore/ip-share/VZzgZr>



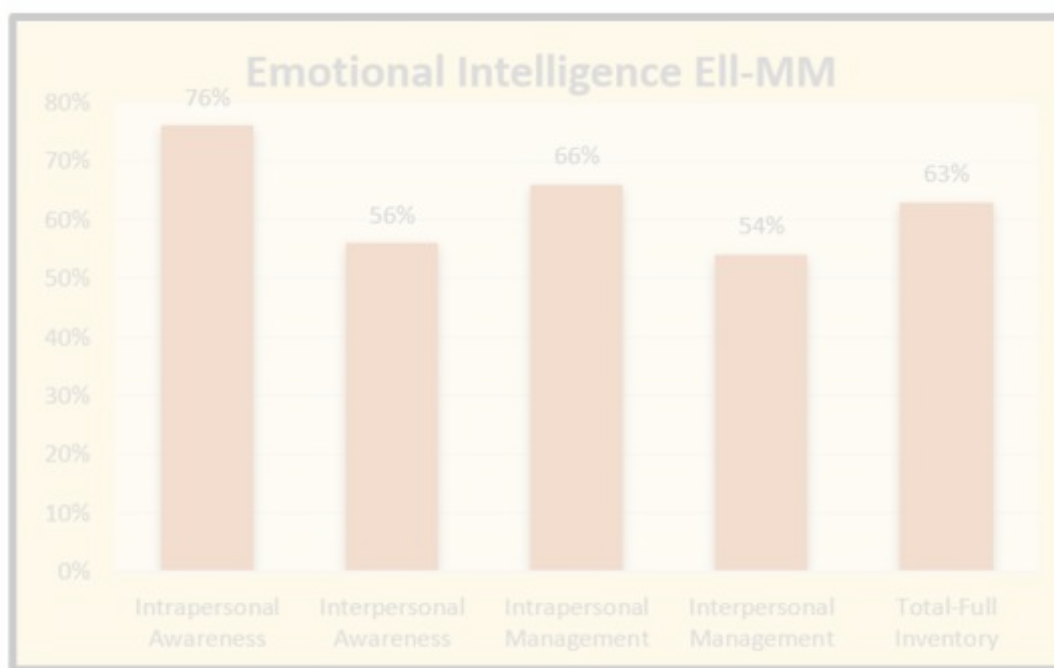
EMOTIONAL INTELLIGENCE EII-MM

Emotional intelligence (EI) is defined as the ability to perceive, use, understand, manage, and handle emotions. People with high emotional intelligence can recognise their own emotions and those of others, use emotional information to guide thinking and behaviour, discern between different feelings and label them appropriately, and adjust emotions to adapt to environments.

Emotional intelligence can be measured with respect to four areas. These are Intra-Personal Awareness (knowing about one's own emotions), Inter-Personal Awareness (knowing about others' emotions), Intra-Personal Management (managing one's own emotions), and Inter-Personal Management (managing others' emotions), respectively.

Table 1 below gives the Interpretation of the level of Emotional Intelligence obtained by Tanay on the EII-MM Test:

Sr. No.	Area of the Test	Scores Obtained	Percentage Obtained
1	Intrapersonal Awareness	38/50	76%
2	Interpersonal Awareness	28/50	56%
3	Intrapersonal Management	33/50	66%
4	Interpersonal Management	27/50	54%
	Total-Full Inventory	126/200	63%





Tanay has scored 126 out of a total of 200 for his total full inventory as per the interpretation of the level of Emotional Intelligence, which indicates Grade D and an Average level of functioning in overall Emotional Intelligence.

For the present inventory test, Emotional Intelligence is generally understood to comprise four distinct types of intelligence.

- 1. Intra-Personal Awareness (Knowing about one's own emotions)** – Intra-personal awareness refers to the understanding and insight a person has about their own internal states, including thoughts, emotions, motivations, values, and beliefs. It involves self-reflection and the ability to recognise one's own strengths, weaknesses, and patterns of behaviour.

Tanay obtained a score of **38 out of 50** in the Intra-Personal Awareness area, which is an above average performance and equivalent to a **C grade** level. It additionally indicates that he possesses an excellent understanding of his own emotions, strengths, and limitations, and demonstrates a moderate level of self-reflection and goal-setting ability.

Intervention Strategies:

- It is suggested to write about his daily experiences, thoughts, and emotions. Journaling can help him to process and understand his internal states better.
- It is encouraged to keep track of his emotions throughout the day and reflect on what triggered them, how he responded, and what he learned.
- Trying new activities can help him to discover his passions and strengths, deepening his self-awareness.

- 2. Inter-Personal Awareness (Knowing about others' emotions)** – Interpersonal awareness refers to the ability to understand and navigate the emotions, behaviours, and motivations of others in social interactions. It involves being attuned to the feelings, needs, and perspectives of those around you, which helps in building and maintaining positive relationships. This skill is crucial for effective communication, empathy, and collaboration.

Tanay obtained a score of **28 out of 50** in the Inter-Personal Awareness area, which is an average performance and equivalent to an **E grade** level. It additionally indicates that he has a basic understanding of others' feelings and perspectives but may face challenges in effectively communicating, empathising, or resolving conflicts. With focused efforts on developing empathy, listening skills, and collaboration, he can strengthen his ability to build and maintain positive relationships.

Intervention Strategies:

- It is suggested to develop emotional regulation techniques, such as deep breathing or pausing before responding, to maintain composure during interactions.
- It is advised to pay attention to body language, facial expressions, and posture, which often reveal more about a person's feelings than their words.
- He is advised to observe how people interact in group settings, noting who takes on leadership roles, who is more reserved, and how different personalities influence the group.



- 3. Intra-Personal Management (Managing one's own emotions)** – Intra-personal management refers to the ability to effectively regulate and manage your own internal processes, including your thoughts, emotions, motivations, and behaviours. It involves self-discipline, emotional regulation, goal-setting, and the ability to stay focused and motivated, even in the face of challenges. This concept is closely related to self-management, self-regulation, and personal effectiveness.

Tanay obtained a score of **33 out of 50** in the Intra-Personal Management area, which is an average performance and equivalent to a **D grade** level. It additionally indicates that he has a moderate ability to manage his internal processes, such as emotions, thoughts, motivations, and behaviours.

He can generally recognise and manage his emotions but might struggle in highly stressful or unexpected situations. He may find it challenging to maintain composure when under pressure or when facing significant challenges.

Intervention Strategies:

- It is encouraged to establish a daily routine that includes time for work, relaxation, and self-care. A consistent routine helps build discipline and ensures he stays focused on his goals.
- It is suggested to, before making decisions, gather all relevant information and consider multiple perspectives. This reduces impulsive decisions and increases the likelihood of better outcomes.
- It is advised to continuously seek knowledge through books, courses, or seminars related to personal development. This keeps him informed and motivated to improve.

- 4. Inter-Personal Management (Managing others' emotions)** – Inter-personal management refers to the ability to effectively manage interactions and relationships with others. It involves skills and strategies for navigating social dynamics, building positive relationships, and communicating effectively. This concept is crucial in both personal and professional contexts, where successful collaboration, negotiation, and conflict resolution are often required.

Tanay obtained a score of 27 out of 50 in the Inter-Personal Management area, which is a low performance and equivalent to an F grade level. It indicates that he may struggle with communication, teamwork, and handling relationships. He might find it hard to express himself and work with others. Improving skills like active listening, being more empathetic, and clear communication can help build better relationships and work more effectively with others.

Intervention Strategies:

- It is advised to pay full attention to the speaker, avoiding distractions and interruptions. Show that he is listening through nodding and verbal affirmations.
- It is suggested to express his thoughts and needs clearly and directly. Avoid ambiguity and ensure his message is understood.
- It is encouraged to clearly outline roles and responsibilities within a team to ensure that everyone knows their contributions and expectations.



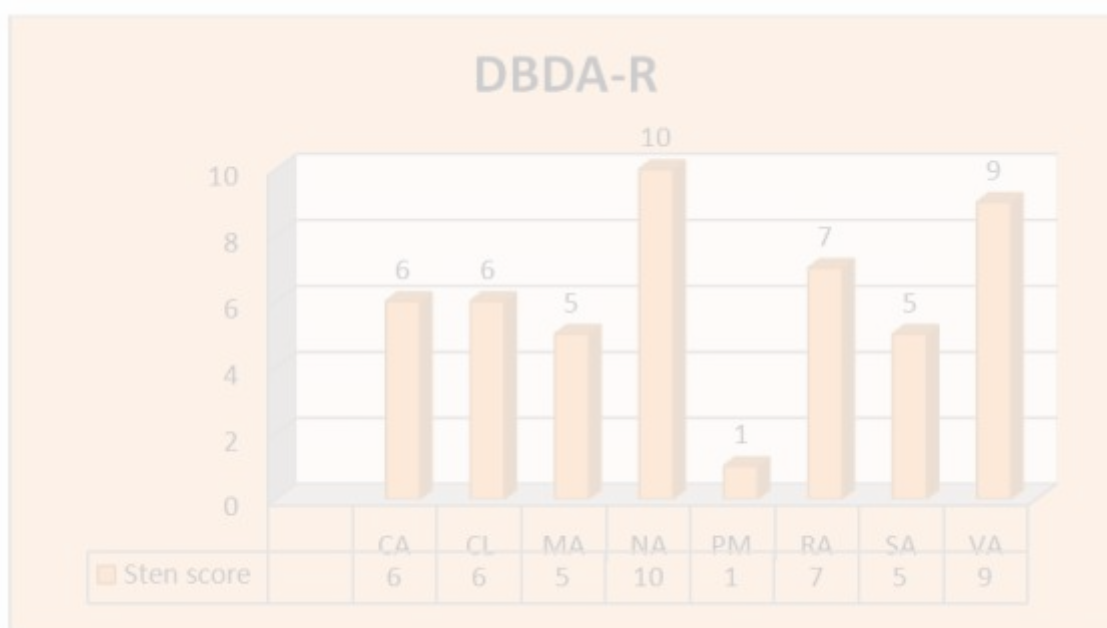
DAVIS'S BATTERY OF DIFFERENTIAL ABILITIES (DBDA-R)

The DBDA is a standardised procedure for objectively measuring what a person is able to do at the time he is being assessed and under the conditions of the assessment. It has high predictive validity, but the predictability may not be the same because abilities are the product of nature as well as nurture functioning will be influenced by extrinsic factors.

The test covers eight areas: Numerical Ability (NA), Closure Ability (CA), Spatial Ability (SA), Verbal Ability (VA), Reasoning Ability (RA), Clerical Ability (CL), Mechanical Ability (MA) and Psychomotor Ability (PM)

ANALYSIS OF THE TEST

S NO.	Sub test	Score obtained	Sten score	Performance		
				High	Average	Low
1	CA	8	6		✓	
2	CL	35	6		✓	
3	MA	12	5		✓	
4	NA	15	10	✓		
5	PM	0	1			✓
6	RA	6	7		✓	
7	SA	35	5		✓	
8	VA	18	9	✓		



Interpretation of the Scores:

Tanay score/profile indicates High aptitude for Numerical Aptitude (NA)



DIMENSIONS OF THE APTITUDE TEST

A) VERBAL ABILITY(VA):

- Verbal Ability refers to the comprehension of words and ideas, or a person's ability to understand written language.
- In the DBDA, Verbal Ability is assessed by two different kinds of subtests: Vocabulary (VA Part I) and Understanding Proverbs (VA Part II). This ability can be expected to figure prominently in success in academic and school-related performances.
- Tanay scored 18 out of 24 in the domain of the DBDA-R Aptitude Test, obtaining a Sten score of 9, falling under the range of High performance, indicating the ability to understand and comprehend concepts expressed through written language, which is one of the most important human abilities.

Relevant courses/Job opportunities: It is a predictor of occupations involving much reading and writing of reports, and so on.

B) NUMERICAL ABILITY (NA):

- Numerical ability refers to the facility in manipulating numbers quickly and accurately in tasks involving addition, subtraction, multiplication, division, squaring, dealing with fractions, etc.
- This ability is generally found to be high in individuals who are successful in mathematical, scientific, and technical subjects.
- Tanay scored 15 out of 20 in the domain of the DBDA-R Aptitude Test, with a Sten score of 10, indicating high performance and proficiency in quick, accurate number manipulation.

Relevant courses/Job opportunities: It is a predictor of occupations involving computational tasks, such as various clerical, accounting, engineering, technological, data processing jobs, etc.

C) SPATIAL ABILITY(SA):

- Spatial Ability is concerned with perceiving spatial patterns accurately and following the orientation of figures when their position in a plane or space is altered.
- This ability is found to be high in individuals who are successful in geometrical drawing, drafting, vocational training, and in art and design.
- Tanay scored 35 out of 72 in the domain of the DBDA-R Aptitude Test, obtaining a Sten score of 5, falling under the range of Average performance, indicating his average ability in perceiving spatial patterns accurately and following the orientation of figures when their position in a plane or space is altered.

Relevant courses/Job opportunities: It is a predictor of occupations involving figural materials, such as those dealing with shop work, architecture, building construction, engineering, commercial art, dress-designing, die-making, and decoration, etc.



D) Closure Ability (CA):

- Closure Ability is primarily a perceptual ability measured by the DBDA. It refers to the ability to see quickly a whole stimulus when parts of it are missing, or to "complete the Gestalt".
- CA is a speed test assessed by items in which the examinee must look at a "mutilated word," i.e., a word with parts of the letters missing, decide what the word is, and then find which one of the five jumbled options spells that word when unjumbled.
- Tanay scored 8 out of 20 in one of the domains of the DBDA-R Aptitude Test, obtaining a Sten score of 6, which falls within the average performance range. This indicates that he demonstrates a moderate level of aptitude in this area, with potential for further development through focused practice and learning.

Relevant courses/Job opportunities: CA can be expected to be relevant to success in courses and occupations involving speedy visual perception, such as those concerned with office and shop work, architecture. Computer programming and data processing & art and designing, etc.

E) Clerical Ability (CL):

- Clerical Ability is a perceptual activity primarily concerned with making rapid evaluations of features of visual stimuli. In CL, perceptual speed and accuracy are measured by items in which the examinee must rapidly assess the sameness or difference of paired groups of letters or numbers.
- The items thus provide a series of situations that simulate the elements involved in many clerical jobs. Little or no "higher-level" intellectual difficulty is involved in this test.
- Tanay scored 35 out of 72 in the domain of the DBDA-R Aptitude Test, obtaining a Sten score of 6, falling under the range of average performance, indicating his average ability to manage tasks related to clerical work and administrative functions.

Relevant courses/Job opportunities: CL is important to success in many tasks involving record-keeping, filing, taking inventories, dispatching, coding, and other similar jobs.

F) Reasoning Ability (RA):

- Reasoning Ability refers to the ability to apply the process of induction or to reason from some specific information to a general principle.
- This is one of the most important primary mental abilities in many tests of general intelligence. The series presented in each problem item requires the perception of an operating principle in the sets of letters.
- Tanay scored 6 out of 12 in the domain of the DBDA-R Aptitude Test, obtaining a Sten score of 7, falling under the range of average performance, indicating his average ability to apply the process of induction or to reason from some specific information to a general principle.

Relevant courses/Job opportunities: RA is important to success in many areas, particularly those that stress logic, such as courses and occupations in mathematics or related pursuits, computer programming, engineering, sciences and scientific technology.



G) Mechanical Ability (MA):

- Mechanical Ability refers to an understanding of basic mechanical principles, simple machines, tools, electrical, and automotive facts.
- The ability measured by the MA test may be regarded as one aspect of intelligence, if intelligence is broadly defined. A person who scores high in this ability finds it easy to learn the principles of operation and repair of complex devices.
- Tanay scored 12 out of 25 in one of the domains of the DBDA-R Aptitude Test, obtaining a Sten score of 5, which falls within the average performance range. This indicates a satisfactory level of ability in this domain, suggesting that while he has a foundational understanding, there is scope for improvement through targeted practice and skill enhancement.

Relevant courses/Job opportunities: MA score is relevant for courses and occupations concerned with machinery and shop, electrical/electronic tasks, factory, automotive, carpentry, and engineering technologies.

H) Psycho-motor Ability (PM)

- Psycho-motor Ability here refers to precise movements requiring eye-hand coordination under highly speeded conditions. PM ability can be considered one of fine-muscle dexterity, primarily manual.
- The test requires the subject to draw finely controlled pencil lines, as quickly as he can, in specially constructed figures.
- Tanay scored 0 out of 70 in the domain of the DBDA-R Aptitude Test, obtaining a Sten score of 1, falling under the range of below average performance, indicating that he faces challenges in performing precise movements requiring eye-hand coordination under highly speeded conditions.

Relevant courses/Job opportunities: PM can be expected to be relevant for success in assembly line work, drafting, and clerical jobs.



SWOC ANALYSIS:

SELF-PERSPECTIVE

Strengths

- Focuses on the task without worrying about the negatives, which helps him think clearly and stay positive
- He has a strong grasp of Physics and Math, and also excels in English
- Enjoys hobbies like badminton, going to the gym, reading, and spending time with friends and family, showing a balanced lifestyle.
- Proud of achievements like a great Class 10 English result and winning a silver medal at the national level in Yoga.
- Has strong critical thinking and problem-solving skills, and often sees the bigger picture.
- Emotionally aware and calm under pressure.
- Excellent vocabulary and communication skills, often giving smart, well-reasoned answers.
- High emotional intelligence and self-awareness, maintaining composure under pressure or during adversity.

Weaknesses

- Faces academic challenges, particularly in Chemistry.
- Struggles with taking immediate action on important or time-sensitive matters.
- Tends to avoid research tasks due to gaps in knowledge, rather than a lack of confidence.

Opportunities

- AI is changing the job market—it's replacing some jobs but creating new opportunities for those who know how to use it well. There's a strong demand for game developers, but not enough professionals in the field. Cybersecurity is becoming more important as AI increases the risk of cybercrime. Mechatronics is also a growing and promising field.
- Career interests include Engineering, Law, Business, Aviation, Merchant Navy, Sports, the Army, and more.
- Fields like Artificial Intelligence, Game Development, Cyber security, and Mechatronics are becoming more relevant and offer future-ready career options.
- Using a calendar or time management app to plan the day in smaller portions can help stay focused and productive.

Challenges

- Struggles with maintaining discipline, which hinders the execution of well-formed plans.
- He knows his potential but sometimes struggles with procrastination and laziness.



PARENT'S PERSPECTIVE

Strengths

- He has a strong interest and active participation in sports, contributing to his physical and mental well-being.
- He has access to a wide range of books, providing him with valuable resources for learning and self-improvement.
- Fitness is one of his core strengths, and he maintains a healthy lifestyle.

Weaknesses

- He needs to develop greater focus and consistency in his tasks and responsibilities.
- At times, he tends to become disengaged, which may hinder his academic or personal progress.

Opportunities

- He has numerous opportunities available to him, provided he remains committed and focused.
- The internet offers a wealth of resources that he can utilise for academic support, skill-building, and career exploration.
- By maintaining a consistent focus on his goals, he can align his efforts more effectively toward achieving success.
- Dedicated preparation and study can help him pursue his desired career paths with confidence.

Challenges

- He tends to avoid seeking guidance or support in situations where he anticipates a negative response, which may limit his growth.
- There is a risk of missing valuable opportunities due to hesitation, lack of awareness, or delayed action.

ACADEMIC PERFORMANCE REPORT OF GRADE 10

Subject	Internal Assessment	Final Assessment (80)	Total Marks (100)	Grade
English Language & Literature	20	77	97	A1
French	20	62	82	C1
Mathematics Standard	20	61	81	A2
Science	20	62	82	A2
Social Science	20	49	69	C1
Information Technology	50	43	93	A2



QUANTITATIVE AND QUALITATIVE ANALYSIS OF THE TEST SCORES

This chart depicts the strengths of Tanay wherein the tests covered are Life Skills(LSMT-S), Study Habits Inventory Test, Big Five Personality Test, O*Net Interest Profiler, EII-MM and DBDA-R, consisting of the highest scores obtained by **Tanay**.

STRENGTHS OF TANAY



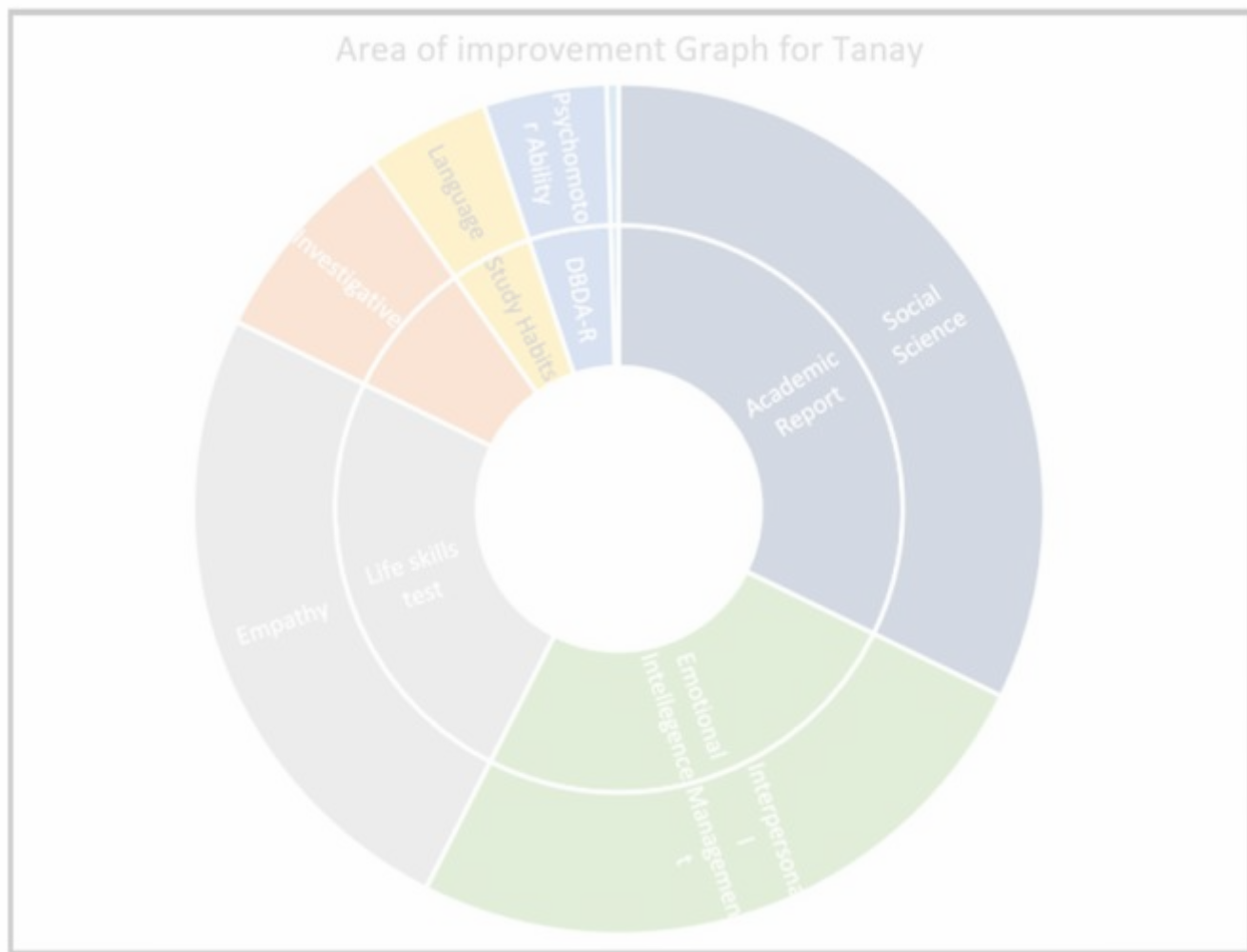


Based on the strengths, it can be interpreted that:

1. Tanay scored the highest in the Problem Solving domain of Life Skills, achieving a highest score of 28 out of 30. This places him at the skilled level, reflecting a strong ability to approach problems logically and effectively engage in negotiation to achieve desired outcomes.
2. Tanay demonstrated proficiency in the domain of Recording by achieving a score of 60.00% on the Study Habits Inventory Test, placing him at an average level. This indicates that he has a reasonable ability to understand and process reading materials, reflecting a satisfactory level of recording skills. However, the score also suggests there is room for improvement in his study habits to further enhance his academic performance.
3. He obtained the highest possible score of 70 in the trait of Extraversion, on the Big Five Personality test, which indicates he is highly sociable, organised, and goal-oriented. This score suggests that he is diligent in his tasks, pays attention to details, and demonstrates strong social skills. Individuals with high extraversion trait tend to be action-oriented and efficient, often setting clear goals and working persistently to achieve them.
4. On the O*NET Interest Profiler Test, Tanay's highest score was in the Enterprising domain (28), indicating a strong preference for activities that involve initiative, decision-making, and taking on new challenges. It reflects his interest in solving complex problems, understanding how things work, and engaging in research-oriented or analytical tasks.
5. Tanay obtained a score of 38 out of 50 in the Intra-Personal Awareness area, which is an above-average performance and equivalent to a C grade level. It additionally indicates that he possesses an excellent understanding of his own emotions, strengths, and limitations, and demonstrates a moderate level of self-reflection and goal-setting ability.
6. Based on Tanay's aptitude skills, he scored the highest in Numerical Ability (NA) on the DBDA-R Aptitude Test, achieving a score of 15 out of 24. This suggests that he has a strong grasp of numerical concepts and is capable of performing well in tasks that require logical reasoning, quantitative analysis, and mathematical problem-solving.
7. Tanay has a strong academic inclination towards English Language and Literature (97/100) and Information Technology (93/100), reflecting his proficiency in communication, analytical thinking, and technical skills. These scores highlight his ability to excel in both creative and technology-driven domains.



SUGGESTIVE AREAS FOR IMPROVEMENT OF TANAY



Ac



Based on the tests conducted, some suggestive areas for improvement of **Tanay** are as follows:

1. Tanay received a competent score of 8 out of 15 in the Empathy domain of the Life Skills Test, suggesting that he possesses a moderate ability to understand and relate to the feelings and perspectives of others.
2. Tanay's low language score of 10% on the Study Habits Test indicates a need for improvement in his language-related study habits.
3. He obtained a low score of 1 on the trait of Agreeableness, on the Big Five Personality Test, which indicates a tendency to be more assertive, competitive, or sceptical in social interactions. This may reflect a preference for independence in thought and decision-making, but it could also suggest challenges in areas requiring cooperation, empathy, or adaptability in group settings.
4. Tanay scored 5 in the Investigative area of the O*NET Interest Profiler Test, which implies a relatively low interest in activities that involve research, analysis, or scientific inquiry.
5. Based on Tanay's aptitude skills, he scored the lowest in Psychomotor Ability (PM), 0/70, showing that he may face challenges in areas requiring fine motor coordination, reasoning, mechanical understanding, and visual perception. These scores suggest that his strengths are less aligned with tasks involving hands-on technical skills or spatial analysis. It may be beneficial for Tanay to focus on areas that leverage his verbal and comprehension strengths while continuing to build confidence in these weaker domains through targeted practice, if required for his academic or career goals.
6. Tanay scored the lowest in Social Science, with 69 out of 100, which indicates a relatively weaker performance in this subject compared to his other academic areas. This may suggest less interest or engagement with theoretical or fact-based learning, and it could benefit from increased focus and support to strengthen his understanding.



INITIAL CAREER IMPRESSION

Based on his Psychometric Assessment, his early career impressions indicate pursuing an opportunity that allows him to explore his abilities within his chosen career and is also related to aptitude skill fields such as:

- Entrepreneurship
- Architecture and Design
- Law (especially in advocacy or litigation)
- Business Analytics
- Game Development or Creative Tech Fields
- Design & Technology
- Chief Sustainability Officers
- Data Analytics
- Compliance Manager
- Project Management Specialists
- Public Relations Specialist

The alternative careers suggested for **Mr Tanay** are as follows:

- Financial & Investment Analysts
- Arbitrators, Mediators, & Conciliators
- Judicial Law Clerks
- Paralegals & Legal Assistants
- Instructional Designer



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CONCLUSION

You are a talented person, and I wish you the Best of Luck in all your future endeavours.

SOURCES

Life Skills Measurement Tools – S

By-UNICEF

Study Habits Inventory Test

By - M. Mukhopadhyaya (New Delhi) & D. N. Sansanwal (Indore)

Personality Test

<https://www.123test.com/personality-test/>

Interest Inventory Test

<https://www.mynextmove.org/explore/ip>

EII-MM (Emotional Intelligence)

By- Dr. S.K Mangal (Rohtak) & Mrs. Shubhra Mangal (Noida)

DBDA-R (Aptitude Test).

By- Sanjay Vohra

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