

Chapter 6

Students Profile & Trackers on CS21C

CHAPTER 6

STUDENTS PROFILE & TRACKER ON CS21C

6. Introduction

The present chapter presents analysis and interpretation of data collected to address the objectives three and four, i.e.

Objective 3: To implement educational activities for exploring coping skills for 21st century among students of secondary level

Objective 4: To develop a tracker on the coping skills for 21st century

The objective three was studied by analyzing data collected through battery of tests, observations, field notes, interviews, focused group discussions and experiencing the field. The students were observed during curricular & co-curricular activities, school stay backs, implementation of activities designed and special events viz. annual function, Science day celebration, Farewell function to standard X and A school day. The chapter contains Group dynamics of the students of standard IX and Profile of students in terms of challenges faced, coping skills for 21st century employed and reflection (discussion) on their emerging profile by the investigator.

6.1. Group Dynamics of Students of Shannen School, Vadodara

A group of all twenty two students of Class IX of Shannen School has varied social interaction pattern. The class contains four formal groups i.e. Houses. The formal groups are presented as follow



Fig 6.1: Formal Groups of the Class IX of Shannen School, Vadodara

House wise Group dynamics is presented as follow

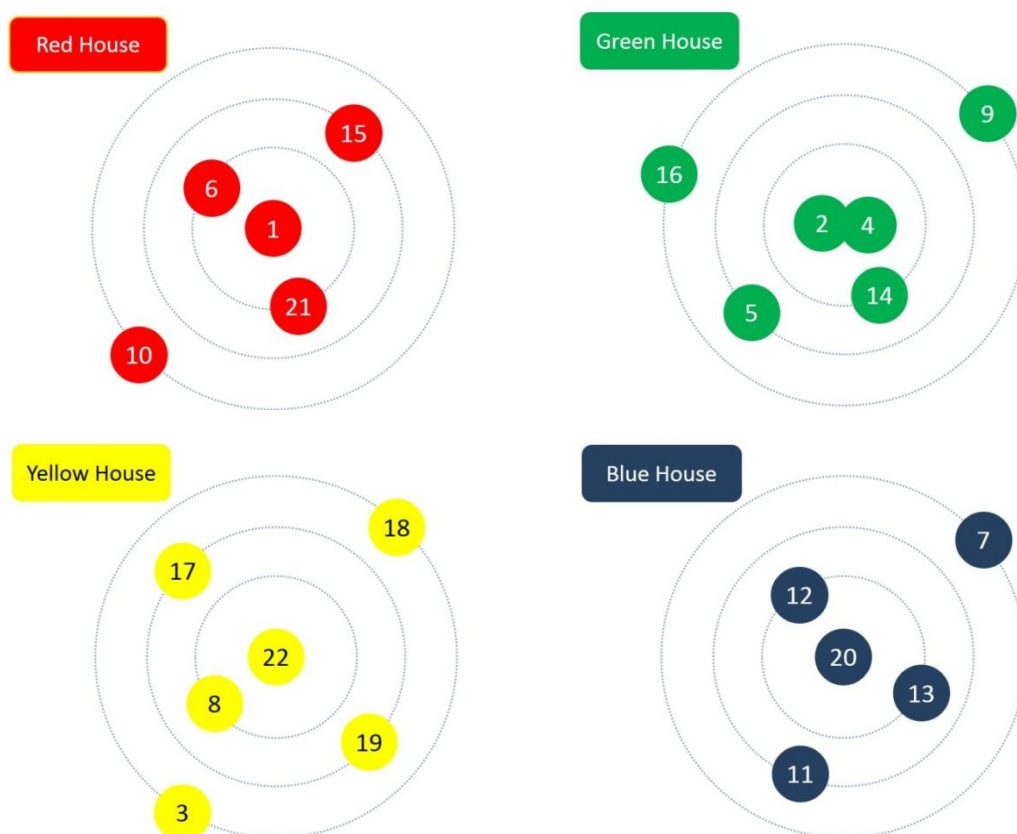
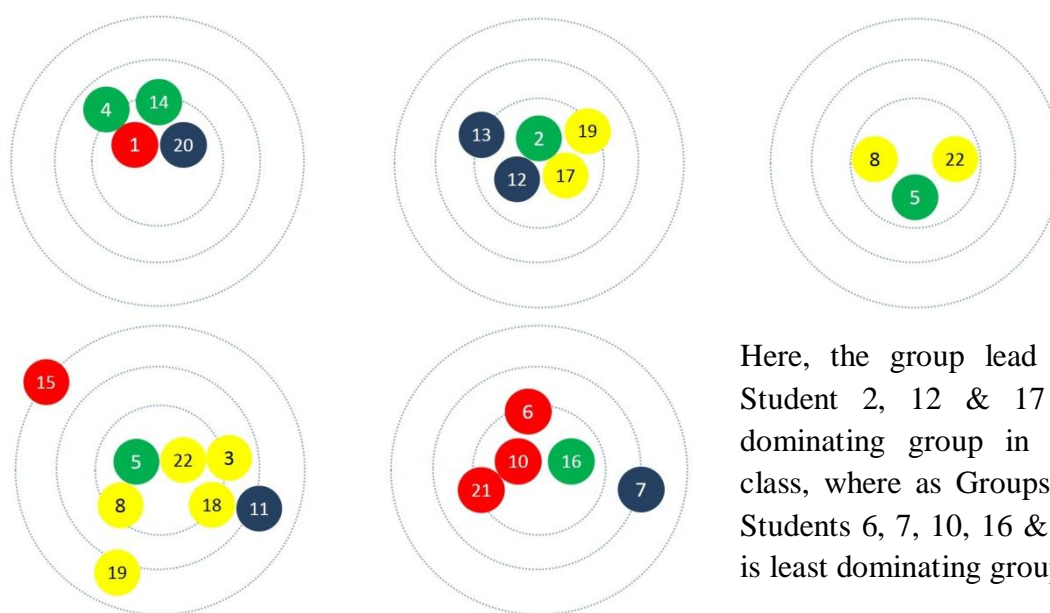


Fig 6.2: Social Interaction of the Formal Groups

The class is distributed into five informal groups lead by the different students. These groups are based on shared interests of the members. It has been observed that members of these informal groups have comparable attributes.



Here, the group lead by Student 2, 12 & 17 is dominating group in the class, where as Groups of Students 6, 7, 10, 16 & 21 is least dominating group.

Fig 6.3: Informal Groups of Standard IX

Table 6.1: Social Interaction Pattern-Standard IX

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Total
1 (AT)		3		2	3					4				2						1		2	7
2 (AP)	3			4	2			4			3	1	2	4			1		2			2	11
3 (ASF)	3	2			2			4			3	4	4				4	1	3			2	11
4 (AK)	1	2			3									2									4
5 (AKF)	2	2						1				2	3	3			2		2			1	9
6 (DG)	3				3					1		2	2			1						2	7
7 (D)	3	3											2			1				3	2	3	7
8 (JSF)		3			1							3										2	4
9 (JG)	2	3								1	3		3	3		2							7
10 (J)	2	4				1	1						3	3		2					1		8
11 (MSF)		1	2		2							2	3				3	2	3	4		2	10
12 (NP)		1			3			3			3		2	4			1		2	3		1	10
13 (PS)	2	1			2							1					2		3	4		2	8
14 (SH)	1			3																			2
15 (SJF)	3	1										1	1						2			2	6
16	3	2			3	2				1				3							1		7
17 (VB)		1			2			4			3	1	2					3	1			2	9
18 (VKF)	4	3	1		2			4			2						3		3			2	9
19 (VBF)	3	1			2			4			2	1	2				1	3				2	10
20 (VS)	1				3							3		2									4
21 (MS)	2	3				3	2			1				3		1						3	8
22 (SPF)	2	3	2		1			3			3	3					4	3	3				10
First Choice	3	6	1	0	2	1	1	1	0	4	0	5	1	0	0	3	3	1	1	1	2	2	
Second Choice	6	4	2	1	7	1	1	0	0	0	2	3	6	3	0	2	2	1	4	0	1	11	
Third Choice	7	7	0	1	6	1	0	2	0	0	6	3	4	5	0	0	2	3	5	2	0	2	
Fourth Choice	1	1	0	1	0	0	0	5	0	1	0	1	1	2	0	0	2	0	0	2	0	0	
Total	17	18	3	3	15	3	2	8	0	5	8	12	12	10	0	5	9	5	10	5	3	15	

From the above Table 6.1, the following leadership pattern is emerged as shown in Fig. 6.4

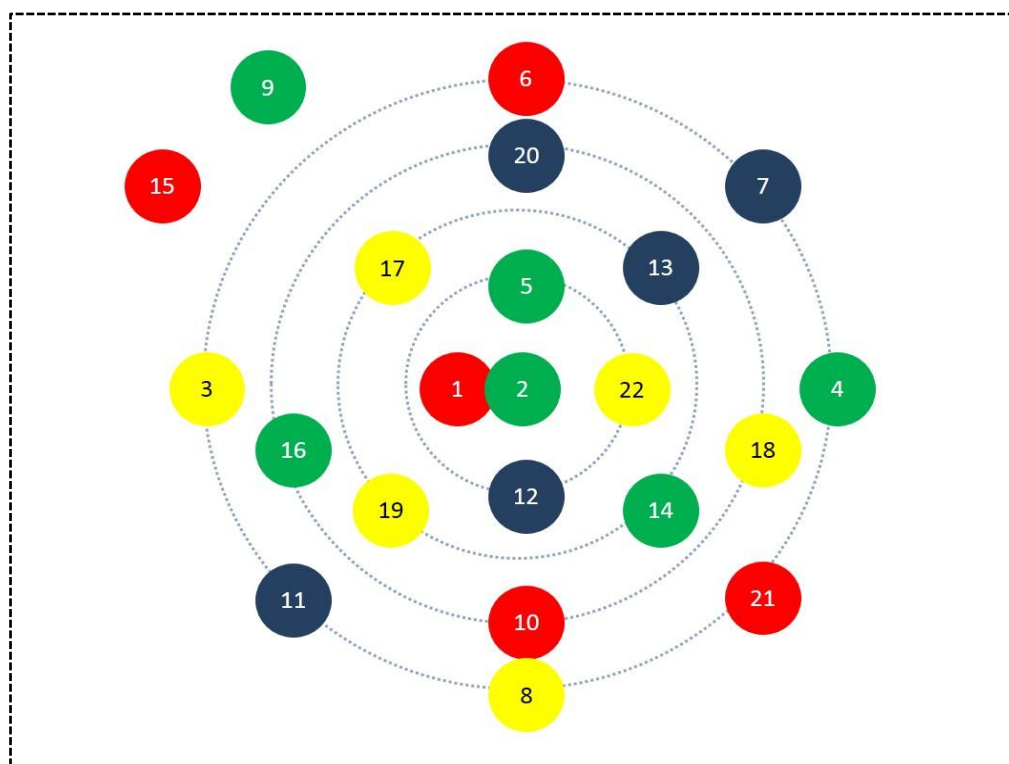


Fig 6.4: Social Interaction of Students of Standard IX

It is evident from Fig. 6.4 that

Star Students: Student 2, Student 1 is next to the star

Pairs of Students: Students 1 & 20, Students 3 & 18

Trios of Students: Students 2, 12 & 17; Students 5, 8 & 22; Students 6, 10 & 16

Neglected Students of Standard IX: Students 9 & 15

Isolated Students of Standard IX: Students 4, 8, 14 & 20

6.2. Profile of the Students

Profile of the students is a detailed record of the social interactions, observations made during classroom interactions, implementation of the planned educational activities, school functions and battery of test. The students have been observed for the identified components of the Coping Skills for 21st Century. The profile of the students was analyzed and the second analysis is presented in this chapter. The student wise social interaction, Profile, collective views Profile and reflection (Discussion) on the emerging Profile has been presented as follow:

6.2.1. Student 1 (AT)

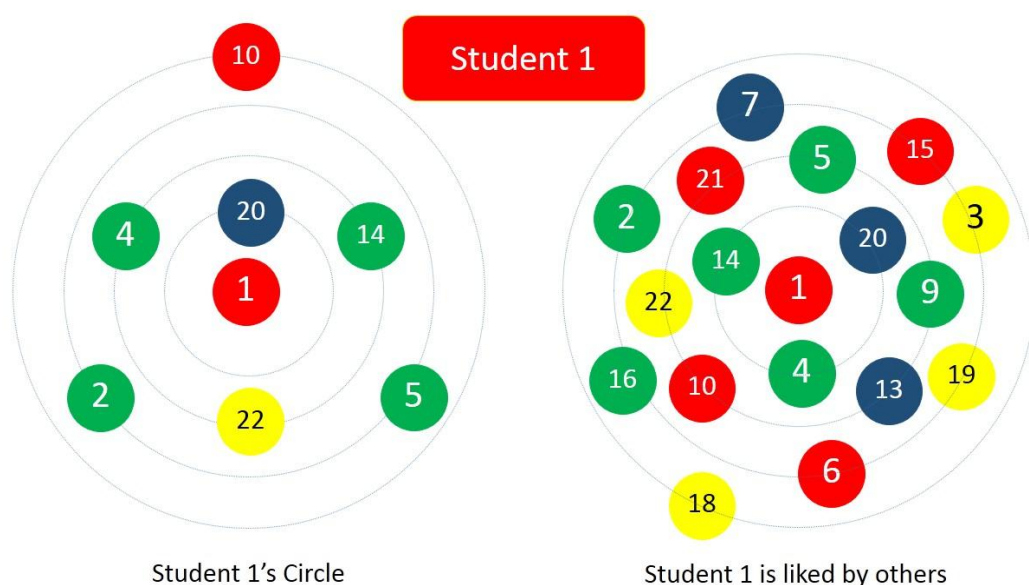


Fig 6.5: Social Interaction of Student 1

Collective View on Social Interaction of Student 1

From the above figure, Student 1 has limited circle but he is admired by most of the classmates. He has limited interaction with few classmates. He is closely associated with Student 20 and both are sharing mutual cooperation. He is leading Red House due to his expertise.

Table 6.2: Profile of Student 1 (AT)

Challenges Faced

- Student 1 is the man of his own action but still he underestimates his own abilities.
- Within a small group he could communicate his ideas and lead the group but when he was asked to do the same for the whole class and school he denied, but after persuading him he agreed to go in front of the class, but, was diffident to face the whole school. He was having fear of low performance and hence, was afraid of the teasing by other classmates. He also stammered in public gatherings and if something went wrong teachers did not support him.
- He was found to be good in Mathematics and concentrated fully, but, was not even giving required attention to learn other subjects, such as, Social Science

and Languages.

- He perceives that teachers were not paying attention to him and only ponders some students.
- He is sensitive to mark the changes in interactions of friends and problems of them but was lacked in communicating or expressing the feelings/intention.
- He is of rebellious nature, would not accept the decisions made by authority easily.

CS21C Exhibited

▪ Study Skills

- ✓ He can read the given text quickly and is able to identify the core theme of the text. Further, he could give summary as well as context of the read text.
- ✓ He has clear ideas as well as keen in observation and could express the same in intelligible forms.
- ✓ He can paraphrase the given text as well as could summarize the volume of text.
- ✓ He is aware of various sources of data and follows proper procedure to access those data.
- ✓ He follows time table and spares some time for watching TV and playing with friends.

▪ Thinking Skills

- ✓ He has various diverse ideas for the task allotted to him. If he is not clear of the idea he discusses the same and tries to refine the ideas.
- ✓ He has various ways to do the same task. Most of his ideas are driven from the educational channels he watches.
- ✓ He is also open for the innovative ideas.
- ✓ He can predict the flow of story by listening or reading the story.
- ✓ He reflects on topics or processes with valid arguments and reasons
- ✓ While doing any task, he considers the context.

▪ Reflective Skills

- ✓ He knows his strength and weakness, and does SWOT analysis as and when needed.

✓ He is well aware of his relative role in the society.

▪ **Problem Solving**

✓ When any task is assigned, he will collect all the information, examine & explain through various dimensions and try to establish connections.

✓ He works with the most suitable alternatives and tries to examine the chosen alternate.

▪ **Research Skills**

✓ The observations he makes are minute and detailed, and based on these observation he draws inference by collecting and analyzing the data.

▪ **Management Skills**

✓ He is aware of his potential as well as of his fellows and assigns tasks as per their abilities. He gives clear instructions about the time, recourses and the strategies to be followed and consolidates the same.

▪ **Self Directional Skills**

✓ He will take initiation of task given in a small group and get fully engaged and devoted for the completion of the task.

✓ He takes decisions for the group work and takes responsibility of mistakes and takes whole accountability for his decisions.

✓ He takes decision by considering all the possible threats and opportunities.

✓ While teachers scold him, he regains normally within a small time period.

▪ **Social Skills**

✓ He could perceive and reflect on slight behavioural changes while interacting with friends or in group.

✓ He is quite updated about his friends. He is sensitive to minute changes in friends' life.

✓ He is open to new things or ideas and adapts them by examining suitability.

✓ He could lead the fight for any injustice, but the way he chooses is not acceptable to the school authority.

▪ **Communication Skills**

✓ He could communicate his ideas and intentions very well to the friends' group or among familiar groups.

- ✓ He could mark the intention of the speaker and reflect with socially acceptable responses.

- **Social Networking Skills**

- ✓ He knows the purpose of various social media and also knows about the pros and cons of these media.

CS21C Expected to be developed

- ✓ Very often he lapses in displaying the data in appropriate form and makes the data hazy, thus he is required to develop information processing skills.
- ✓ Very often he lapse in hypothesizing and holding judgment.
- ✓ He could manage well but lapse in monitoring of it
- ✓ He lapse in showing socially accepted behaviours and become violent

Collective View on Profile of Student 1

Student 1 is good at study skills, such as, reading skills, writing skills, info-savvy skills and information processing skills. He could analyze, synthesize, comprehend and identify the context of the read text, but he is not fond of reading, the knowledge he possess is gained from Discovery and NetGeo TV Channels. Further, he could give paraphrasing, summary and words to his ideas but lapses in creative expression. He lags behind while dictating as he is slow in writing. He lapses in creative expressions. It is same for the information processing. He could validate the collected information and analyze the information to check the relevancy, but lapses in presenting the information in appropriate form.

Reflection on the Emerging Profile

To cope up with the 21st century challenges and to meet the needs he is quite compatible. He has skill of resilience at the mastery level, which are the most requisite skills to cope up with the challenges of 21st century.

- He has mastered study skills, reflective skills, creative as well as critical thinking skills, social responsibility skills, human relationship skills with synergy, communication and collaborative skills, which help him to understand his own physical and social environment. Further, such skills also make him able to exercise rights and take responsibility; deal with diversity in pluralistic societies.

- He is having skills of Self management, self directional and reflective skills that make him able to realize own identity and set goals.
- He has skills of synergy, collaboration and skills of adjustment.
- He has skills of acceptance, adaptation and creative thinking. These skills are keeping him updated and adaptive to the innovative ideas.

6.2.2. Student 2 (AP)

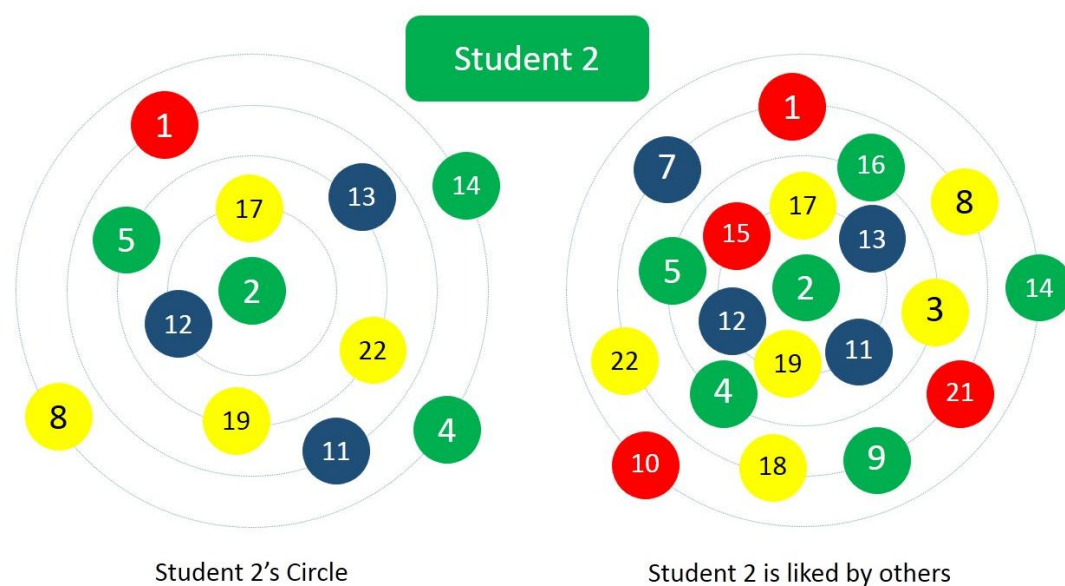


Fig 6.6: Social Interaction of Student 2

Collective View on Social Interaction of Student 2

Fig. 6.6 evident, Student 2 is star student of the class. He leads Green House as well as the class of standard IX. He has strong association with student 12 and student 17. The trio of Student 2, Student 12 & Student 17 is the strongest trio of the standard IX.

Table 6.3: Profile of Student 2 (AP)

Challenges Faced

- Student 2 wants to be appreciated, accepted and considered as star student of school, he takes up initiative and wants to lead the class. In doing so he becomes too much enthusiastic and leaves focus of the task.
- Sometime he loses his limits and talk bluntly with other fellows and teachers. Many a times he tries to show his financial status in class and does mockery of teachers.
- He suffers from superiority complex.
- He has inconsistent mind. He does not concentrate in class and unnecessarily argues with teachers, particularly in Hindi and Science classes.
- He adjusts up to some point of tolerance, but, after that he gets angry and loses his own control.

- He is disciplined in new groups or places to begin with, but, as he gets familiar his behaviour changes.
- He uses social media excessively and does not have controlled communication.

CS21C Exhibited

- **Study Skills**
 - ✓ He is aware of various sources of data and knows how to access those.
 - ✓ He collects data and validates the same with reference to the relevance and credibility of sources.
- **Thinking Skills**
 - ✓ He has diverse ideas for doing any task.
 - ✓ Most of his ideas are driven by the educational channels he watches or the ideas he receives from others.
 - ✓ He is open for the innovative ideas given by friends.
 - ✓ Through his insight, he can predict the flow of story/processes by listening, reading or observing the part of the story/processes.
 - ✓ He believes that we learn from mistakes. So, he considers failure as a learning opportunity.
 - ✓ He could make connections between the arguments made in group and information they have.
 - ✓ He solves non-familiar problems with innovative ways.
- **Skills of Problem Solving**
 - ✓ He analyzes the task assigned to him and tries to find out probable solutions by discussing in a group or with a person who has knowledge of it.
- **Research Skills**
 - ✓ Observations he makes are detailed and minute. He validates his observation and analyzes to draw out inference.
- **Self Directional Skills**
 - ✓ He takes up initiatives and he is accountable.
 - ✓ He is firm on his decisions.
- **Social Skills**
 - ✓ He is open to new ideas and people of his interest and quickly adjusts to

new situations of his interest. But, he cannot maintain the relations.

- ✓ He can mingle with anyone quickly with decency and employs acceptable codes of conduct and customs while interacting.
- ✓ Within a friend circle, he takes up competitions as a game and accepts the results, favorable or non-favorable.

▪ **Communication Skills**

- ✓ He communicates his ideas clearly.
- ✓ He is good at public speaking and hosts programmes.

▪ **Social Networking Skills**

- ✓ He has knowledge of various social media and how to utilize these.

CS21C Expected to be developed

- ✓ The decisions he makes are very often driven by emotions.
- ✓ He usually reacts on topics or processes, but, sharpness of the argument is very often missing.
- ✓ He is not open to the various innovative ideas other than that of friends.
- ✓ While doing any task, he considers only completion of task by any means without considering the context, circumstances or environment.
- ✓ He lapses in reflective skills and could know his strengths and weaknesses as identified by others.
- ✓ He is too much enthusiastic that he cannot hold the information he has obtained.
- ✓ He is slow at decision making.
- ✓ He is not good at self-monitoring.
- ✓ His tolerance level is low.
- ✓ He cannot retain relations.
- ✓ He rarely exercise flexibility and assume shared responsibility.
- ✓ He has flicker mind.

Collective View on Skills of Student 2

Student 2 is good at study skills, such as, info-savvy and information processing skills. He collects and analyzes the data but very often he is not in position to relate data into intelligible forms. He is not fond of reading, but explores knowledge and information from TV, educational channels and internet. He could transfer such

knowledge to the similar situations for solving problems. He has creative as well as critical thinking skills. He takes up initiations, sets goals and plans, but, lacks consistency. He is slow at decision making but his decisions are firm. He is excellent in social relationship skills, but his self concept hinders in adjustment, acceptance and exercising flexibility. He does not collaborate well. Further, the social relationship skills are supported by communication skills. He is flexible in adaptation of new technologies, but, not flexible to the human relations.

Reflection on the Emerging Profile

To cope up with the 21st century challenges and to meet the needs he requires developing some of the skills

- He has creative as well as critical thinking skills, which helps him to realize identity, understand complex situations and in solving problems. But due to lack of reading skills he is lacking connecting role of past in the prevailing conditions and also lapse in developing wholistic picture of complex functioning of society.
- He has skills of verbal communication, he could mingle well and communicates his ideas at various levels, but due to lack of collaborative skill he fails in working with unknown group members.
- His skills of ICT keep him updated with latest trends. Further, ICT skills are enriched through info-savvy skills.

6.2.3. Student 3 (ASF)

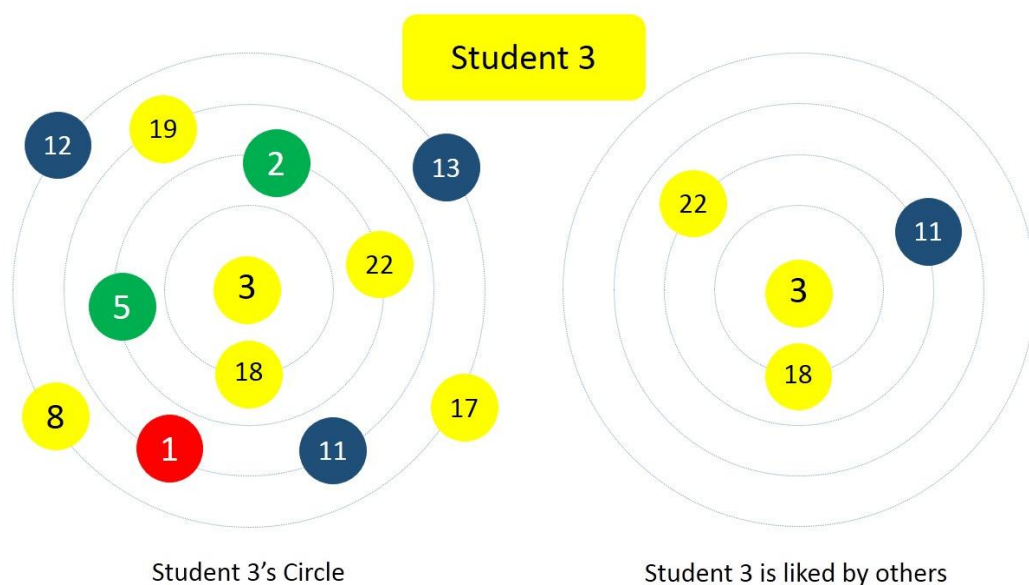


Fig 6.7: Social Interaction of Student 3

Collective View on Social Interaction of Student 3

Fig. 6.7 evident, Student 3 admires support from most of the class member, but only three classmates admire her. She is strongly associated with student 18 and both shares mutual cooperation.

Table 6.4: Profile of Student 3 (ASF)

Challenges Faced

- Student 3 is a silent student of the class. She suppresses everything within her.
- She has raised her self-concept very high and stays aloof. She feels that teachers and other classmates are neglecting her talent, despite being talented.
- She finds mathematics as a tough subject.

CS21C Exhibited

- **Study Skills**
 - ✓ She can identify the context and present connotative meaning of the text.
 - ✓ She can keep pace with dictations made by teachers.
 - ✓ She could paraphrase, summarize and identify the theme of the text.
 - ✓ She can give creative and intelligible expression to express her ideas, experiences and observations.

- ✓ She has clear purpose of writing but sometimes lacks lexicon.
- ✓ She can access information if the resources are known. She can assess credibility and validity of information.
- ✓ She can display the data in intelligible forms through coding, classifying, categorizing.

▪ **Thinking Skills**

- ✓ She exhibits divergent ideas and very often these ideas are original.
- ✓ She is open and responsive to new and diverse perspectives and incorporates group input and feedback into the work.
- ✓ She asks significant questions that clarify various points of view and lead to better solutions.

▪ **Problem Solving**

- ✓ She can identify causes of problems and find solution.
- ✓ She can determine affinity to the causes to find solution.
- ✓ She will check and recheck the best suitable solution time and again.

▪ **Reflective Skills**

- ✓ She continuously examines the situations and self by doing SWOT analysis.

▪ **Research Skills**

- ✓ She can formulate the research questions and hypothesis. He comes to the inference by analyzing and interpreting the collected data.
- ✓ She always looks for alternatives.
- ✓ She can bracket her point of views, perceptions and perspectives in collecting, analyzing and interpreting the data.
- ✓ She checks validity and reliability of the data.

▪ **Self-Management Skills**

- ✓ She has clear self concept and identifies her potential. Based on that she sets her priorities. She would reach to the goals through proper strategies and monitoring.

▪ **Self Directional Skills**

- ✓ She takes up initiatives and responsibility where she feels comfortable.

▪ **Social Skills**

- ✓ She is sensitive to social interactions. She could mark slight changes in

pattern of interactions.

- ✓ She welcomes new perspectives of society and responds to them by thorough examination of suitability.
- ✓ Her tolerance level is very high.
- ✓ She is well aware of social structure, social patterns and needs of the society in which she lives and exhibits ethical behaviour.
- ✓ In social interactions she observes decency, decorum and discipline.
- ✓ She exhibits empathy and fellow-feeling to the classmates, relatives and close concerned person.

▪ **Communication Skills**

- ✓ She is good at non-verbal communication.
- ✓ She is good listener and can code and decode the message.

CS21C Expected to be developed

- ✓ She reads line by line and draws out her own meaning but generally it is not accepted by the teachers as the oral expression is not intelligible.
- ✓ She lacks in identifying the sources and resources of information as she has limited skill of accessing.
- ✓ She is a conservative thinker and stick to the facts and never criticizes the established.
- ✓ She lapse in oral communications. She finds difficulties in interactions.
- ✓ She rarely uses social media as she has little awareness of their values.

Collective View on Skills of Student 3

Student 3 is good at reading skills and creative thinking skills. She is open to novel ideas as well as having original ideas. She could give creative expressions to her ideas in written form. But she lacks oral expression. Oral communication also hinders her collaboration with diverse groups. If she has been understood and accepted in diverse groups, then she exhibits social responsibility, synergy and management skills i.e. she can work dedicatedly and exhibit cooperation and fellow-felling. Further, she actively involved in problem solving and consolidating the solution.

Reflection on the Emerging Profile

To cope up with the challenges of 21st and to meet the need, she is equipped but requires sharpening ICT and Communication skills

- She has reflective skills, creative thinking and self-management skills that make her comfortable in realizing own needs, understanding the situations, environment and set goals in complex world.
- She has skills of social responsibility that make her able to exercise rights and take up responsibility.
- She has reading and writing skills that facilitate her learning through various languages. She is able to sense needs of diverse groups.
- She lacks communication skill and ICT skills that hinder her in establishing active dialogue with the world and dealing with them. Further, it hinders her in keeping up to date with latest knowledge.

6.2.4. Profile of Student 4 (AK)

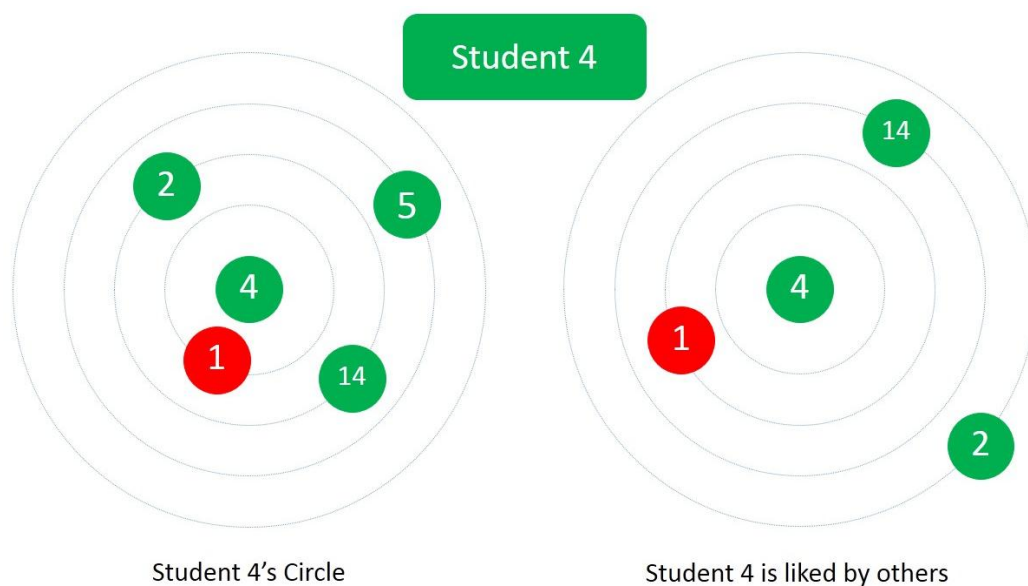


Fig 6.8: Social Interaction of Student 4

Collective View on Social Interaction of Student 4

Fig. 6.8 evident, Student 4 has restricted interaction in classroom. He admires support from four of the classmates and he has been admired by three students. He considers Student 1 as best friend but both are not mutually connected at same degree. He also seeks help from Student 2 & 14, but the cooperation is not at equal degree.

Table 6.5: Profile of Student 4 (AK)

Challenges Faced

- Student 4 has joined this school in academic year 2014-15 and is still not able to come out of the impressions of previous school where he studied for seven years. He is not able to accept others and find difficulties in mingling with classmates. In turn he is also neglected by other classmates.
- There is lack of communication and adjustment with classmates and teachers.
- He is diffident in taking initiatives, decisions making and leading.
- He has fear of rejection by classmates, teachers and parents.
- He under estimates his social potential and hesitates in social interaction.
- He has difficulties in establishing rapport with parents and teachers.
- He has difficulties in contextual communication with teachers and classmates.

CS21C Exhibited

▪ Study Skills

- ✓ He can identify the context of writing using skimming, scanning and skipping skills.
- ✓ He can comprehend and identify the context of writing, paraphrase the text and summarize the text.
- ✓ He can express his ideas, observations with intelligible expressions, wherein, he uses variety of words, metaphors and idioms.
- ✓ He can access and validate information. He can identify credible sources of information. Further he can code, decode, comprehend the data and display information in intelligible forms as per context.
- ✓ He can collect information from various sources & resources, synthesize and present the wholistic picture.
- ✓ He is always up to date with the latest knowledge of the field of interest.
- ✓ He spares time for the reading and playing cricket.

▪ Thinking Skills

- ✓ He is open to novel ideas and appreciates the innovations. Further he can generate new ideas through brainstorming.
- ✓ He can analyze, evaluate, refine and elaborate one's own ideas.
- ✓ He considers threats as opportunities.
- ✓ He could effectively analyze and evaluate evidence, arguments, claims, and beliefs.
- ✓ He can reflect critically on learning experiences.
- ✓ He asks significant questions that clarify various points of view and lead to better solutions.
- ✓ He has wholistic ideas of the processes and social interactions.

▪ Skills of Problem Solving

- ✓ He can examine in details the causes of a problem. He can define and explain the causes of the problem.
- ✓ He solves problem through inductive as well as deductive reasoning.
- ✓ He can arrive at the best possible solution to a problem. He tries out the solution in quest of consolidation.

▪ **Research Skills**

- ✓ He observes minutely and based on that formulates the hypothesis.
- ✓ He finds facts very intimately to find solution.
- ✓ The data he collects are detailed and relevant to the problem. He asks variety of question from elementary to the advanced level.
- ✓ His perspectives and perceptions not hinder research processes.
- ✓ He comes to the inference by interpreting the data and tries to arrive at the truth.

▪ **Management Skills**

- ✓ He prioritizes the task and plan out the strategies by estimating time and resources.
- ✓ He implements designed strategy and monitors until the task is completed.
- ✓ He could manage multiple affairs at a time.

▪ **Self Directional Skills**

- ✓ He is fully devoted to the work he has initiated.
- ✓ He has developed self confidence through continuous reflection on actions and knows his strengths and weaknesses.

▪ **Social Skills**

- ✓ He has knowledge of people, their characteristics and conditions.
- ✓ He is aware of the rights and human values and exhibits ethical behaviour.

▪ **Communication Skills**

- ✓ He can mark the intention of the speaker.

▪ **Collaborative Skills**

- ✓ He assumes shared responsibility for collaborative work and appreciates contribution by every member.

▪ **Social Networking Skills**

- ✓ He uses various social media for educational purpose and shares the information on it.

▪ **Reasoning Skills**

- ✓ He exhibits deductive as well as inductive reasoning.

CS21C Expected to be developed

- ✓ He generally lives aloof, hence, lacks social and communication skills.
- ✓ He cannot reflect to the situations with same frequency.

Collective View on Skills of Student 4

Student 4 is good at the study skills, creative thinking and critical thinking skills. He is open for the new ideas and appreciates innovations, but lacks originality. But, his novel ideas are deliberately thought out and are in the product form. He is good at analysis and interpretation. So, he can comprehend well. Further, he can express the comprehended data, ideas and viewpoints intelligibly, but lapse in oral expression. He is good at problem solving and researches, wherein, he completes the give task within framework. He is quite sensitive and has knowledge of society around him. He is equipped with ICT skills. He understands his social responsibility and works with synergy.

Reflection on the Emerging Profile

To cope up with the 21st century challenges and to meet the needs he is equipped. He has to break the ice and come out of the box that he has created.

- He has skills of critical thinking and creative thinking that helps him to understand social and physical environment.
- He has skills of social responsibility and understands equality of rights.
- He has skills of ICT that keep him up to date with the contemporary world.
- He has collaboration skills, but, he lacks communication skills that hinder him in dealing with and conducting active dialogue with the world around him.

6.2.5. Student 5 (AKF)

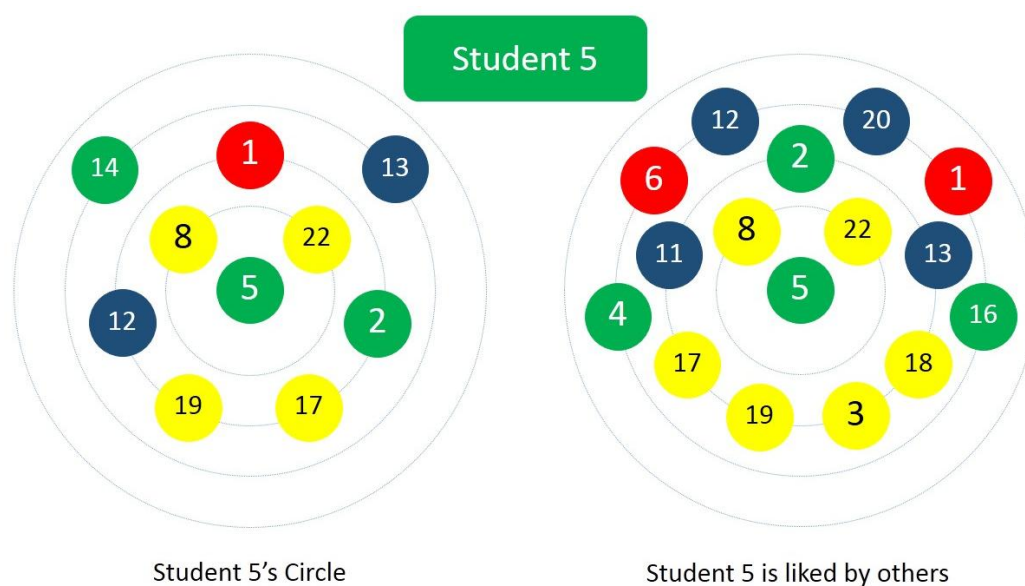


Fig 6.9: Social Interaction of Student 5

Collective View on Social Interaction of Student 5

It is evident from Fig 6.9 that, Student 5 is acknowledged by most of the students. She makes a trio with Student 8 & Student 22. She is a fastener of the trio.

Table 6.6: Profile of Student 5 (AKF)

Challenges Faced

- Student 5 is one of the brilliant students of the class and thinks that she is unique in the class and in school.
- She will not take up initiative of any task and wait for the authority to call up her to take up task.
- She is short tempered. She gives up in unfavourable situations.
- She has very low acceptance and is not able to tolerate the prank played by the friends.
- She wants freedom and choices independent of parents, at the same time, she does not want to leave the roots of the family values.
- She experiences change of own emotions many a times.
- At the time of disturbance she can be resilient, but, takes time.

CS21C Exhibited

▪ **Study Skills**

- ✓ She is dedicated to the study.
- ✓ She reads autobiographies as well as fictions.
- ✓ She can read the given text quickly and is able to identify the core theme and relevance of the text.
- ✓ She can express the ideas as well as observations clearly in intelligible form by using lexicons.
- ✓ She can paraphrase the given text as well as can summarize well.
- ✓ She can analyze, synthesize and display the information as per demand.

▪ **Thinking Skills**

- ✓ She has creative and novel ideas in decorating the venue.
- ✓ She can interpret the data or information and draw out conclusion.
- ✓ She can reflect critically

▪ **Problem Solving**

- ✓ She can define the variables involved in problematic situations. She can set close affinity and establish connections among variables involved. She examines and explains the variables wholistically.
- ✓ She solves problems by the best solution and consolidates it by examining through various dimensions.

▪ **Reflective Skills**

- ✓ She continuously examines the situations and does SWOT analysis.

▪ **Research Skills**

- ✓ She is a keen observer and cross validates the observation through triangulation.
- ✓ She will not disclose the matter until she unveils the whole situation.

▪ **Management Skills**

- ✓ She knows the strengths and weaknesses of self as well as the groups in which she works and assigns tasks to them. She is clear in instruction about the time, recourses and the strategies to be followed and consolidates the same. She will not put the efforts down until the task gets completed.

▪ **Self Directional Skills**

- ✓ For learning new things, she will take up initiative and complete the task with full immersion.
- ✓ She is accountable.
- ✓ She makes decisions by considering all the possible threats and opportunities.
- ✓ She uses self monitoring mechanisms.

▪ **Social Skills**

- ✓ She gets well adjusted within a group of known people within tolerable limit.
- ✓ She welcomes and values social relations.
- ✓ She lives in any group with decency and observes of accepted codes of conduct while interacting with teachers, friends and fellow students.
- ✓ She usually demonstrates ethical behaviour.

▪ **Communication Skills**

- ✓ She is good at public speaking. Her voice modulations appealing.
- ✓ She pays full attention to what she listens and decodes the message of the speaker.
- ✓ She choose appropriate medium to communicate.

▪ **Collaborative Skills**

- ✓ She collaborates well even with diverse formal groups.

CS21C Expected to be developed

- ✓ She lacks in collecting relevant information.
- ✓ She always runs short of time.
- ✓ She is conservative thinker and reflects using the established facts.
- ✓ She lacks in out of the box thinking.
- ✓ She lacks system thinking and reasoning.
- ✓ She does mingle easily with strange persons.
- ✓ She gets frustrated such situations, which are not under control.
- ✓ She thinks that completions are for winning only. She cannot tolerate success of others over her.
- ✓ She is not aware of social networking. She is not valuing the social

networking.

Collective Views on Skills of Student 5

She has operational study skills, reflective skills and thinking skills to meet to educational ends. She is a conservative thinker and thinks within the framework, which hinders her reasoning and system thinking. She exhibits adaptive skills and adjustment skills rarely. She can communicate well in diverse groups and work actively and efficiently, which makes her able to collaborate with synergy within a known group. She is weak at ICT and social networking skills.

Reflection on the Emerging Profile

To cope up with the challenges of 21st century and to meet the needs she is dedicated, disciplined and determined.

- She has manageable study skills, reflective skill and thinking skills. That enables her to realize own identity and set goals in educational set up or definite framework.
- She has self-directional skills, communication skills, management skills, social skills and collaborative skills which make her compatible in working with synergy in diverse group and establishing active dialogue with the world around her. But, lacks in social networking skills.
- She lacks ICT skills which hinders her in keeping up to date with the current affairs.

6.2.6. Student 6 (DG)

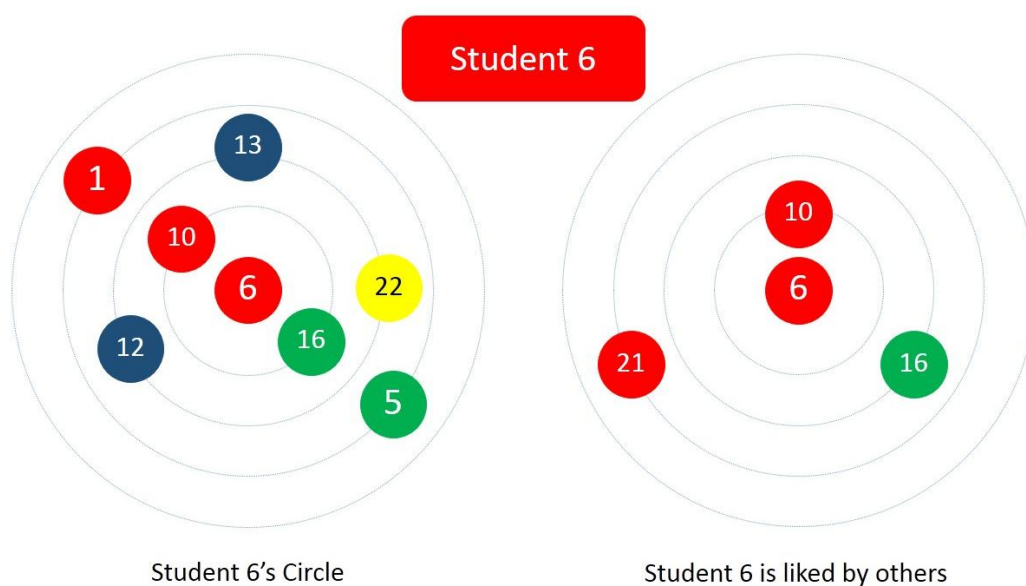


Fig 6.10: Social Interaction of Student 6

Collective View on Social Interaction of Student 6

It is evident from Fig. 6.10 that, Student 6 faces social ignorance, he stays in a particular group.

Table 6.7: Profile of Student 6 (DG)

Challenges Faced

- Student 6 is cocooned into a family. He hardly engages in the friends' programme or outing.
- He cannot give full attention to any task for long.
- He is more of imaginative and less of realistic. His dreams rarely come true.
- He does not want to take up the responsibility in school, but, he is helping nature.

CS21C Exhibited

- **Study Skills**
 - ✓ He reads textbooks and reference materials at the time of exam only and tries to remember.
 - ✓ He can paraphrase the given text.
 - ✓ He can search for the required information and access it.

- **Thinking Skills**
 - ✓ He is open to innovative ideas.
 - ✓ He can come to the conclusion. His decisions are based on experiences and observations.
 - ✓ Failure rarely affects him. He considers failure as second chance.
- **Skills of Problem Solving**
 - ✓ He finds solutions for the clearly stated problems.
- **Research Skills**
 - ✓ The data he collects are detailed and relevant to the problem, and for that he asks a variety of questions from elementary level. He lapse in asking advance questioning.
- **Self Directional Skills**
 - ✓ He is fully devoted to the work assigned.
- **Social Skills**
 - ✓ He is open to new people and values their abilities.
 - ✓ He is also open for the innovations and novel ideas and appreciates them and tries for the self development.
 - ✓ He interacts with decency, decorum and discipline.
 - ✓ He understands the situations and acts harmoniously.
 - ✓ He is polite and humble.
- **Communication Skills**
 - ✓ He can put forth his argument clearly as well as respond to the counter argument meaningfully and boldly.
- **Collaborative Skills**
 - ✓ He assumes shared responsibility for collaborative work and values the individual contributions.
- **Social Networking Skills**
 - ✓ He has knowledge of various social media and can use the media as per the needs.

CS21C Expected to be developed

- ✓ He lacks advanced reading skills such as scanning, skipping, identifying the context and finding connotative and denotative meaning.

- ✓ He lacks advanced writing skills, such as, concise and creative expression.
- ✓ He usually reacts, but usually with vague argument.
- ✓ He finds difficulties in identifying and analyzing the problem. Further, he finds difficulties in selecting best suitable solution.
- ✓ The decisions he makes are very often driven by emotions.
- ✓ While doing any task, he considers only completion of task right or wrong.
- ✓ He lacks reflective skills.
- ✓ He cannot hold conclusions and the information he has obtained.
- ✓ He lacks quick decision making.

Collective Views on Skills of Student 6

Student 6 has study skills, thinking skills, reflective skills, communication skills, collaborative skills and social networking skills at the operational level, but not yet mastered these skills. He is poor at management skills and self-directional skills. But, He works responsibility, effectively and contributes at the best of him.

Reflection on the Emerging Profile

To cope up with the challenges of 21st century and to meet the needs he is dedicated and disciplined but requires deliberate efforts to sharpen the skills.

- He is open to the innovative ideas. He is compatible to adapt and adjust in the diverse society.
- He has ICT skills and social networking skills which keeps him up to date.

6.2.7. Student 8 (JSF)

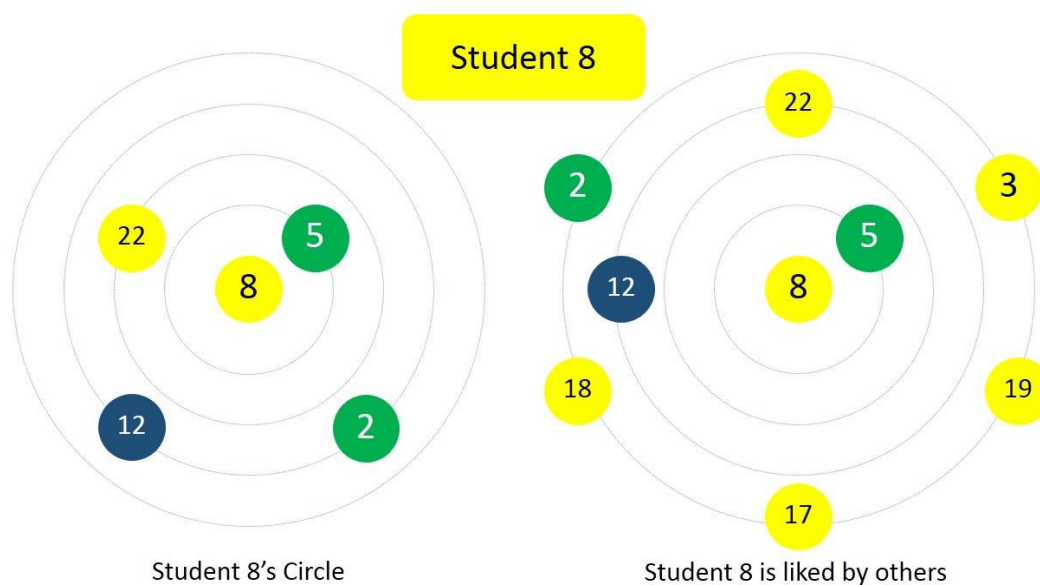


Fig 6.11: Social Interaction of Student 8

Collective View on Social Interaction of Student 8

It is evident from Fig. 6.11 that, Student 8 has limited interaction with the classmates. She has been third or fourth choice for the classmates. She is the weakest part of a trio of Student 5, Student 8 & Student 22.

Table 6.8: Profile of Student 8 (JSF)

Challenges Faced

- Student 8 is also one of the high scorer students of the class and considers herself as superior in the class IX.
- She is a pampered child of her family and deficient in social codes of conducts. She has tried to disturb a managed class for three times in two month by playing pranks, telling jokes, asking irrelevant non-academic questions and when teacher ask her to apologize she refused.

CS21C Exhibited

- **Study Skills**
 - ✓ She is dedicated to the study.
 - ✓ She can identify the core theme and relevance of the text. Further, she can

give summary and context of the read text.

- ✓ She can express the ideas clearly by using appropriate language.
- ✓ She can paraphrase the given text as well as summarize a volume of the text. Further, she can identify connotative meaning and context of the text.
- ✓ She knows the sources of data, can identify relevant data from the volume of data.
- ✓ She is up to date with the current affairs.
- ✓ She can analyze, synthesize and display the information as per demand.

▪ **Thinking Skills**

- ✓ She can reflect critically.
- ✓ She can analyze and relate data to produce a wholistic perspective.
- ✓ She can ask higher level questions to seek clarification.

▪ **Problem Solving**

- ✓ She can identify and define causes of the problem, formulate the problem statement, examine in detail the factors involved, explain close similarities and relations of causes, interpret and establish connections between the causes involved.
- ✓ She solves the problem and consolidates it by examining.

▪ **Research Skills**

- ✓ She is a keen observer.
- ✓ She cross validates through triangulation.
- ✓ She will not disclose the matter until she unveils the whole situations.

▪ **Management Skills**

- ✓ She knows the strengths and weaknesses of self.
- ✓ She is clear in instruction about the time, resources and the strategies to be employed.
- ✓ She examines the work continuously.
- ✓ She tries her level best until the task gets completed.

▪ **Self Directional Skills**

- ✓ She can take up initiative and work with full immersion up to completion of the task.
- ✓ She observes autonomy and accountability.

- ✓ She takes decision by considering all the possible variables.
- ✓ She uses self monitoring mechanisms.

▪ **Social Skills**

- ✓ She can well adjust up to some level of tolerance.
- ✓ She is polite and shows ethical behaviours to authority.

▪ **Communication Skills**

- ✓ She is good at public speaking.
- ✓ She employs variations in communication pattern, such as, modulations, volume and intonation.
- ✓ She pays full attention to what she listens and decodes the feeling of the speaker.
- ✓ She can articulate her speech very well.

▪ **Collaborative Skills**

- ✓ She understands the shared responsibility for collaborative work and values the contribution made by each team member.

CS21C Expected to be developed

- ✓ She is conservative thinker.
- ✓ She lacks sound reasoning and system thinking.
- ✓ She cannot mingle easily with strange persons.
- ✓ She gets frustrated while situation is not under control.
- ✓ She keeps herself busy in developing the self to the extent that she rarely perceives emotions, feelings of others and always stick to her own state.
- ✓ She lacks in skill of synergy.
- ✓ She considers social networking as useless.

Collective Views on Skills of Student 8

Student 8 is good at all the individual skills. She lacks in creative thinking and system thinking skills. Among the social skills, she has social responsibility skills and adjustment skills up to some level. She lacks in skills of acceptance, adaptation, and skills of synergy. Some time she lacks decency and decorum. She is good at communication but lapse in collaborative skills.

Reflection on the Emerging Profile

To cope up with the challenges and to meet the needs she is compatible. She has a quality like dedication and determination.

- She has perfect blend of communication skills and management skills that makes her compatible to lead diverse groups of people and conduct active dialogue with them. But, she lapse in skills of synergy and collaboration that hinders in dealing with the people and collaborate with them.
- She is compatible to explore her environment. But, lack of system thinking skills, she lapse in comprehending symbiosis of society.
- She has skills of reflective thinking, critical thinking and self-directional skills that make her compatible to realize her identity and set goals.

6.2.8. Student 9 (JG)

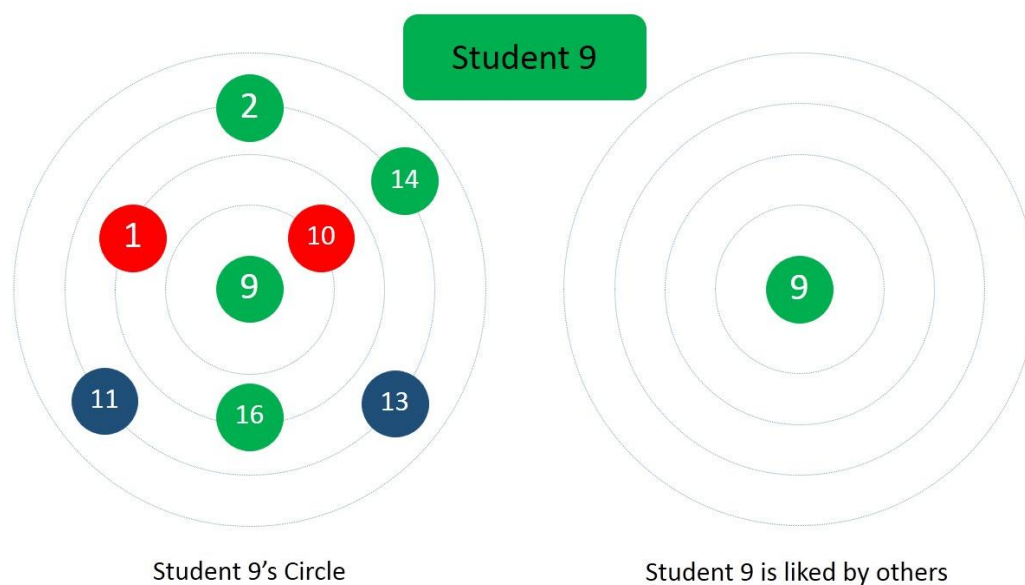


Fig. 6.12: Social Interaction of Student 9

Collective View on Social Interaction of Student 9

It is evident from Fig. 6.12 that, Student 9 is one of the neglected students of the class. He tries to interact with others but others are ignoring him. The reasons identified were, he is not reliable.

Table 6.9: Profile of Student 9 (JG)

Challenges Faced

- Student 9 experiences negligence from rest of the students of the class. He is perceived as not-reliable and unpredictable.
- He is not utilizing his potential in proper direction.
- He does not continue with a task for long and finds ways to escape it.
- He never takes responsibility and always blames others for any failure.

CS21C Exhibited

- **Study Skills**
 - ✓ He reads textbooks and reference materials at the time of exam only and tries to remember.
 - ✓ He can read between the lines.

- ✓ He can paraphrase the given text.
- ✓ He can analyze and comprehend the given text.
- ✓ He is good at collecting and processing information.
- **Thinking Skills**
 - ✓ He is a critical thinker. He analyzes and synthesizes the situations, ideas and perspectives dynamically.
 - ✓ He analyzes information, interprets and draws conclusions.
- **Skills of Problem Solving**
 - ✓ He finds tentative solutions to the stated problems.
- **Research Skills**
 - ✓ The data he collects are detailed and relevant to the problem and for that he asks significant questions.
- **Communication Skills**
 - ✓ He has basic communication skills.
- **Social Networking Skills**
 - ✓ He has knowledge of various social media and can use the media.

CS21C Expected to be developed

- ✓ He lacks quick reading skills, such as, scanning, skipping and hyper linking.
- ✓ He lacks creative writing skills.
- ✓ He usually reacts, but, with vague arguments.
- ✓ He finds difficulties in identifying, formulating, analyzing problem and selecting best suitable solutions.
- ✓ The decisions he makes are very often driven by emotions.
- ✓ He is rigid and conformist to the innovative ideas of others. He considers his ideas need no elaboration and no refinement.
- ✓ He lacks reflective skills.
- ✓ He is eager to express his ideas.
- ✓ He lacks self directional skills and rarely takes initiatives and risks.
- ✓ He tries to escape from the responsibilities.
- ✓ He wants to see people form his own perspective close to his feelings.
- ✓ Most of the time he is maladjusted.

- ✓ While interacting, he tries to put his point forcefully and if not accepted he quits the interactions.

Collective Views on Skills of Student 9

Student 9 is good at reading skills. He has research skills at the level of information collection and information processing. He is a critical thinker and can come to solution of the formulated problem. He lacks study skills, creative thinking skills, critical thinking skills, problem solving skills, self-directional skills, self-management skills and social skills. He is not accepted in the peers because of maladjustment and malpractices with peers.

Reflection on the Emerging Profile

His attitude hinders him in coping up with the challenges and to meet the needs. He is potent to cope with the challenges.

6.2.9. Student 11 (MSF)

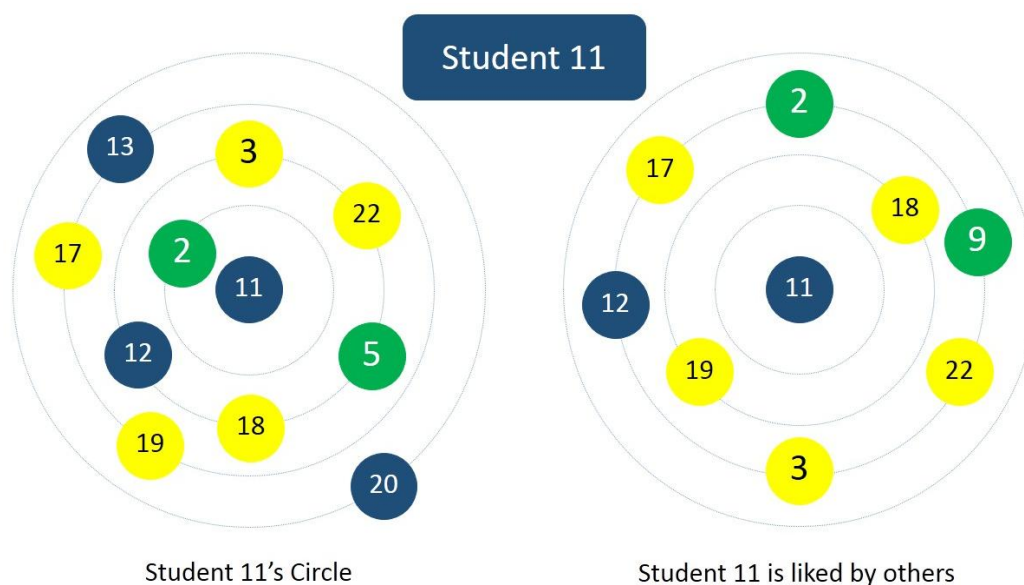


Fig 6.13: Social Interaction of Student 11

Collective View on Social Interaction of Student 11

It is evident from Fig. 6.13 that, Student 11 has not mutual cooperation with any of the classmate at the equal degree. She admires student 2 most but she is not even considered by him. She is not in position to balance social interactions.

Table 6.10: Profile of Student 11 (MSF)

Challenges Faced

- Student 11 lacks concentration and attention in classroom, as she has fickle mind. So, she does not achieve good marks in examination.
- She learns the best when she has hand on experiences.
- She does not find classroom teaching interesting.
- She faces challenges in learning scholastic subjects in classroom setting.

CS21C Exhibited

- **Study Skills**
 - ✓ She reads at the time of summative exams only.
- **Thinking Skills**
 - ✓ She is open and responsive to diverse perspectives, incorporates group

inputs and feedback into the work.

- ✓ She is able to analyze and evaluate alternatives.

- **Research Skills**

- ✓ She can hypothesise and test the hypothesis.

- **Self Directional Skills**

- ✓ She is completely dedicated to the work assigned to her. Further, she considers herself accountable.

- **Social Skills**

- ✓ She is sensitive to the people around her and marks minute changes in feelings and interaction patterns.
 - ✓ She politely stands with the person who is in need and shares feelings and tries her level best to help them.
 - ✓ She tries to establish peace and harmony in classroom.
 - ✓ She knows the strengths and weaknesses of the peers and has fellow-feeling toward them.
 - ✓ She exhibits socially accepted and ethical behaviours.

- **Communication Skills**

- ✓ She can negotiate well and tries to intermediate during disputes among friends.

- **Collaborative Skills**

- ✓ She can work effectively and respectfully with others.
 - ✓ She exercises flexibility and willingness to be helpful in making necessary compromises.
 - ✓ She accepts shared responsibility for collaborative work.

CS21C Expected to be developed

- ✓ She lacks study skills, problem solving skills and research skills.
- ✓ She lacks critical thinking and system thinking skills.
- ✓ She lacks quick decision making.

Collective Views on Skills of Student 11

Student 11 is good at social skills, communication skills and collaborative skills. She can mingle well and work dedicatedly in the diverse groups. She has higher level of synergy. She functions as negotiator at the time of dispute among friends. She is

sensitive enough and marks minute change in social interactions. She is adaptive to varied situations.

Reflection on the Emerging Profile

To cope up with the challenges of 21st century and to meet the need she requires prompting. She will do given task in disciplined manner and dedicatedly.

- She has skills of negotiation, collaboration and synergy, which make her compatible to work with diverse groups and conducting active dialogue with the society around. But in absence of the management skills, she lacks at time in managing diverse groups.
- She has skills of acceptance, adaptation, adjustment and social responsibility. She is sensitive, empathetic and understands the importance of social capital.

6.2.10.Student 14 (SH)

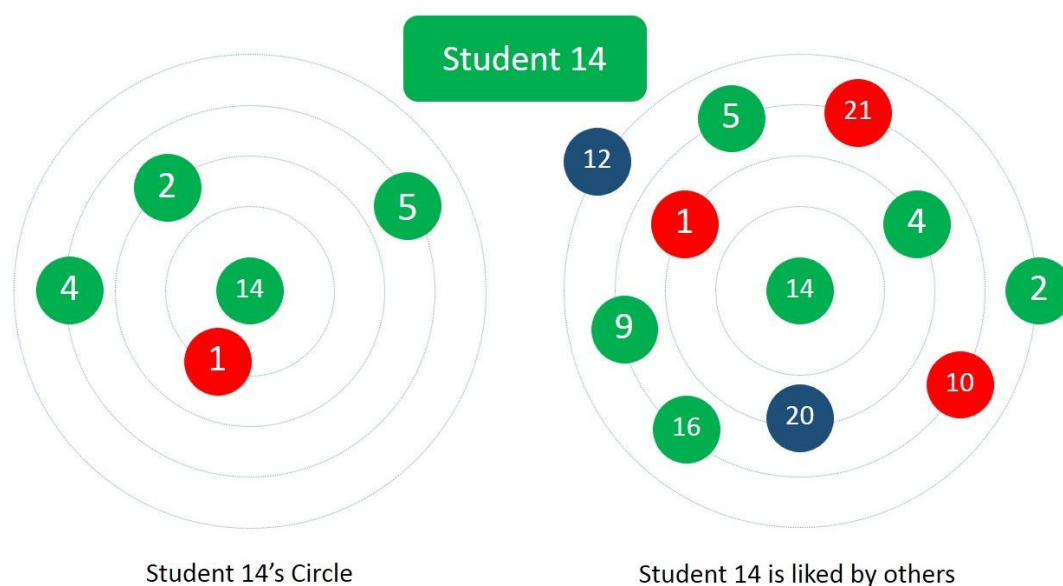


Fig 6.14: Social Interaction of Student

Collective View on Social Interaction of Student 14

It is evident from Fig 6.14 that, Student 14 has constrained his interaction with few classmates. He is leading Green House and admired by most of the students due to his expertise in subjects and management.

Table 6.11: Profile of Student 14 (SH)

Challenges Faced

- Student 14 has joined this school in academic year 2014-15 and still not able to come out of the impression of previous school where he studied since KG. He is not able to accept classmates and finds difficulties in mingling with classmates. Further, he thinks, he is neglected by classmates and teachers.
- He has some adjustment issues with teachers and finds them incapable and inexperienced in teaching.
- He believes that he has higher academic need but teachers are not capable of fulfilling the needs.
- He has two minds. Due to his fault finding tendency, he argues with teachers, many a times classroom processes has been disturbed. In turn, he complains that teachers are indulged in arguments only.

CS21C Exhibited

▪ Study Skills

- ✓ He can comprehend the context of writing and explain the text.
- ✓ He can paraphrase and summarize the text.
- ✓ He can access various data sources and resources. Further, he can code, decode, comprehend the data and arrange in intelligible form.
- ✓ He can collect information from various sources, synthesize and give the wholistic view.

▪ Thinking Skills

- ✓ He can effectively analyze and evaluate evidences.
- ✓ He can reflect critically on learning experiences and processes.
- ✓ He asks significant questions to clarify various points of view and lead to better solutions.

▪ Reflective Skills

- ✓ He analyse his self time and again but very often he mislead the self and underestimate his potential.

▪ Skills of Problem Solving

- ✓ He can identify, formulate and address a problem.

▪ Research Skills

- ✓ He observes minute details and based on that formulates hypothesis.
- ✓ He sets close affinity to the various facts.
- ✓ He asks variety of question starts from elementary level to the advanced.
The data he collects are detailed and relevant to the problem.
- ✓ He arrives at the truth by collected data and comes to the inference by interpreting the data.

▪ Management Skills

- ✓ He can prioritize the tasks and estimate time & resources.
- ✓ He is target oriented and monitors continuously.
- ✓ He could manage multiple affairs at a time.

▪ Self Directional Skills

- ✓ He is fully devoted to the work he has initiated

▪ Social Skills

- ✓ He can mark the changes in behaviour patterns during social interactions.

Further, he is having knowledge of the changes in society, persons he interacts and current affairs.

- ✓ He is aware of the rights and human values but rarely exhibits ethical behaviours.

- **Communication Skills**

- ✓ He can communicate at operational level.

- **Collaborative Skills**

- ✓ He accepts equal responsibility for collaborative work.

- **Social Networking Skills**

- ✓ He uses various social media for educational purpose and shares the information.

- **Reasoning Skills**

- ✓ He employs inductive reasoning as well as deductive.

CS21C Expected to be developed

- ✓ He lacks quick reading skills, such as, skimming, scanning and skipping.
- ✓ He lacks in creative writing and creative thinking skills.
- ✓ He has filled his mind with critical thoughts, which hinder his social interactions.
- ✓ He can manage the own work but faces difficulties in managing group work.
- ✓ Due to fault finding nature he faces adjustment problems.

Collective Views on Skills of Student 14

Student 14 has mastered many a requisite individual skills to act autonomously. He is sensitive and adaptive to the change. He is empathetic, but, cannot work with cooperation at optimum level. He lapse in expressing intention and concern of social responsibility. He can adjust well up to certain level. His fault finding and criticizing nature hinders in adjustment in the diverse groups. He is good at ICT and social networking skills.

Reflection on the Emerging Profile

To cope up with the challenges of 21st century and to meet the needs of acting autonomously he is compatible. He is significantly lacking in skills of resilience.

- He has study skills that make him able to realize self identity and set goals.

- He has management skills, which helps him in achieving the personal goals as well as collective goals.
- He is well aware about his rights and that of others. He takes up initiatives to exercise the rights.
- He has the skills of ICT, social networking and skills of adaptability, which keep him up to date with latest discoveries, current affairs, change in environmental factors and climate change. He could adapt tools for own purpose.

6.2.11.Student 15 (SJF)

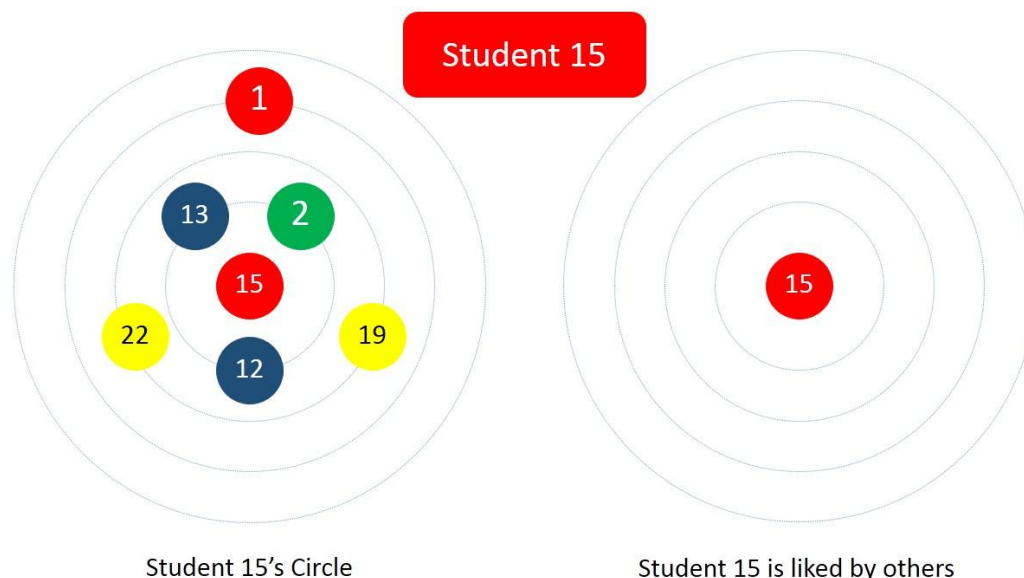


Fig 6.15: Social Interaction of Student 15

Collective View on Social Interaction of Student 15

It is evident from Fig. 6.15 that, Student 15 is neglected student of the class. She seek supports form most of the students and tries to establish communication or interaction with other classmates but she is not being appreciated in the group.

Table 6.12: Profile of Student 15 (SJF)

Challenges Faced

- She is fun loving girl.
- She rarely pays attention to the study.
- She dreams high.
- Student 15 is experiencing negligence from classmates.
- She finds Mathematics & Science a tough subject. She is very slow in doing mathematical assignments.
- She is facing challenges of to be accepted and getting a companion, true friends and friendship.
- She has filled up her mind with negative thoughts.
- She is emotional and give quick reaction to the stimuli
- She fined difficulty in showing emotional maturity.

CS21C Exhibited

- **Study Skills**
 - ✓ She has workable study skills. She finds study difficult.
- **Thinking Skills**
 - ✓ She is thoughtful.
- **Skills of Problem Solving**
 - ✓ She tries to solve life problems.
- **Reflective Skills**
 - ✓ She very often reflects on her social interactions.
- **Research Skills**
 - ✓ She selects relevant and credible sources to collect information.
- **Self Directional Skills**
 - ✓ She tries to resilient.
 - ✓ She hesitates in taking initiation.
 - ✓ She takes life as it comes.
 - ✓ She reacts quickly.
- **Social Skills**
 - ✓ She is quite emotional in social interactions.
 - ✓ She can perceive and adapt the changes easily.
- **Communication Skills**
 - ✓ She is good at two way communication.
 - ✓ She lacks formal and contextual communication.

CS21C Expected to be developed

- ✓ She runs away from the responsibilities.
- ✓ She is lacking in emotional management
- ✓ She shows over concern to the person to the extent that they try to keep away from her.
- ✓ She accepts the thing as it is. She rarely reacts.
- ✓ She rarely gives her inputs in group work.
- ✓ She reflects, but the process is faulty.
- ✓ She lacks problem solving skills.
- ✓ She lacks research skills.

- ✓ She lacks quick decision making.
- ✓ She lacks self-monitoring.
- ✓ She lacks social responsibility skills.

Collective Views on Skills of Student 15

Student 15 is found to be low at each Coping Skills for 21st Century. She has workable Coping Skills. She needs due attentions and lots of efforts to be skillful.

Reflection on the Emerging Profile

To cope up with the challenges of 21st century and to meet the needs of acting autonomously she is not compatible. She is significantly lacking in all the Coping Skills for 21st Century.

The reasons are found that, she is not dedicated and determinant to study and even in social interaction.

6.2.12.Student 17 (VB)

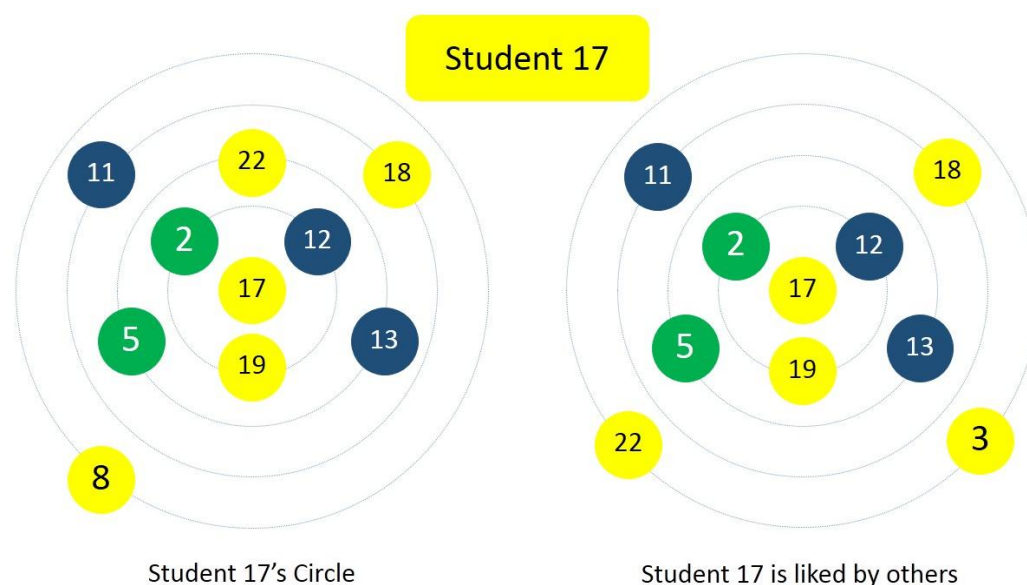


Fig 6.16: Social Interaction of Student 17

Collective View on Social Interaction of Student 17

It is evident from Fig. 6.16 that, Student 17 has higher degree of correlation. He has equal degree of mutual relationships. He has unyielding relations. He admires who admires him. He forms strong trio with Student 2 & 12. Student 17 & 19 shares the strongest relation.

Table 6.13: Profile of Student 17 (VB)

Challenges Faced

- Student 17 has fickle mind. He does not concentrate and pay attention in classroom processes.
- He has not achieved the fullest learning in any subject.
- He is more over engaged in playing prank with classmates and sometimes teases the teachers too.
- He learns best with technologies, but, the school has limited resources.

CS21C Exhibited

- **Study Skills**
 - ✓ He is aware of various sources of data and knows how to access those data.

✓ He reads at the time of summative exams.

▪ **Thinking Skills**

✓ He is open to the innovative ideas.

✓ He can make connections between the arguments made in a group and information they have.

✓ He can solve non-familiar problems with innovative ways.

▪ **Skills of Problem Solving**

✓ He can solve formulated problems.

▪ **Research Skills**

✓ He selects relevant and credible sources to collect information.

▪ **Self Directional Skills**

✓ He takes up initiatives and takes credit. He lacks in accountability.

✓ He has own ways to do work.

✓ He is not

▪ **Social Skills**

✓ He is open to new ideas and people. He could set quickly in any situations.

✓ He can mingle easily with the persons of mutual interest.

✓ He can perceive and adapt the changes easily.

✓ He can establish harmonious relation even under adverse conditions.

✓ He can work with all the classmates.

▪ **Communication Skills**

✓ He is good at two way communication.

✓ He lacks formal and contextual communication.

CS21C Expected to be developed

✓ He is easy going person and escapes responsibilities.

✓ His actions are very often driven by emotions.

✓ He lacks consistency in social interactions, so, he is not predictable.

✓ He usually reacts but lacks the sharpness of the argument.

✓ While doing any work, he thinks that it should be completed by any means.

✓ He lacks reflective skills.

- ✓ He lacks in identifying and formulating problem.
- ✓ He cannot connect and affirm causes involved.
- ✓ He is too much enthusiastic and cannot hold the information he has obtained at any stage of research.
- ✓ He lacks quick decision making.
- ✓ His decisions are not firm.
- ✓ He lacks self-monitoring.
- ✓ He lacks social responsibility skills and skills of synergy.
- ✓ He cannot sustain attentions for long.
- ✓ He uses social media excessively without knowing their worth.

Collective Views on Skills of Student 17

Student 17 has social skills and communication skills at the functional level, i.e. he could mingle well and meet to the social ends. He is prominently lacking study skills, but, he is having knowledge of sources and resources of information. He tries to solve problem in the field of interest. He is using social media excessively, but, lacking in ICT and social networking skills.

Reflection on the Emerging Profile

To cope up with the challenges and to meet the needs, demand sharpening the requisite skills.

- He can mingle well and work collaboratively in groups, but lacks accountability.
- His goals and decisions are driven by emotions and are provisional.
- He will take up initiatives, but, it is not well thought out and planned.
- He keeps himself up to date in the field of his interest, but lacking in deliberate efforts.

6.2.13.Student 18 (VKF)

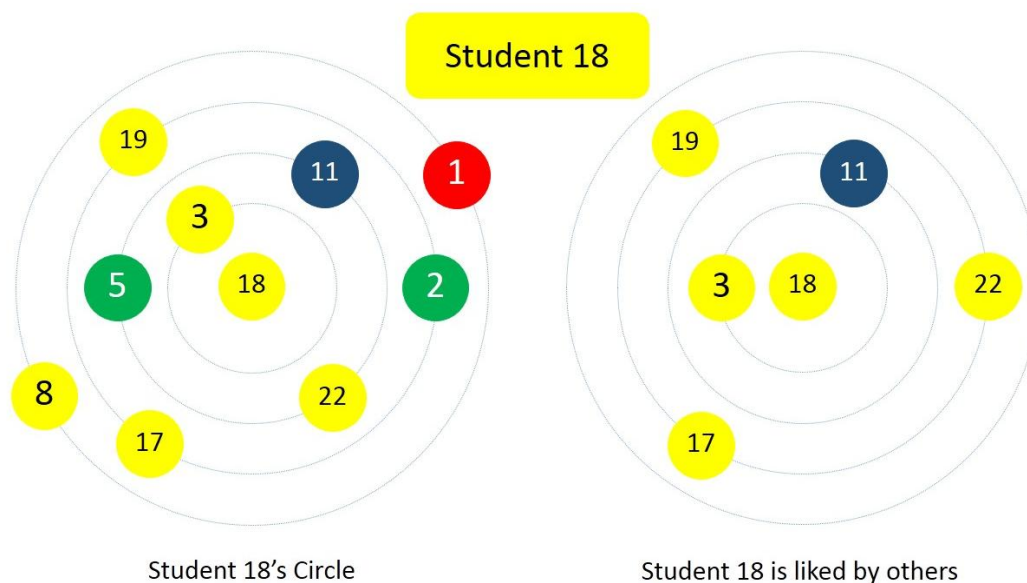


Fig 6.17: Social Interaction of Student 18

Collective View on Social Interaction of Student 18

It is evident from Fig. 6.17, Student 18 shares strong bonding with Student 3. Both share mutual cooperation.

Table 6.14: Profile of Student 18 (VKF)

Challenges Faced

- Student 18 is fickle minded. She does not concentrate on classroom processes. She is not in position to achieve well. She is very often engaged in playing pranks with classmates and passes comments in between classroom processes.
- She is a good narrator and also writes fictions, but she suffers from an inferiority complex and has fear of rejection. She has stage fear.
- Despite of her such a quality, some teachers promotes other students, this is a reason of her disappointment.

CS21C Exhibited

- **Study Skills**
 - ✓ She is quick in reading and accessing information by using skipping, scanning and skimming. She can comprehend the text very well.
 - ✓ She can identify the context and present connotative meaning of the text.

- ✓ She can paraphrase, summarize the text without altering the purpose of the text.
- ✓ She can give creative and intelligible expression to express her ideas, experiences and observations.
- ✓ She has clear purpose of writing and chooses appropriate words and metaphors.
- ✓ She has knowledge of various source of information and can find the relevant information.
- ✓ She can display, analyze, synthesize and give meaning to the data in intelligible form through proper coding, classifying and categorizing.

▪ **Thinking Skills**

- ✓ She exhibits divergent ideas and very often these ideas are original, if needed she is open to evaluate and refine her ideas.
- ✓ She is open and responsive to new and diverse perspectives and incorporates group inputs and feedback into the work.
- ✓ She has her own ways of doing the work. She does the work differently and creatively.

▪ **Problem Solving**

- ✓ She solves stated problems using varieties of ideas and solutions. She uses brain storming technique to analyze and evaluate major alternatives. She can synthesize the discrete information and establish connections between information and arguments. She verifies and consolidates the solution by implementing it time and again.

▪ **Research Skills**

- ✓ She observes a phenomenon analytically with full concentration but she can sustain that concentration for a short period only.
- ✓ She always looks for alternatives and can hold on her own points of view while collecting, analyzing and interpreting the data.
- ✓ Further, she checks the relevance and validity of the data.

▪ **Management Skills**

- ✓ She can monitor the work well.

▪ **Self Directional Skills**

- ✓ She takes initiatives where she feels comfortable and takes whole

responsibility onto her, and also takes calculated risks.

▪ **Social Skills**

- ✓ She is sensitive towards the feelings and can mark slight changes in patterns of social interactions.
- ✓ She welcomes new perspectives and responds to them. She examines new perspectives in the quest of suitability.
- ✓ She is well aware of social structure, social patterns and need of the society in which she lives and exhibits ethical behaviour.
- ✓ She interacts responsibly observing decency, decorum and accepted codes of conducts.
- ✓ She exhibits empathy and fellow-feeling.

▪ **Communication Skills**

- ✓ She is good at verbal as well as non-verbal communication.
- ✓ She will put her point vigorously and is open to alter the point as and when needed.
- ✓ She uses articulated language, which is intelligible to the audience.
- ✓ She becomes poetic very often.
- ✓ She is good at narrations, wherein, she uses voice modulation, creative expression and considers feelings and customs of the listener.

▪ **Collaborative Skills**

- ✓ She exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- ✓ She respects shared responsibility for collaborative work and values the individual contributions made by each team member.

CS21C Expected to be developed

- ✓ Even though she has study skills but lapse in scoring marks in examinations.
- ✓ She lacks critical thinking skills.
- ✓ She lacks self directional skills. She will not take initiatives of learning.
- ✓ She lacks management skills, wherein, she is not able to plan out strategies and implement the same.
- ✓ She lacks in research skills, wherein, she faces difficulties in formulating

the research questions and statement of the problem.

- ✓ She lacks reasoning skills particular to Mathematics and Science.
- ✓ She hardly uses social media for the communication purpose.

Collective Views on Skills of Student 18

Student 18 possesses study skills but has not achieved mastery level in those skills. She is good at creative thinking and creative writing skills. She possesses skills of reading, writing and info-savvy skills. She has reflective skills, self-management skills and self-directional skills up to certain level. Wherein, she will take initiation of monitoring the task, but she fails in planning and implementing. She also takes leadership in the groups of friends. She is good at all social skills. Due to such social skills she is good at communication as well as collaboration. She works with synergy in any group.

Reflection on the Emerging Profile

To cope up with the challenges of 21st century and to meet the needs she is having all the requisite skills but mastery level is not achieved.

- She possesses social skills, communication skills and collaborative skills, such skills helps her in dealing with diverse group and conduct active dialogue with the world around. As she has skills of acceptance and synergy, she will be empathetic and respect contributions of individuals in social endeavours.
- In addition to the above skills, she also possesses info-savvy skills, problem solving skills and research skills that will make her able in exploring social and physical environment through interaction with diverse people.

6.2.14. Student 19 (VBF)

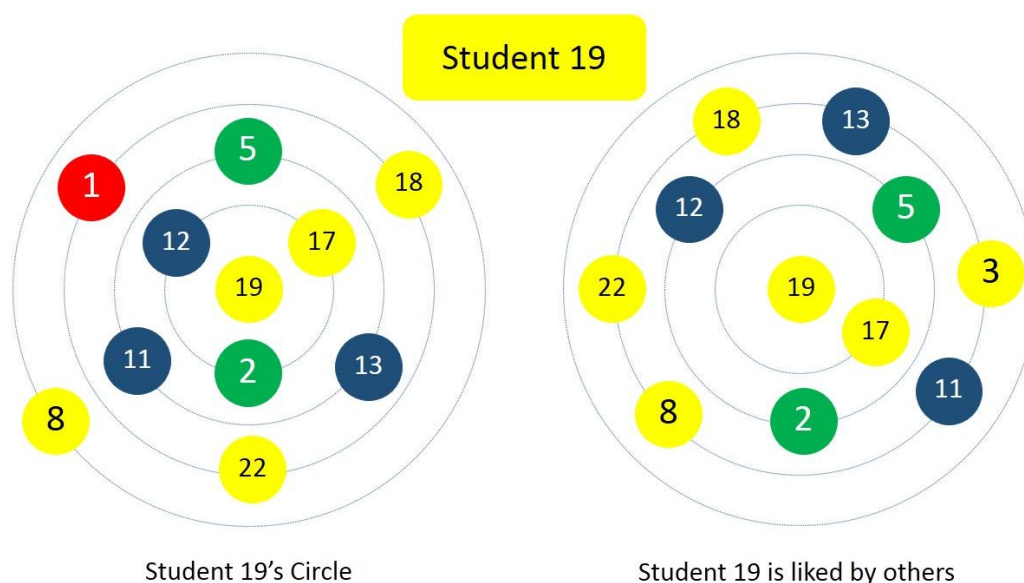


Fig 6.18: Social Interaction of Student 19

Collective View on Social Interaction of Student 19

It is evident from the Fig. 6.18 that, Student 19 has balanced relations with the all who have mutual understanding. She shares mutual bonding with Student 17.

Table 6.15: Profile of Student 19 (VBF)

Challenges Faced

- Student 19 is a fickle minded. She does not concentrate on classroom processes. So, she is not able to achieve well in subjects like Science, Social Science and Mathematics.
- She uses social media excessively and has no parental control over it.
- She wants to be recognized in the school. So, she takes up initiatives in school functions. But, she will give up due to lack of leadership.

CS21C Exhibited

- **Study Skills**
 - ✓ She is aware of various sources of data and knows how to access those data.
 - ✓ She possesses basic writing skills, wherein, she can paraphrase the text

✓ She reads a lot at the time of summative exams only.

▪ **Thinking Skills**

✓ She is open and responsive to new and diverse perspectives, incorporates group inputs and feedback into the work.

✓ She is able to analyze and evaluate alternative points of view.

✓ She is aware of her strengths and weaknesses.

▪ **Skills of Problem Solving**

✓ She can analyze alternatives and solve the clearly stated problems.

▪ **Research Skills**

✓ She can hypothesise and test the hypothesis by using various means.

▪ **Self Directional Skills**

✓ She dedicatedly completes the work assigned to her and considers her accountability for the work.

▪ **Social Skills**

✓ She is sensitive to the people around her and marks minute changes in feelings and interaction patterns.

✓ She politely stands by the persons who are in need and shares feelings and tries her level best to help them.

✓ She tries to establish peace and harmony.

✓ She exhibits fellow-feelings to the peers, as well as, knows their strengths and weaknesses.

✓ She exhibits socially accepted and ethical behaviours.

▪ **Communication Skills**

✓ She can negotiate well and tries to intermediate in disputes among friends.

▪ **Collaborative Skills**

✓ She can work effectively and respectfully with a diverse group.

✓ She can work as a team.

✓ She exercises flexibility and willingness to be helpful in making necessary compromises.

✓ She assumes shared responsibility for collaborative work.

CS21C Expected to be developed

- ✓ She lacks quick decision making.
- ✓ She cannot pay attention and listen for the long time.
- ✓ She uses social media excessively without knowing their purpose.

Collective Views on Skills of Student 19

Student 19 possesses practical social skills, communication skills and collaborative skills. She can connect well with a diverse group. She is sensitive to mark changes in patterns of interactions and emotions. She exhibits compassion and fellow feelings, which helps her in working with synergy. She lacks management skills and leadership skills but she understands her responsibility and stands with the leader and extends all the possible help. She significantly lacks in the reading skills, writing skills, reasoning skills, critical thinking skills, problem solving skills and research skills. She possesses creative thinking skills.

Reflection on the Emerging Profile

To cope up with the challenges of 21st century and to meet the needs, it demands sharpening the social skills and deliberate efforts in developing study skills.

- She has functional social skills, communication skills and collaborative skills. These skills make her able to connect well with a diverse group. Along with these skills, her attitude toward the society enables her to understand social environment and shared responsibility.
- She requires deliberate efforts to strengthen management skills and self-directional skills. Those skills will enable her in realizing her identity and goals.
- She also requires deliberate efforts in strengthening ICT skills and social networking skills, which may help her in collaborate well with others.

6.2.15.Student 20 (VS)

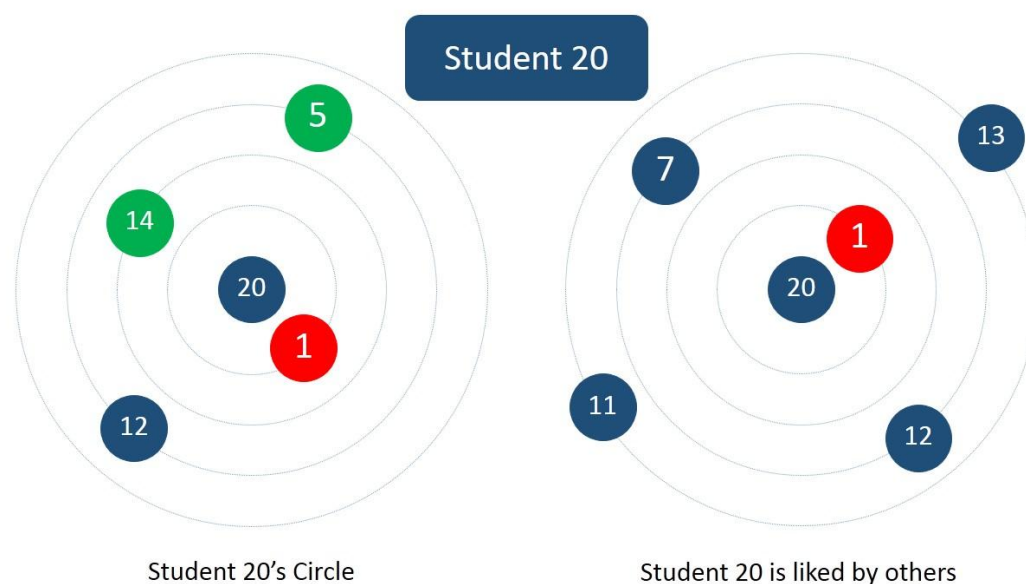


Fig 6.19: Social Interaction of Student 20

Collective View on Social Interaction of Student 20

It is evident from the Fig. 6.19 that, Student 20 has limited his relations with few classmates. He shares strong bond with Student 1 and it is mutual. He leads Blue House and all the members of the house admire his expertise and content mastery. He is at lower degree in general Sociogram.

Table 6.16: Profile of Student 20 (VS)

Challenges Faced

- He carries the tension of getting good marks in Board examinations.
- He wants to be recognised in class and the school.
- He has been perceived as overshadow of Student 1.
- He has adjustment issues with teaching of teachers, and finds teachers incapable and inexperienced of teaching.
- He perceives higher academic needs of him. But the teachers are not capable of fulfilling the needs.
- He thinks that the other classmates are neglecting him.
- He believes others should be perfect.

CS21C Exhibited

▪ Study Skills

- ✓ He can comprehend and identify the context of writing.
- ✓ He can examine and could explain.
- ✓ He can paraphrase and give summary of the text.
- ✓ He has information about various sources.
- ✓ He could code, decode, comprehend the data and arrange in intelligible form.
- ✓ He can synthesize the data and produce the wholistic picture.

▪ Thinking Skills

- ✓ He can effectively analyze and evaluate evidence, arguments, claims, and beliefs.
- ✓ He can reflect critically on learning experiences and processes.
- ✓ He asks significant questions that provokes thoughts, clarify various points of view and lead to better solutions.

▪ Skills of Problem Solving

- ✓ He can examine in detail the traits and facts involved in a problem through various dimensions, further, he can explain the same.
- ✓ He solves problem through inductive as well as deductive reasoning and use a verity of established ideas and solutions.
- ✓ He can select and implement the best suitable ideas and consolidates the solution by trying out time and again.
- ✓ He analyses his self timely, but, very often he misleads own self and underestimate the potential.

▪ Research Skills

- ✓ He observes minutely and does detailed observation. Based on the observation and experiences, he formulates the hypothesis.
- ✓ He asks variety of question starts from elementary level to the advanced level critical questions. The collects detailed and relevant data to the problem.
- ✓ He validates the truth using reasoning and collected data and comes to the inference.

▪ **Management Skills**

- ✓ He can prioritize the task out of various tasks assigned and plan out the strategies by estimating time and resources.
- ✓ He implements and try out the strategy with through monitoring until the task get over. Further he could manage multiple affairs at a time.

▪ **Self Directional Skills**

- ✓ He is fully devoted to the work assigned and decision made.

▪ **Social Skills**

- ✓ He could mark the changes in the interaction pattern and feeling of a person.

▪ **Communication Skills**

- ✓ He could mark the intension of the speaker and reflect with same frequency. He is good in two way communication.

▪ **Collaborative Skills**

- ✓ He assumes shared responsibility of collaborative work. But at the same time, he tries perfection from others.

▪ **Social Networking Skills**

- ✓ He uses various social media for educational purpose and shares the information on it.

▪ **Reasoning Skills**

- ✓ He exhibits deductive as well as inductive reasoning.

CS21C Expected to be developed

- ✓ He lacks in quick reading skills such as scanning, skipping and skimming.
- ✓ He lacks creative writing skills.
- ✓ He lacks in identifying credibility of sources and information from the ocean of information.
- ✓ He usually carries tension and fills his mind with critical thoughts in such a manner that he is neither open for the new ideas nor he can generate innovative ideas.
- ✓ He cannot hold on to own perspectives and advertises without validating it.
- ✓ He can manage the own affairs but faces difficulties in managing

personnel in group work.

- ✓ He cannot adjust in social groups and due to his fault finding nature he faces adjustment problems.
- ✓ Some time he has been observed fickle mind and could not pay attention to classroom interactions.

Collective Views on Skills of Student 20

Student 20 is good at functional reading skills and writing skills. He can comprehend the written text. He can present his views in intelligible form. He is good at info-savvy skills and ICT skills. He is a critical thinker. He has mastered problem solving skills and research skills, but his personal biases hinders in the data interpretation. He has mastered management skills. He can manage multiple tasks at a time. He lacks self-directional skills and creative thinking skills. He lacks in adaptive skills and adjustment skills, which hinders his collaborative skills and communication skills.

Reflection on the Emerging Profile

To cope up with the challenges of 21st century and to meet the need the requisite skills he should master are social skills, communication skills and collaboration skills.

- He has ICT, social networking and info-savvy skills. These skills enable him to keep pace with the current affairs and latest discoveries.
- He is close in accepting the various ideas other than his perception and brings forward his own perceptions during communication and interaction. It hinders him to connect, communicate, collaborate and conduct active dialogue with the diverse groups of the society.
- He can address and manage multiple tasks at a time. It is very essential in a pluralistic society.

6.2.16. Student 22 (SPF)

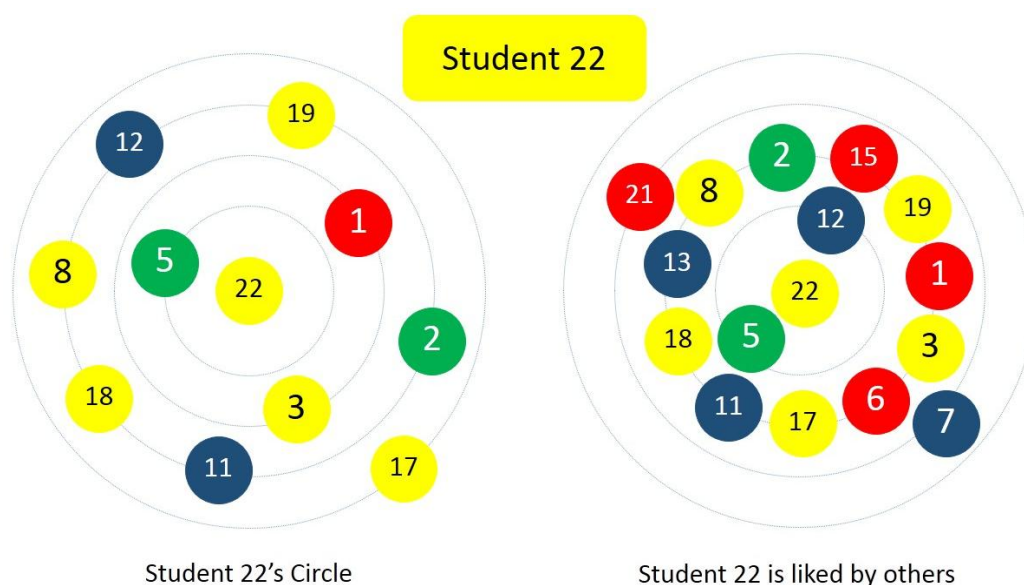


Fig 6.20: Social Interaction of Student 22

Collective View on Social Interaction of Student 2

It is evident from Fig. 6.20 that, Student 22 has balanced relations with all the classmates. She shares strong mutual bond with Student 5. In the class of Standard IX, she is second choice. Student 2, Student 8 and Student 22 forms a trio, but it is weak.

Table 6.17: Profile of Student 22 (SPF)

Challenges Faced

- Student 22 is fond of reading and also composed poems and fiction till standard VIII. Now due to academic pressure she is not getting constructive time to pursue such creative writing. Next year is Board exam and then her parents want to be in science stream. Thus, her creative writing has stopped.
- She is calm and composed. She never advertises her abilities until she has been asked. So she is not getting the opportunities that she deserves.
- In language classes the course completion is emphasized. There is no room for the creative construction.

CS21C Exhibited

- **Study Skills**
 - ✓ She can read the given text quickly and is able to identify the core theme

of the text and relevance of the text. Further, she can comprehend, analyze and summarize the text, as well as, she can identify context of the read text.

- ✓ She has clear and intelligible expression of observations, experience and ideas. She uses lexicons and chooses appropriate words for expression.
- ✓ She has written poems and fictions. These creative writings have clearly defined purpose.
- ✓ She can paraphrase the given text, as well as, can summarize.
- ✓ She can keep pace with the dictation made by the teacher.
- ✓ She is aware of various sources of data and follows proper procedures to access those data. She can cross validate the data.
- ✓ She is always up to date with the latest knowledge of science and literature.
- ✓ She can analyze, synthesize and display the information as per demand.
- ✓ She follows a time table and spares some time for watching TV and play with friends.

▪ **Thinking Skills**

- ✓ She uses brain-storming to generate novel, original and worthwhile ideas. She elaborates, refines, analyzes, and evaluates her own ideas to improve and maximize creative efforts. Further, she can communicate the same effectively.
- ✓ She does the things differently. She usually demonstrates innovativeness and originality.
- ✓ She considers uneven conditions as learning opportunities.
- ✓ She uses inductive as well as deductive reasoning to solve the problems. She analyzes and evaluates her point of view and validate.
- ✓ She can establish relationship of parts to form a whole.

▪ **Problem Solving**

- ✓ She can formulate a statement that determines various dimensions. She can identify variables and can set close similarity of affinity to the variables to find a solution. Further, she can examine those variables from various dimensions, explain those variables, interpret and establish connections between various variables.

✓ She solves the problem and consolidates.

▪ **Reflective Skills**

✓ She continuously examines the situations and does SWOT analysis.

▪ **Research Skills**

✓ She is a keen observer and does detailed observations and validates the observation by triangulating the collected information.

✓ She can formulate a hypothesis based on collected data and uses appropriate tools of measurement to accept or reject the hypothesis.

✓ She will not disclose the matter until she unveils the whole situation.

▪ **Management Skills**

✓ She knows the strengths and weaknesses of self as well as the groups in which she works and chooses or assigns tasks by considering potential. She sets the goal by considering various factors. She will give priority to important work.

✓ She very well estimates the time, space and resources required.

✓ She is clear of instruction about the time, recourses and the strategies to be followed in a group work.

✓ She will not put the efforts down until the task get completed and monitor her work thoroughly.

▪ **Self Directional Skills**

✓ She will initiate a task and get fully engaged and devoted to complete the task.

✓ She takes decisions for the group work and feels accountable.

✓ She takes decisions by considering all the possible threats and opportunities.

✓ She monitors her work timely and meticulously.

▪ **Social Skills**

✓ She has established harmony with self and environment and lives peacefully even in adverse conditions.

✓ She is open to new ideas and people. She tries to find suitability of ideas and implements those if found worthy.

✓ She can adjust quickly in new situations and new groups.

✓ She can mingle with any person quickly. She observes decency and codes

of conduct while interacting with teachers, friends and classmates.

- ✓ She can perceive and reflect on slight behavioural changes while interacting with friends.
- ✓ She has fellow-feeling for all the classmates and keeps herself updated about friends. Further, she can mark minute changes in friends' life.
- ✓ She is quite open to new things or ideas.
- ✓ She can lead the fight for injustice through proper channel and demonstrate ethical behaviour.
- ✓ She takes competitions as a part of life and accepts the results.

▪ **Communication Skills**

- ✓ She listens with patience and tries to sense prospects of the speaker.
- ✓ She is an original narrator. She articulate the message with modulated voice as and when needed, with lexicons and audience appropriate examples & language.
- ✓ She can clearly communicate her intention in formal as well as informal communication.
- ✓ She has the skills of negotiation.

▪ **Collaborative Skills**

- ✓ She can intermediate between school authority and classmates.
- ✓ She considers herself responsible and accountable.

▪ **Reasoning Skills**

- ✓ She exhibits inductive as well as deductive reasoning.

CS21C Expected to be developed

- ✓ She hesitates in leading the group but she will always be next to the leader and gives whole support to him/her.
- ✓ She requires developing the skills of Social Networking.

Collective Views on Skills of Student 22

Student 22 has mastered almost all the identified coping skills for 21st century, whether, it is skill of acting autonomously or skills of functioning in heterogeneous groups or skills to use tools interactively. It has been observed that she is dedicated, disciplined and determined to complete any task. She owes due respect to the

teachers, parents and classmates. She hesitates in taking leadership. She rarely uses social networking tools.

Reflection on the Emerging Profile

To cope up with the challenges of 21st century and to meet the needs she is fit. She found to be fit and ready to take up the challenges of tomorrow.

- She is proactive and has a vision to produce her life goals. Her determination in action makes it possible to realize the goal.
- She is good at negotiation and communication.
- She is able to deal with diverse group, respects them and can conduct active dialogue with them.

6.3. Skill wise performance of the Students

The skill wise performance of students is presented as follow:

A. Act Autonomously

A.1. Study Skills

▪ Reading

➔ It was observed that all the sixteen students have reading skills. Most of the students were having workable reading skills. Out of the sixteen students, seven students could analyze and comprehend the text. Out of these seven students, two students were found to be skilled in scanning, skipping and skimming. One student was excelling in reading skills.

▪ Writing

➔ Eleven students out of the sixteen were found to have writing skills. Four students could keep pace with the dictation made by the teacher. Nine students could paraphrase and summarize the text. Out of these nine students three students could decipher connotative meaning out of the paraphrasing.

➔ Six students were observed giving intelligible expression to their ideas, observations and experiences. Out of six students, three students use lexicons in their writing. Two students were found giving creative expression to their ideas, observations and experiences.

➔ One student was found excelling at all the level of writing skills. Five students were found to have manageable writing.

▪ Reasoning

➔ Out of sixteen students, four students were found to have reasoning skills, other ten students were not that good at reasoning and missing sharpness in argument and justifications were not supported with reasons.

➔ Two students were excelling reasoning skills. The student could justify all his actions and argue with logic. He could present progressive arguments logically and establish cause & effect relationship.

▪ **Info-savvy Skills**

- ➔ Thirteen students were found to have info-savvy skills. All the thirteen students were having knowledge of various sources of knowledge and could access the information. Three students could assess the credibility of information resources through proper procedure and assess relevance of the information.
- ➔ Four students used info-savvy skill to keep up-to-date with current affairs.
- ➔ Eight students could process the data and display the same in intelligible form. Out of these eight students, two students were found excelling in handling the data.
- ➔ The remaining three students were lacking info-savvy skills.

▪ **Utilizing Leisure Time**

- ➔ Only two students were found to be utilizing leisure time for their interest based activities.
- ➔ Three students were facing Leisure time crunch.
- ➔ Rest of the students were having no concept of the leisure time activities.

A.2. Thinking Skills

Two students were found to have both, creative thinking skills and critical thinking skills.

▪ **Creative thinking**

- ➔ Eleven students were found to have creative thinking skills. All were open for the divergent and innovative ideas. Five students were found to have divergent ideas. Three students exhibits originality of idea and follow brain-storming techniques to refine and elaborate the idea.
- ➔ Three students considered failure as learning opportunities, but at the same time wanted success.
- ➔ Five students were found to be close to the innovative ideas.

▪ **Critical thinking**

- ➔ Twelve students were found to have critical thinking skills. The skill level they exhibited was at argument level but they lacked sharpness of

argument. They reflected critically on processes and decisions made by the authority.

➔ Three students were found to be at higher level of critical thinking skills and sought higher level of critical understanding and were found to have determination of accepting, rejecting or suspending the judgement.

➔ Rest of the students were not those critical thinkers.

▪ **System thinking**

➔ Two students were found to have system thinking skills. They could realise interconnection and interrelation of various systems and describe symbiosis. The remaining fourteen were found lacking in establishing interrelationship of parts to whole and vice-versa.

A.3. Skill of Problem Solving

➔ Fourteen students were found to have problem solving skills, wherein most of them could contribute in solving the stated problem through causes & effect analysis. Six students could identify the causes of the problematic situation. Three students could identify, formulate, solve the problem and consolidate the solution. One student was found to be excelling in all the levels of problem solving skills. Two students were found lacking in problem solving skills.

A.4. Reflective Skills

➔ Five students were found to have reflective skills. They could judge own actions and social interactions. Two students were found to have higher reflective skills, wherein, they formed realistic self-concept. The remaining eleven students were found to have faulty SWOT analysis.

A.5. Research Skills

➔ Three students were found to be good at detailed observation. Two students were found to have Research skills at all levels. They could identify variables, formulate research problem & hypothesis, collect relevant data, analyze and draw valid conclusion. Majority of the students were having research skills, but, the level was varying. They were found lacking in suspending judgement.

A.6. Learning Skills

- ➔ One student was found to have learning skills to construct, connect, retain and transfer learning. Majority of students were exhibiting Study skills, Research skills, Problem Solving skill but lacking creation, construction and connection.

A.7. Self Directional Skills

- ➔ It was observed that self-directional skills were present in a majority of students. Five students were fully devoted to the work assigned with accountability. One student was found to have leadership quality. One student was found to be proactive and taking initiatives for learning. Two students were found to have resilience and self-management skills. Others were found to be lacking initiatives, decision making and self-management skills.

B. Function in Socially Heterogeneous Group

B.1. Adjustment Skill

- ➔ Thirteen students were found to be open, sensitive and having interpersonal awareness. Two students were found to be well adjusting and established harmonious relations with self as well as with the classmates. Majority of the students were lacking in the skill of adaptability and adjustment. The process of adjustment was found to be faulty.

B.2. Skills of Social Responsibility

- ➔ Five students were found exhibiting social responsibility skills. They were found to be quite aware of their rights, and their responsibility. Two students were found to have higher level of social responsibility skills. They were found observing ethical behaviour even in adverse conditions and could fight for the justice. The remaining twelve students were found to be generally responsible.

B.3. Human Relationship Skills

- ➔ Eight students were found to be quick in human relationships skills, they observed decency, decorum, disciplined and interacted responsibly in maintaining relations. They were found to be polite and exhibited ethical

behaviours. Three students were found establishing peace and harmony in human relationship and shown healthy competition. One student was found establishing harmonious relations even in adverse conditions. Remaining were found facing difficulties in maintaining the relations.

B.4. Skill of Synergy

- ➔ It was observed that a majority of the students were working together collaboratively for a common goal. But majority of them were found lacking in exhibiting fellow feelings and had been aware of their potential. Six students were found having higher level of synergy skills. Three students were found to be aware of potential of fellow students and exhibited fellow feeling. One student was found having understandings of situations and act harmoniously. The student was politely stood with the person who was in need and shared feelings and tried the level best to help them.

C. Use Tools Interactively

C.1. Communication Skills

- ➔ All the students were found to have manageable communication skills. They could decode the message and mark the intention of the speaker and put forth their point clearly. Majority of the students were found lacking in listening with concentration. Two students were found good in narration. Three students were found to be good in public speaking. Three students found to have skills of negotiation.
- ➔ One student was found to be excelling in communication skills at all the levels. She was found to be an original narrator and could clearly communicate with articulation and negotiate with authority.

C.2. Collaborative Skills

- ➔ Majority of students were found to work together. Seven students were found to have skills of collaboration and were sharing responsibility in the assigned task. Out of the six students, three students were found to be accountable and value the contribution made by every entity. One student was found collaborating well even with authority.

C.3. Skills of ICT & Social Networking

- ➔ Out of sixteen students, twelve students were using social networking services. But, only two students found to have ICT & Social Networking Skills. The students lacked in media management skills.

C.4. Management Skills (Time-Space-Personnel-Material)

- ➔ Nine Students were found to have management skills. They were found to be good at planning level. Four students could prioritize important work and set goals. Four student were found having leadership quality and could give clear instruction regarding the plan, implementation and required resources. Further, three students were found having knowledge of peers and assigned task. Two students were found excelling in management skills and could manage multiple tasks at a time. Other seven students did not exhibit management skills significantly.

6.4. Tracker on the Coping Skills for 21st Century

This half of Chapter 6 contains the Tracker on Coping Skills for 21st Century.

Objective 4: To develop a Tracker on the Coping Skills for 21st Century

The following Tracker on Coping Skills for 21st Century has emerged out of the study of related literature, interaction with educationalist and observation of participant students on Coping Skills for 21st Century employed by them for cope with the challenges of 21st century. The tracker has been updated at each phase of data collection. The final form of the Tracker is as follow:

A. Act Autonomously

A.1. Study Skills

a. Reading

- Scanning
 - ✓ Read word by word, letter by letter
 - ✓ look analytically in order to identify relevant information
- Skipping
 - ✓ just have a look and Jump over to the next line or topic or paragraph
- Skimming
 - ✓ read quickly
 - ✓ noting down only important points
- Comprehend
 - ✓ Identify the context
 - ✓ present connotative meaning
 - ✓ use the text
- Analyze
 - ✓ examine in detail for explanation or interpretation

b. Writing

- i. Creative Writing
- ii. Formal Writing
- iii. Communicative Writing
 - ✓ write in legible handwriting

- ✓ keep pace with dictation
- ✓ paraphrase the text
- ✓ summarize the text
- ✓ intelligible expression of observations or experiences or ideas
- ✓ creative expression of observations or experiences or ideas
- ✓ Expression in various forms
- ✓ Purposeful Expression
- ✓ Selection of words as per the context

c. Reasoning

- ✓ establish causal-effect relationship
- ✓ logical justification
- ✓ chaining cause & effect Sequentially
- ✓ interconnected argumentation
- ✓ drawing inference & conclusions

d. Info-savvy Skills

- Asking
 - ✓ identifying key words
- Accessing
 - ✓ trying out the key words
 - ✓ accessing relevant information
- Analyzing
 - ✓ coding/analyzing/categorizing/classifying the information
 - ✓ examining the information in order to comprehend
- Applying
 - ✓ intelligible expression of data
 - ✓ using the obtained information
 - ✓ synthesizing the information in order to understand as whole
- Assessing
 - ✓ examine the information for its validity
 - ✓ examining the entire process from Asking through Applying

e. Utilizing Leisure Time

- ✓ vacant time planning
- ✓ identify the interest

- ✓ Pursue the interest based activity
- ✓ Deciding Yes or No managerially

A.2. Thinking Skills

a. Creative thinking (adapted from Sardone & Scherer, 2010)

- ✓ use a wide range of idea-creation techniques, such as, brainstorming
- ✓ create new and worthwhile ideas (both incremental and radical)
- ✓ elaborate, refine, analyze, and evaluate one's own ideas to improve and maximize creative efforts
- ✓ work creatively with others
- ✓ develop, implement, and communicate new ideas to others effectively
- ✓ be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- ✓ demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas
- ✓ view failure as an opportunity to learn
- ✓ understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes
- ✓ implement innovations
- ✓ act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

b. Critical thinking (adapted from Sardone & Scherer, 2010)

- ✓ use various types of reasoning (inductive & deductive) as appropriate to the situation
- ✓ make judgments and decisions
- ✓ effectively analyze and evaluate evidence, arguments, claims, and beliefs
- ✓ analyze and evaluate major alternative points of view
- ✓ synthesize and establish connections between information and arguments
- ✓ deliberate determination of accept, reject or suspend the judgement

- ✓ interpret information and draw conclusions based on the best analysis
- ✓ reflect critically on learning experiences and processes
- ✓ solve problems
- ✓ solve different kinds of non-familiar problems in both conventional and innovative ways
- ✓ identify and ask significant questions that clarify various points of view and lead to better solutions

c. System thinking

- ✓ thinking about the whole instead of its parts/components
- ✓ predict and analyze how parts of a whole inter-connect to produce overall outcomes in complex systems
- ✓ emphasizing relationship between parts/components
- ✓ describe symbiosis
- ✓ define interconnection and interrelation of entities
- ✓ taking into account the context, circumstances or environment that surround the particular system

A.3. Skill of Problem Solving

- Identify the problem
 - ✓ identify traits, facts involved and causes
 - ✓ set close similarity of affinity to the various facts and causes
 - ✓ formulating a statement that determine various traits, facts involved and causes
- Analyzing the Problem
 - ✓ examine in detail the traits, facts and causes involved through various dimensions
 - ✓ explain the various traits, facts and causes involved
 - ✓ interpret and establish connections between various and facts involved and causes
- Find Probable Solutions
 - ✓ solve through inductive/deductive reasoning
 - ✓ use verities of ideas and solutions-brain storming
 - ✓ analyze and evaluate major alternatives

- Selecting the best suitable solution of the Problem
- Implementing the Selected Solution
- Consolidation
 - ✓ check and recheck the solution and consolidate it

A.4. Reflective Skills

- Thinking about thinking
- SWOT analysis (Strength, Weaknesses, Opportunities and Threats)
- Reflecting on own social processes
- Assess the achievement or failure through various dimensions
- Built realistic self-concept
- Be a self referee

A.5. Research Skills

- Identifying the Problem
- Formulating Research Problem
 - ✓ identify variables
 - ✓ set close similarity of affinity to the various variables
 - ✓ formulating a statement that determine various variables involved in problem
- Observation
 - ✓ have minute and detailed observation
- Questioning
 - ✓ probing for the in-depth understanding
 - ✓ ask significant questions that clarifies doubts
- Measurement
 - ✓ make use of valid tools and techniques
 - ✓ measure exactly and accurately
- Formulating Hypotheses
 - ✓ formulate proposition based on reasoning
 - ✓ assume the correlation among variables involved
 - ✓ assume the interdependency of variables
- Predicting and Judging
 - ✓ envisage the expected intervening variables
 - ✓ forecast the consequences

- ✓ judging the useful sources or resources of data
- Collecting Data
 - ✓ select relevant and balanced sources & resources
 - ✓ collect data from variety of sources
 - ✓ ask significant questions
 - ✓ use various tools and technique for data collection
 - ✓ respond appropriately to the unusual circumstances
- Holding Judgment
 - ✓ hold own conclusions, ideas, perspectives
 - ✓ look for other alternatives
 - ✓ not to disclose own perspectives
- Analyzing the data
 - ✓ put together the relevant data
 - ✓ coding the data
 - ✓ categorizing the data
 - ✓ classifying the data
 - ✓ use statistics
- Interpretation
 - ✓ give meaning to the data
 - ✓ explain the data
- Coming to Inference
 - ✓ derive unbiased & ethical conclusion
 - ✓ derive valid conclusion that reflect the phenomena wholistically
 - ✓ comprehensive and wide coverage of the conclusion

A.6. Learning Skills (Learning to Learn)

- Study Skills
- Thinking Skills
- Reflective Skills
- Problem Solving Skills
- Research skills
- Constructivist Skills
 - ✓ observation
 - ✓ questioning

- ✓ construct meaning
- ✓ validate the observations & perceptions
- Connectivist Skills
 - ✓ set relationships
 - ✓ set assimilation and connections
 - ✓ recognizing information patterns
 - ✓ see connections between fields, ideas and concepts
 - ✓ system thinking
- Skills for Retaining Learning
 - ✓ full concentration
 - ✓ note taking
 - ✓ noting down important points
 - ✓ drill time and again
 - ✓ use set of technique of drilling
 - ✓ comprehend the knowledge
 - ✓ hand on experiences
 - ✓ sustain the interest
 - ✓ building background (see the wholistic picture)
- Transfer of Learning
 - ✓ use of knowledge to the similar situation
 - ✓ extending past experiences

A.7. Self Directional Skills

- a. Dedication
 - Dedicate the self to the task undertaken
- b. Skills to say NO or YES
- c. Skills of resilience
 - ✓ take pause
 - ✓ attain the normal state quickly
 - ✓ retain the normal state
 - ✓ emotional maturity
- d. Take Initiative
 - ✓ spot opportunities

- ✓ share ideas
- ✓ always prepared to take up challenge
- ✓ come forward and take responsibilities
- ✓ have team approach

e. Be Proactive

- Take initiatives
- Look for alternatives
- Accountability
 - ✓ be answerable to the responsibility you are holding
- Focusing the Controllable Variables
 - ✓ spent time and energy on things can be controlled

f. SWOT analysis for Potential Building

g. Skills of Decision Making

- ✓ think of alternatives
- ✓ forecast the outcome for each alternative
- ✓ selection of alternative
- ✓ firm in decisions

h. Self Management

- Identifying own Need
- Prioritizing
 - ✓ first in first out
 - ✓ priority in first out
- Goal Setting
 - ✓ specify the goal
 - ✓ define the variables involved
 - ✓ forecast expected intervening variables
 - ✓ redefine the goals
 - ✓ set realistic and attainable goal
 - ✓ begin with the end
 - ✓ continuous follow ups
- Planning out the Strategies
 - ✓ identify the present condition/position

- ✓ goal setting
- ✓ explore options
- ✓ estimate the expected time, space & resources
- ✓ SWOT analysis
- ✓ decision making
- ✓ plan implementation
- ✓ plan evaluation
- ✓ continuous feedback
- Balancing Resources to meet Multiple Goals
 - ✓ planning out the strategies
- Risk Taking
 - ✓ take calculative risk
 - ✓ knowledge of hazards
- i. Self Monitoring
 - ✓ continuous monitoring
 - ✓ comprehensive monitoring
 - ✓ reflective skills
- j. Leading
 - Ambitious
 - Take initiative
 - Be Proactive
 - Management skill
 - Clear Communication
 - Social Responsibility
 - Human Relationships
 - Synergy

B. Function in Socially Heterogeneous Group

B.1. Skill of Acceptance

- Sensitivity
 - ✓ Quick appreciation of the feeling and social interactions
 - ✓ quick to detect respond
 - ✓ affected by slight change

- Awareness
 - ✓ have knowledge of persons, variables or situations
 - ✓ perception of the changes
 - ✓ have cognition of the situation
 - ✓ conscious of the consequences
- Openness
 - ✓ welcomes new perspectives
 - ✓ listening to others
 - ✓ bracketing own views
- Valuing
 - ✓ appreciate something or someone
 - ✓ consider someone or something to be important
 - ✓ high esteem toward someone or something
- Judging
 - ✓ to form a perception
 - ✓ estimate the worth
- Responding
 - ✓ appreciate
 - ✓ ready to accept
 - ✓ ready to imbibe
 - ✓ ready to use

B.2. Skill of Adaptability

- Acceptance
- Respecting
 - ✓ show concern
 - ✓ show appreciation
- Examine
- Judging
- Selecting
 - ✓ have various choice
 - ✓ choose the best suitable
- Trying out
 - ✓ test the suitability of selection

- ✓ use the selection

B.3. Adjustment Skill

- Acceptance
- Adaptation
- Understanding
- Harmony with self and Nature
 - ✓ concord with self
 - ✓ accept as it is

B.4. Skills of Social Responsibility

- Knowing the social structure
 - ✓ know the right
 - ✓ human values
- Knowledge of Social Pattern
 - ✓ knowledge of codes of conducts
 - ✓ customs
 - ✓ value pattern
 - ✓ cultural norms
- Knowledge of Needs of the Society
 - ✓ perceive the changes
 - ✓ knowledge of social changes
- Acting Responsibly
 - ✓ knowledge of responsibilities
 - ✓ knowledge of relative role in society
- Demonstrating Ethical Behaviour

B.5. Human Relationship Skills

- Politeness
 - ✓ respectful
 - ✓ careful action that not harm or inconvenience others
 - ✓ removed unwanted action
 - ✓ pleasantly ingenious and simple
- Decency & Decorum
 - ✓ have customary behaviours
 - ✓ socially accepted actions

- Discipline
 - ✓ controlled action
 - ✓ obey rules and regulations
 - ✓ use accepted codes of conduct
- Empathy
 - ✓ ability to understand the feelings of other
 - ✓ share the feelings of others
- Trustworthiness
 - ✓ to be honest
 - ✓ to be reliable
 - ✓ to be truthful
- Sharing
 - ✓ listening with full concentration
 - ✓ exchange the novel sharable with others
 - ✓ exchange the bit of useful information
 - ✓ exchange the mutual interests
- Peace and Harmony
 - ✓ agreement in opinion & feeling
 - ✓ no disturbance
- Healthy Competition
 - ✓ Compete or strive to win/gain without adversely affecting others

B.6. Skill of Synergy

- Know the peers
- Fellow-Feelings
- Empathy
- Acceptance
- Adaptation
- Adjustment
- Human Relationships
- Communication and Collaboration

C. Use Tools Interactively

C.1. Communication Skills

- a. Listening/Paying Attention

- Concentration and Energy
- Connection with Speaker
- Desire & Willingness to try and see from another perspective
- Suspending Judgment/Holding
- Evaluation

b. Decoding Message

- Understand Codes (Non-Verbal message, words and feelings)
- Understand
(Attacking/Moralizing/Preaching/Advise/Order/Power/Gestures)

c. Encoding Message (Use of)

- Social Context
- Symbols
- Structure of Message
- Feelings

d. Articulating Message

- Paraphrasing
- Reflecting Feelings
- Summarizing
- Questioning

e. Reflecting/Responding/Feedback

f. Choose Medium

g. Skills of negotiation

C.2. Collaborative Skills

a. Ability to work effectively and respectful with diverse team

- Social Context
- Symbols

b. Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

- Social Context
- Symbols

c. Assume shared responsibility for collaborative work and value the individual contributions made by each team member

- Social Context
- Symbols
- Structure of Message
- Feelings

d. Articulating Message

C.3. Skills of ICT & Social Networking

- Info-savvy skills
- Knowledge of various social media
 - ✓ knowledge of utility of the Social media
- Use the media wisely
 - ✓ knowledge of pros and cons of various media
- Use the media interactively

C.4. Management Skills (Time/Personal/Resources)

- Take Initiatives
- Be Proactive
- Leading
- Know strength and weaknesses of peers
- Prioritizing
 - ✓ first in first out
 - ✓ priority in first out
- Goal Setting
 - ✓ specify the goal
 - ✓ define the variables involved
 - ✓ forecast expected intervening variables
 - ✓ redefine the goals
 - ✓ set realistic and attainable goal
 - ✓ begin with the end
 - ✓ set time limits
 - ✓ state the level of achievement
 - ✓ continuous follow ups
- Planning out the Strategies
 - ✓ identify the present condition/position
 - ✓ goal setting

- ✓ explore the possibilities/alternatives
- ✓ estimate the expected time, personnel & resources
- ✓ SWOT analysis
- ✓ decision making
- ✓ plan implementation
- ✓ plan evaluation
- ✓ continuous feedback
- Monitoring
- Mentoring
- Balancing Resources to meet Multiple Goals
 - ✓ planning out the strategies
- Risk Taking
 - ✓ knowledge of hazards
 - ✓ take calculative risk