



Himachal Pradesh (e-High School Career Resource Centre)

A Standard Operating Procedure

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1. Overview

This section outlines the purpose and the scope of the SOP.

1.1. Purpose

This SOP outlines the procedures for effectively using the e-HSCRC (e-High School Career Resource Center) portal. It is designed to ensure that all users and administrators can efficiently navigate their designated platform, thereby enabling students to receive optimal career guidance.

1.2. Scope

This SOP applies to all users of the e-HSCRC platform, which includes teachers, students, SMEs (Subject Matter Experts) and Administrators. It serves as a guide for navigating through features made available for the respective user types, alongside a guide for the main portal page.

The SOP covers the process of logging in, accessing relevant data, and utilizing support features. Other key features such as training session creation, counsellor connection requests, taking career-related quizzes, editing item banks, and managing user content will be discussed under their corresponding user-specific instructions.

The e-HSCRC platform is a space for career guidance and counselling, skill development and educational management. For students, it focuses on enhancing 10 different life skills:

- Self-Awareness
- Empathy
- Critical Thinking
- Creative Thinking
- Decision Making
- Problem Solving
- Effective Communication
- Interpersonal Relationships
- Coping with Stress
- Coping with Emotions

1.3. Navigating the Portal

To access the e-HSCRC portal, visit - <https://hpedu-dev.deepspatial.app/>

The following section discusses the landing page and all the logins in detail:

- 1) Admin Login
- 2) SME Login
- 3) Teacher Login
- 4) Student Login

2. Homepage

This section contains a guide to the homepage features.

The e-HSCRC portal link (<https://hpedu-dev.deepspatial.app/>) opens to the homepage, and is what users see prior to login. Content here is accessible to everyone with the link.

Elements of this page include: platform objectives, details on student-specific site features, mentor and counsellor registration, video descriptions of life skills, alongside various other important links.

2.1. Features of the e-HSCRC Homepage

This section discusses all features of the e-HSCRC homepage.

Upon opening the site, visitors may read the platform's objectives which is accompanied by four introductory videos to how e-HSCRC is customized for students. Click on the relevant thumbnail to view the video and use the arrow buttons located at the far ends of the video gallery to navigate through the videos.

On the top-right, the page contains a link to the TTMS (Teacher Training Management System) portal, the contact information page, a link to the Login page, and a link to the registration page.

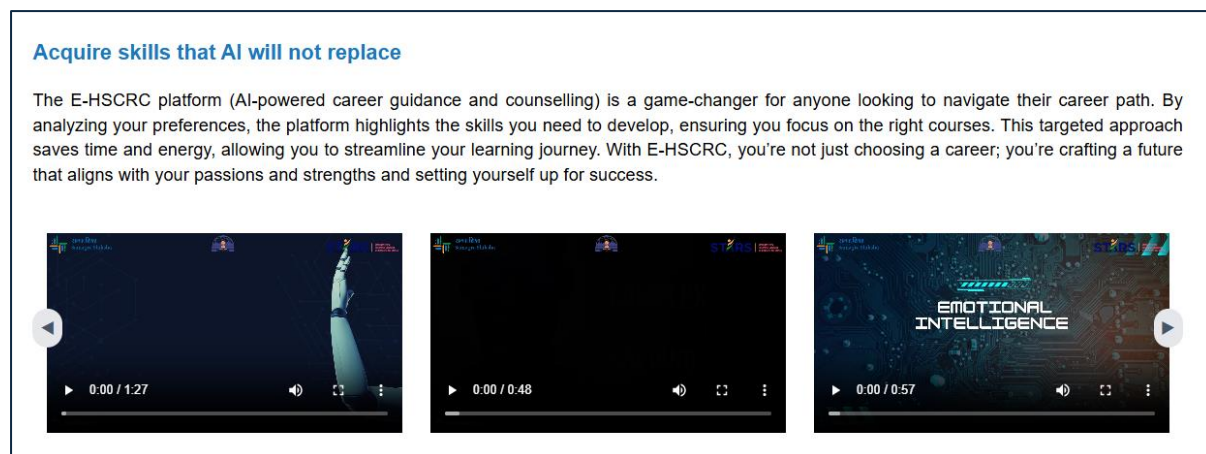


Figure 1 - e-HSCRC Homepage, Pt.1

After the website's introduction is the e-HSCRC 'Hubs' section. There are six tiles, one for each hub; interest inventory, skill inventory, skill nexus, professional connect, networking corner, and knowledge vault.

The interest inventory, skill inventory, skill nexus, and knowledge vault tiles include information on career guidance tools that have been integrated into the student login of the e-HSCRC platform. To learn more about the features, click the respective 'More Details' button. This section of the page also provides a space to register as a counsellor or mentor – located at the professional connect and networking corner tiles. Further information and guides for the registration process are available at section 2.2 of this SOP.

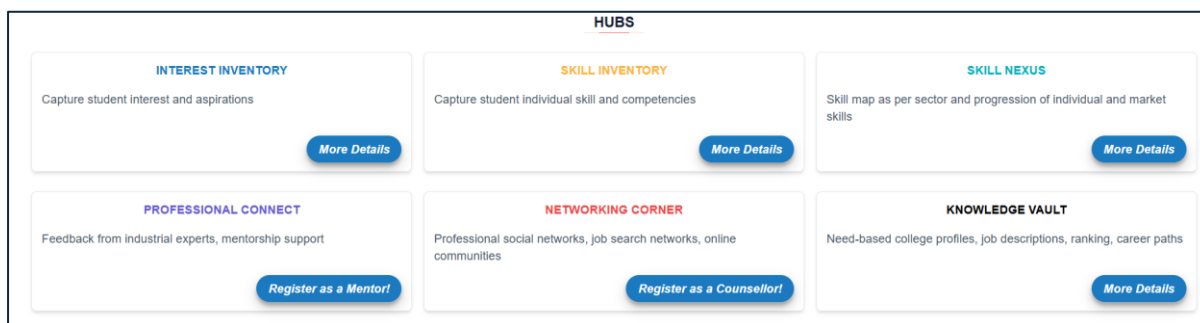


Figure 2 - e-HSCRC Homepage, Pt.2

Towards the bottom of the homepage is an introduction to the 10 life skills, accompanied by explanatory videos; one for each skill. Click on the relevant thumbnail to view the video and use the arrow buttons located at the far ends of the video gallery to navigate through the videos.

The footer of the page includes relevant links and contact information (location, phone number(s), and email). The links at the footer include the following, under the relevant header:

- **Website Policies:** Disclaimer, Accessibility Statement, Terms of Use, Site Map, Copyright Policy, FAQ
- **Other Links:** Grievance Redressal, World Bank, e-HSCRC SOP.

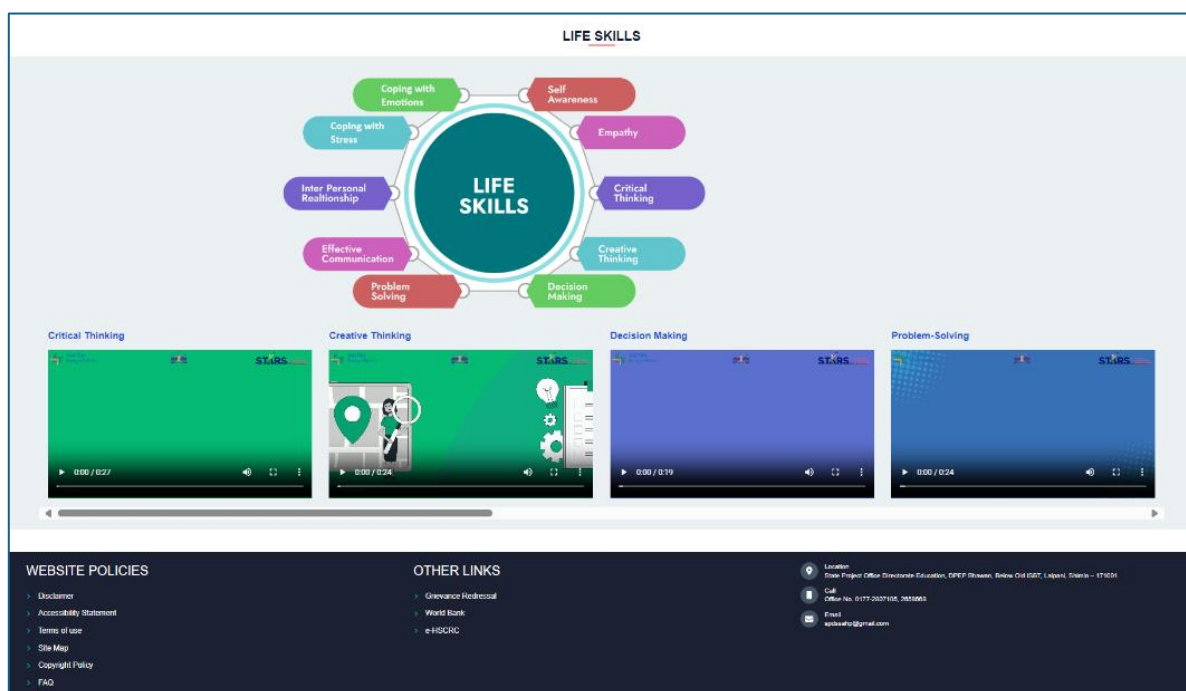


Figure 3 - e-HSCRC Homepage, Pt.3

2.2. Mentor & Counsellor Registration

Potential mentors and counsellors may begin their registration journey on the homepage – the links for registration are found in the homepage's 'hubs' section, as seen in the image below.

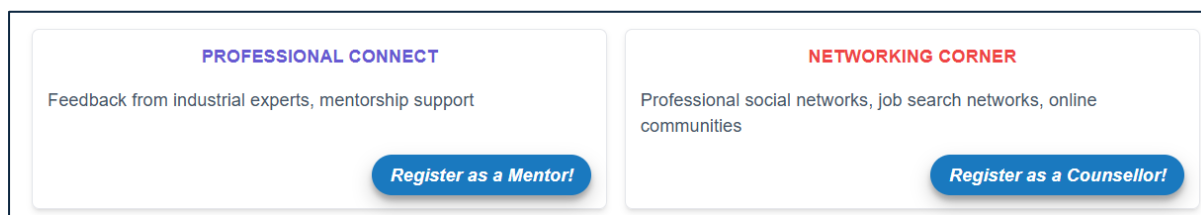


Figure 4 – Registration Links on e-HSCRC Hubs Section

To register as a mentor, follow the steps below:

- Step 1** – Click the ‘Register as a Mentor’ button located in the ‘Professional Connect’ tile; the mentor registration page will pop-up on the homepage screen.
- Step 2** – Begin the personal details section, as shown in the picture below – upload an updated profile picture (<50Kb) by clicking the ‘Choose File’ button
- Step 3** – Enter your full name
- Step 4** – Select your gender from the dropdown menu
- Step 5** – Enter your email address
- Step 6** – Enter your date of birth in dd/mm/yyyy format, or select your DOB from the calendar by clicking the icon to the right
- Step 7** – Enter your mobile number
- Step 8** – Enter an alternative mobile number
- Step 9** – Enter your current address

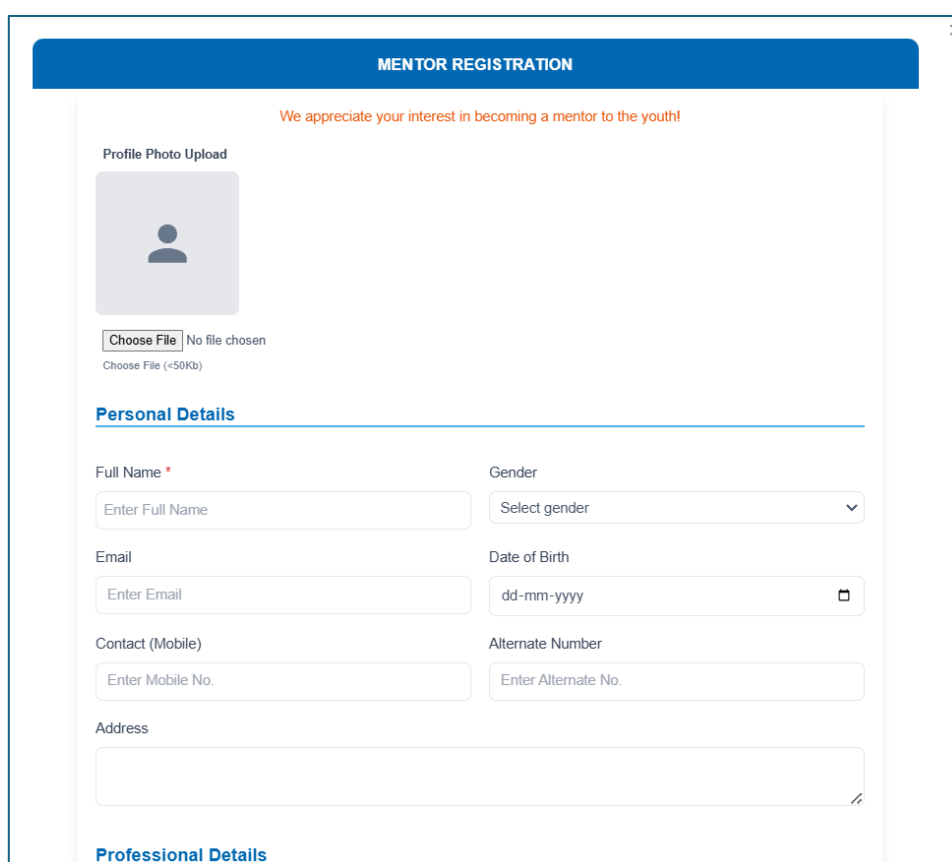


Figure 5 - Mentor Registration (Personal Details)

Step 10 – Now proceed to the professional details section, as shown in the picture below; enter a qualification in the field – you may add one or multiple qualifications as desired

- To add more qualification fields, click the green '+' button to the right of the field and another text box will appear below; to delete, click the red '-' button

Step 11 – Enter your current professional designation

Step 12 – Enter the current organization you are working with

Step 13 – Enter subjects of your interest – you may add one or multiple subjects of interest as desired

- Click the green '+' button to add more subject entry fields, or the red '-' button to delete

Step 14 – Enter areas of your interest

Step 15 – Select your years & months of experience from the dropdown menus (one for year, one for months)

Step 16 – Once double-checking the details, click 'Submit'

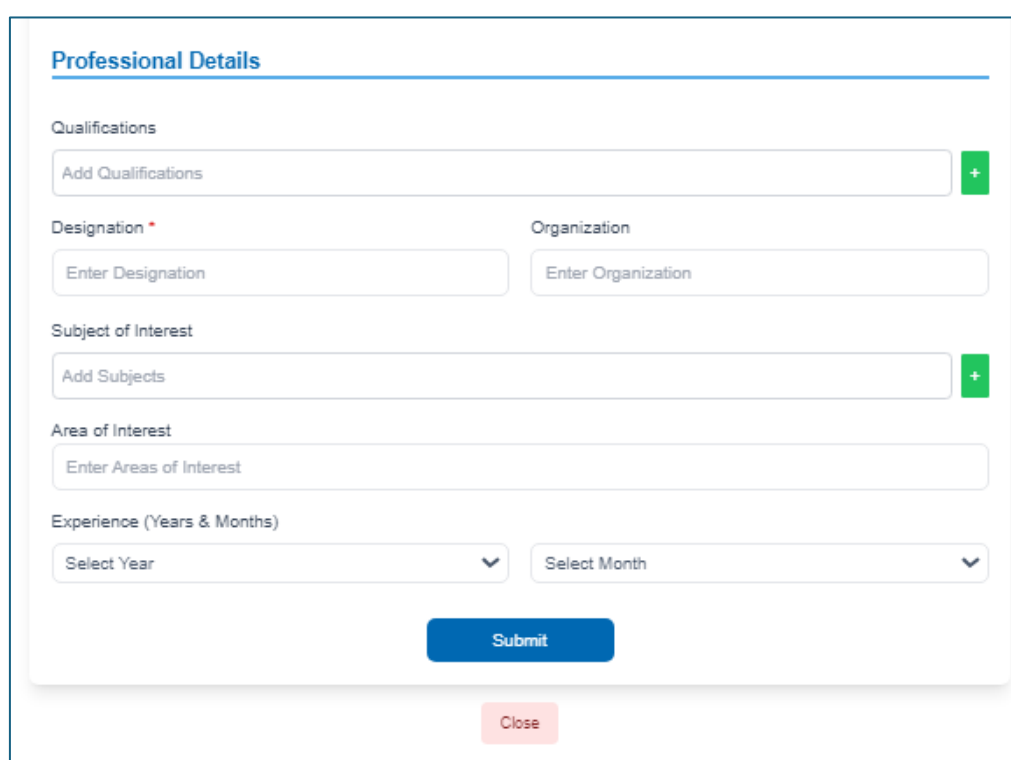


Figure 6 - Mentor Registration (Professional Details)

To register as a counsellor, follow the steps below:

Step 1 – Click the 'Register as a Counsellor' button located in the 'Networking Corner' tile; the counsellor registration page will pop-up on the homepage screen.

Step 2 – Begin the personal details section, as shown in the picture below – upload an updated profile picture (<50Kb) by clicking the 'Choose File' button

Step 3 – Enter your full name

Step 4 – Select your gender from the dropdown menu

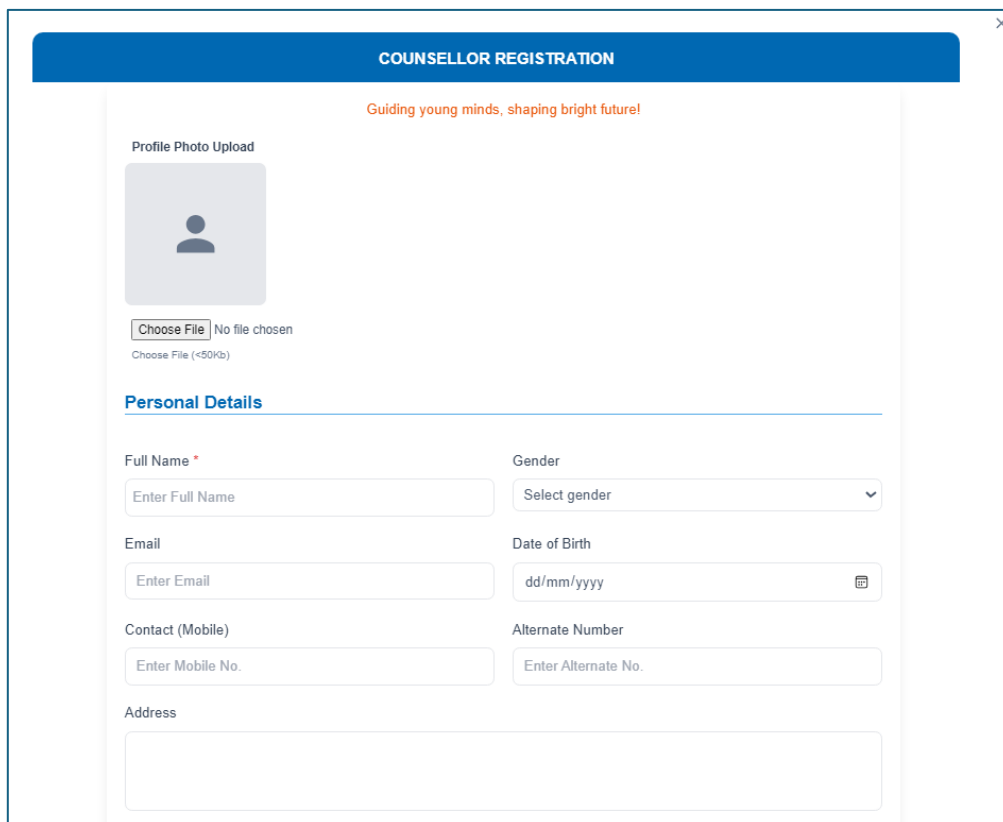
Step 5 – Enter your email address

Step 6 – Enter your date of birth in dd/mm/yyyy format, or select your DOB from the calendar by clicking the icon to the right

Step 7 – Enter your mobile number

Step 8 – Enter an alternative mobile number

Step 9 – Enter your current address



The screenshot shows a web form titled "COUNSELLOR REGISTRATION" with a sub-header "Guiding young minds, shaping bright future!". The form is divided into sections. The first section is "Profile Photo Upload", which includes a placeholder for a profile photo and a "Choose File" button. Below this is the "Personal Details" section, which contains several input fields: "Full Name" (with a red asterisk), "Gender" (a dropdown menu), "Email", "Date of Birth" (with a date picker icon), "Contact (Mobile)", "Alternate Number", and "Address" (a large text area). The form is enclosed in a blue border with a close button in the top right corner.

Figure 7 - Counsellor Registration (Personal Details)

Step 10 – Now proceed to the professional details section, as shown in the picture below; enter a qualification in the field - you may add one or multiple qualifications as desired

- To add more qualification fields, click the green '+' button to the right of the field and another text box will appear below; to delete, click the red '-' button

Step 11 – Enter your current professional designation

Step 12 – Enter the current organization or school name that you are working at

Step 13 – Enter subjects or counselling areas of your interest – you may add one or multiple areas as desired

- Click the green '+' button to add more entry fields, or the red '-' button to delete

Step 14 – Enter areas of your interest

Step 15 – Enter clarifications, if applicable

Step 16 – Enter your professional license number, if applicable

Step 17 – Enter a brief description of your career background and skills, ensuring clarity

Step 18 – Once double-checking the details and agreeing to the *terms and conditions*, click 'Submit'

Professional Details

Qualifications

Add Qualifications

Designation *

Enter Designation

Organization/School Name

Enter Organization

Subjects/Counselling Areas

Add Subjects

Area of Interest

Enter Areas of Interest

Clarifications (If Any)

Enter Clarifications

Professional License Number (If Any)

Professional License Number

Brief Description of Career Background and Skills

Enter Brief Description Here...

Terms and Conditions

☐ I agree to the [terms and conditions](#)

Submit

Close

Figure 8 - Counsellor Registration (Professional Details)

3. Login Access Guidelines

This section contains the step-by-step procedure for logging into the portal for various user types.

3.1. How to Login?

The e-HSCRC portal opens to the homepage. On the top-right, the page contains a link to the TTMS (Teacher Training Management System) portal, the contact information page, and a link to the Login page, as shown in the Figure below.

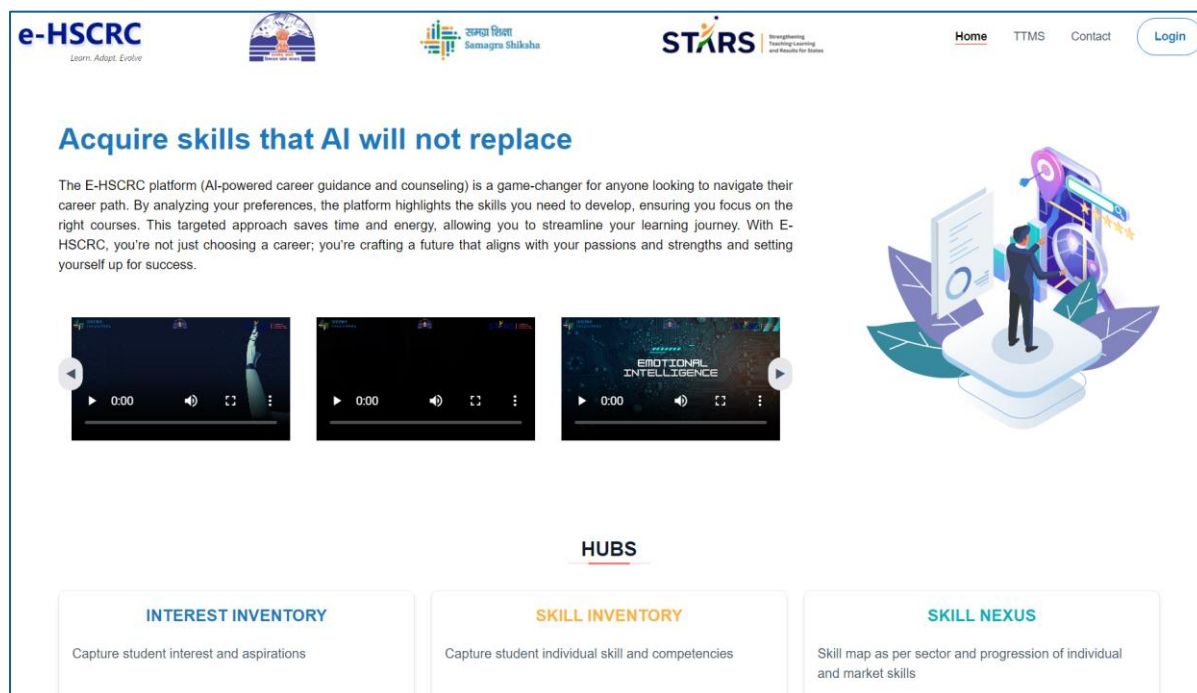


Figure 9 - e-HSCRC Homepage

The user will receive the username and password on their registered mobile number and/or email address, as shared by the admin. The user will then be redirected to the login page of the e-HSCRC application. After receiving credentials, the user can visit the login page directly every time by clicking <https://hpdev.deepspatial.app/login>. The following image shows the interface of login page.

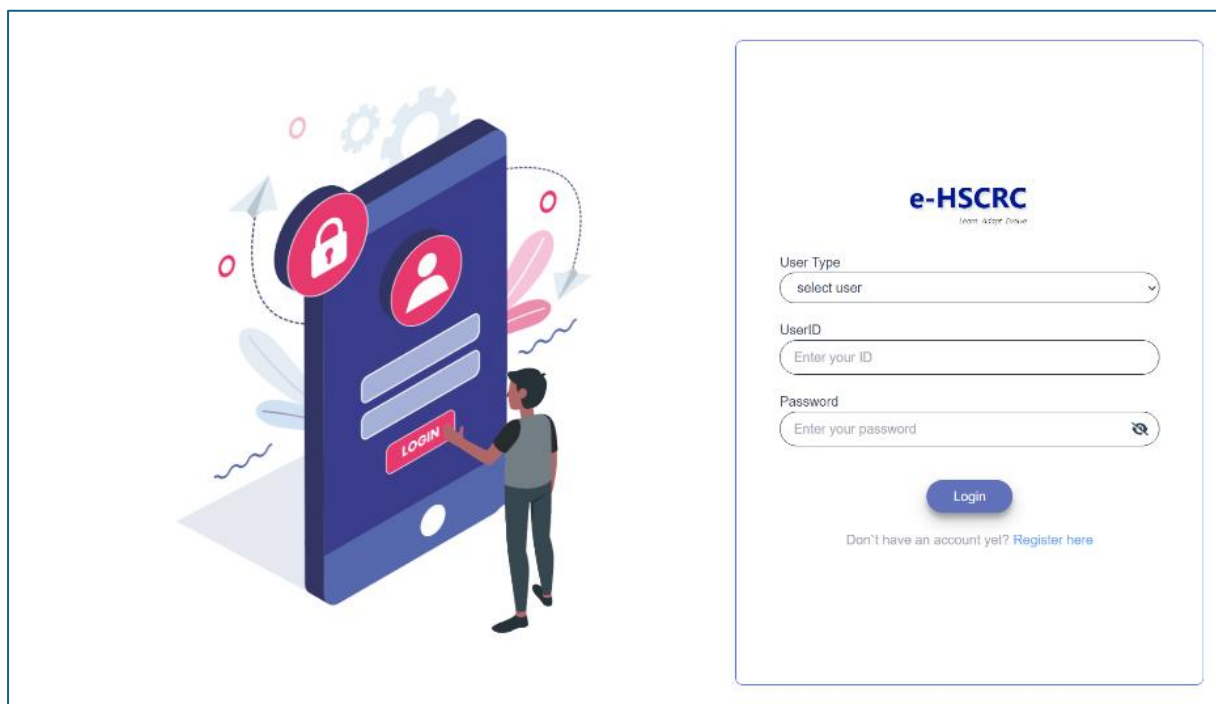


Figure 10 - e-HSCRC portal - Login Interface

Thereafter, the following are the steps to follow:

Step 1 – Select the User Type – Student, Teacher, SME, Admin. (Admin login is used as an example)

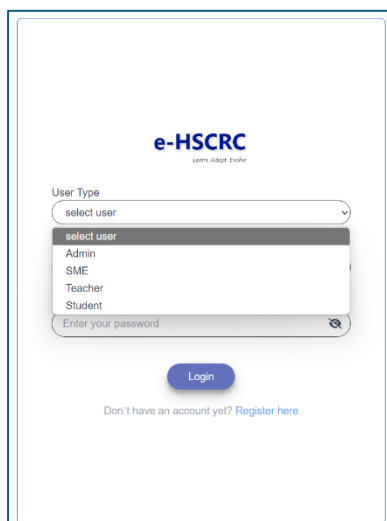


Figure 11 - Login Page - Select user type

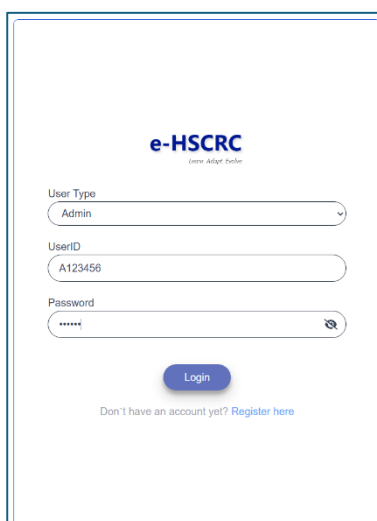


Figure 12 - After entering credentials, click 'Login'

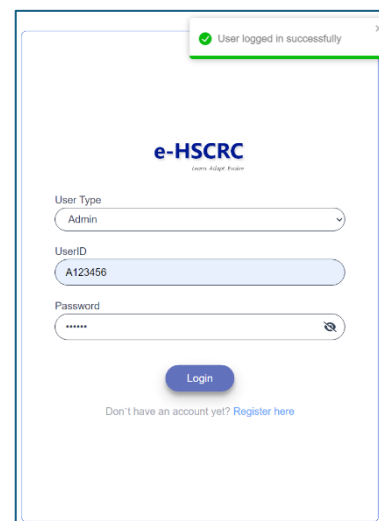


Figure 13 - Successful user login interface

Step 2 – Here, the user enters the credentials (received via phone number or email), i.e., username and password.

Step 3 – After entering the correct credentials click on “Login” to access the portal.

Step 4 – Upon validation of the correct credentials, a dialog box opens which reads – “User logged in successfully” on the top right-hand corner and the page.

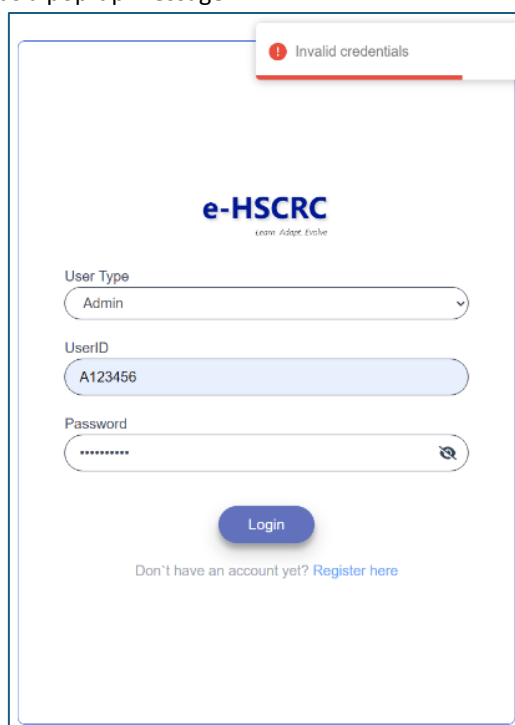
3.2. Errors and Exceptions in Logging in

The system will display the relevant error message. The login of the users may fail due to one or all of the following reasons:

- Incorrect User ID or password
- User Login Expired/Account is locked (report the matter to the helpdesk and mention number)
- Network/Server failure

3.2.1 Incorrect User ID or Password

This error could occur because the user has entered the User ID /or password incorrectly. The system will display “Invalid Credentials” as a pop-up message:



The screenshot shows the e-HSCRC login interface. At the top, there is a red error message box that says "Invalid credentials". Below this, the interface has the text "e-HSCRC" with the tagline "Learn. Adapt. Evolve." underneath. There are three input fields: "User Type" with a dropdown menu showing "Admin", "UserID" with the text "A123456", and "Password" with masked characters "*****" and an eye icon to toggle visibility. Below the input fields is a blue "Login" button. At the bottom, there is a link that says "Don't have an account yet? Register here".

Figure 14 - Login - Invalid credentials interface

3.2.2. User Login Expired/Account is locked

In the user management module, corresponding to every new user created, the expiry date for that user ID is stored. Upon reaching the expiry date, the user would not be able to login successfully.

3.2.3. Network/Server Failure

In the case where your system is unable to establish a network connection with the designated server, the system will display a message.

3.3. Initiation

After a successful registration and login, the dashboards of the respective users open, giving specific details on training progress, track record and management. The dashboards also open to important notices and a calendar showing important training dates.

These dashboards are important for consolidating information. The different tabs in various logins help to get through the details of the training pertaining to each user.

4. Access Level & Features

User Type	Admin	SME	Teacher	Student
Roles & Features	1. Manage/update user accounts, and add new schools, teachers, students, and SMEs 2. Compose and send notifications 3. Create schedules for skill enhancement classes 4. Access faculty & support details; add new teacher training session details 5. View student's assessment reports 6. Manage content for users; provide need-based access to all the users	1. Access analysis of question information and distribution 2. View training record; access forums & portals for SMEs 3. Create and manage questions for skill tests 4. Manage item banks & answer keys	1. Access informational resources on career guidance for students (e.g., personality types, trending careers) 2. View training record; access forums & portals for collaboration 3. Approve Counsellor Connection Requests 4. View class-wise performance on skill development 5. Access comprehensive training content and modules on developing career guidance skills; take impact assessments on training 6. Teaching resources for inside and outside the classroom	1. Get an overview of your skill profile 2. Access AI-based computer adaptive testing to enhance life skills (subject related) and adaptive skills (IT and analytical) 3. Take an interest profiler quiz to find personality type and the right careers 4. Take a career cluster survey to find fields that suit you 5. Access a comprehensive repository of learning & career guidance resources (e.g., info on loans, scholarships, entrance exams, etc). 6. View career pathways for various jobs across career clusters 7. Connect with mentors; join professional & peer groups; get quick access to available volunteering & internship opportunities, alongside clubs and competitions. 8. Access life skills related playbooks

4.1. Teacher Login

This section serves as a guide for teachers using the e-HSCRC platform. The tabs (and subtabs) for the teacher login will be discussed.

Teacher Login Tabs

1. Dashboard
2. Profile
3. Student Information
4. Teacher Training
 - a. Training Content
 - b. Impact Assessment
5. Life Skills
 - a. Inside Classroom
 - b. Outside Classroom

4.1.1. Teacher Dashboard

The key features and content available on the Teacher dashboard are:

- Video explanation regarding the importance of career guidance for students.
- Overview of trending careers in India's current economy, alongside a brief yet informative description; click on the desired image to retrieve this description and use the horizontal scrollbar to navigate through the career.
- Collection of personality types, alongside an explanatory video for each respective personality; click on the watch to yield the video
- Skill Mapping graph displaying percentage proficiency amongst students across the 10 life skills

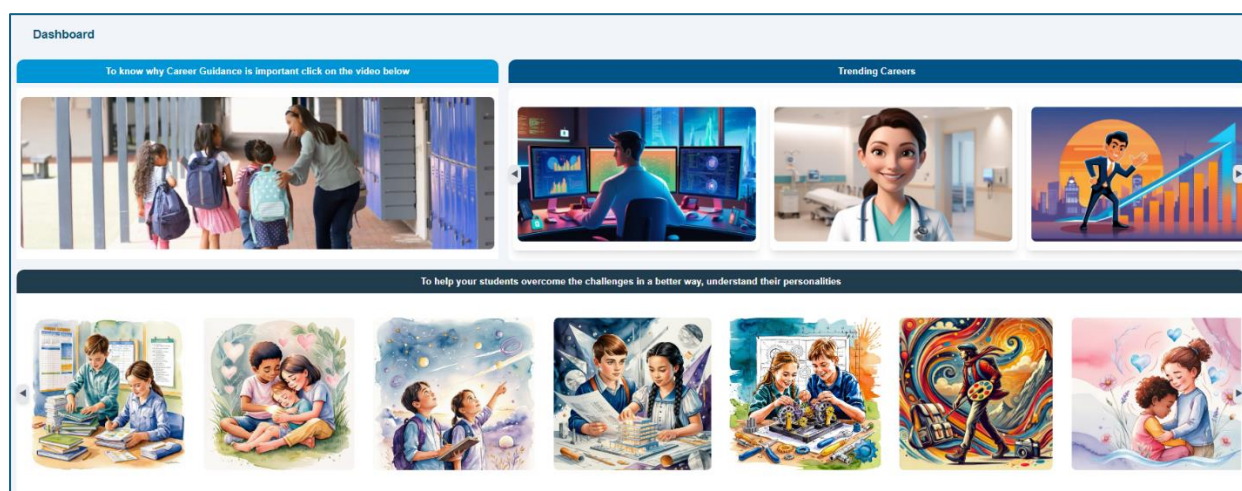


Figure 15 - Teacher Dashboard, p1

- Notices section to keep track of important information; notices have the following details: notification no., description, issue date, and relevant file (if applicable)
- Calendar with information pertaining to the administrative user; this includes notices, upcoming training sessions, and holidays (gazetted & restricted)
 - Users may click on the notices and training events to retrieve more details

- For training events, the following info is displayed upon clicking: venue, start date, end date, and duration

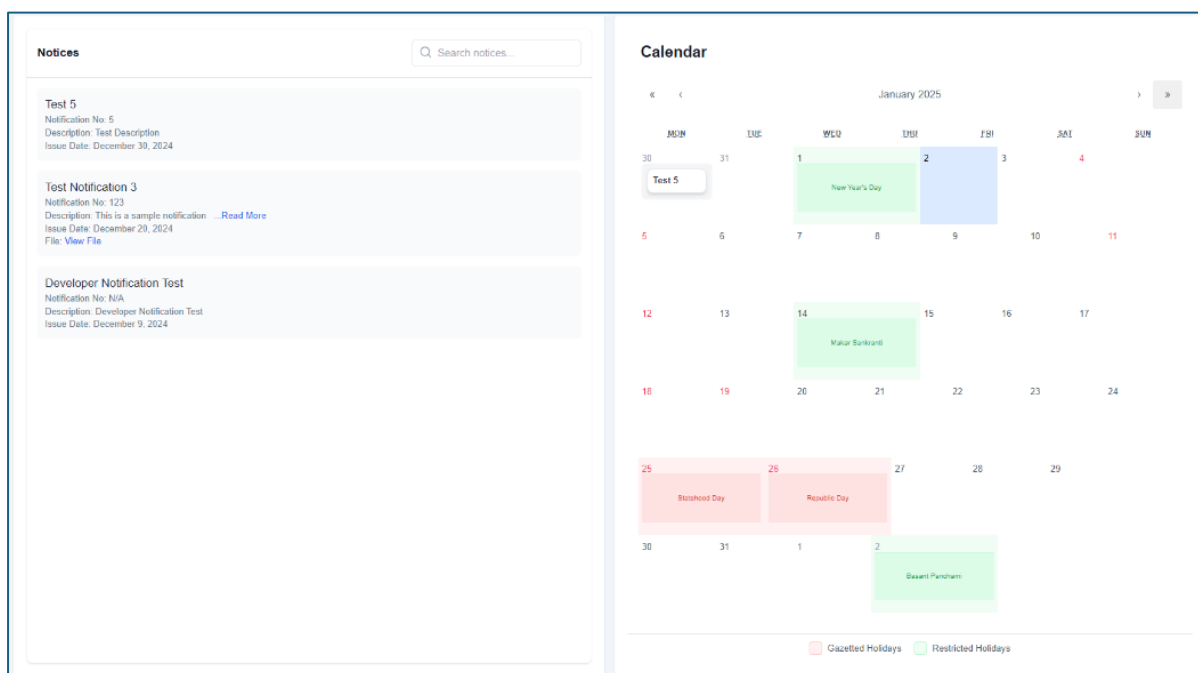


Figure 16 - Teacher Dashboard, p2

4.1.2. Profile Tab

In this tab, teachers can view and update their profile, access their professional development record and explore collaboration. Click on the relevant title to access each of the windows.

- For all three windows, basic profile information of the user is located to the left of the page (as seen in the figures below).
- Select the 'Update Profile' button to edit user-specific information; the fields that can be updated are: profile picture, gender, mobile number, email, subjects taught, and highest academic qualification.

4.1.2.1. Profile

This window includes a summary of the attended trainings added by the teacher, alongside their details, and the teacher's skills.

- The training summary displays the training title, start and end date, duration, category, and venue. In the 'Action' column, one may view or delete the added training.
- Upon selection of the 'view' button (the eye symbol), the Impact Assessment for the relevant training will display below, at the bottom of the page.
- To add skills, click the '+' button and select from the following options: communication skills, assessment techniques, problem solving skills, effective training strategies, community engagement, and other.
- Added skills may be deleted later.

Profile

Professional Development Record

Collaboration



SUNEEL KUMAR
TP16600896

Gender: Male

Highest Academic Qualification: abc

Email: teacher001@gmail.com

Phone: 9876543210

Subjects Taught: English

[Update Profile](#)

No. of Trainings Attended **1** [Add New](#)

S.No	Training Title	Start Training Date	End Training Date	Duration (days)	Training Category	Venue	Actions
1	Advanced JavaScript Workshop	18/12/2024	20/12/2024	3 days	Academic Workshop/Capacity Building	Tech Hall, Block B, Downtown City Center	 

Page 1 of 1

Previous

Next

Skills

Note: click on '+' to select your skills

+

Figure 17 - Teacher Profile Tab - Profile Window

Below are the steps the adding a new training session:

- Step 1** – Select the 'Add New' button located on the top right of the summary table.
- Step 2** – Select the relevant training category that was attended
- Step 3** – Upon selection of the training, the correct details will automatically fill up
- Step 4** – Click 'Add Training' to save, or 'Close' if you change your mind.

Add New Training

Select Training

Select Training

Training Title

Duration

Start Date

End Date

Training Type

Venue

Add Training

Close

Figure 18 - Teacher Profile Tab - Profile Window - Add New Training

4.1.2.2. Professional Development Record

This window displays a table regarding a teacher's professional development record. For each development category, the row contains the following information: hours done in past 1 week; additional hours required (as per observation).

To edit either of the two columns, hovers your mouse over the respective cell and enter the new value of hours. You may also use the arrows located to the right of the cell (which appears once the cursor is on the relevant cell) to change the hours; use the upwards facing arrow to increase the hours by 1, or the downwards facing arrow to decrease the hours by 1. Click on the save button once done.

[Profile](#)
[Professional Development Record](#)
[Collaboration](#)



SUNEEL KUMAR
TP16600896

Gender: Male

Highest Academic Qualification: abc

Email: teacher001@gmail.com

Phone: 9876543210

Subjects Taught: English

[Update Profile](#)

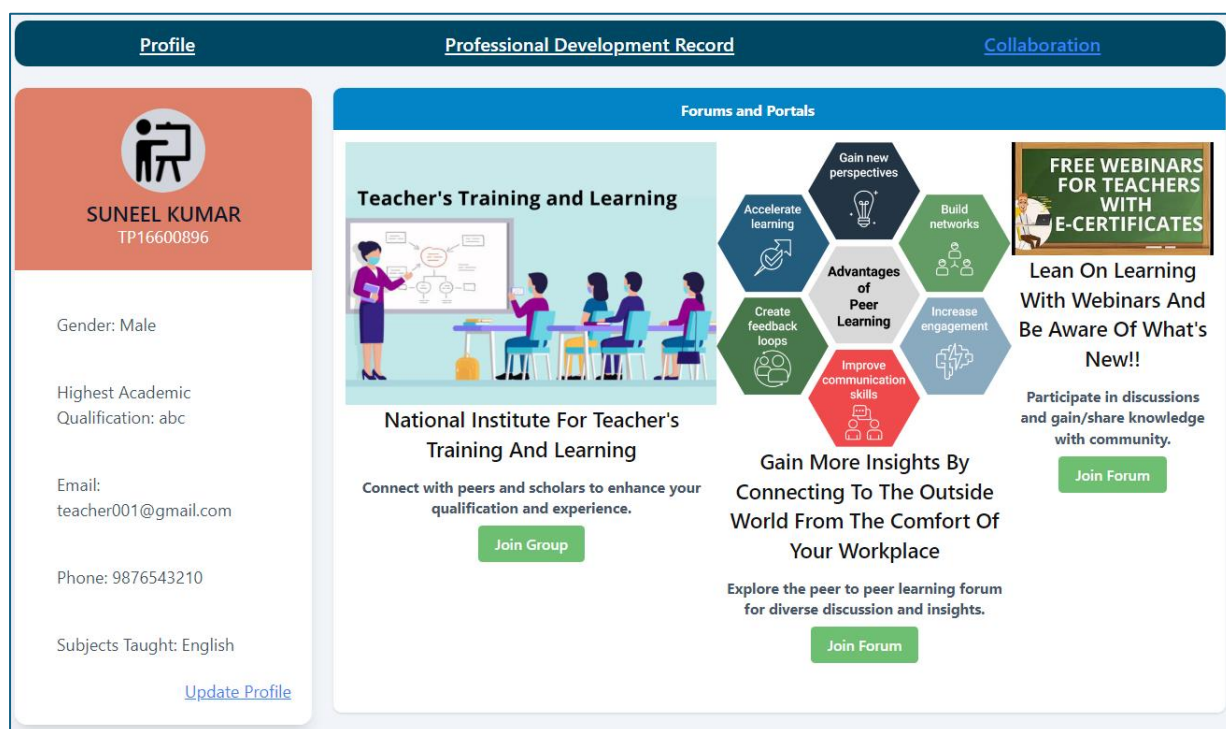
Professional Record		
Professional Development	Hours Done in Past 1 Week	Additional Hours Required (as per Observation)
Coaching	1	3
Mentoring	0	2
Consultation	2	2
Technical Assistance	1	2
Extra Classes After School	5	2
Skill Development	1	2
Career Survey Guidance	2	1
Extra-Curricular Learning	4	5

[Save](#)

Figure 19 - Teacher Profile Tab - Professional Development Record

4.1.2.3. Collaboration

The collaboration window displays a section for forums and portals, as seen in the image below. To join a forum or portal, click the button below the respective forum description.



The screenshot shows the 'Collaboration' window of the Teacher Profile Tab. It features a sidebar with the teacher's profile for SUNEEL KUMAR (TP16600896), including gender, academic qualification, email, phone, and subjects taught. The main area is titled 'Forums and Portals' and contains three sections: 'Teacher's Training and Learning' with a 'Join Group' button, 'Advantages of Peer Learning' with a 'Join Forum' button, and 'FREE WEBINARS FOR TEACHERS WITH E-CERTIFICATES' with a 'Join Forum' button. The peer learning section lists benefits like accelerating learning, building networks, and increasing engagement.

Figure 20 - Teacher Profile Tab - Collaboration Window

4.1.3. Student Information

This page (shown in figure below) displays important information on students according to Academic Year and Class; select the relevant filters from the dropdown menu. The key features and content available on the student information are:

- Full table list of students taught by the teacher; the columns include the student user ID, student name, and class.
- When one clicks on the student's name, the proficiency in skills and the personality type are seen as a pop-up for that student.
- Section to approve counsellor connection requests
- Graph displaying skill-wise class performance; the y-axis displays the percentage proficiency levels whereas the x-axis displays the 10 life skills
 - Select the desired class from the dropdown menu; the graph is also downloadable in SVG, PNG, and CSV format

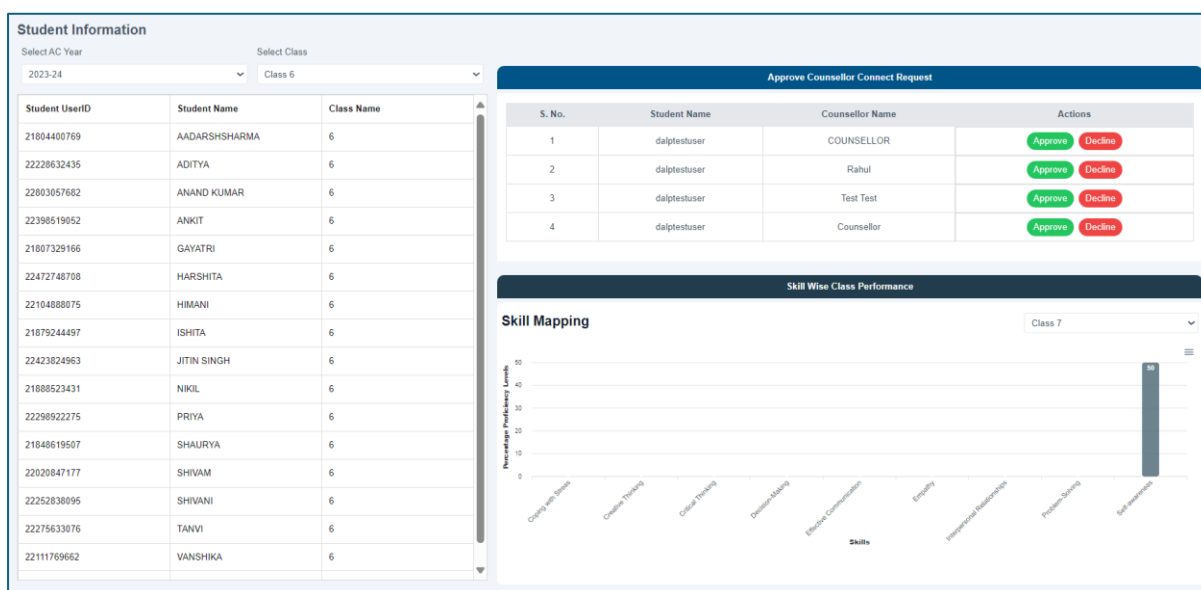


Figure 21 - Student Information Page

4.1.4. Teacher Training

Under the *Teacher Training* tab are two sub-tabs – *Training Content* & *Impact Assessment*.

4.1.4.1. Training Content

The *Training Content* interface provides teachers with a comprehensive guide on career guidance and counselling skills. Utilizing these training modules will maximize the assistance a teacher can provide to their students. Here are the steps for viewing the content.

- Step 1** – Click on the desired session thumbnail to view the video training. View in chronological order.
- Step 2** – Access additional resources, available on the table of content to the right of the page. Click the 'Resources' button to view the session's accompanying PDF or to download it.
- Step 3** – Once complete, you may 'tick' the session of the checklist located on the right of the window.

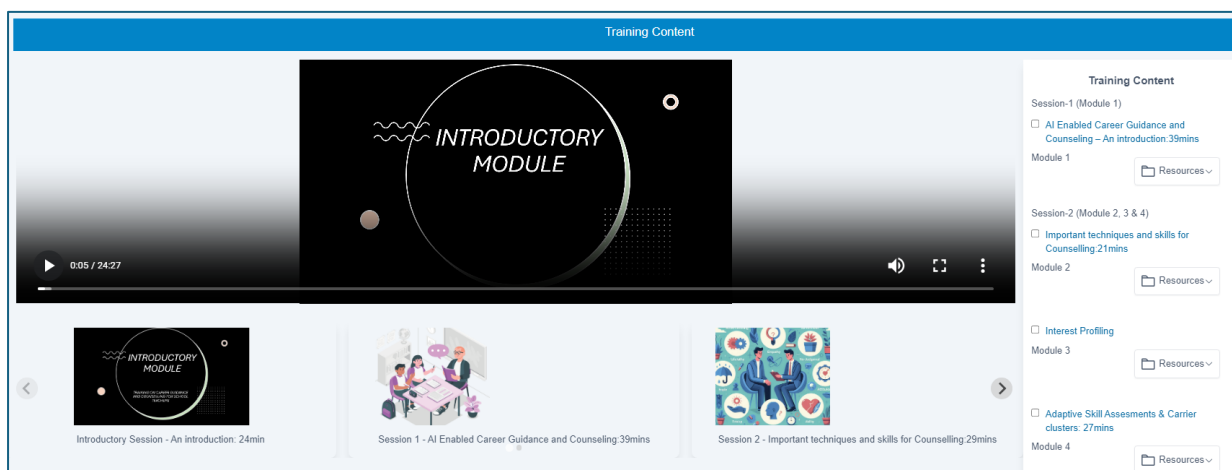


Figure 22 - Teacher Training Content Page

4.1.4.2. Impact Assessment

There are three windows on this page: Pre-Training Assessment, Post-Training Assessment, & Impact Assessment Summary.

Here, teachers can take a pre-training assessment and a post-training assessment for the respective training they have completed. A training impact assessment summary will then be shown.

- Upon completion of both, teachers will see their pre-training scores and post-training scores which assesses the following six areas:
 - Knowledge, ability, domain competency, behavioural competency, facilitation competency, functional competency.
- These scores are accompanied by a graph depicting performance by assessment area (one graph for the pre-training assessment and one for the post-training assessment).

To begin the first assessment, follow the steps below:

Step 1 – Make sure you are on the ‘Pre-Training Assessment’.

Step 2 – Select the relevant training title from the dropdown menu.

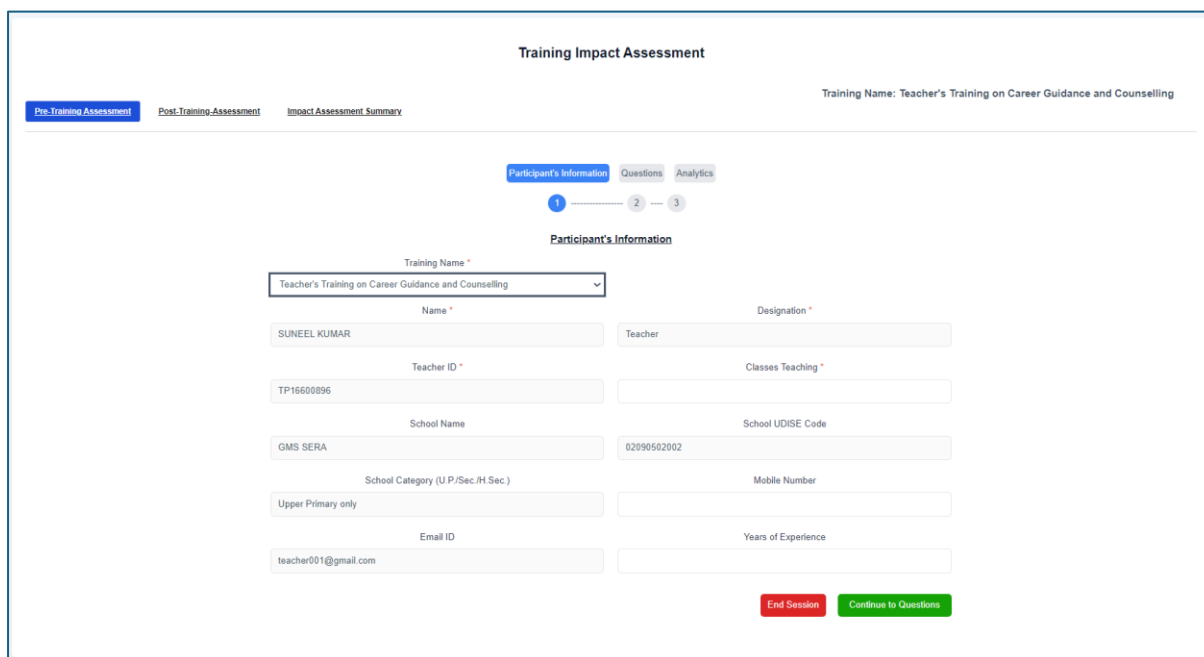
Step 3 – Enter the classes you are teaching.

Step 4 – Enter your mobile number.

Step 5 – Enter your years of experience.

Step 6 – Click the green ‘Continue to Questions’ button and then proceed to the assessment.

Step 7 – See your pre-training analytics by selecting the ‘Analytics’ button, as seen in the image below.



The screenshot displays the 'Training Impact Assessment' interface. At the top, there are three tabs: 'Pre-Training Assessment' (active), 'Post-Training Assessment', and 'Impact Assessment Summary'. The training name is 'Teacher's Training on Career Guidance and Counselling'. Below the tabs, there are three sub-tabs: 'Participant's Information' (active), 'Questions', and 'Analytics'. A progress indicator shows three steps: 1 (active), 2, and 3. The 'Participant's Information' form contains the following fields:

Participant's Information	
Training Name *	
Teacher's Training on Career Guidance and Counselling	
Name *	Designation *
SUNEEL KUMAR	Teacher
Teacher ID *	Classes Teaching *
TP16600896	
School Name	School UDISE Code
GMS SERA	02990502002
School Category (U.P./Sec./H.Sec.)	Mobile Number
Upper Primary only	
Email ID	Years of Experience
teacher001@gmail.com	

At the bottom right, there are two buttons: 'End Session' (red) and 'Continue to Questions' (green).

Figure 23 - Impact Assessment Page - Participant's Information Snapshot

Upon completion of the initial assessment, teachers may proceed with their training. Once the training session is completed, begin the post-training assessment to see the impact assessment summary.

For the impact assessment summary, there are two sets of a table and chart displayed. The table shows your average score based on each of the six areas of assessment, while the chart illustrates the same information in a bar graph format. The first set includes pre-training scores, and the second set displays post-training scores.

4.1.5. Life Skills

In this tab, teachers are provided with manuals and guides for life skills instructions; there is content for inside classroom activities, and for outside the classroom. Here, the 10 life skills are integrated into the subjects for each specific class. There are two subtabs: Inside Classroom and Outside Classroom.

4.1.5.1. Inside Classroom

For *Inside Classroom* guides, there are two types of documents; one for subject-based life skill assessments, and the other is a subject-based activity booklet. Comprehensive educational tools are provided for teachers to optimize

- Select the relevant class from the dropdown menu.
- For Subject-Based Life Skill Assessment, select the appropriate subject. The Activity Booklet manual (Teacher's Manual for Life Skills) includes information for all subjects, for a specific class.

In the Subject-Based Life Skill Assessment window, teachers can access a comprehensive guide to assessments for each life skill, according to the selected subject. The Life Skills Curriculum document is organized via subject chapters, and include numerous tasks, rubrics, and guiding questions accompanied by the respective life skill.

- Use the table of contents to explore the document with greater ease
- One may highlight, draw, and download the booklet.

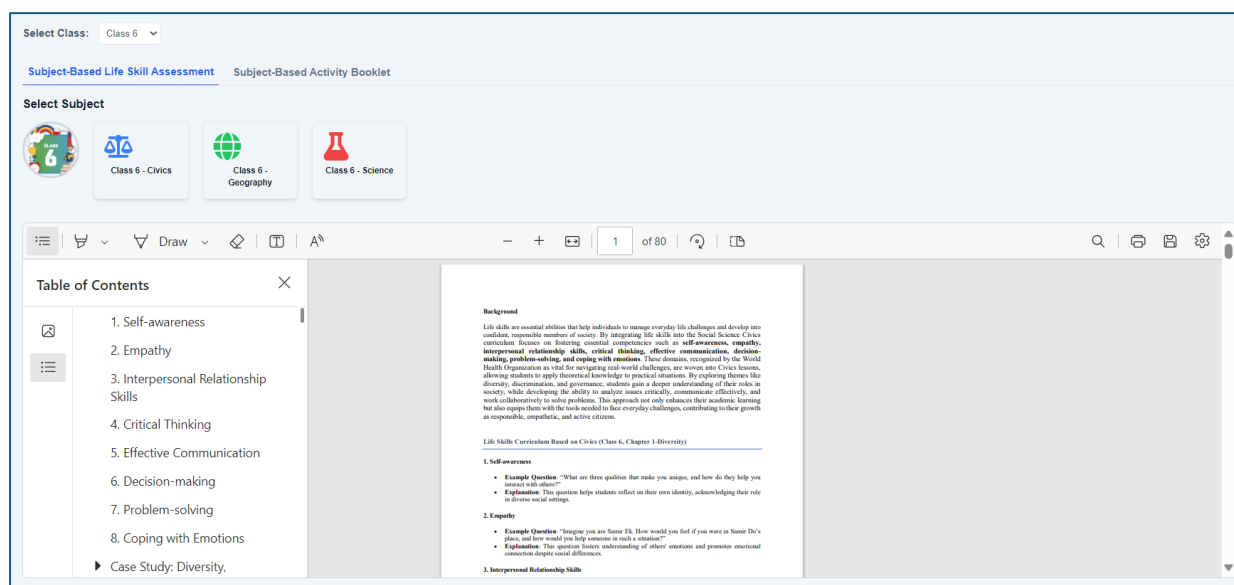


Figure 24 - Inside Classroom Tab (Subject-Based Life Skill Assessment Window)

In the Subject-Based Activity Booklet window, teachers can access a class-specific Life Skills Manual, which serves as a guide to how teachers can enhance a student's life skills through all subjects in the curriculum.

- Use the table of contents to explore the document with greater ease
- One may highlight, draw, and download the booklet.

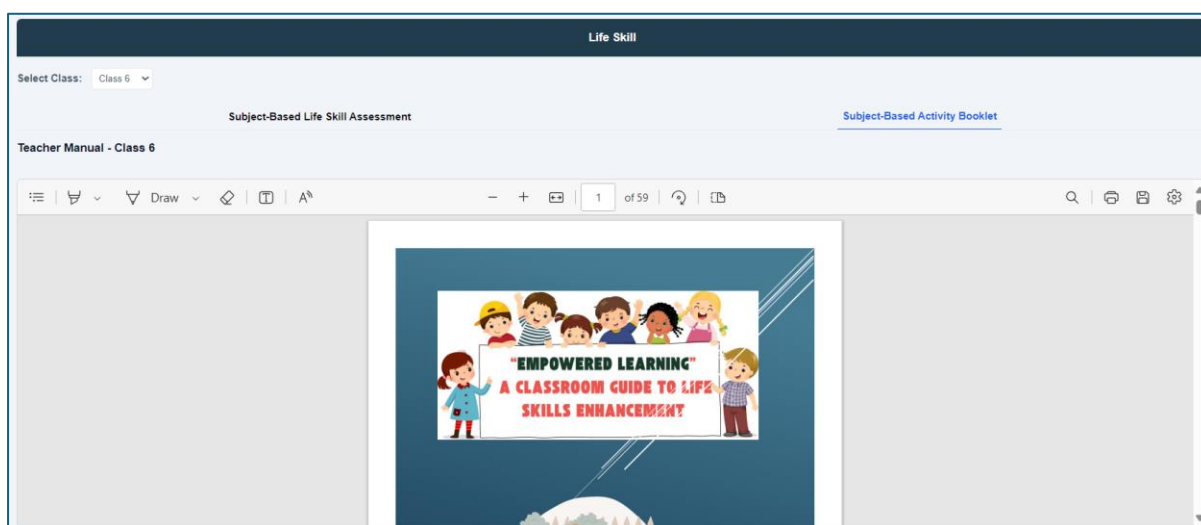


Figure 25 - Inside Classroom Tab (Subject-Based Activity Booklet Window)

4.1.5.2. Outside Classroom

For the *Outside Classroom* guide, teachers are given access to a class-specific teacher's manual. This teacher's manual is available for each class – simply click on the relevant thumbnail/tile (as seen in the picture below) and the desired manual will appear.

- Use the table of contents to explore the document with greater ease
- One may highlight, draw, and download the booklet

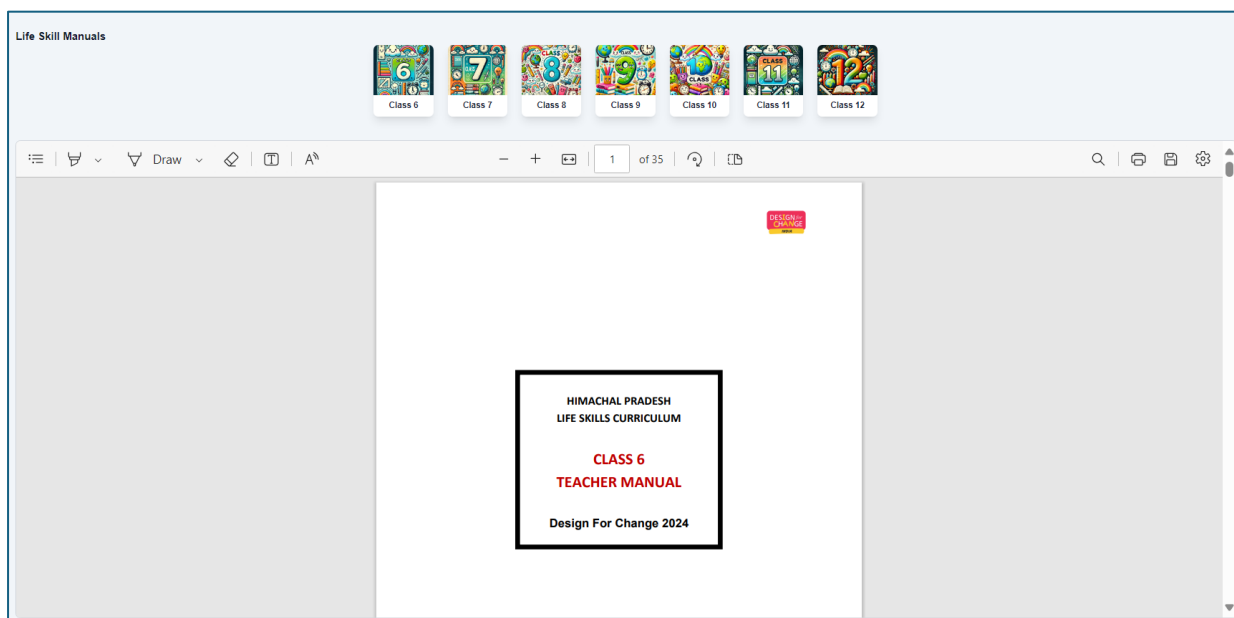


Figure 26 - Outside Classroom Tab - Life Skill Manuals

4.2. SME Login

This section serves as a guide for SMEs using the e-HSCRC platform. The tabs (and subtabs) for the SME login will be discussed.

SME Login Tabs

1. Dashboard
2. Profile
3. Skill Test
 - a. Skill Test Creation
4. Item Bank Management

4.2.1. SME Dashboard

The key features and content available on the SME dashboard are:

- A horizontal bar graph displaying colour-coded question distribution by category/adaptive skill type
- A pie chart displaying colour-coded question distribution by category (adaptive skill type) for each class
 - To change the data used in the chart, select the desired class from the dropdown menu located on the top-right of the graph
- Pie charts displaying the proportion of question difficulty (easy, medium or difficult) for each category

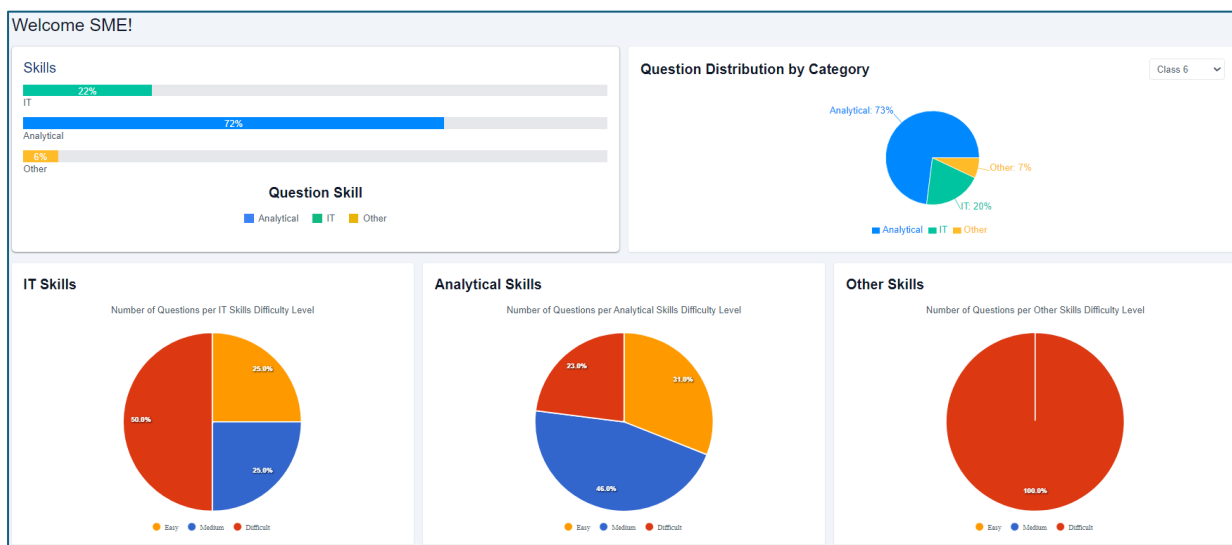


Figure 27 - SME Dashboard, p1

- Graph displaying distribution of life skills questions by class

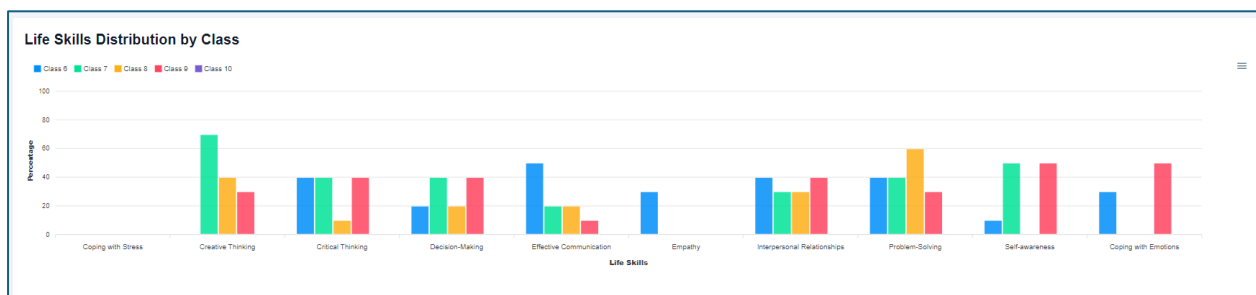


Figure 28 - SME Dashboard, p2

4.2.2. Profile

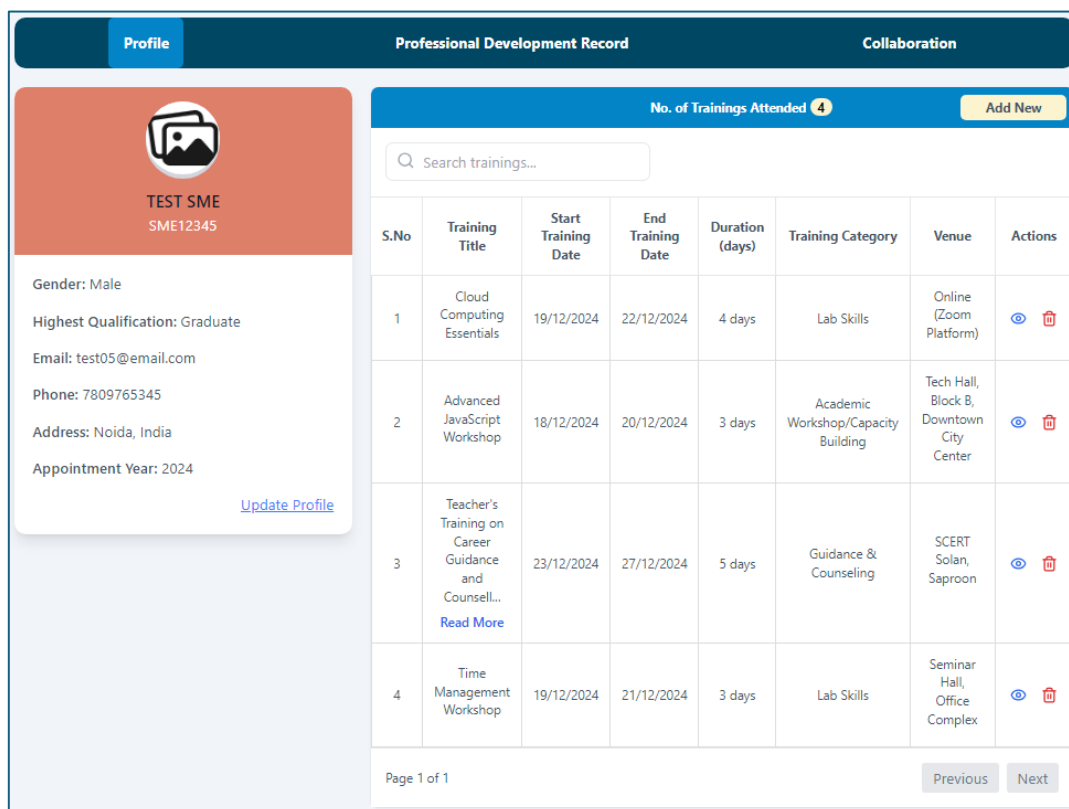
In this tab, SMEs can view and update their profile, access their professional development record and explore collaboration. Click on the relevant title to access each of the windows.

- For all three windows, basic profile information of the user is located to the left of the page (as seen in the figures below).
- Select the 'Update Profile' button to edit user-specific information; the fields that can be updated are: profile picture, gender, mobile number, email, highest qualification, address, and appointment year.

4.2.2.1. Profile

This window includes a summary of the attended trainings added by the SME, alongside their details.

- The training summary displays the training title, start and end date, duration, category, and venue. In the 'Action' column, one may view or delete the added training
- Upon selection of the 'view' button (the eye symbol), the Impact Assessment for the relevant training will display below.



The screenshot shows the 'Profile' tab of the application. On the left, there is a profile card for 'TEST SME' (SME12345) with fields for Gender (Male), Highest Qualification (Graduate), Email (test05@email.com), Phone (7809765345), Address (Noida, India), and Appointment Year (2024). An 'Update Profile' button is at the bottom of the card. The main area is titled 'Professional Development Record' and shows 'No. of Trainings Attended 4'. Below this is a search bar and a table of trainings.

S.No	Training Title	Start Training Date	End Training Date	Duration (days)	Training Category	Venue	Actions
1	Cloud Computing Essentials	19/12/2024	22/12/2024	4 days	Lab Skills	Online (Zoom Platform)	 
2	Advanced JavaScript Workshop	18/12/2024	20/12/2024	3 days	Academic Workshop/Capacity Building	Tech Hall, Block B, Downtown City Center	 
3	Teacher's Training on Career Guidance and Counsell...	23/12/2024	27/12/2024	5 days	Guidance & Counseling	SCERT Solan, Saproon	 
4	Time Management Workshop	19/12/2024	21/12/2024	3 days	Lab Skills	Seminar Hall, Office Complex	 

Page 1 of 1

Previous Next

Figure 29 - Profile Tab - Profile Window

Below are the steps the adding a new training session:

- Step 1** – Select the 'Add New' button located on the top right of the summary table.
- Step 2** – Select the relevant training category that was attended.
- Step 3** – Upon selection of the training, the correct details will automatically fill up.
- Step 4** – Click 'Add Training' to save, or 'Close' if you change your mind.

Add New Training

Select Training

Select Training ▼

Training Title

Duration

Start Date

End Date

Training Type

Venue

Add Training Close

Figure 30 - Profile Tab - Profile Window, Adding New Training

4.2.2.2. Professional Development Record

This window displays a table regarding a SME's professional development record. For each development category, the row contains the following information: hours done in past 1 week; additional hours required (as per observation).

Profile	Professional Development Record	Collaboration																											
 TEST SME SME12345 Gender: Male Highest Qualification: Graduate Email: test05@email.com Phone: 7809765345 Address: Noida, India Appointment Year: 2024 Update Profile	Professional Record <table> <tr> <th>Professional Development</th><th>Hours Done in Past 1 Week</th><th>Additional Hours Required (as per Observation)</th></tr> <tr> <td>Coaching</td><td>1</td><td>3</td></tr> <tr> <td>Mentoring</td><td>2</td><td>2</td></tr> <tr> <td>Consultation</td><td>2</td><td>2</td></tr> <tr> <td>Technical Assistance</td><td>1</td><td>2</td></tr> <tr> <td>Extra Classes After School</td><td>5</td><td>2</td></tr> <tr> <td>Skill Development</td><td>1</td><td>2</td></tr> <tr> <td>Career Survey Guidance</td><td>2</td><td>1</td></tr> <tr> <td>Extra-Curricular Learning</td><td>4</td><td>5</td></tr> </table>		Professional Development	Hours Done in Past 1 Week	Additional Hours Required (as per Observation)	Coaching	1	3	Mentoring	2	2	Consultation	2	2	Technical Assistance	1	2	Extra Classes After School	5	2	Skill Development	1	2	Career Survey Guidance	2	1	Extra-Curricular Learning	4	5
Professional Development	Hours Done in Past 1 Week	Additional Hours Required (as per Observation)																											
Coaching	1	3																											
Mentoring	2	2																											
Consultation	2	2																											
Technical Assistance	1	2																											
Extra Classes After School	5	2																											
Skill Development	1	2																											
Career Survey Guidance	2	1																											
Extra-Curricular Learning	4	5																											

Figure 31 - Profile Tab - Professional Development Record Window

4.2.2.3. Collaboration

The collaboration window displays a section for forums and portals; to join a forum or portal, click the button below the respective forum description.

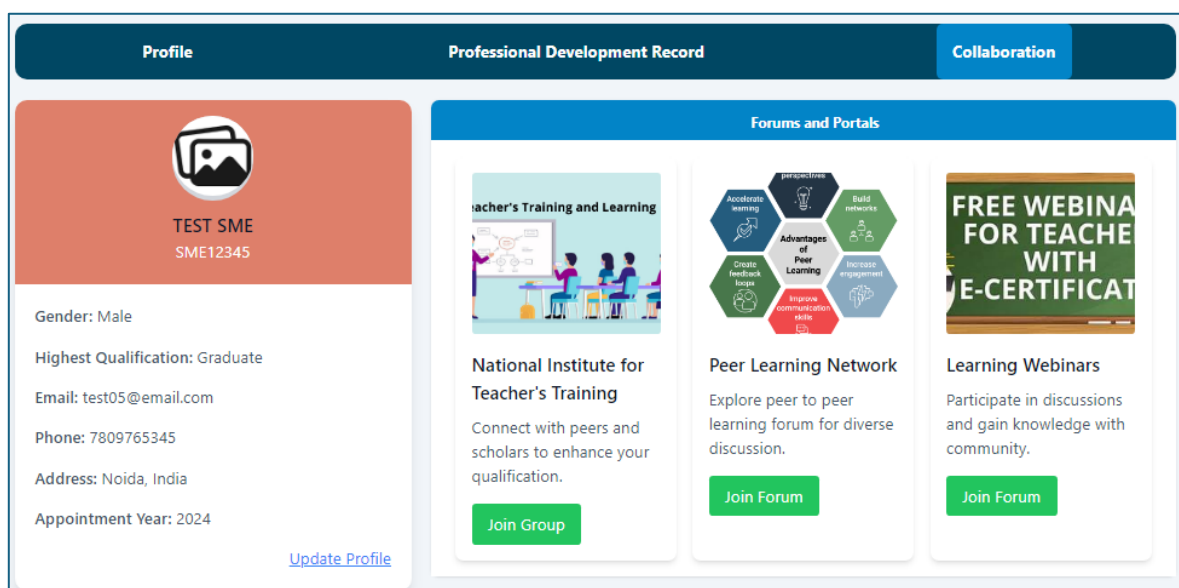


Figure 32 - Profile Tab - Collaboration Window

4.2.3. Skill Test

4.2.3.1. Skill Test Creation

In this sub-tab, SMEs add items/questions for skill tests and can view or edit existing items. Both actions are discussed in this section.

Below is some information on viewing questions & question information:

- To view questions, select the relevant filters from the dropdown menus (AC year, class, and category); once selected, a table will display the items.
- The following data is displayed in the item list: Question Description, Category, and Sub-category.
- The last column provides an option for three actions; view (eye icon), edit (edit icon), and delete (trash icon). Click on the respective icon to carry out that action.
- All question information is editable, excluding the AC year, class, and category.

SMEs must utilize this tab for MCQ creation. Below are the steps to adding a new question:

Step 1 – Select the relevant AC year, Class, and Category from the three dropdown menus.

Step 2 – Click the blue 'Add Question' button; a page with editable boxes will pop-up on the right of the window.

Note: The Academic Year, Class, and Category fields are pre-filled based on the filter selection. If you notice any of these are wrong in the pop-up, exit the question addition pop-up (by clicking 'X' on the top right corner), and select the new desired AC year/class/category from the dropdown menu.

Step 3 – Select the specific subcategory of the new question from the dropdown menu; the options vary according to the category (Analytical, IT, Other).

- IT subcategories: Software, Hardware.
- Analytical subcategories: Data Analysis, Logical Reasoning, Problem Solving.
- Subcategories for questions under the Other category may be manually entered.

Step 4 – Enter a difficulty level value ranging from -3 to +3, depending on how challenging the question is.

- For example, -3: Very Easy, 0: Moderate, +3: Very Difficult.
- Accordingly, the "difficulty level" parameter (located below the editable field), will be automatically filled to either Easy, Medium, or Difficult.

Step 5 – Select the difficulty level of the question.

Step 5 – Select the cognitive level from Bloom’s Taxonomy that the question involves.

- The Bloom’s Taxonomy Levels are: Analysing, Applying, Remembering, Understanding, Creating, Evaluating.

Step 6 – Enter a discrimination value between -2 and +2.

- This measures how well the question distinguishes between high-performing test takers and low-performing test takers, for example, -1: poor discrimination, +1.5: good discrimination

Step 7 – Enter a pseudo-guessing value between 0 and 1.

- This represents the probability of a student answer an item correctly by guessing alone, for example: a value of 0.10 suggests 10% of students could guess the answer.

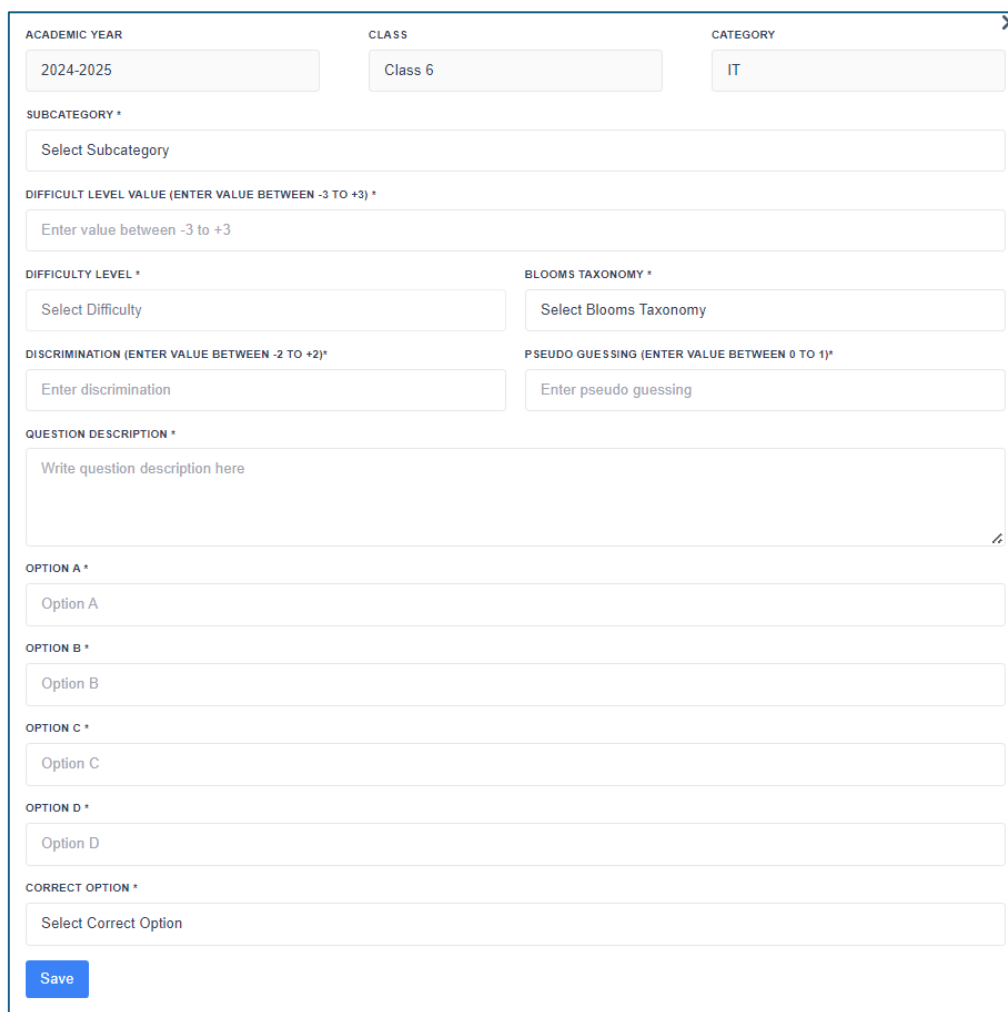
Step 8 – Enter the question in the ‘Question Description’ box, ensuring it is clear and concise.

Step 9 – Fill in the answer choices in the text boxes labelled Option A, Option B, Option C, and Option D.

- Ensure that the options are plausible, with only one correct answer; avoid overlap or ambiguity in options.

Step 10 – Select the correct answer from the dropdown (e.g., Option A, Option B, Option C, or Option D).

Step 11 – Double-check all fields for accuracy and click the ‘Save’ button to submit the question once satisfied.



The form is titled 'Skill Test Creation Tab, Adding New Question'. It contains the following fields and sections:

- ACADEMIC YEAR:** 2024-2025
- CLASS:** Class 6
- CATEGORY:** IT
- SUBCATEGORY *:** Select Subcategory
- DIFFICULT LEVEL VALUE (ENTER VALUE BETWEEN -3 TO +3) *:** Enter value between -3 to +3
- DIFFICULTY LEVEL *:** Select Difficulty
- BLOOMS TAXONOMY *:** Select Blooms Taxonomy
- DISCRIMINATION (ENTER VALUE BETWEEN -2 TO +2)*:** Enter discrimination
- PSEUDO GUESSING (ENTER VALUE BETWEEN 0 TO 1)*:** Enter pseudo guessing
- QUESTION DESCRIPTION *:** Write question description here
- OPTION A *:** Option A
- OPTION B *:** Option B
- OPTION C *:** Option C
- OPTION D *:** Option D
- CORRECT OPTION *:** Select Correct Option
- Save** button

Figure 33 - Skill Test Creation Tab, Adding New Question

Additional Information

For IRT (Item Response Theory), three parameters are used: difficulty, discrimination, and pseudo-guessing. The meaning and purpose of each is described below, alongside an explanation of bloom's taxonomy level – another question parameter that is unrelated to IRT.

Difficulty Level: Difficulty measures how challenging a question is for the average student. Lower values indicate easier questions, and higher values indicate harder ones.

Discrimination: Discrimination refers to how well a question differentiates between high- and low-ability examinees. A higher discrimination value means the question is better at distinguishing abilities. Low or negative discrimination values would mean otherwise, suggesting it is a simple question (or poorly designed/ambiguous).

Pseudo-Guessing: Pseudo-guessing estimates the probability of a student guessing the correct answer on a multiple-choice question, assuming unfamiliarity with the question's context. A high pseudo-guessing value could suggest that the question is easier to guess correctly (e.g., poorly designed multiple-choice questions).

Bloom's Taxonomy Level: Bloom's Taxonomy is a set of three models developed by Benjamin Bloom, that is used for classification in educational objectives; the cognitive domain list is primarily used today, and is the list adapted for this page. There are six levels, from lower-order to higher-order thinking, which include¹:

- Remember (Recall facts and basic concepts)
- Understand (Explain ideas or concepts)
- Apply (Use information in new situations)
- Analyse (Draw connections among ideas)
- Evaluate (Justify a stand or decision)
- Create (Produce new or original work)

4.2.4. Item Bank Management

On this page, SMEs may view item banks and answer keys. To view the available item banks, select the desired academic year and class/grade from the dropdown menu to yield the item bank repository

¹ Vanderbilt University. "Bloom's Taxonomy." Center for Teaching. <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>.

4.3. Admin Login

This section serves as a guide for administrators using the e-HSCRC platform. The tabs (and subtabs) for the admin login will be discussed.

Admin Login Tabs

1. Dashboard
2. User Account Management
 - a. School Management
 - b. Teacher Management
 - c. Student Management
 - d. SME Management
3. Noticeboard
4. Class Schedule
5. Faculty & Support
6. Student Assessment
7. Student Results Analysis
8. Content Management

4.3.1. Admin Dashboard

The key features available on the Admin dashboard are:

- Overview of data related to schools and individuals utilizing the e-HSCRC platform, this includes the number of schools, teachers, students, mentors, counsellors, and students who've appeared for the interest profiler & career clusters tests.

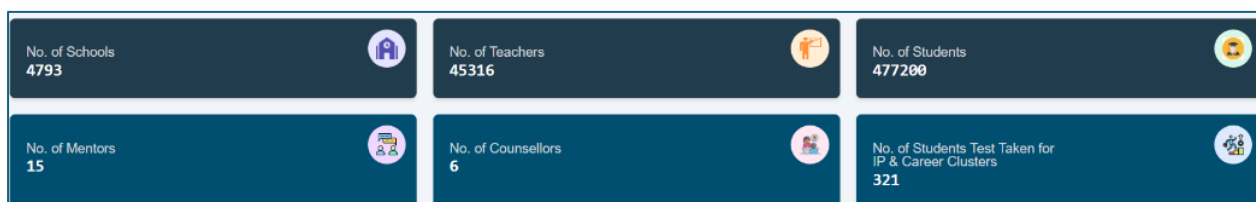


Figure 34 - Admin Dashboard, p1

- Notices section to keep track of important information; notices have the following details: notification no., description, issue date, relevant file (if applicable), and status of notice
- Calendar with information pertaining to the administrative user; this includes notices, upcoming training sessions, and holidays (gazetted & restricted)
 - Users may click on the notices and training events to retrieve more details
 - For training events, the following info is displayed upon clicking: training type, venue, start date, end date, and duration

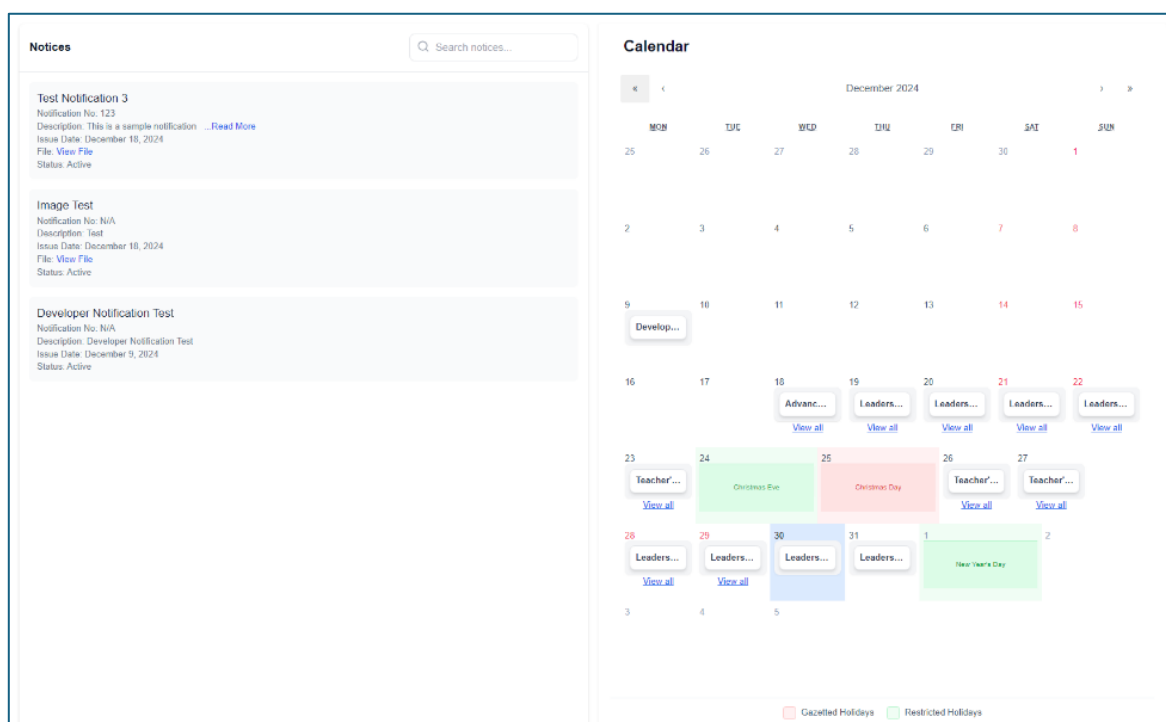


Figure 35 - Admin Dashboard, p2

4.3.2. User Account Management

Administrators are responsible for managing the accounts for students, teachers, and SMEs, alongside school information. Under this tab, one may add, edit, and delete information/accounts when utilizing the respective sub-tab.

4.3.2.1. School Management

Administrators manage school information on this page; here one can add, edit, and delete a school's information.

- To view a list of schools, select the relevant academic year, district, block, and village from the dropdown menu, in that order.
 - The block and village options are dependent on the previously selected filter, so double-check that it is correct.
- The list can be organized by the content displayed in the table – the UDISE Code, School's Name and Class Range; to do so, click on the respective column header.
- Utilize the table search bar to find specific information.
- The last column provides an option for two actions; edit (edit icon) and delete (trash icon). Click on the respective icon to carry out that action.

School Management

Academic Year

2024-2025

District

SHIMLA

Block

ROHRU

Village

Select Village

Add New School

Search inside table...

S. NO.	UDISE CODE	SCHOOL NAME	CLASS	ACTIONS
1	1	02111400102	GSSS ARHAL	6-12
2	2	02111400104	GMS KANDA	6-8
3	3	02111400202	GMS SHAROG	6-8
4	4	02111400302	GMS RUNDA	6-8
5	5	02111400502	GHS BASHALA	6-10
6	6	02111400602	GMS BACHHUNCH	6-8
7	7	02111400702	GMS BHALARA	6-8
8	8	02111401002	GMS BAJRET-KOTI	6-8
9	9	02111401102	GSSS BALS(AKANSA KOTI)	6-12
10	10	02111401202	GMS KANEWARA	6-8

<

1

2

3

4

5

>

Figure 36 - School Management Tab

- Administrators may edit the following information for a school: UDISE Code, School Name, Class From, Class To, School Type, School Category, Location, Pincode.

To add a new school, follow the below steps:

Step 1 – Select the relevant Academic Year, District, Block, and Village for the school.

- This information is selected from the dropdown menu, so ensure prior information is accurate to find the correct village (e.g., the selected block must be correct to get the proper list of villages).

Step 2 – Click the 'Add New School' button and a small window to add new school details will pop-up.

Note: The District, Block, and Village are pre-filled based on the filter selection. If you notice any of these are wrong in the pop-up, exit the question addition pop-up (by clicking the 'Cancel' button on the bottom), and select the new desired District/Block/Village from the dropdown menu.

Step 3 – Enter a unique UDISE Code for the school.

Step 4 – Enter the school name.

Step 5 – Select the school type from the dropdown menu.

- The options are boys only, girls only, co-ed.

Step 6 – Select the school category from the dropdown menu

- The options are Primary; Pr. with Up.Pr, Sec, and H.Sec; Upper Primary only, Upper Pr. And Secondary; Secondary only; Secondary with Higher Secondary; Higher Secondary only/Jr. College

Step 7 – Enter the most junior class that is in the school in the 'Class From' box (e.g., if a school has class 5 to 8 students, enter 5).

Step 8 – Enter the most senior class that is in the school in the 'Class To' box (e.g., if a school has class 5 to 8 students, enter 8).

Step 9 – Select the location type from the dropdown menu (either Rural or Urban).

Step 10 – Enter the school's pincode.

Step 11 – Once ensuring all the details are correct, click the 'Add' button.

Add New School

District

Block

Village

UDISE Code

School Name

School Type

School Category

Class From

Class To

Location

Pincode

Figure 37 - School Management Tab, Adding New School

4.3.2.2. Teacher Management

Administrators can manage teacher accounts on this page; here one can add, edit, and delete accounts.

- To view a list of teacher accounts, select the relevant academic year, district, block, village, and school from the dropdown menu, in that order.
 - The block, village, and school options are dependent on the previously selected filter, so double-check that it is correct.
- The list can be organized by the content displayed in the table – the UDISE Code, Teacher's Name, and Designation; to do so, click on the respective column header.
- Utilize the table search bar to find specific information.
- The last column provides an option for two actions; edit (edit icon) and delete (trash icon). Click on the respective icon to carry out that action.

Teacher Management					
Academic Year	District	Block	Village	School	
2024-2025	CHAMBA	CHAMBA	Jadera	GSSS ZADERA	
					Add New Teacher
Search inside table...					
S. NO.	UDISE CODE	TEACHER NAME	DESIGNATION	ACTIONS	
1	02010300802	SANJAY DHIMAN	TGT (NM)		
2	02010300802	KANCHAN BALA	TGT		
3	02010300802	SUKH DEV	Lecturer		
4	02010300802	DEVI CHAND	Lecturer		
5	02010300802	SONIKA	TGT		
6	02010300802	SAPNA MAHAJAN	Lecturer		
7	02010300802	MANOJ KUMAR	Lecturer		
8	02010300802	NAVAL KUMAR	C&V		
9	02010300802	DEEPAK SHARMA	Lecturer		
10	02010300802	POOJA SHARMA	TGT		
11	02010300802	NISHA DEVI	C&V		
12	02010300802	NEELAM KUMARI	C&V		
13	02010300802	TABASSUM	TGT		
14	02010300802	RAJESH SINGH	Teacher		
15	02010300802	RAJNI DEVI	Lecturer		

Figure 38 - Teacher Management Tab

- Administrators may edit the following information for a teacher's account: Teacher's Name, Designation, Email, Mobile Number, Address, Gender, Highest Qualification, Professional Qualification, and Appointment Date.

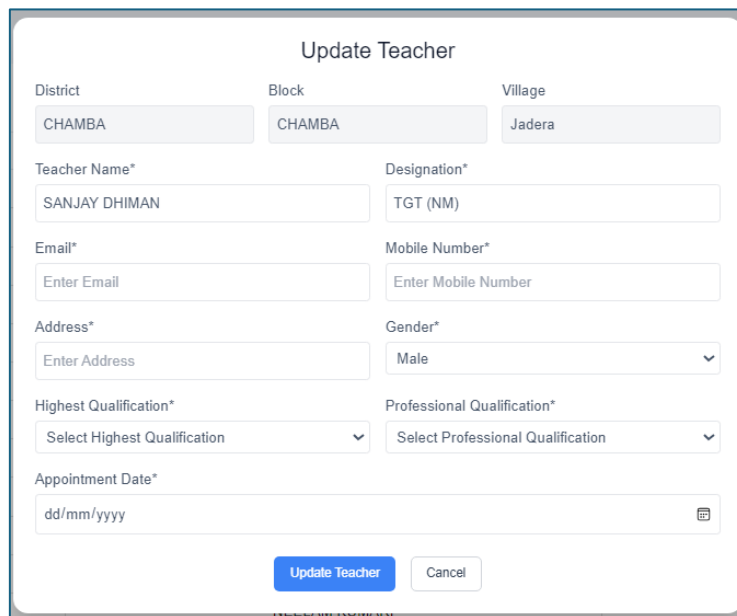


Figure 39 - Teacher Management Tab, Updating Teacher Details

To add a new teacher, follow the below steps:

- Step 1** – Select the relevant Academic Year, District, Block, Village, and School for the new teacher
- This information is selected from the dropdown menu, so ensure prior information is accurate to find the correct school (e.g., the selected block must be correct to get the proper list of villages)
- Step 2** – Click the 'Add New Teacher' button and a small window to add new teacher details will pop-up

Note: The District, Block, Village, and UDISE Code fields are pre-filled based on the filter selection. The UDISE Code is linked to the school. If you notice any of these are wrong in the pop-up, exit the question addition pop-up (by clicking the 'Cancel' button on the bottom), and select the new desired District/Block/Village/School from the dropdown menu.

- Step 3** – Enter the appointment date in a dd/mm/yyyy format, or select the calendar icon on the right and choose from the calendar menu.
- Step 4** – Create and enter the teacher's user ID, ensuring it is unique.
- Step 5** – Create and enter the teacher's password, ensuring it is strong yet not too complex.
- Step 6** – Enter the teacher's full name.
- Step 7** – Enter the teacher's email address.
- Step 8** – Enter the teacher's mobile number.
- Step 9** – Enter the teacher's address.
- Step 10** – Select the gender from the dropdown menu.
- Step 11** – Select the teacher's highest academic degree qualification from the dropdown menu.
- The options include Graduate, Post-Graduate, or Doctorate.

Step 12 – Select the teacher's highest professional qualification from the dropdown menu.

- The options include B.Ed or equivalent, M.Ed or equivalent, PhD, or NA.

Step 13 – Once double-checking that all the fields are correct, click the blue 'Add' button.

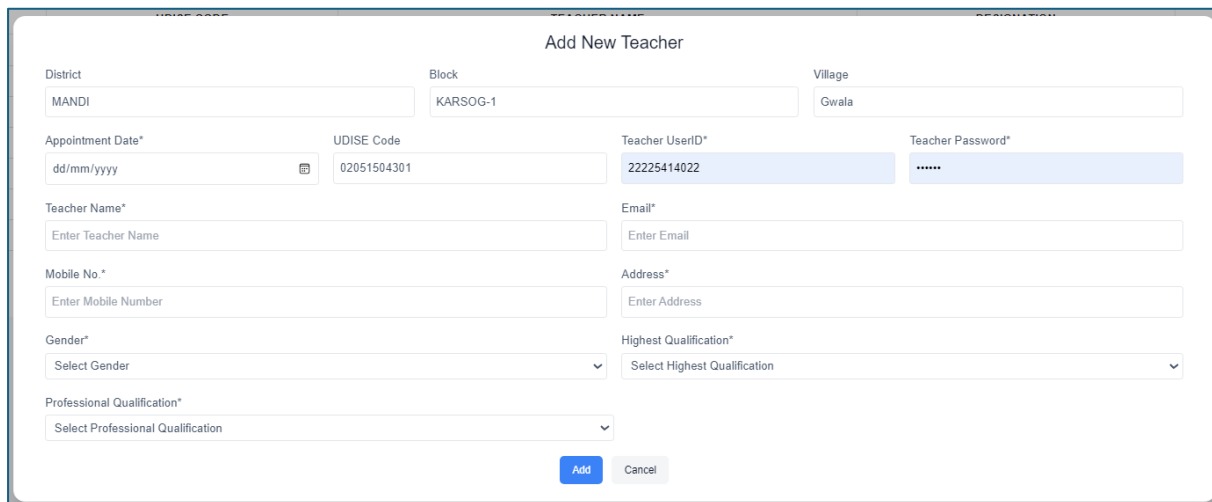


Figure 40 - Teacher Management Tab, Adding New Teacher

4.3.2.3. Student Management

Administrators can manage student accounts on this page; here one can add, edit, and delete accounts.

- To view a list of student accounts, select the relevant academic year, district, block, village, and school from the dropdown menu, in that order.
 - The block, village, and school options are dependent on the previously selected filter, so double-check that it is correct.
 - The list can be organized by the content displayed in the table – the UDISE Code, Student's Name, School Name, and Class; to do so, click on the respective column header.
 - Utilize the table search bar to find specific information.
 - The last column provides an option for two actions; edit (edit icon) and delete (trash icon). Click on the respective icon to carry out that action.
-
- Administrators may edit the following information for a student's account: Academic Year, Student User ID, Student Name, Gender, Religion, Caste, and Class.

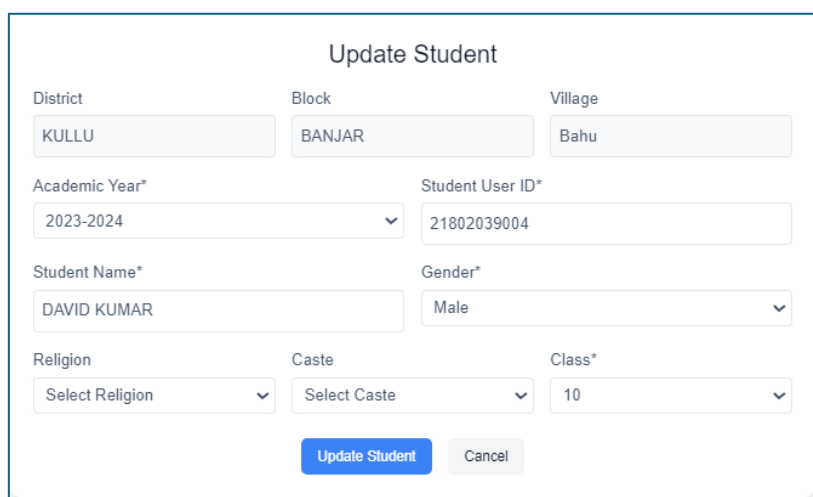


Figure 41 - Student Management Tab - Updating Student Details

To add a new student, follow the below steps:

- Step 1** – Select the relevant Academic Year, District, Block, Village, and School for the new student
- This information is selected from the dropdown menu, so ensure prior information is accurate to find the correct school (e.g., the selected block must be correct to get the proper list of villages).
- Step 2** – Click the 'Add New Teacher' button and a small window to add new teacher details will pop-up.
- Note: The District, Block, Village, and UDISE Code fields are pre-filled based on the filter selection. The UDISE Code is linked to the school. If you notice any of these are wrong in the pop-up, exit the question addition pop-up (by clicking the 'Cancel' button on the bottom), and select the new desired District/Block/Village/School from the dropdown menu.
- Step 3** – Create and enter the student's user ID, ensuring it is unique.
- Step 4** – Create and enter the student's password, ensuring it is strong yet not too complex.
- Step 5** – Enter the student's name.
- Step 6** – Select the student's gender from the dropdown menu.
- Step 7** – Select the student's religion from the dropdown menu.
- Step 8** – Select the student's caste category from the dropdown menu.
- Step 9** – Select the student's class from the.
- Step 10** – Once double-checking that all details are correct, click the 'Add School' button.

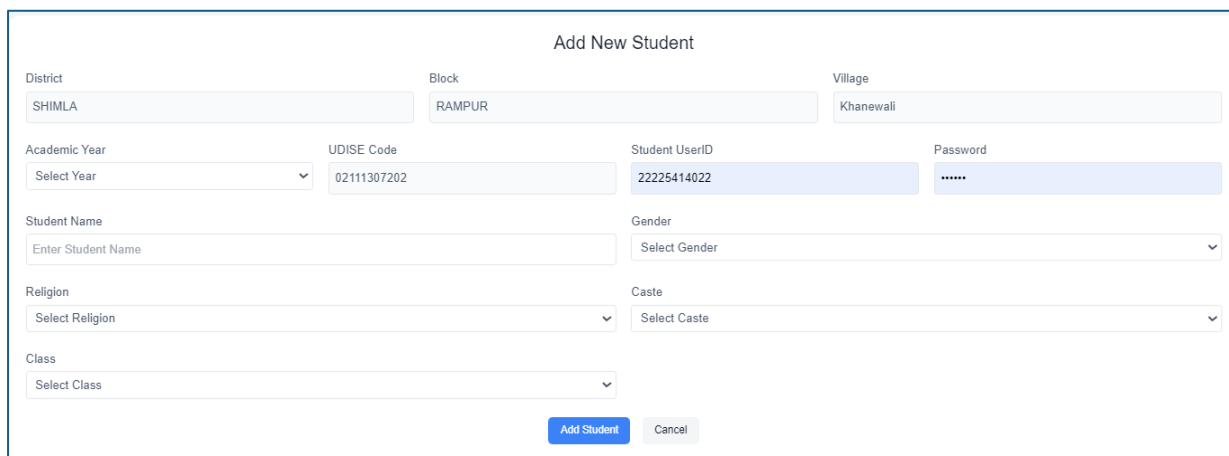


Figure 42 - Student Management Tab - Adding New Student

4.3.2.4. SME Management

Administrators can manage SME accounts on this page; here one can add, edit, and delete accounts.

- The SME list can be organized by the content displayed in the table – the SME's user ID, SME's name, Email Address, and Status; to do so, click on the respective column header.
- Utilize the table search bar to find specific information.
- The last column provides an option for three actions; view (eye icon), edit (edit icon) and delete (trash icon). Click on the respective icon to carry out that action.

To add a new SME, follow the below steps:

- Step 1** – Click the "Add New SME" button.
- Step 2** – Enter the SME's Name.
- Step 3** – Create and enter the SME's user ID.
- Step 4** – Enter the SME's email address.
- Step 5** – Enter the SME's mobile number.
- Step 6** – Select the SME's gender from the dropdown menu.
- Step 7** – Select the SME's service type from the dropdown menu (Regular, Contract or Part-time).
- Step 8** – Select the SME's highest qualification from the dropdown menu.
- Step 9** – Select the SME's highest professional qualification from the dropdown menu.
- Step 10** – Enter the SME's appointment year.
- Step 11** – Select the SME's district from the dropdown menu.
- Step 12** – Select the SME's school from the dropdown menu.
- Step 13** – Select the subjects taught by the SME, you may select one or multiple options.
- Step 14** – Create and enter the SME's password, ensuring it is strong yet not too complex.
- Step 15** – Enter the SME's address.
- Step 16** – Once double-checking that all details are correct, click the 'Add' button.

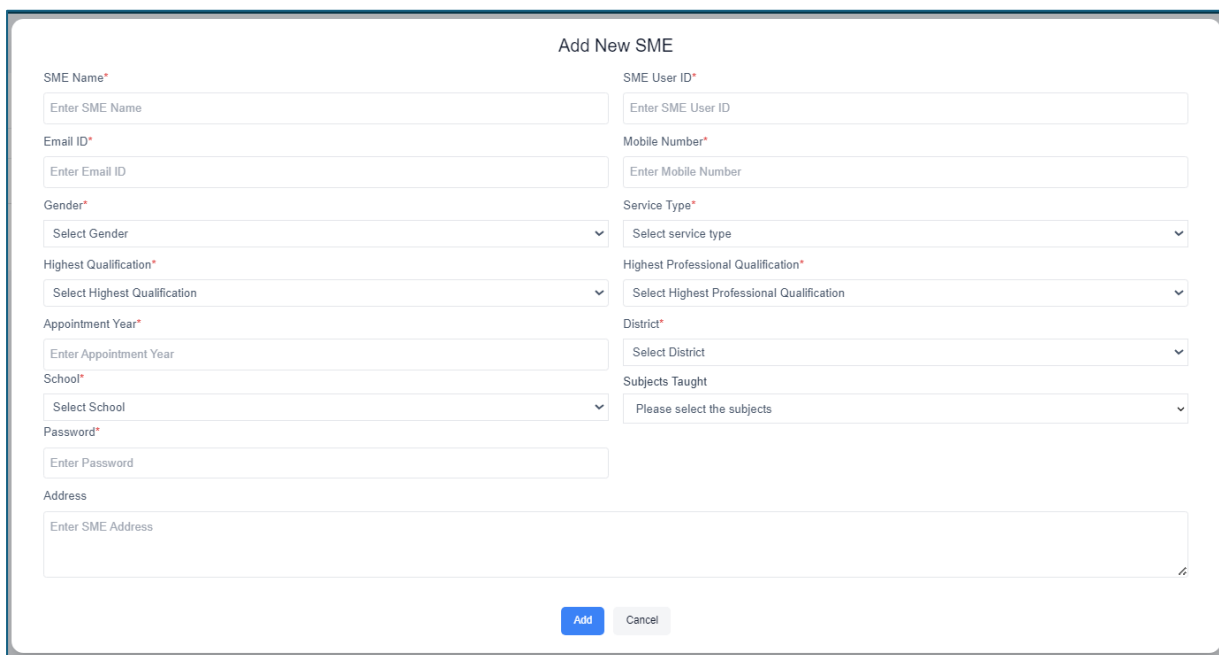


Figure 43 - SME Management Tab - Adding New SME

4.3.3. Noticeboard

Administrators compose and send notifications on this tab. A notification must be saved first and then sent. Below are the steps to compose a notification:

- Step 1** – Enter the notification title.
- Step 2** – Enter or select the date from the dropdown calendar; to yield the calendar, click the icon.
- Step 3** – Enter the notification number (optional).
- Step 4** – Upload the relevant file (optional); make sure the format is correct.
- Step 5** – Select the status of the notification: Active or Inactive.
- Step 6** – Click ‘Save Notification’.

Now the notification has been created and stored. The notification may be sent now, or later. To send the notification to a specific district & block, do the following:

- Step 1** – Select the notification to be sent from the dropdown menu.
- Step 2** – Select the district you would like the notification to be sent to from the dropdown menu.
- Step 3** – Select the block you would like the notification to be sent to from the dropdown menu.
- Step 4** – Select the schools you would like the notification to be sent to from the dropdown menu; multiple or *all* schools can be selected.
- Step 5** – Select the roles (user type) the notification will be sent to (Teacher, Student, or SME); multiple or *all* user types can be selected.
- Step 6** – Click the blue ‘Send’ button, and you are done.

To send a notification to ALL districts, do the following:

- Step 1** – Click ‘Send to All Districts’ located below the ‘Send’ button (it will be sent to all schools).
- Step 2** – Select the desired notification from the dropdown menu.
- Step 3** – Select the roles (user type) the notification will be sent to; multiple or *all* can be selected.

Step 4 – Click ‘Send to All Districts’, and you are done.

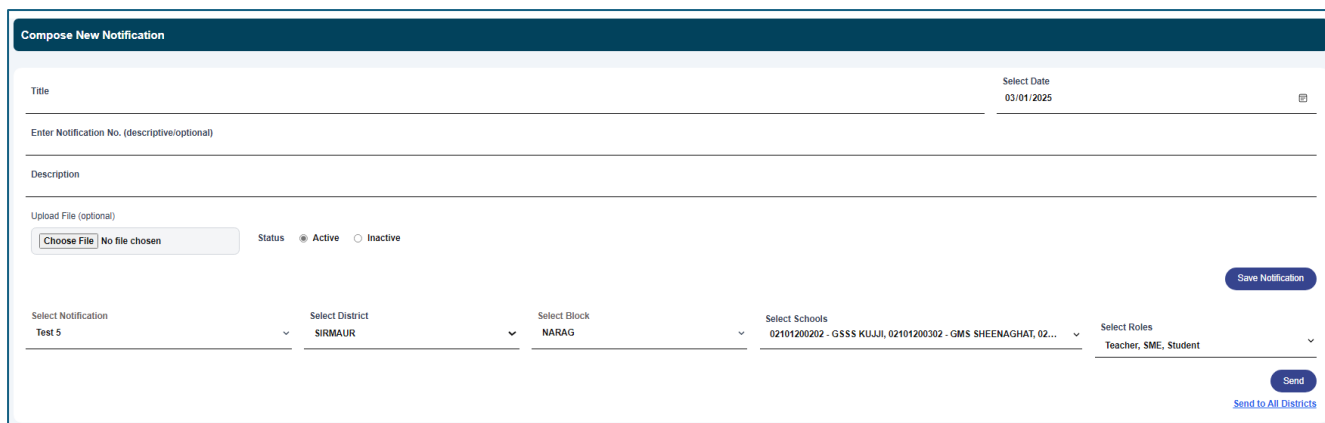
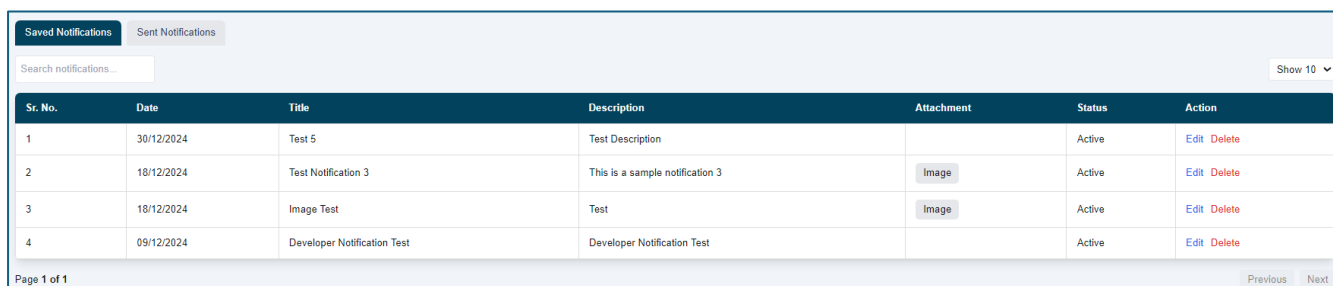


Figure 44 - Noticeboard Tab - Composing and Sending Notifications

Administrators can view saved notifications and sent notifications. Click on the relevant tab, as seen below, to view. The saved/sent notifications may be edited or deleted. A search bar is also available if you need to find a specific notification.



Sr. No.	Date	Title	Description	Attachment	Status	Action
1	30/12/2024	Test 5	Test Description		Active	Edit Delete
2	18/12/2024	Test Notification 3	This is a sample notification 3		Active	Edit Delete
3	18/12/2024	Image Test	Test		Active	Edit Delete
4	09/12/2024	Developer Notification Test	Developer Notification Test		Active	Edit Delete

Figure 45 - Noticeboard Tab - Viewing Saved and Sent Notifications

4.3.4. Class Schedule

In this tab, administrators create a schedule for skill enhancement classes and are able to view scheduled data in the calendar. The calendar is unique according to the academic year, district, block, village, school, and class. Follow the steps below to create a schedule:

Step 1 – Select the academic year from the dropdown menu.

Step 2 – Select the district from the dropdown menu.

Step 3 – Select the block from the dropdown menu.

- The available options are blocks within the previously selected district.

Step 4 – Select the village from the dropdown menu.

- The available options are villages within the previously selected block.

Step 5 – Select the school from the dropdown menu.

- The available options are schools within the previously selected village, hence:
- If you do not find the desired school (or block/village in earlier steps), double check that you have selected the correct district, block, or village).
- If the previously selected filters are accurate, ensure that the school has been added to the database – this may be cross-checked in the “School Management” sub-tab (Section 4.4.2.1).

Step 6 – Select the class from the dropdown menu.

Step 7 – Select the subject.

Step 8 – Select the day of the week from the dropdown menu.

Step 9 – Set the start time for the class (the time is in a 24-hour clock format).

- This may be done manually or by selecting the clock icon to the right of the box, and then choosing from the menu

Step 10 – Set the end time for the class (the time is in a 24-hour clock format).

Step 11 – Confirm the details and click the ‘Save’ button.

In order to view classes that have been scheduled, follow steps 1 through 6 from above.

Figure 46 - Class Schedule Tab

4.3.5. Faculty & Support

In this tab, administrators add new training sessions and can view existing trainings. Here, administrators have access to a repository of mentors and counsellors.

- The table displaying a list of mentors contains the following information: name, gender, email address, date of birth, contact number, highest qualification, designation, subject of interest, and experience (in years)
- The table displaying a list of counsellors has the following information: name, gender, email id, date of birth, contact number, highest qualification, designation, and subject of interest
- To find specific information in either the mentor list or counsellor list, use the search bar located on the top-of the right of the table

Faculty & Support									
Mentor List									
Sr. no.	Name	Gender	Email ID	DOB	Contact No. (Mobile)	Highest Qualification	Designation	Subject of Interest	Experience (Years)
1	TEST MENTOR	Male	testmentor@test.com	03/01/2025	9812121212	Q1, Q2	Mentor	S1	25 year, 11 month
2	Anil Kumar	Male	anilk4941@gmail.com	09/12/1991	7807454909	MTTM	Vocational Trainer	Tourism and Hospitality	10 year
3	Gopi P	Male	gopisr25588@gmail.com	25/05/1988	8866657030	Msc. Bsc	Lecture	Maths, Science	3 year, 6 month
4	Test Mentor2	Male	test2@gmail.com	29/07/2007	98756525626	Test	Test	Test	12 year, 7 month
Counsellor List									
Sr. no.	Name	Gender	Email ID	DOB	Contact No. (Mobile)	Highest Qualification	Designation	Subject of Interest	
1	COUNSELLOR	Male	testcounsellor@test.com	03/01/2025	9812121212	Q1	Counsellor	S1	
2	Rahul	Male	rahulkumargmail.com	22/04/2010	8988291493	10th	Student	Science, Hindi, Math,	
3	Gopi P	Male	gopisr25588@gmail.com	25/05/1988	8866657030	B.Ed. BSC	Lecture	Maths, Science	
4	ABC	Female	abc@gmail.com	09/07/1996	9876543210	BEd	Professor	Maths	

Figure 47 - Faculty & Support Tab - Mentor & Counsellor Lists

- The page includes a table displaying teacher training details; information includes the training title, start training date, end training date, duration (days), training category, training venue, No. of SMEs in attendance, and No. of Teachers in attendance
- The last column has three action items: view (eye icon), edit (edit icon), and delete (trash icon)
- All the training details are editable, excluding the SME and Teacher attendance information; this is based on the number of users who add this training to their profile's record

Teacher Training Details									
Add New Training Search									
S.No	Training Title	Start Training Date	End Training Date	Duration (days)	Training Category	Training Venue	No. of SMEs	No. of Teachers	Actions
1	Teacher's Training on Career Guidance and Counselling	23/12/2024	27/12/2024	5	Guidance & Counselling	SCERT Solan, Saproon	1	1	
2	Leadership Skills Development	19/12/2024	31/12/2024	13	Financial Administration & School Management	Conference Room 1, Corporate Tower	0	0	
3	Cloud Computing Essentials	19/12/2024	22/12/2024	4	Lab Skills	Online (Zoom Platform)	1	1	
4	Time Management Workshop	19/12/2024	21/12/2024	3	Lab Skills	Seminar Hall, Office Complex	1	0	

Figure 48 - Faculty & Support Tab - Training Details

To add a new teacher training, follow the steps below:

- Step 1** – Click on the 'Add New Training' button located above the training details table.
- Step 2** – Enter the training title, making sure it is concise yet explanatory.
- Step 3** – Select the training type from the dropdown menu.

Training Type*

Select Training Type

Select Training Type

- Academic Workshop/Capacity Building
- Administrative Workshop
- Monitoring & Evaluation
- Technology Advancement Training
- Guidance & Counselling
- Financial Administration & School Management
- Lab Technology
- Lab Skills
- Office Procedures
- Environmental Awareness
- POCSO
- In-Service Orientation Program
- Induction Training

Figure 49 - Faculty & Support Tab - Adding New Trainings / Selecting Training Type

- Step 4** – Enter the training start date in a dd/mm/yyyy format, or select the calendar icon on the right and choose from the calendar menu.
- Step 5** – Enter the training end date in a dd/mm/yyyy format, or select the calendar icon on the right and choose from the calendar menu.
- Step 6** – Enter the venue of the training.
- Step 7** – Click the 'Add' button once confirming training details are correct.

Add New Training

Training Title*

Training Type*

Start Date*

End Date*

Venue*

Figure 50 - Faculty & Support Tab - Adding New Trainings

4.3.6. Student Assessment

In this tab, administrators can access a repository of student assessment reports; here, there is a table containing information on the student and their survey results (recommended career, career cluster, and required skills).

- To view the table of students, select the relevant district, UDISE code, and class from the dropdown menus; you may select one, multiple, or all UDISE codes.
- The table contains the following information by student, as seen in each column: Student ID, Student Name, Gender, Recommended Career, Career Cluster, Required Skills. There is also an 'Action' column.
- Use the navigation/pagination bar at the bottom of the page to go through all the students.

Student Assessment Report

Select District

UNA

UDISE Code

GSSS BALIHAL, GSSS BATHRI, GSSS BATHU, GSSS BEETON, GHS BHADOURI, GSSS BHADSALI, GMS MANGUWAL, GMS BHADSALI, GMS CHA...

Class

6

[click here to filter districts wise student list Then select district only](#)

Search inside table...

Student ID	Student Name	Gender	Recommended Career	Career Cluster	Required Skills	Action
21905058914	AADARSH	Male	Not Available	Not Available	Not Available	select
21864580940	AADARSH CHOUDHARY	Male	Not Available	Not Available	Not Available	select
22202467873	AADI KUMAR	Male	Not Available	Not Available	Not Available	select
22079265096	AADITY JASWAL	Male	Not Available	Not Available	Not Available	select
22234202629	AADITYA CHAUHAN	Male	Not Available	Not Available	Not Available	select
22469263905	AJMEEN KHATOON	Female	Not Available	Not Available	Not Available	select
21973138495	AAKANKSHA	Female	Not Available	Not Available	Not Available	select
21841129844	AAKARSH DHIMAN	Male	Not Available	Not Available	Not Available	select
22152604962	AAKASH	Male	Not Available	Not Available	Not Available	select
22791448809	AAKASH	Male	Not Available	Not Available	Not Available	select
22819991095	AAKASH	Male	Not Available	Not Available	Not Available	select
21887558814	AALIA	Female	Not Available	Not Available	Not Available	select
22330477331	AALIYA	Female	Not Available	Not Available	Not Available	select
21853645669	AAMNA	Female	Not Available	Not Available	Not Available	select
22679315994	AANCHAL DEVI	Female	Not Available	Not Available	Not Available	select
22108212981	AARADHYA	Female	Not Available	Not Available	Not Available	select
22147558398	AARAV	Male	Not Available	Not Available	Not Available	select
22477256509	AARAV	Male	Not Available	Not Available	Not Available	select
22997652765	AARAV CHAUDHARY	Male	Not Available	Not Available	Not Available	select
22116449523	AARAV CHOUDHARY	Male	Not Available	Not Available	Not Available	select

Showing 1 to 20 of 4966 results

<

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Load More

>

Figure 51 - Student Assessment Tab

4.3.7. Student Results Analysis

The Student Results Analysis tab provides administrators with a class-wise view of various student metrics. This includes distribution of personality types and career clusters among students, attendance, location distribution, alongside an analysis of life skills and adaptive skills.



Figure 52 - Student Results Analysis Tab, p1

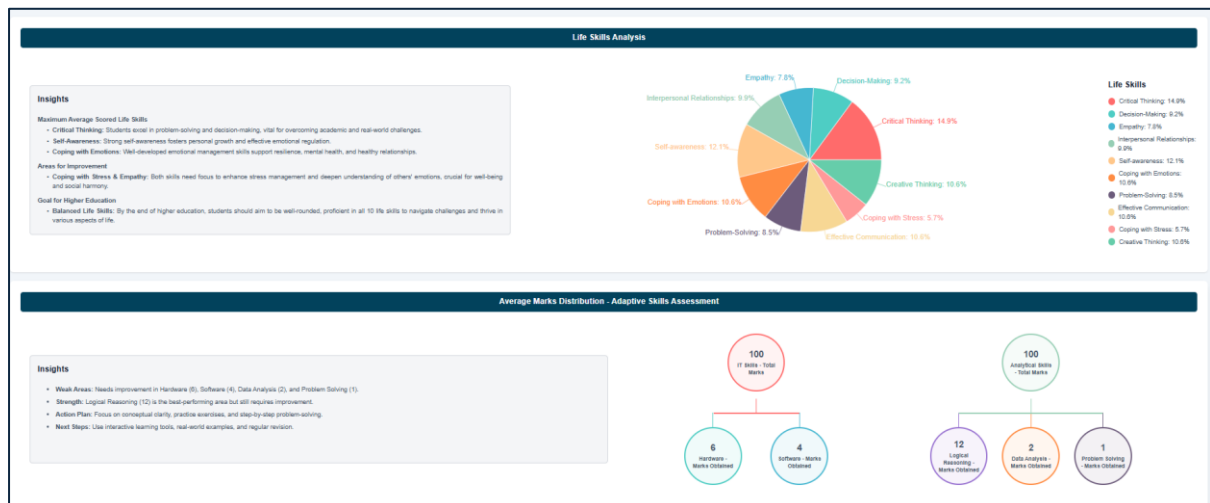


Figure 53 - Student Results Analysis Tab, p2

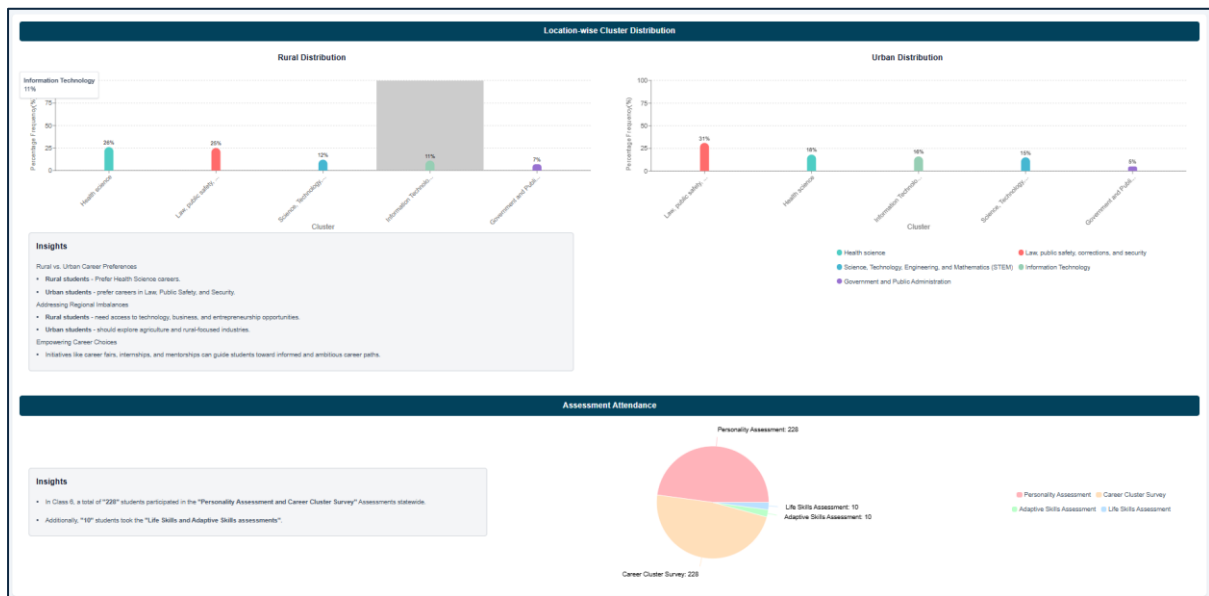


Figure 54 - Student Results Analysis Tab, p3

4.3.8. Content Management

In this tab, administrators may choose what tabs and content is available each user role.

- Select the relevant role from the dropdown menu to view the content (tabs and subtabs) that are available to the user type.
- Check, or uncheck the box of the tab/subtab you would like to make visible or not-visible.

Content Management			
Select Role			
Student			
☐	Tabs	SubTabs	Action
☐	Dashboard	-	
☐	Profile	-	
☐	Interest Profiler	-	
☐	Career Cluster Survey	-	
☐	Adaptive Skill Assessment	-	
☐	Resources	☐ Learning Resources ☐ Vocational Courses ☐ Scholarships ☐ Education Loan ☐ Institutes & Rankings ☐ Entrance Exam Information	
☐	Career Canvas	-	
☐	Career Pathway	-	
☐	School-To-College-To-Work	-	
☐	Professional Connect	-	

Figure 55 - Content Management Tab

4.4. Student Login

This section serves as a guide for students using the e-HSCRC platform. The tabs (and subtabs) for the student login will be discussed.

Student Login Tabs

1. Dashboard
2. Profile
3. Interest Profiler
4. Career Cluster Survey
5. Adaptive Skill Assessment
6. Resources
 - a. Learning Resources
 - b. Vocational Courses
 - c. Scholarships
 - d. Education Loan
 - e. Institutes & Rankings
 - f. Entrance Exam information
7. Career Canvas
8. Career Pathway
9. School-To-College-To-Work
10. Professional Connect
11. Life Skills
 - a. Inside Classroom
 - b. Outside Classroom

4.4.1. Student Dashboard

Upon successful login, students will be directed to the dashboard tab. The key features available on the Student dashboard are:

- A link to connect to counsellors (located on the top left of the page).
 - To begin counsellor connection, click on the blue tile labelled 'Connect to Counsellors' – a list of counsellors will then pop up.
 - To connect with a counsellor, click the blue 'Connect' button located in the last column of the table – ensure you click the button that corresponds to the desired counsellor.

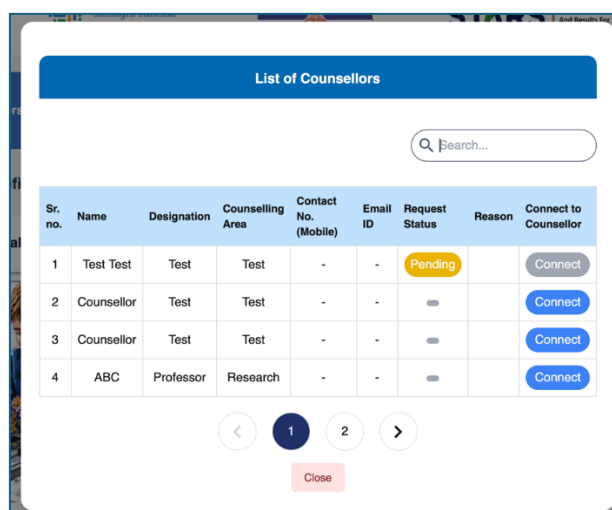


Figure 56 – Connect to Counsellors - List of Counsellors (Dashboard Page)

- Summary tiles consistent of the following information: no. of IP (Interest Profiler) tests taken by the student, no. of Cluster Survey tests taken by the student, and no. of Adaptive Skill Assessments taken by the student.



Figure 57 - Student Dashboard, p1

- An overview of the student's *Skill Profile*; here, your personality trait, a video description of the personality trait, and top career clusters/careers are displayed. Below is an explanation of the information shown:
 - The student's Personality Trait is accompanied by a descriptive label (e.g., Insightful Visionary or Practical Problem-Solver).
 - To the right of the Personality Trait tile is a short explanatory video that dives into the student's personality type – it provides actionable insights into the user's strengths, preferences, and career inclinations.
 - The last tile includes the student's top two career clusters, and top two careers.
 - Note:** This Skill Profile is based upon the tests taken by the students – if no tests have been taken, there will be no information to display.

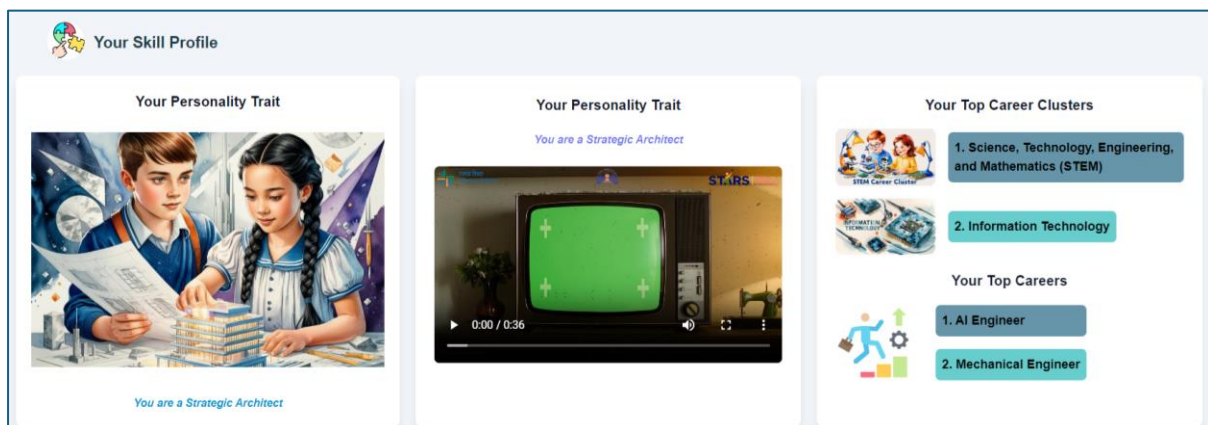


Figure 58 - Student Dashboard, p2

- A *Skill Mapping* graph that displays the student's proficiency in IT skills, analytical skills, and life skills.
 - Each thematic area has different skills tested, which are: **IT skills** (Software, Hardware), **Analytical Skills** (Data Analysis, Logical Reasoning, Problem-Solving), **Life Skills** (Self-awareness, Empathy, Critical Thinking, Creative Thinking, Decision-Making, Problem-Solving, Effective Communication, Interpersonal Relationships, Coping with Emotions, Coping with Stress).
 - Each skill displays a percentage bar (and score) derived from assessment results, giving users a clear understanding of their strengths and areas for improvement.
 - Note:** This information is based on the student's results from the Adaptive Skills Assessment and Life Skills tests. No data will be displayed if the student has not taken these tests yet.
- An *Interest Profile* graph which displays a graphical representation of the student's personality traits.
 - Note:** This information is based on the student's results from the Interest Profiler test. No data will be displayed if the student has not taken this test yet.

- A *Career Recommendation* table which displays a student's recommended careers and career clusters, based on every attempted Career Cluster Survey test.

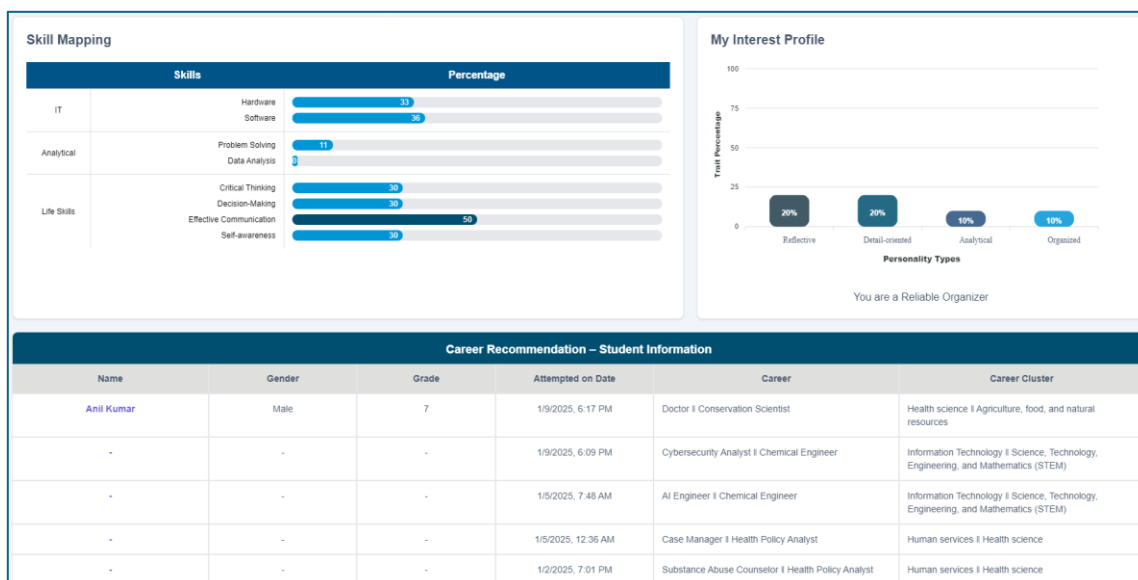


Figure 59 - Student Dashboard, p3

4.4.2. Profile

In this tab, students can view and update their profile, access their academic information, personal information, and parents' information. Click on the relevant title to access each of the windows. Students are also able to access their timetable and subjects.

- For all three windows, basic information of the user is located to the left of the page (as seen in the figures below).
- Click on the edit icon by the profile image to update the profile picture.

The student's timetable and subjects list are also available on all three windows, located on the bottom of the page.

My Timetable

	7:30 AM - 8:10 AM	8:15 AM - 8:55 AM	9:00 AM - 9:40 AM	9:45 AM - 10:25 AM	10:30 AM - 11:10 AM	11:15 AM - 11:55 AM	12:00 PM - 12:40 PM	1:00 PM - 1:40 PM	1:45 PM - 2:25 PM
Monday	Science	Mathematics	History	Geography	Recess	English	Hindi	PE	Science
Tuesday	Science	Mathematics	History	Geography	Recess	English	Hindi	PE	Science
Wednesday	Science	Mathematics	History	Geography	Recess	English	Hindi	PE	Science
Thursday	Science	Mathematics	History	Geography	Recess	English	Hindi	PE	Science
Friday	Science	Mathematics	History	Geography	Recess	English	Hindi	PE	Science

Subjects

ID	Subject Name	Teacher Name	Class
1	English	ESHITA SHARMA	7
2	Hindi	KULDEEP KUMAR	7
3	Maths	VINOD KUMAR	7
4	Science	REENA RANI	7
5	Social Science	SUSHMA RANI	7
6	Geography	ANJANA JASROTHA	7
7	History	VIKAS GORLA	7
8	Civics	RAJ KUMAR	7
9	English	PROMILA DEVI	7
10	Hindi	JOGINDER KUMAR	7

Figure 60 - Student Profile Tab - Timetable and Subjects

4.4.2.1. Academic Info

This window includes a section for students to select their interests and skills.

- To add interests in the 'My Interests' section, click the '+' button and select from the available options; added interests may be deleted later.
- To add skills in the 'My Skills' section, click the '+' button and select from the available options; added skills may be deleted later.

Figure 61 – Student Profile Tab - Academic Information Window

4.4.2.2. Personal Info

On this window, the student's personal information is available. The following information is displayed for the student: General Information (Profile ID, Name, Gender, Date of Birth, Blood Group, School Name), My Address (Correspondence, Permanent).

To edit these fields, select the green edit icon to the right of the desired field. All fields, excluding Profile ID, Name, and School Name, are editable.

Enter the new details – for 'date of birth', you may select the date from the available calendar menu, for 'gender' and 'blood group', you may select the relevant option from the dropdown menu that will appear.

Academic Info

Personal Info

Parents Info



Anil Kumar
20367994803

Class : 7
Academic Year : 2023-24
Place : -

Enrollment No. : -
My Classes : [Time Table](#)

My Subjects

Mathematics Science Social Science English

General Information

Profile ID: 20367994803

Name: Anil Kumar

Gender: Female

Date of Birth: 2024-10-30

Blood Group: A+

School Name:

My Address

Correspondence:

Permanent:

Figure 62 – Student Profile Tab - Personal Information Window

4.4.2.3. Parents Info

On this window, the parents' information is available. The following information is displayed for the student's mother and father: Name, Date of Birth, Mobile Number, and Occupation.

To edit these fields, select the green edit icon to the right of the desired field; enter the new details – for 'date of birth', you may select the date from the available calendar menu.

Academic Info

Personal Info

Parents Info



Anil Kumar
20367994803

Class : 7
Academic Year : 2023-24
Place : -

Enrollment No. : -
My Classes : [Time Table](#)

My Subjects

Mathematics Science Social Science English

My Mother

Name: Radha Kumar

Date of Birth:

Mobile:

Occupation:

My Father

Name: MADHAN LAL

Date of Birth:

Mobile:

Occupation:

Figure 63 – Student Profile Tab - Parents' Information Window

4.4.3. Interest Profiler

On this tab, students take the *Interest Profiler* test, which is designed to help users identify their interests and align them with potential career options. This test must be taken before the *Career Cluster Survey*.

By completing a series of targeted questions, users can gain insight into their personality traits and inclinations, enabling a more informed approach to career exploration. This tool bridges the gap between self-awareness and professional aspirations, providing users with clarity on their strengths, preferences, and future opportunities.

There are several windows and subsections. The five windows include: About, Instructions, Test, Results, & Best Matching Clusters.

4.4.3.1. About

In the *About* window, students are introduced to the concept of personality types and how it relates to career guidance.

Students may watch explanatory videos that explore each personality type – these videos provide examples of how personality traits influence career paths and help users relate to real-world scenarios.

- Each personality type is accompanied by a video, simply click on the desired thumbnail to start a video.
- Use the arrow buttons located on the left and right side of the gallery to navigate.

Below the explanatory videos is an overview of how this assessment benefits a student. You may click the 'Next' button to proceed to the instructions window.

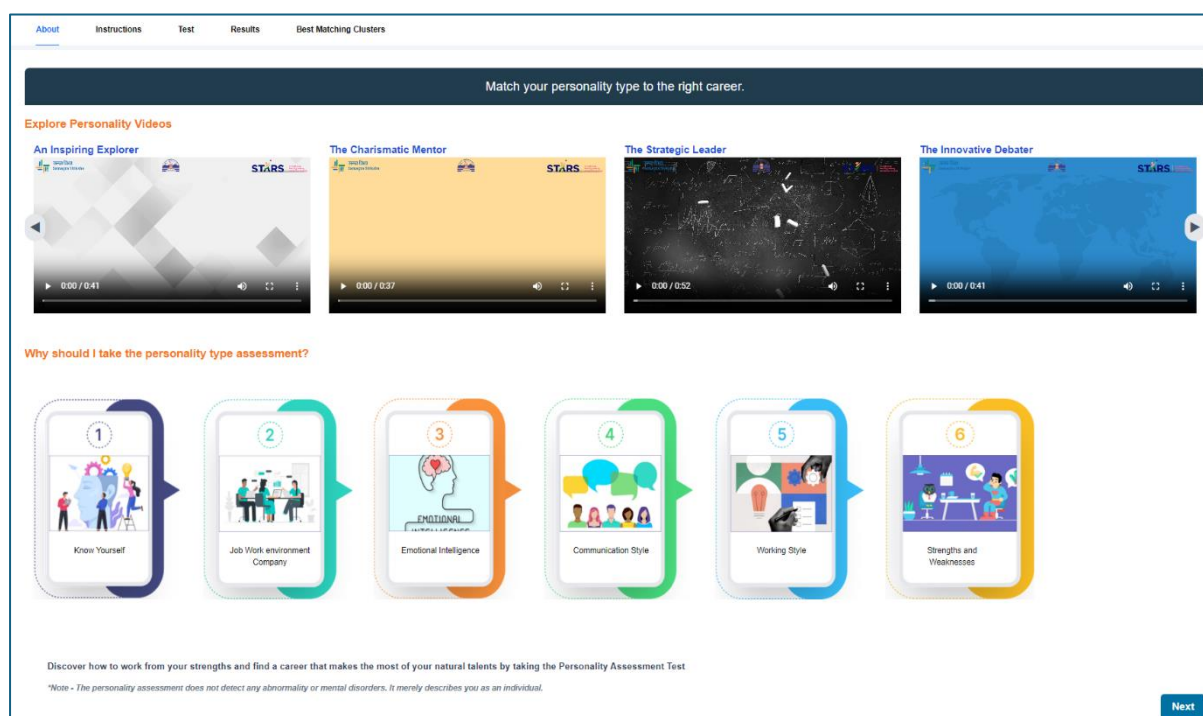


Figure 64 - Interest Profiler - About Window, p1

At the very bottom of the page, students may view a history of their previous Interest Profiler attempts, in table format.

Previous Attempts			
Search inside table...			
Attempt Number	Attempted On	Personality Type	
1	09/01/2025, 06:15 pm	You are a Reliable Organizer	
2	09/01/2025, 06:05 pm	You are a Strategic Architect	
3	09/01/2025, 05:54 pm	You are a Reliable Organizer	
4	05/01/2025, 07:40 am	You are a Practical Problem - Solver	

Figure 65 - Interest Profiler - About Window, p2

4.4.3.2. Instructions

The *Instructions* window provides a clear guide on how students can complete the Interest Profiler assessment. Once you have read the page's contents, click the 'Get Started' button to begin the test.

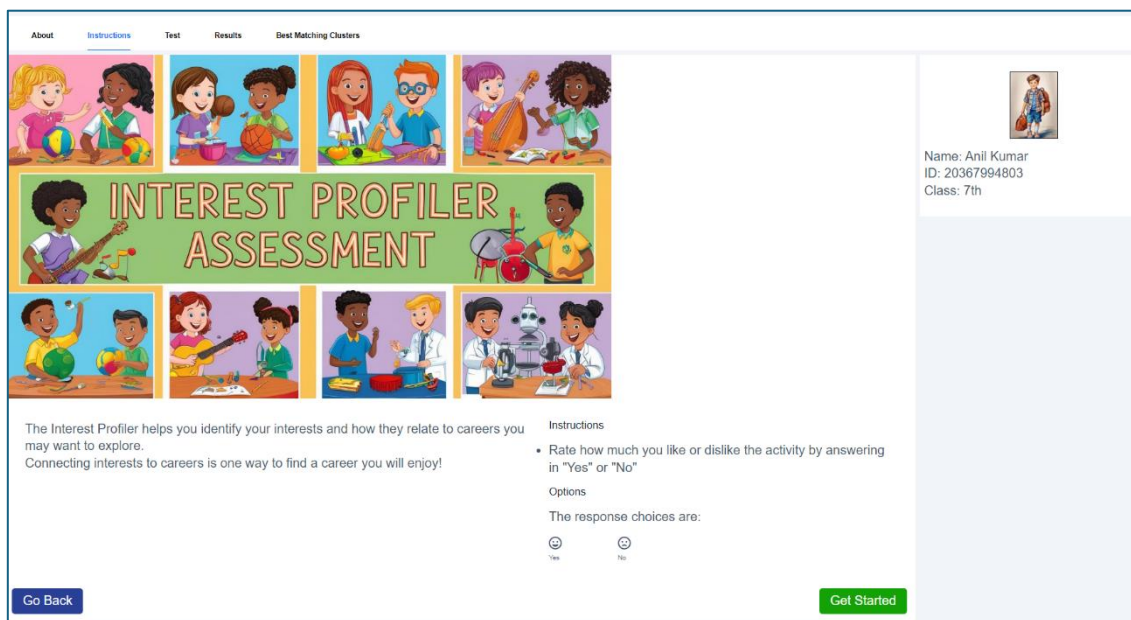
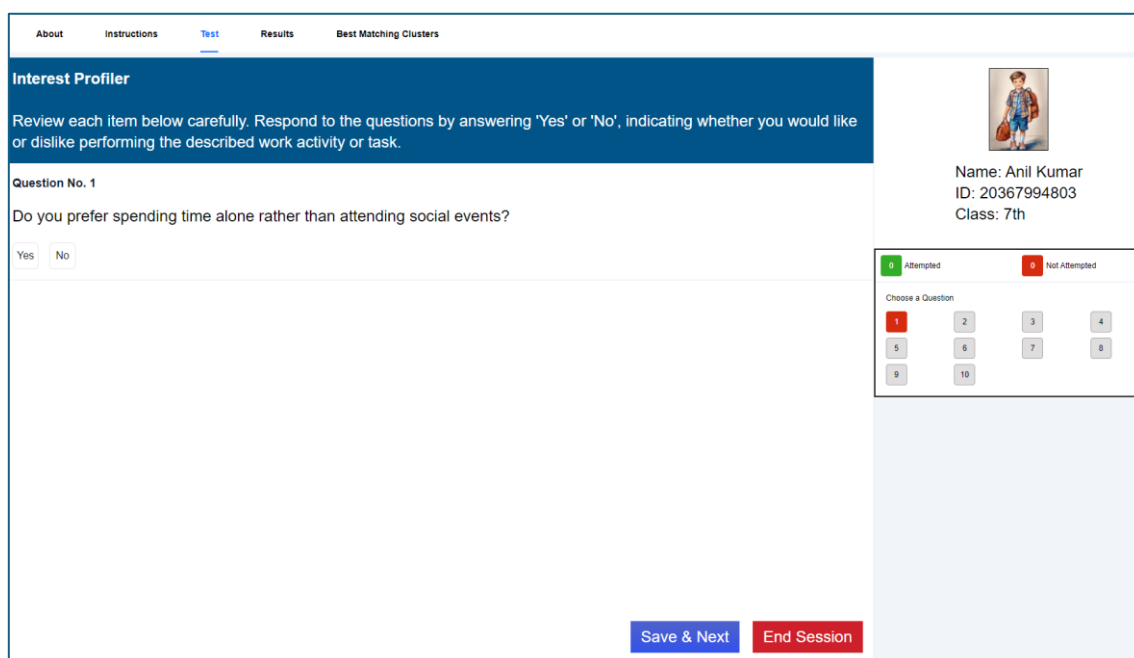


Figure 66 - Interest Profiler - Instructions Window

4.4.3.3. Test

On this window, students may begin the test. To begin the Interest Profiler test, complete the following steps:

- Step 1** – Click the green 'Get Started' button located on the instructions window – you are now directed to the testing page.
- Step 2** – Read the question and then select a "Yes" or "No" depending on your interest to the various activity.
- Step 3** – Click the 'Save & Next' button to proceed to the next question.
 - You may click the red 'End Session' button to end the test and restart (now or later) if desired.
- Step 4** – Repeat steps 2 and 3 until you finish all 10 questions in the Interest Profiler.
- Step 5** – On the 10th question, click 'Save & Next' to submit the Interest Profiler.



The screenshot shows the 'Interest Profiler' test window. At the top, there are tabs for 'About', 'Instructions', 'Test' (which is active), 'Results', and 'Best Matching Clusters'. The main content area is titled 'Interest Profiler' and contains instructions: 'Review each item below carefully. Respond to the questions by answering "Yes" or "No", indicating whether you would like or dislike performing the described work activity or task.' Below this, 'Question No. 1' is displayed: 'Do you prefer spending time alone rather than attending social events?'. There are two radio buttons labeled 'Yes' and 'No'. On the right side, there is a profile card for 'Anil Kumar' with ID '20367994803' and 'Class: 7th'. Below the profile card, there is a 'Choose a Question' section with a grid of 10 buttons numbered 1 to 10. Buttons 1 and 2 are highlighted in red, indicating they are 'Not Attempted', while buttons 3 through 10 are grey, indicating they are 'Attempted'. At the bottom right, there are two buttons: 'Save & Next' and 'End Session'.

Figure 67 - Interest Profiler - Test Window

4.4.3.4. Results

Upon completion of the test, students will be redirected to the *Results* window – this page displays the results of the assessment, offering detailed insights into the user's personality traits and career inclinations.

Based on responses, users are categorized along the four dimensions – the unique combination of these four dimensions will then indicate your personality type, out of 16 possible ones. These dimensions include:

- *Outgoing or Reflective*: Social and extroverted versus introspective and reserved.
- *Detail-Oriented or Visionary*: Focused on specifics versus having a broad and innovative outlook.
- *Analytical or Compassionate*: Logical problem-solvers versus empathetic and nurturing.
- *Organized or Flexible*: Preference for structure and routine versus adaptability to change.

On the results page are two diagrams.

- The first, located to the left of the page, illustrates how the four dimensions create 16 different personality types, and what each combination yields. Click on the respective personality type to read more about it.
- The second diagram, located to the right of the page, displays your results according to each dimension and how you scored on the spectrum.

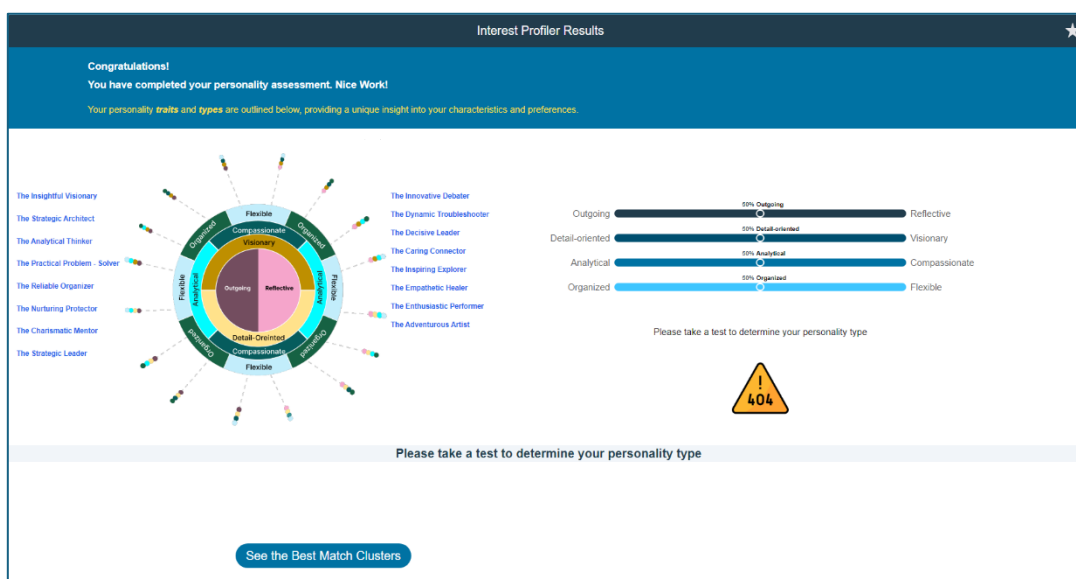


Figure 68 - Interest Profiler - Results Window

4.4.3.5. Best Matching Clusters

This page provides a comprehensive overview of the user's top three career clusters, aligning with their identified personality traits. Some of the key features are:

- Displays the top three clusters that match the user's personality type most effectively.
- Provides detailed information about each cluster, such as: overview of the cluster and its relevance, common careers within the cluster, skills and attributes required to excel in these fields.

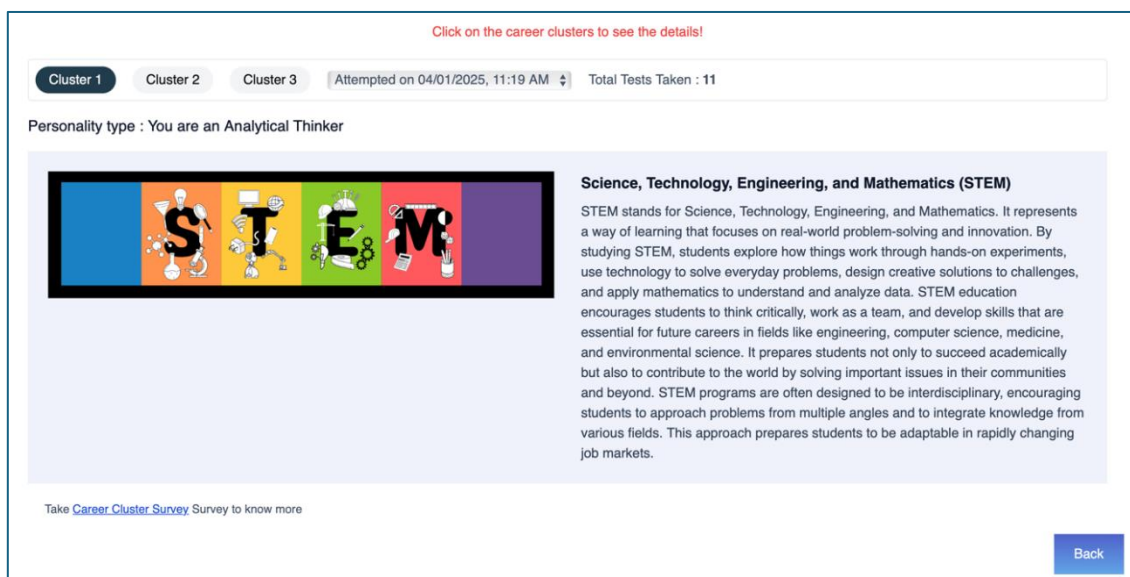


Figure 69 - Interest Profiler - Best Matching Clusters Window

4.4.4. Career Cluster Survey

After taking the *Interest Profiler*, students may begin the *Career Cluster Survey*.

The Career Cluster Survey is designed to help users explore career clusters that align with their skills, interests, and personality traits. This feature guides users through a structured process of discovering potential career fields and provides tailored recommendations. By answering a series of targeted questions, users can identify career paths that best suit their abilities and preferences, helping them make well-informed decisions about their future.

The Career Cluster Survey section consists of the following windows: About You, Instructions, Take the Career Cluster Survey, and Results. Each of these plays a crucial role in guiding users through the survey process and analyzing the results.

4.4.4.1. About You

- **Purpose:** Introduces users to their best-matching career clusters based on survey responses.
- **Key Features:**
 - Includes **videos** about the user's top career clusters, explaining their relevance and potential opportunities.
 - Provides users with an overview of the clusters that align with their personality, helping them connect with suitable career fields.

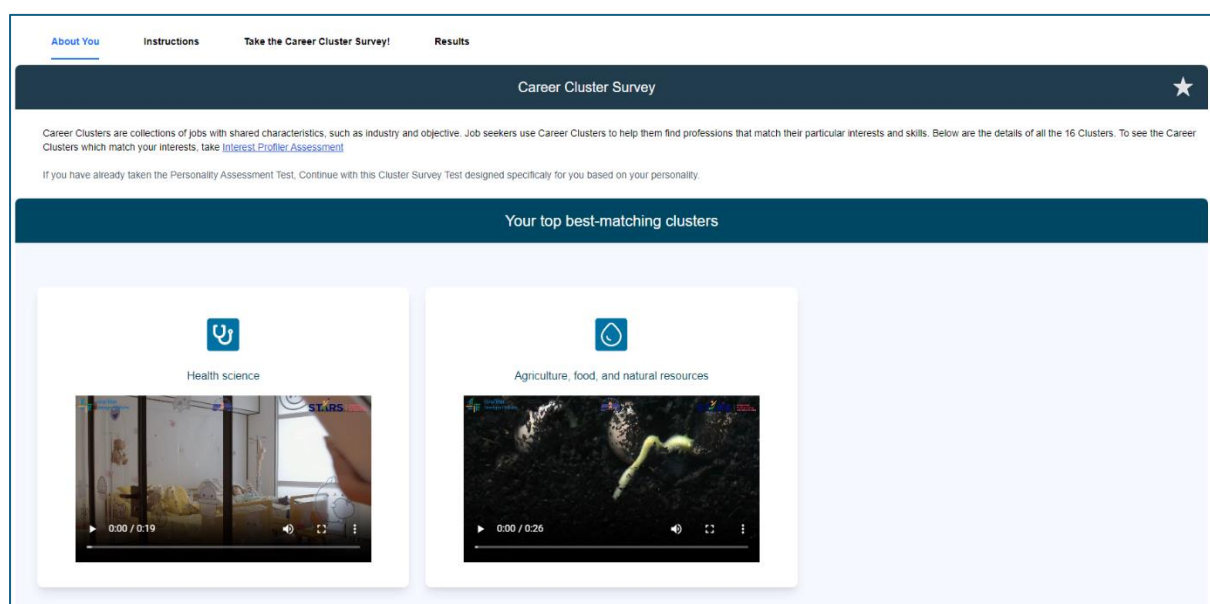


Figure 70 - Career Cluster Survey - About You Window, p1

- Students may also view descriptive videos on other existing clusters

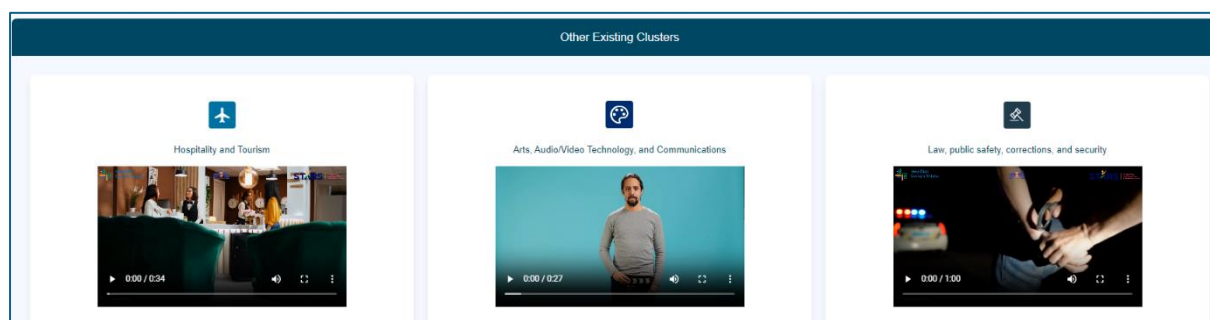


Figure 71 - Career Cluster Survey - About You Window, p2

- Students may view a list of their previous attempts.

Previous Attempts	
Attempt Number	Attempted On
1	09/01/2025, 06:17 pm
2	09/01/2025, 06:09 pm
3	05/01/2025, 07:48 am
4	05/01/2025, 12:36 am

Figure 72 - Career Cluster Survey - About You Window, p3

4.4.4.2. Instructions

About You
Instructions
Take the Career Cluster Survey!
Results



Name: Anil Kumar
ID: 20367994803
Class: 7th

The Career Cluster Survey is taken after the Personality Assessment test. It helps you identify your top matching Careers based on the best match Clusters. This Survey is specifically chosen for you based on the 3 Clusters resulted from your Personality Assessment Test. Enjoy the test!

Instructions

- Rate how much you like or dislike the activity by answering in "Yes" or "No"

Options

The response choices are:

Yes No

Go Back Get Started

Figure 73 - Career Cluster Survey - Instructions Window

- **Purpose:** Guides users on how to complete the Career Cluster Survey effectively.
- **Steps:**
 1. Navigate to the **Instructions** tab within the Career Cluster Survey section.
 2. Click on the **"Get Started"** button located in the right-hand corner of the tab.

Read through the instructions carefully to understand the format and objectives of the survey.

4.4.4.3. Take the Career Cluster Survey

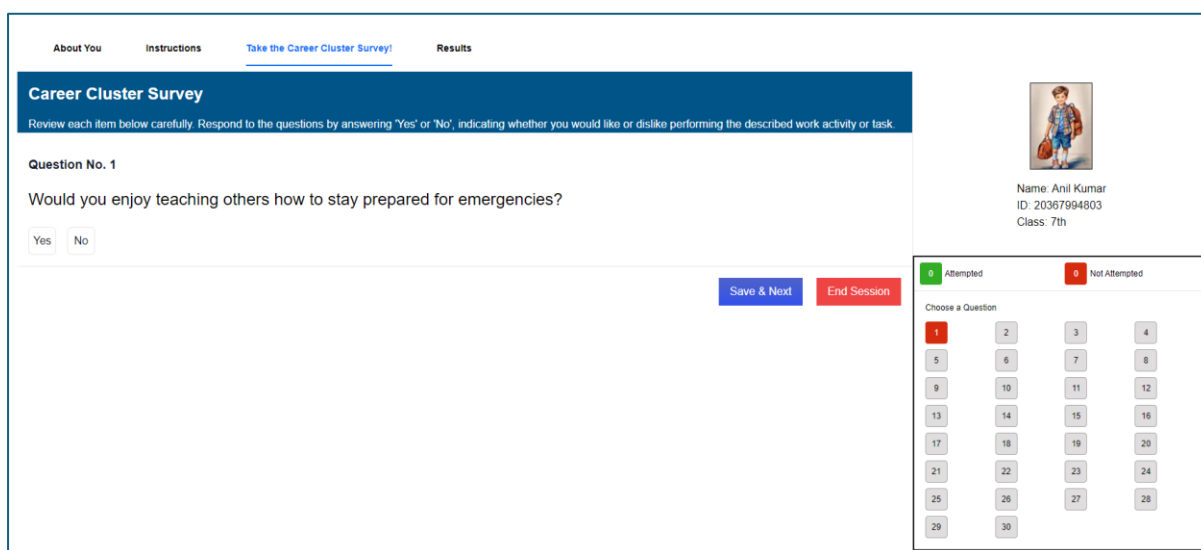
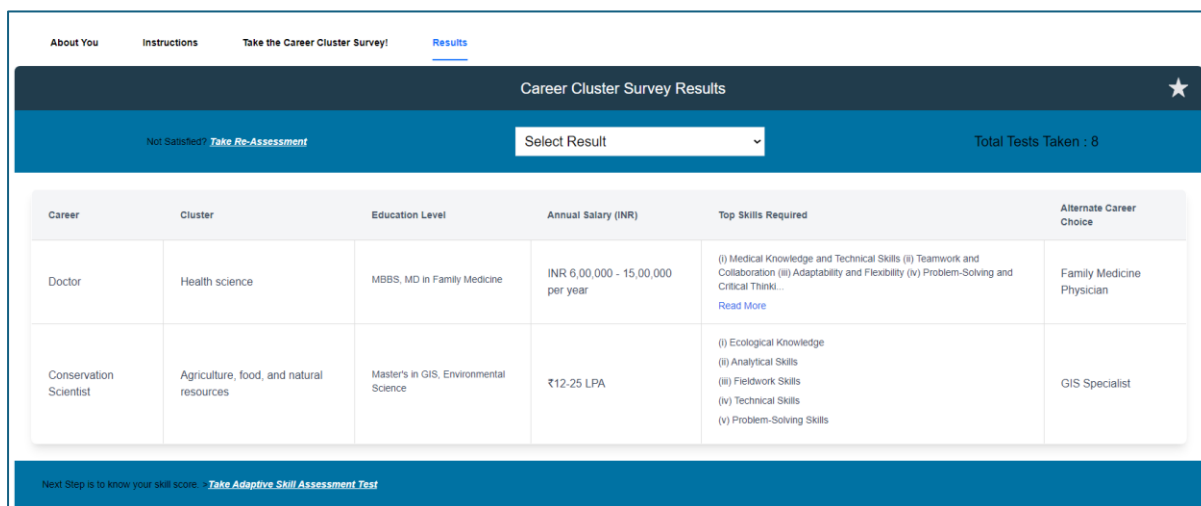


Figure 74 - Career Cluster Survey - Take the Career Cluster Survey Window

- **Purpose:** Allows users to answer a series of multiple-choice questions designed to assess their interests and skills.
- **Steps:**
 1. Begin the survey by clicking on the "Get Started" button.
 2. Answer the **yes-or-no** questions honestly, reflecting your preferences and inclinations.

4.4.4.4. Results



Career	Cluster	Education Level	Annual Salary (INR)	Top Skills Required	Alternate Career Choice
Doctor	Health science	MBBS, MD in Family Medicine	INR 6,00,000 - 15,00,000 per year	(i) Medical Knowledge and Technical Skills (ii) Teamwork and Collaboration (iii) Adaptability and Flexibility (iv) Problem-Solving and Critical Thinki... Read More	Family Medicine Physician
Conservation Scientist	Agriculture, food, and natural resources	Master's in GIS, Environmental Science	₹12-25 LPA	(i) Ecological Knowledge (ii) Analytical Skills (iii) Fieldwork Skills (iv) Technical Skills (v) Problem-Solving Skills	GIS Specialist

Next Step is to know your skill score. [Take Adaptive Skill Assessment Test](#)

Figure 75 - Career Cluster Survey - Results Window

- **Purpose:** Displays detailed results based on the user's survey responses, helping them analyze career clusters that match their profile.
- **Key Features:**
 - **Career Recommendations:** Provides a table containing the following information:
 - **Career Options:** Suggests careers that align with the user's interests and skills.
 - **Cluster Information:** Indicates the cluster each career falls under, offering a broader understanding of related fields.

- **Education Requirements:** Specifies the level of education required to pursue the recommended career.
- **Annual Salary:** Provides an estimated salary range for the career path.
- **Top Skills Required:** Lists the skills necessary to excel in the suggested career field.
- **Alternate Career Choices:** Offers additional career options that align with the user's profile.

4.4.5. Adaptive Skill Assessment

4.4.5.1. About

Upon clicking on the 'Adaptive Skill Assessment' tab in the menu, students will first land on the 'About' page. In the first section of the page, students may watch explanatory videos. One explains the concepts of ai-based computer adaptive testing, while the other discusses adaptive behaviour skills and why they are important.

You may click the 'Next' button to proceed to the instructions window or continue reading additional information in the 'About' window.

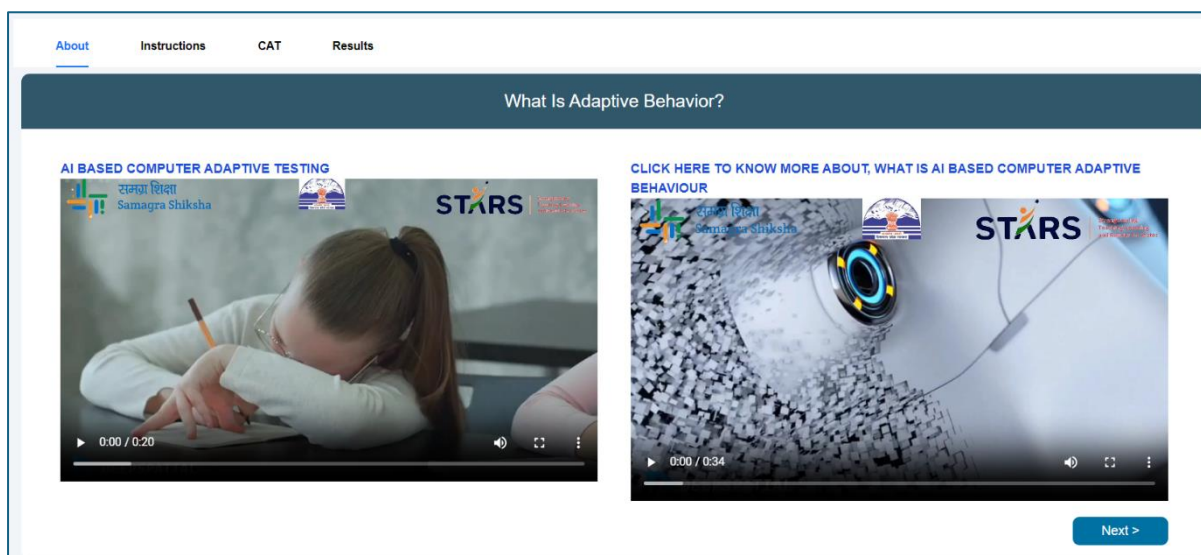


Figure 76 - Adaptive Skill Assessment - About Window, p1

The *About* window includes a description of skills tested in this assessment, ensuring that students are familiar with the scope of the evaluation. It delves into the types of analytical skills, and the types of IT skills that will be tested.

At the very bottom of the page, students may view a history of their previous CAT attempts, in table format.

Description of Skills:

Analytical Skills -
Analytical skills are problem-solving skills that help you parse data and information to develop creative, rational solutions. An analytical person in the workplace focuses on making sense of the facts and figures and using logical thinking practices to identify a fix.

The test is categorized into 3 types of analytical skills:
Logical Reasoning - Capacity to analyze and evaluate information to reach a logical conclusion
Problem Solving - Ability to apply logic and solve real life routine problems
Data Analysis - helps to deal with daily activities which involves teamwork or co-dependency

IT Skills -
IT skills (also known as information technology skills) are technical skills necessary to work within technical support, maintenance, and development. IT skills are a rather wide skill set that range from hardware installation and software development to troubleshooting and data analysis.

The test is categorized into 2 types of analytical skills:
Software - helps to understand the system to eradicate minor errors
Hardware - helps to understand the system mechanically

Previous Attempts

Attempt Number	Attempted On
1	09/01/2025, 09:51 am
2	05/01/2025, 07:57 am
3	27/12/2024, 12:43 pm

<
1
>

*CAT - Computer-Based Adaptive Test

Figure 77 - Adaptive Skill Assessment - About Window, p2

4.4.5.2. Instructions

The *Instructions* window provides a clear guide on how students can complete the CAT. Once you have read the page's contents, click the 'Get Started' button to begin the test.

About **Instructions** CAT Results

e-HSCRC Adaptive Skill Assessment
Learn. Adapt. Evolve.

General instructions for the Candidate:

Read the following instructions carefully.

English

- This test is Window Proctored. Please do NOT navigate away from the test window during the test. If the system detects that you have opened any other application (browser, chat etc) your test will be terminated.

S. No.	Section Name
1	IT Skills
2	Analytical Skills

S. No.	Question with Status	Meaning
1		You have not answered the question yet.
2		You have answered the question.

☒ Please note all questions will appear in your default language. This language can be changed for a particular question later on

I am ready to begin

End Session



Name: Anil Kumar
ID: 20367994803
Class: 7

Figure 78- Adaptive Skill Assessment - Instructions Window

4.4.5.3. CAT

On this window, students may begin the test. To begin the CAT, complete the following steps:

Step 1 – Click the green ‘I am ready to begin’ button located on the instructions window – you are now directed to the testing page.

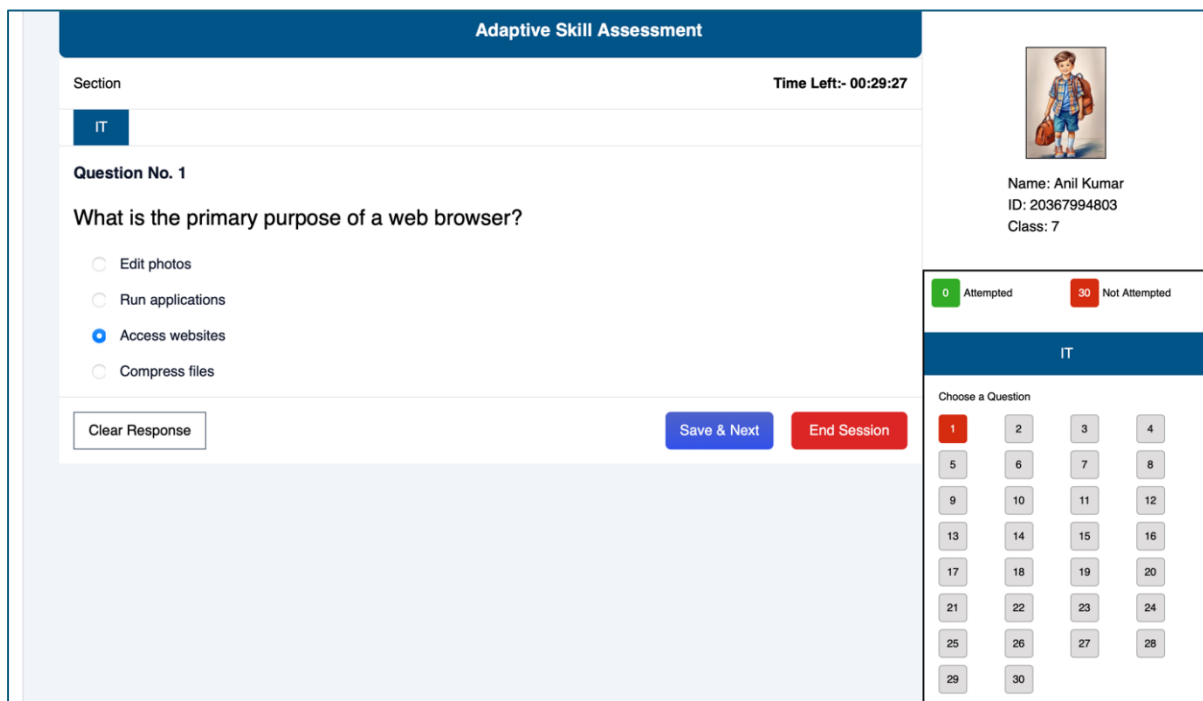
Step 2 – Read the question and then select the answer you believe to be most accurate from the four provided options.

Step 3 – Click the ‘Save & Next’ button to proceed to the next question.

- You may click the red ‘End Session’ button to end the test and restart (now or later) if desired.
- Click the ‘Clear Response’ button if you want to select a different option.

Step 4 – Repeat steps 2 and 3 until you finish all 30 questions in the assessment.

Step 5 – On the 30th question, click ‘Save & Next’ to submit the assessments.



The screenshot shows the 'Adaptive Skill Assessment' interface. At the top, a blue header bar contains the title 'Adaptive Skill Assessment'. Below this, the interface is divided into several sections. On the left, there is a 'Section' dropdown menu currently set to 'IT', and a 'Time Left' indicator showing '00:29:27'. The main area displays 'Question No. 1' with the text 'What is the primary purpose of a web browser?'. Below the question are four radio button options: 'Edit photos', 'Run applications', 'Access websites' (which is selected), and 'Compress files'. At the bottom of this section are three buttons: 'Clear Response', 'Save & Next', and 'End Session'. On the right side, there is a profile card for a user named 'Anil Kumar' with ID '20367994803' and 'Class: 7'. Below the profile card, there is a progress bar showing '0 Attempted' and '30 Not Attempted'. At the bottom right, there is a grid of buttons numbered 1 to 30, with the first button (1) highlighted in red, indicating the current question.

Figure 79- Adaptive Skill Assessment - Test Window

4.4.5.4. Results

- **Purpose:** Provides a comprehensive overview of the user’s performance in the assessment.
- **Key Features:**
 - **Score Summary Section:**
 - Displays the **maximum marks (30)**, the **total score achieved**, and the **percentage** obtained.
 - Example: 20 out of 30, which equals 66.66%.
 - **Know Your Efficiency:**
 - Summarizes test efficiency, including the **total exam time (30 minutes)**, **time taken**, and the **average time spent per question**.
 - **Chapter-Wise Analysis:**
 - Provides a detailed breakdown of performance by section.
 - Example: IT Skills: 15/20 questions answered correctly, Analytical Skills: 5/10 questions answered correctly
 - **Difficulty-Wise Question Analysis:**
 - Highlights performance based on the difficulty level of questions (e.g., easy, moderate, difficult).

- Example: In the "Difficult" category, 13 questions were answered correctly, while 4 were incorrect.
- **Peer Analysis Section:**
 - Compares the user's performance with peers using metrics like **scores**, **accuracy**, **correct answers**, and **incorrect answers**.
- **Know Your Proficient and Weak Areas:**
 - Identifies strong and weak skill areas and offers recommendations for improvement.
 - Example: If the user struggles with Analytical Skills, the system suggests revisiting specific topics for better understanding.

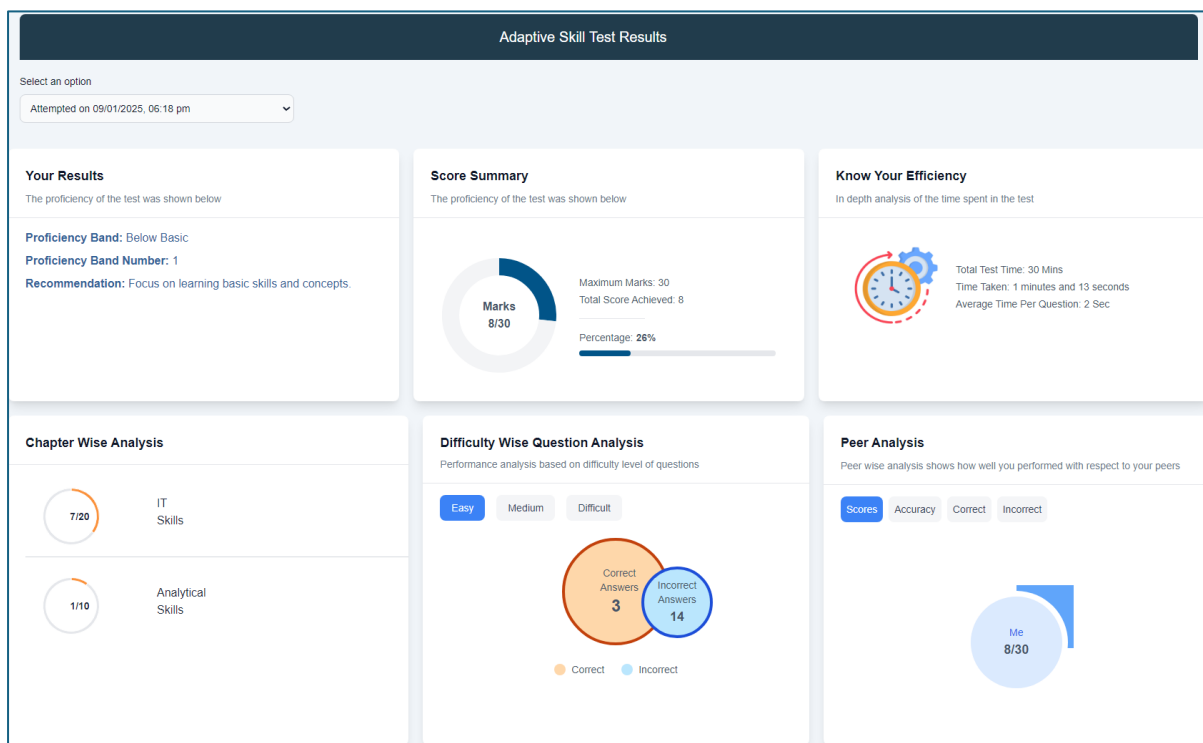


Figure 80 - Adaptive Skill Assessment - Results Window, p1

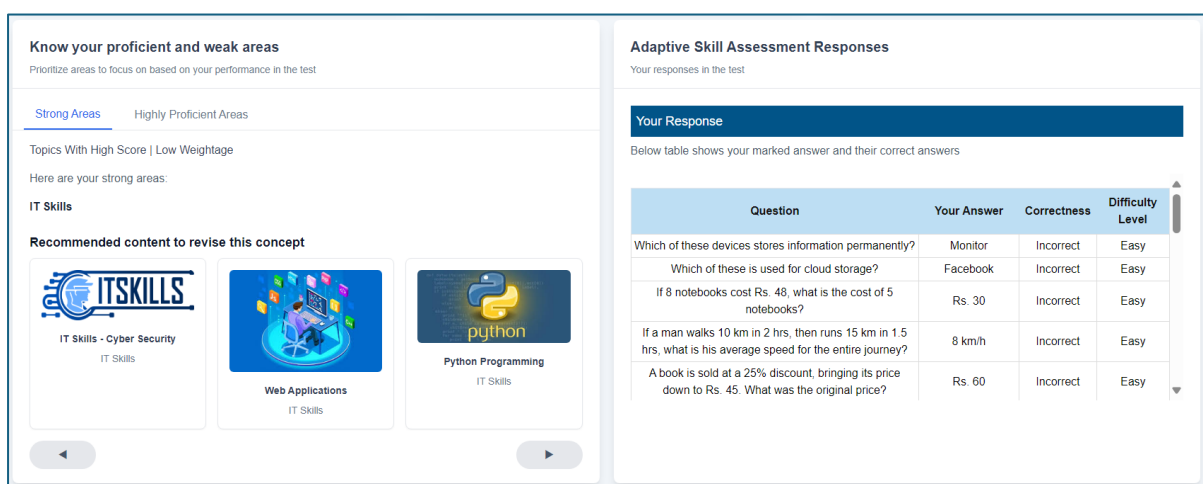


Figure 81- Adaptive Skill Assessment - Results Window, p2

4.4.6. Resources

The **Resources** section of the HP-STARS platform is designed to provide students with a wealth of knowledge and tools for academic growth, vocational skill development, and career advancement. By offering curated

learning materials, information on scholarships, and guidance on educational loans, this feature helps users explore opportunities to enhance their skills and achieve their academic and career aspirations.

The **Resources** section is divided into several comprehensive tabs, each catering to specific needs, such as learning resources, vocational training, financial assistance, and institutional guidance.

4.4.6.1. Learning Resources

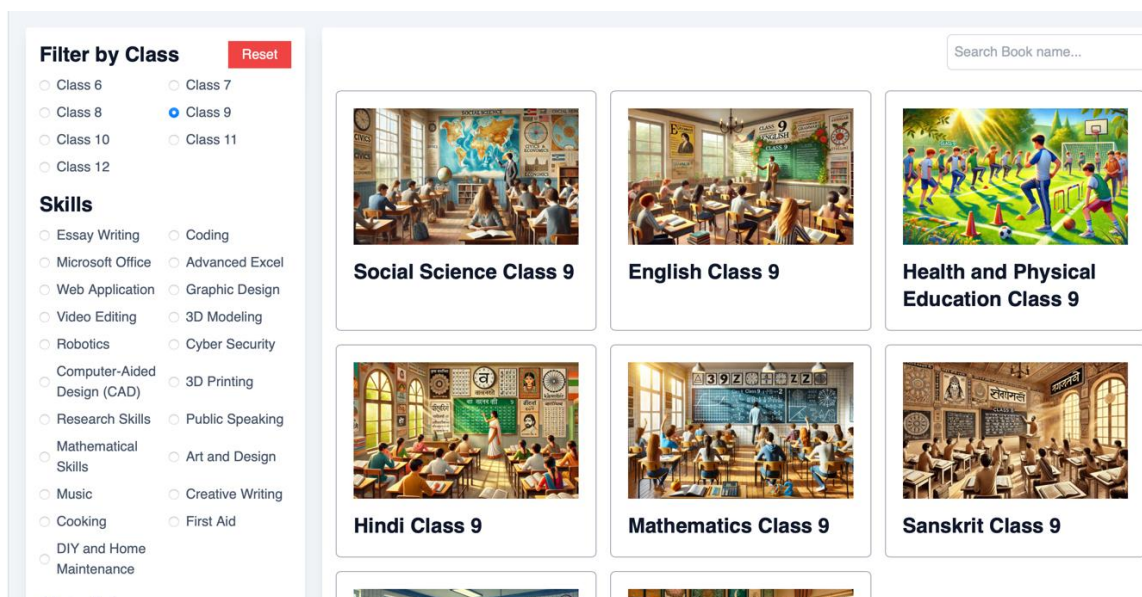


Figure 82 - Learning Resources Tab, p1

- **Purpose:** Provides access to a variety of academic and extracurricular learning materials. By clicking on any link it will redirect you to a page that contains eBook and Chapter wise solution.

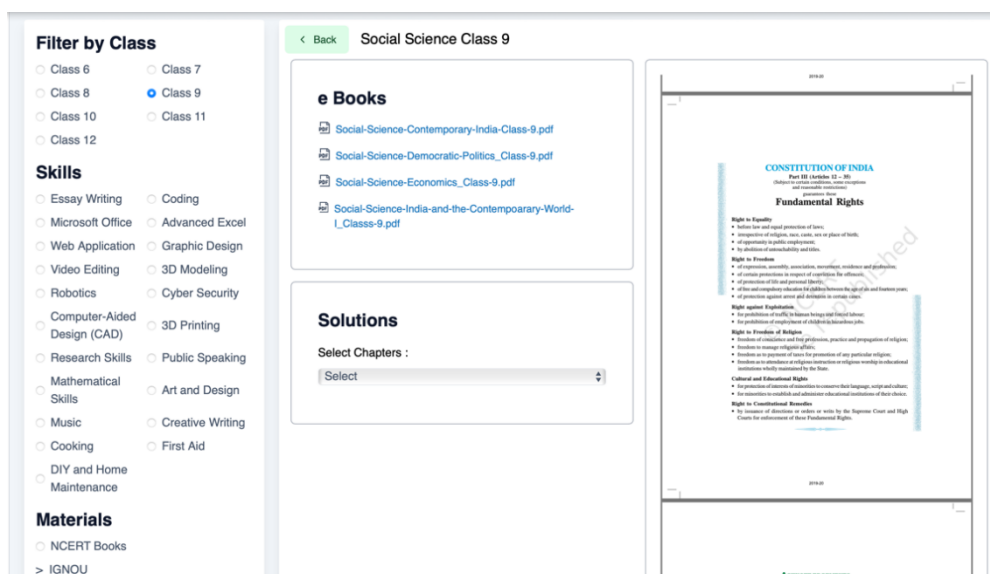


Figure 83 - Learning Resources Tab, p2

Steps:

1. Choose the eBook You want to access by clicking on the particular link in the eBook Section
2. In the solutions section, click on the dropdown menu and select the chapters you want the solution for.
 - Includes content on diverse topics such as robotics, arts, and other subjects.
 - Offers a filter feature to narrow down courses by **Class**, **Skills**, and **Materials**, enabling users to quickly find the most relevant resources.
 - Helps students enhance their knowledge in specific areas based on their academic requirements or interests.

4.4.6.2. Vocational Courses

- **Purpose:** Supports students in gaining practical skills through vocational training courses.
- **Features:**
 - Offers materials for courses such as **Retail Sales**, **Operations**, **Security Guard Training**, and **TV and Entertainment Production**.
 - Prepares students for job readiness in vocational fields by providing industry-specific knowledge and skills.

4.4.6.3 Scholarships

- **Purpose:** Lists scholarship opportunities to help students finance their education.
- **Features:**
 - Includes a wide range of programs such as the **IBRASIL Project** and the **British Chevening Scholarship**.
 - Provides details about eligibility criteria, application deadlines, and submission processes for each scholarship program.
 - Assists students in identifying scholarships that align with their academic achievements and career goals.

4.4.6.4 Education Loan

- **Purpose:** Offers guidance on securing educational loans for higher studies.
- **Features:**
 - Lists banks that provide educational loans along with their loan programs.
 - Details the step-by-step procedure for applying for loans, including required documents, eligibility criteria, and repayment options.
 - Simplifies the loan application process by consolidating relevant information in one place.

4.4.6.5 Institutes & Rankings

- **Purpose:** Helps students identify the best institutions based on their career interests.
- **Features:**
 - Displays a list of universities and colleges categorized by their rankings.
 - Aligns with the student's **Interest Cluster**, ensuring that institutions recommended are relevant to their chosen career path.
 - Allows users to click on their desired career cluster, redirecting them to a detailed list of institutions tailored to their preferences.

3. Click on Specific Professions:

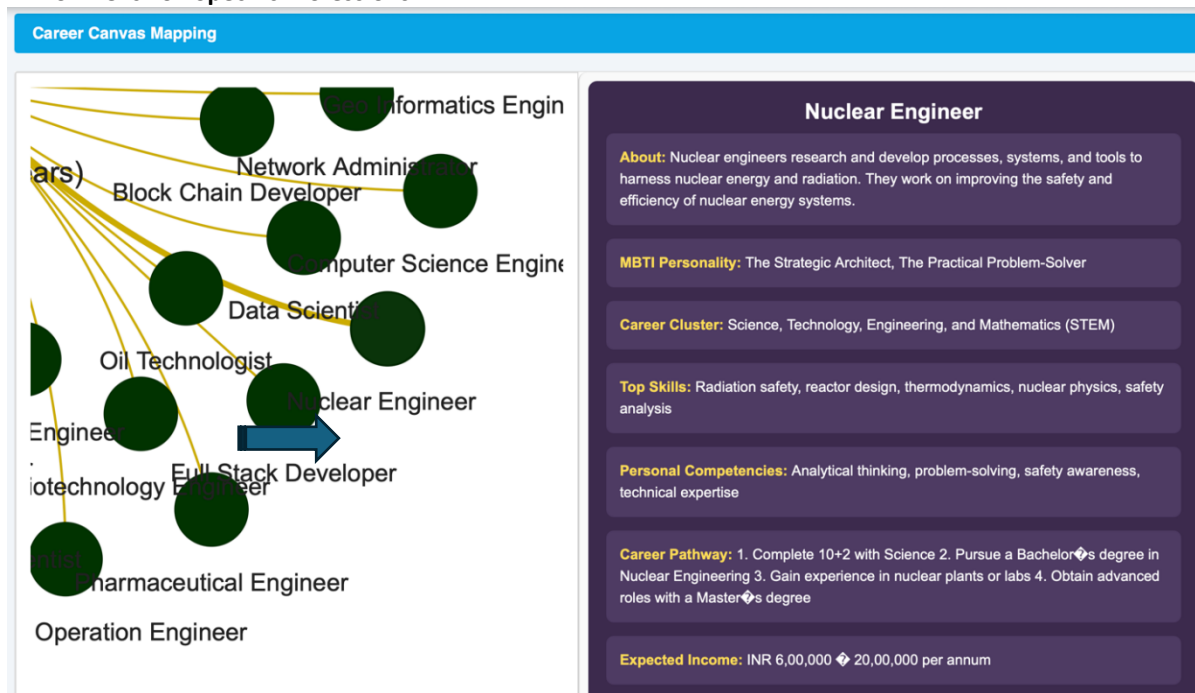


Figure 85 - Career Canvas Page Snapshot

- Select any profession of interest by clicking on its icon or name.
- Upon selection, users are redirected to a detailed page containing comprehensive information about the chosen career.

For each selected profession, the following details are provided:

- **About the Career:** A brief description of the profession, including its scope, significance, and demand in the job market.
- **Personality:** Insight into the personality traits that align with the career, helping students determine if their attributes match the career's requirements.
- **Career Cluster:** Identification of the broader career cluster to which the profession belongs (e.g., STEM, Health Sciences, Arts).
- **Top Skills Required:** A list of essential skills that are necessary for excelling in the chosen career.
- **Personal Competencies:** Soft skills and personality attributes that complement technical abilities for success in the field.
- **Career Pathway:** A detailed roadmap outlining the steps to achieve the career, including academic milestones, certifications, and practical experience.
- **Expected Income:** Information on the average salary or income range in the chosen field, helping students set realistic financial expectations.
- **Work Environment:** A description of typical workplaces and roles associated with the profession (e.g., office settings, fieldwork, laboratories).
- **Course Fees:** An estimate of the costs associated with pursuing relevant academic programs, enabling students to plan their financial resources accordingly.
- **Expected Growth Path:** Insights into potential career progression, including promotions and specialization opportunities over time.
- **Scholarship Details (if applicable):** Information on available scholarships to support students in financing their education for the chosen career.
- **Where to Study:** Recommendations for institutions offering relevant courses or programs, including government institutes and private universities.

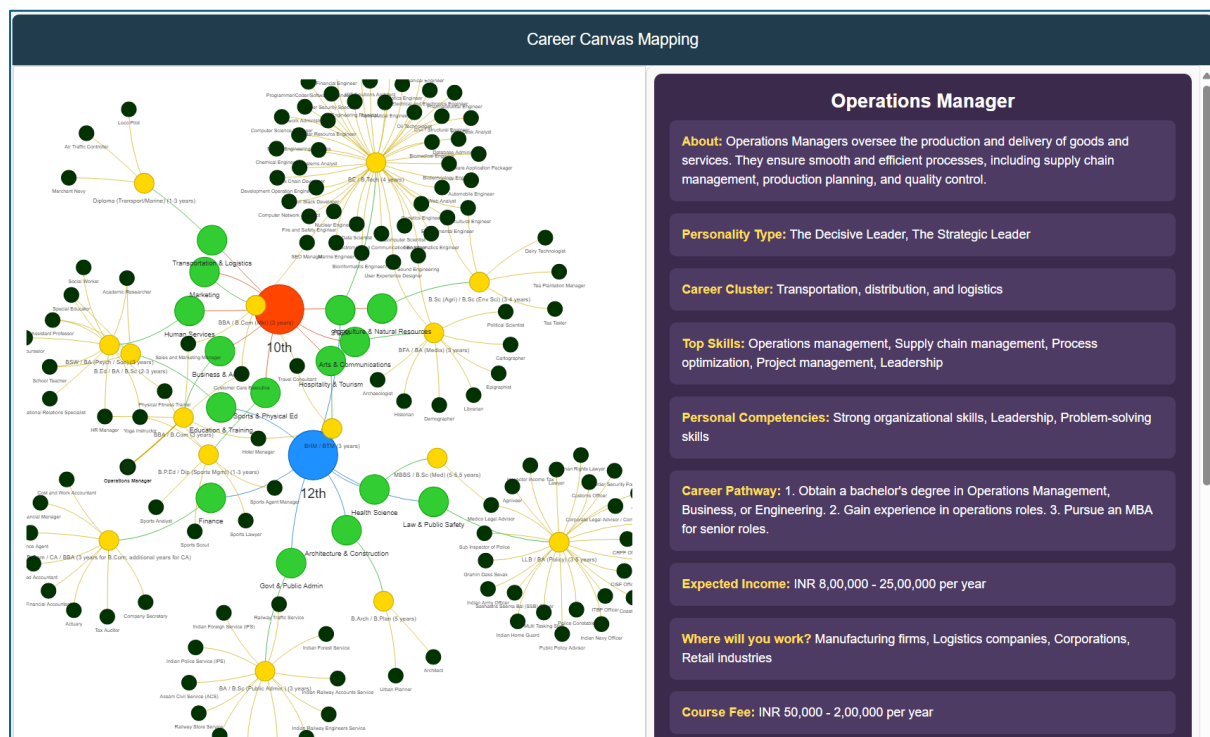


Figure 86 - Career Canvas Page Snapshot

4.4.8. Career Pathway

The Career Pathway feature provides a structured, step-by-step roadmap to guide students in pursuing specific careers. It is designed to help users understand the academic qualifications, certifications, skills, and experiences required to achieve their professional aspirations. This feature serves as a comprehensive blueprint, ensuring clarity and focus in career planning.

1. Open the Career Pathway Section:

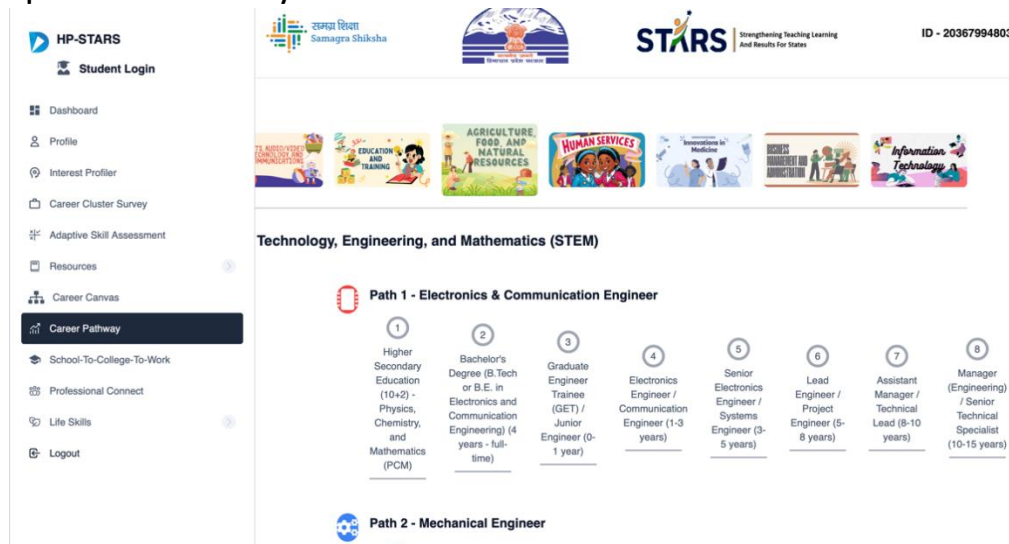


Figure 87 - Career Pathway Snapshot, p1

- Navigate to the **Career Pathway** tab from the side menu.
- The section displays multiple career options organized by clusters and fields of interest.

2. Choose a Profession:

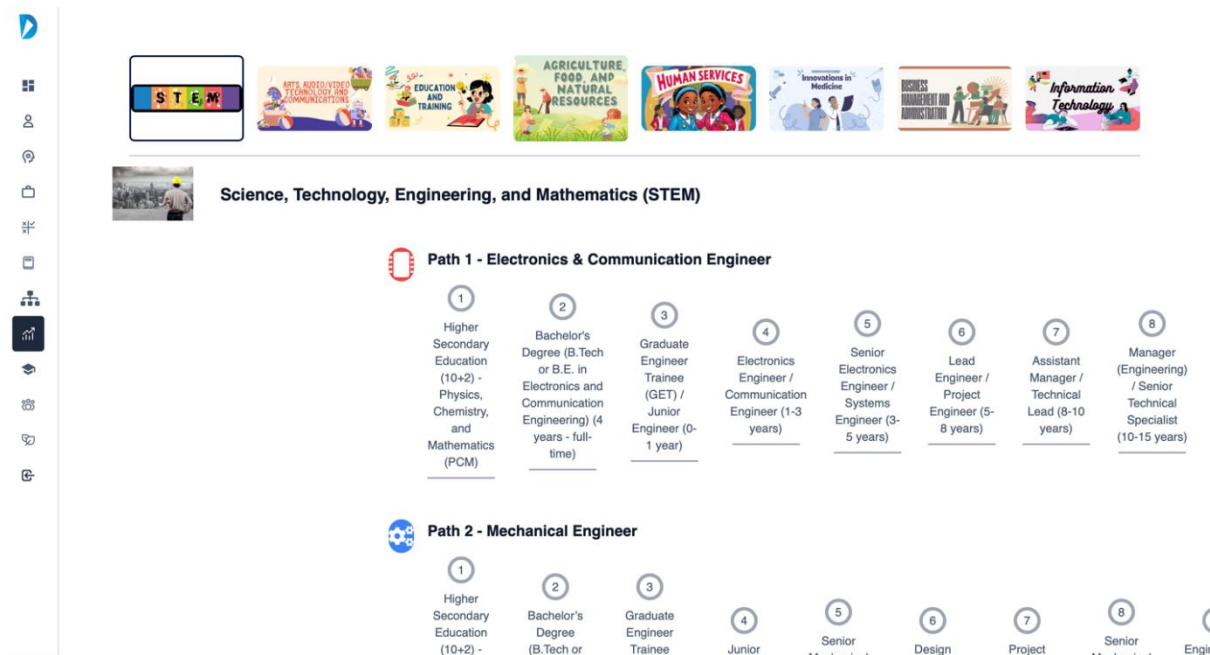


Figure 88 - Career Pathway Snapshot, p2

- Select a specific profession from the available options (e.g., doctor, engineer, teacher).
- Users can browse through various career paths associated with their interests or chosen fields.

3. Review the Career Roadmap:



Figure 89 - Career Pathway Snapshot, p3

- Upon selecting a profession, the platform provides a comprehensive roadmap detailing the steps required to pursue the career.
- The roadmap includes milestones such as academic qualifications, certifications, internships, and work experience.

Example: Pursuing a Career in STEM

1. Exploring STEM Options:

- Students interested in STEM fields can explore multiple pathways, such as mechanical engineering, civil engineering, or computer science.

2. Customized Roadmap:

- The platform provides a full roadmap starting from Higher Secondary education.
- For example, a pathway for mechanical engineering may include:
 - Higher Secondary Education: Focus on Physics, Chemistry, and Mathematics.
 - Undergraduate Program: Bachelor's degree in mechanical engineering.
 - Certifications: Specialized courses in design software (e.g., AutoCAD, SolidWorks).
 - Work Experience: Internships or entry-level roles in engineering firms.
 - Advanced Studies: Master's degree in a specialized field (optional).
 - Career Progression: Growth from entry-level engineer to managerial roles in the industry.

By leveraging the **Career Pathway** feature, students can embark on a well-structured journey toward their desired professions. This tool ensures that users are fully prepared to meet the academic, technical, and experiential requirements of their chosen careers, enabling them to achieve success with confidence and clarity.

4.4.9. School-To-College-To-Work

The **School-to-College-to-Work** section bridges the gap between academics and professional readiness by helping students align their current education with future career opportunities. This feature guides users through assessing their goals, exploring professional development opportunities, and developing the skills and qualifications needed for a seamless transition from school to college and, ultimately, to the workplace.

Below are steps to using this page.

1. Access the Section:

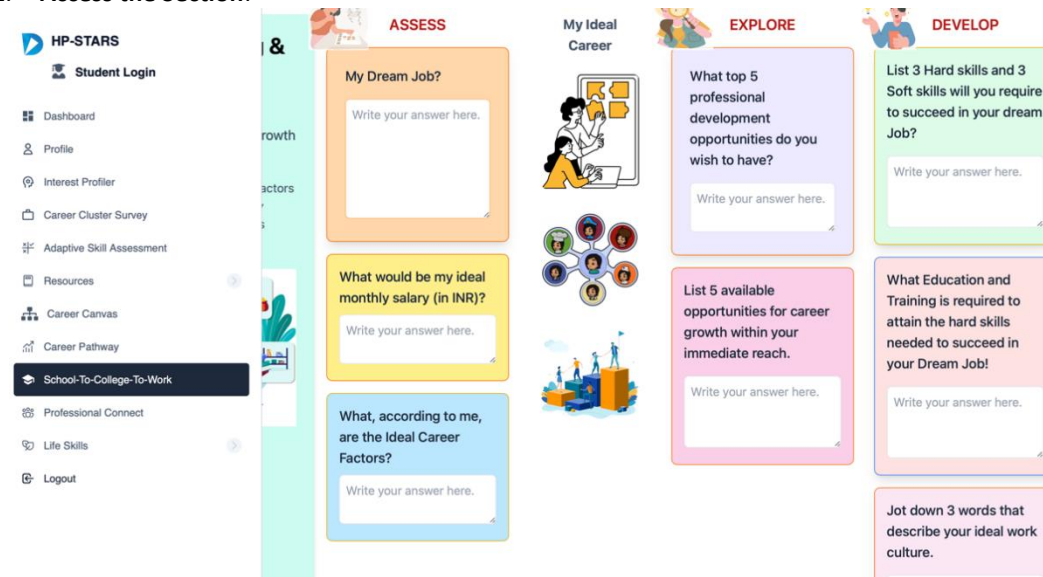
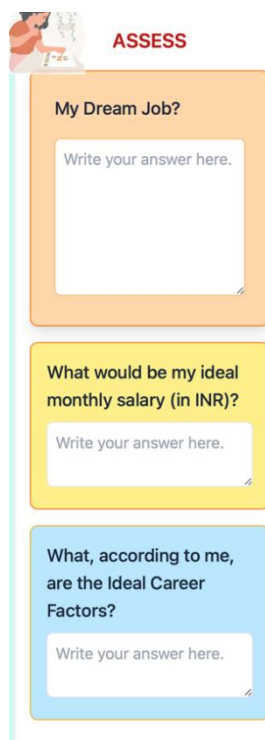


Figure 90 - School-To-College-To-Work Snapshot

- Navigate to the **School-to-College-to-Work** section via the main menu.
- The interface is designed to help users visualize their academic and professional pathways.
- 2. **Review Alignment with Career Opportunities:**
 - Examine how current academic qualifications and skill sets align with potential career goals.
 - Identify gaps between educational achievements and the requirements of desired professions.
- 3. **Assess Phase:**



ASSESS

My Dream Job?

Write your answer here.

What would be my ideal monthly salary (in INR)?

Write your answer here.

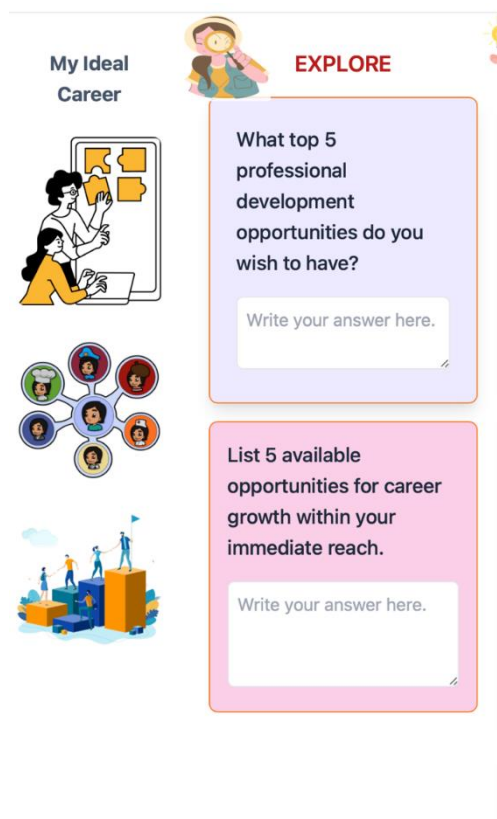
What, according to me, are the Ideal Career Factors?

Write your answer here.

Figure 91 - School-To-College-To-Work - Assess

- Engage in self-reflective brainstorming activities to clarify career aspirations.
- Key prompts include:
 - *What is my dream job?*
 - *What would be my ideal monthly salary?*
 - *What, according to me, are the ideal career factors?*

3. Explore Phase:



My Ideal Career

EXPLORE

What top 5 professional development opportunities do you wish to have?

Write your answer here.

List 5 available opportunities for career growth within your immediate reach.

Write your answer here.

Figure 92 - School-To-College-To-Work - Explore

- Investigate professional development opportunities and immediate growth prospects.
- Answer questions such as:
 - *What top 5 professional development opportunities do you wish to have?*
 - *List 5 available opportunities for career growth within your immediate reach.*

4. Develop Phase:



DEVELOP

List 3 Hard skills and 3 Soft skills will you require to succeed in your dream Job?

Write your answer here.

What Education and Training is required to attain the hard skills needed to succeed in your Dream Job!

Write your answer here.

Jot down 3 words that describe your ideal work

Figure 93 - School-To-College-To-Work - Develop Phase

- Create a plan to enhance skills and qualifications required for achieving career goals.
- Key activities include:
 - Listing 3 *hard skills* and 3 *soft skills* essential for success in the dream job.
 - Identifying education and training required to develop these skills.
 - Defining an ideal work culture by jotting down 3 *descriptive words*.

Benefits of the School-to-College-to-Work Section

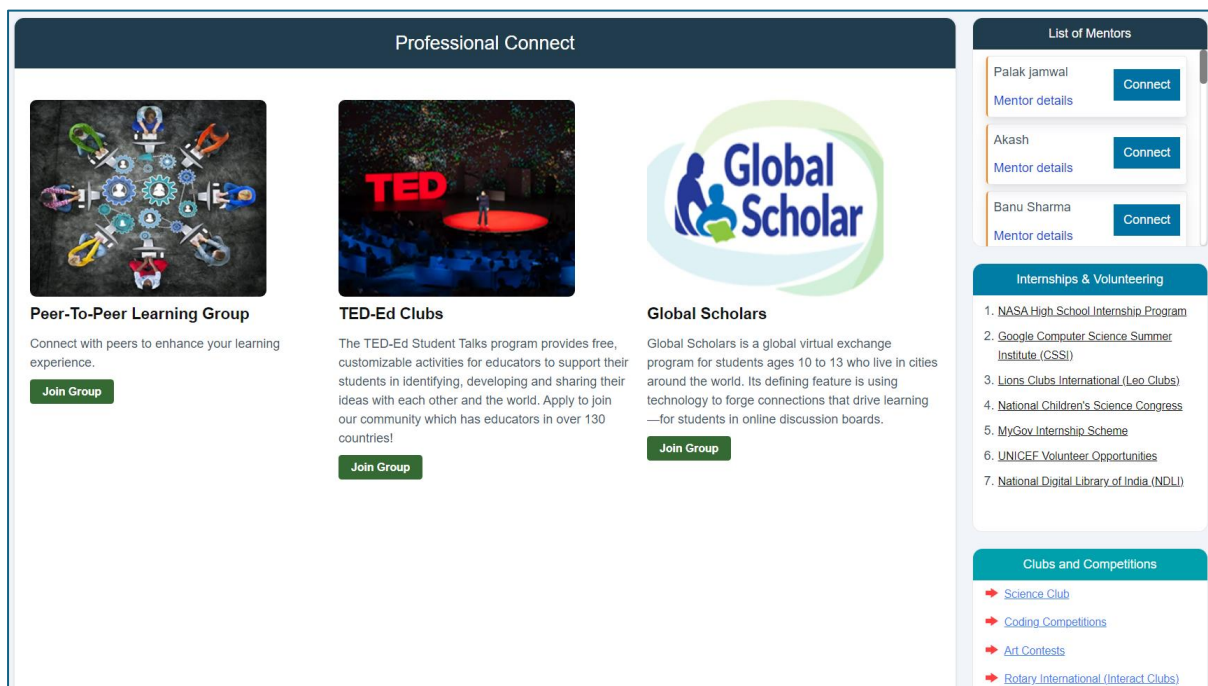
1. **Seamless Transition:** Guides students through every phase of academic and career progression.
2. **Self-Reflection:** Encourages introspection to identify career goals and personal aspirations.
3. **Goal Setting:** Helps students focus on actionable steps to achieve professional success.

4.4.10. Professional Connect

This tab allows students to access professional platforms, connect with mentors, and view available opportunities. The features of this page include:

- A professional connect window which displays a section for groups and portals, such as Peer-To-Peer Learning Groups, Ted-Ed Clubs, and Global Scholars, as seen in the image below. To join, click the button below the respective forum description.
- A list of mentors is available on the top-right of the page.
 - In the list, you see the mentors name, a link to mentor details, and an option to 'Connect'
 - This section is further elaborated on below.
- A list of internship & volunteering opportunities is available on the middle-right of the page – browse through the options and click on the link to check out, or begin, application procedures.

- A list of clubs and competitions is located on the bottom-right of the page – click on the desired link and you will be redirected to a website where you may read more details.

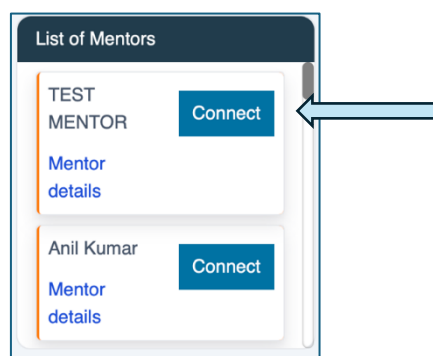


The screenshot shows the 'Professional Connect' page. It features three main sections: 'Peer-To-Peer Learning Group', 'TED-Ed Clubs', and 'Global Scholars'. Each section has a description and a 'Join Group' button. On the right side, there is a 'List of Mentors' section with a table listing mentors like Palak jamwal, Akash, and Banu Sharma, each with a 'Connect' button and a 'Mentor details' link. Below this is an 'Internships & Volunteering' section with a list of programs like NASA High School Internship Program and Google Computer Science Summer Institute. At the bottom right is a 'Clubs and Competitions' section with links to Science Club, Coding Competitions, Art Contests, and Rotary International (Interact Clubs).

Figure 94 - Professional Connect Page

Click the "Connect" button to open a meeting link and join a session with the mentor.

- Alternatively, click the Mentor Detail button to access detailed profiles of mentors, including their qualifications and areas of focus.



This is a close-up of the 'List of Mentors' section. It shows two mentor cards. The first card is for 'TEST MENTOR' with a 'Connect' button and a 'Mentor details' link. The second card is for 'Anil Kumar' with a 'Connect' button and a 'Mentor details' link. A blue arrow points to the 'Connect' button of the 'TEST MENTOR' card.

Figure 95 - Professional Connect Page - List of Mentors

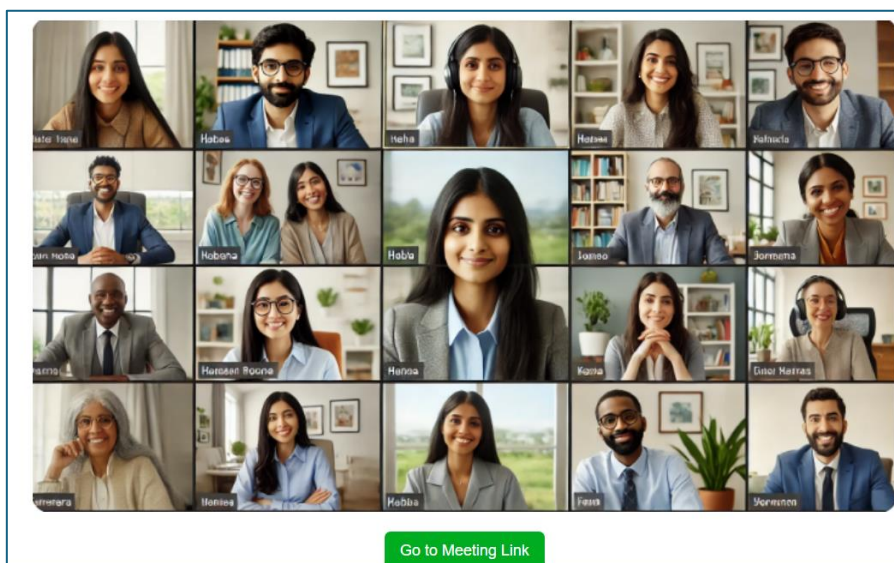


Figure 96 - Profesional Connect Page - Mentor meeting

4.4.11. Life Skills

The Life Skills section is designed to enhance critical thinking, creativity, decision-making, and problem-solving abilities. It incorporates interactive activities and tests aimed at developing essential life skills in both academic and non-academic contexts. This section promotes a holistic learning experience, ensuring students are equipped with the skills required for personal and professional growth.

4.4.11.1. Inside Classroom

Steps:

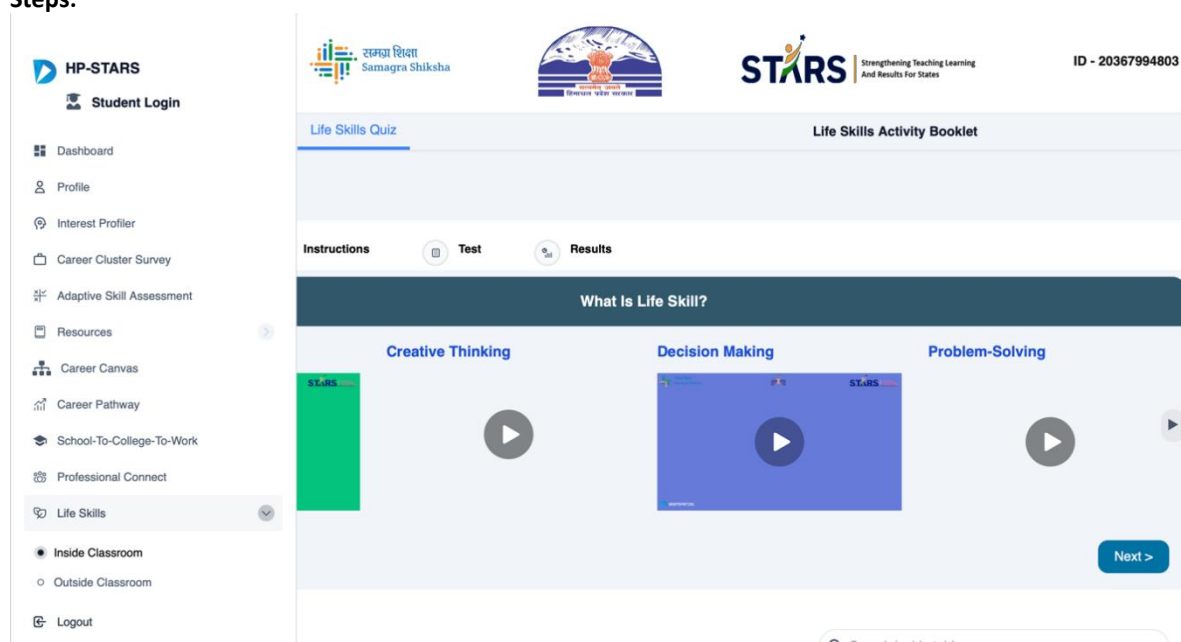


Figure 97 - Life Skills - Inside Classroom

1. Navigate to the Life Skills Tab:

- Access the "Life Skills" tab from the side menu. This section is divided into multiple sub-tabs to provide a comprehensive overview and structured activities.

2. About Section:

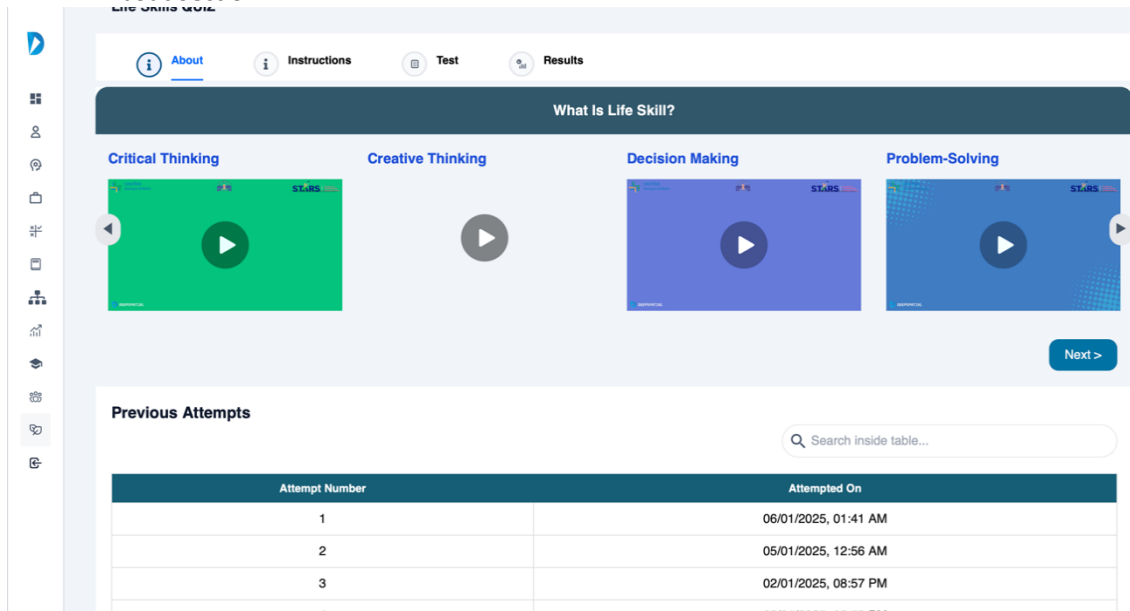


Figure 98 - Life Skills - Inside Classroom - About Window

- This section includes interactive videos introducing key life skills such as:
 - Critical Thinking
 - Creative Thinking
 - Decision-Making
 - Problem-Solving
- Users can watch short, engaging videos explaining these concepts and their relevance in real-world scenarios.

3. Instructions Tab:

- The test includes various life skills associated with different subjects. Choose the subject you want to take the test for.
- The time allotted to complete the test is 30 minutes. As soon as the test starts, the time left to complete the test will be shown at the top right corner of page.
- These tests are specifically designed to enhance your life skills along with the curriculum
- Click next to continue. Enjoy the test!

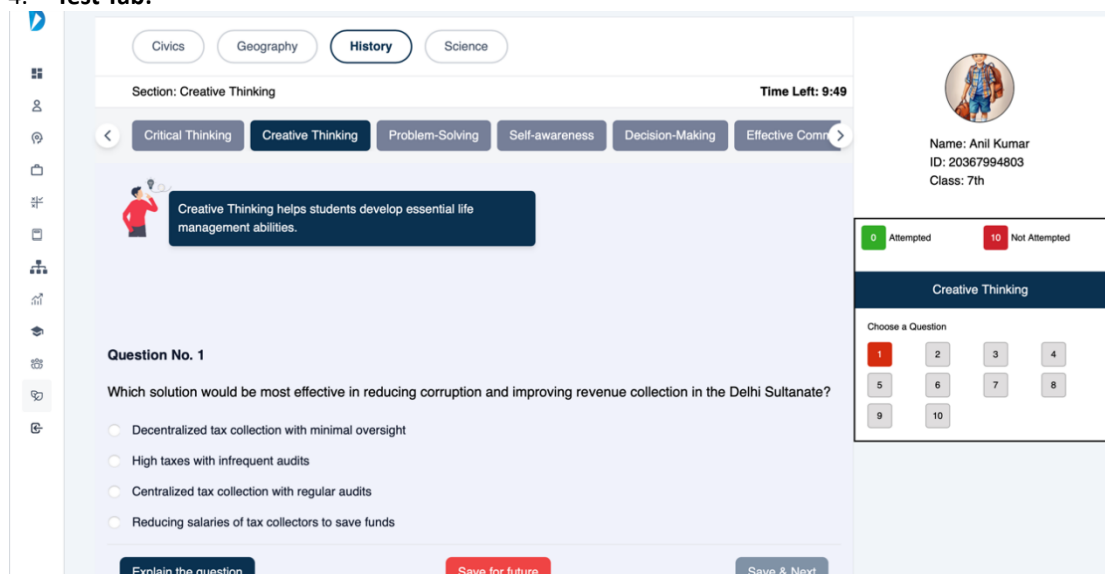
S. No.	Subject Name	Life Skills Test Taken
1	Civics	Self-awareness, Empathy, Critical Thinking, Effective Communication, Interpersonal Relationship Skills, Coping with Stress, Decision-making, Problem-solving.
2	Geography	Self-awareness, Empathy, Critical Thinking, Creative Thinking, Decision-making, Problem-solving, Effective Communication, Interpersonal Skills.
3	History	Critical Thinking, Creative Thinking, Decision-making, Problem-solving, Effective Communication, Interpersonal Relationship Skills, Self-awareness.
4	Science	Critical Thinking, Problem-solving, Decision-making, Self-awareness, Effective Communication.

S. No.	Question with Status	Meaning
1		You have not answered the question yet.
2		You have answered the question.

Figure 99 - Life Skills - Inside Classroom, Instructions Window

- This tab provides detailed instructions for taking the Life Skills test:
 - **Overview of the Test:**
The test evaluates various life skills linked to academic subjects like Civics, Geography, History, and Science.
 - **Guidelines:**
 - Choose the subject you want to take the test for.
 - The test duration is 30 minutes. The timer will appear at the top-right corner once the test begins.
 - Questions focus on enhancing life skills in conjunction with the curriculum.
 - **Steps to Proceed:**
 - Click the "Next" button to continue.
 - A table outlines the subjects and the corresponding life skills being assessed (e.g., self-awareness, empathy, critical thinking, effective communication, interpersonal skills, and decision-making)

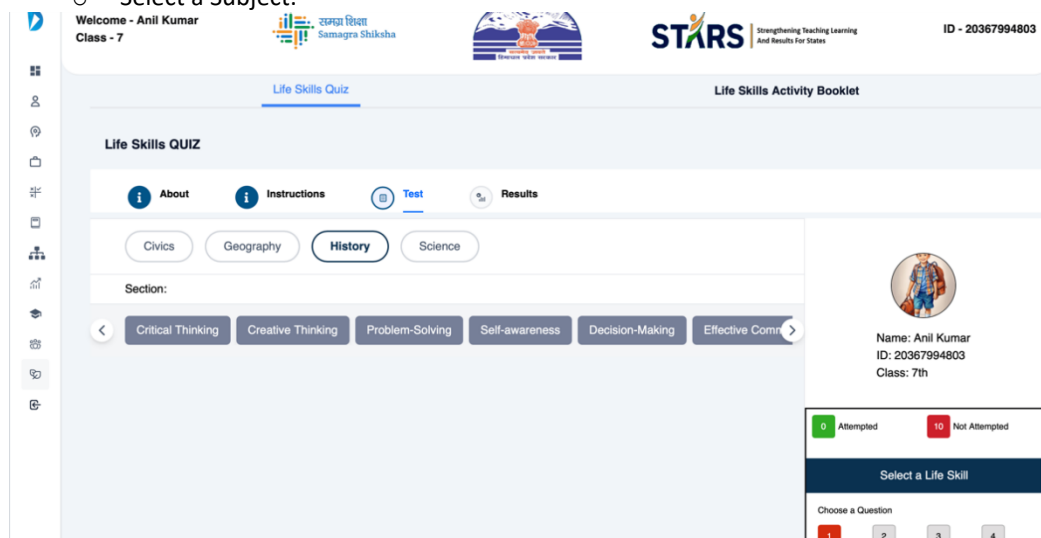
4. Test Tab:



The screenshot shows the 'Test Tab' interface for the Life Skills Quiz. At the top, there are tabs for 'Civics', 'Geography', 'History' (selected), and 'Science'. Below these, the 'Section: Creative Thinking' is displayed, along with a 'Time Left: 9:49' timer. A navigation bar shows various life skills: 'Critical Thinking', 'Creative Thinking' (selected), 'Problem-Solving', 'Self-awareness', 'Decision-Making', and 'Effective Communication'. A message box states: 'Creative Thinking helps students develop essential life management abilities.' Below this, 'Question No. 1' is presented: 'Which solution would be most effective in reducing corruption and improving revenue collection in the Delhi Sultanate?'. Four radio button options are listed: 'Decentralized tax collection with minimal oversight', 'High taxes with infrequent audits', 'Centralized tax collection with regular audits', and 'Reducing salaries of tax collectors to save funds'. At the bottom, there are buttons for 'Explain the question', 'Save for future', and 'Save & Next'. On the right side, a user profile box shows 'Name: Anil Kumar', 'ID: 20367994803', and 'Class: 7th'. Below this, a progress bar indicates '0 Attempted' and '10 Not Attempted'. A 'Creative Thinking' section header is followed by a 'Choose a Question' grid with buttons numbered 1 through 10.

Figure 100 - Life Skills - Inside Classroom - Test Window, p1

- Select a Subject:



The screenshot shows the 'Life Skills QUIZ' section of the test window. At the top, there is a 'Welcome - Anil Kumar Class - 7' message. Below this, there are tabs for 'About', 'Instructions', 'Test' (selected), and 'Results'. The 'Life Skills QUIZ' header is followed by a navigation bar with 'Civics', 'Geography', 'History' (selected), and 'Science'. Below this, the 'Section:' is displayed, and a navigation bar shows various life skills: 'Critical Thinking', 'Creative Thinking' (selected), 'Problem-Solving', 'Self-awareness', 'Decision-Making', and 'Effective Communication'. On the right side, a user profile box shows 'Name: Anil Kumar', 'ID: 20367994803', and 'Class: 7th'. Below this, a progress bar indicates '0 Attempted' and '10 Not Attempted'. A 'Select a Life Skill' section header is followed by a 'Choose a Question' grid with buttons numbered 1 through 4.

Figure 101 - Life Skills - Inside Classroom - Test Window, p2

- Choose a subject (e.g., Civics, Geography, History, or Science) and proceed to select a life skill to be tested (e.g., Effective Communication, Decision-Making, or Critical Thinking).

Answer Questions:

Figure 102 - Life Skills - Inside Classroom - Test Window, p3

- Questions are designed to assess the chosen life skill. For example:
 - A question about Effective Communication may ask students to identify the main idea of a speech.
 - Students can navigate between questions, save answers for future review, or move to the next question using the interface.
- #### Progress Tracking:
- A panel on the right displays:
 - The number of attempted and unattempted questions.
 - A question navigation grid for quick access.

5. Results Tab:

Figure 103 - Life Skills - Inside Classroom - Results Window

- This tab provides a detailed analysis of test performance:
 - Life Skills Summary:**
 - Results reflect the current proficiency level in various life skills.

- Recommendations are provided to help students improve with practice and experience.
- **Score Breakdown:**
 - Scores for each skill are displayed in a tabular format with percentages and personalized feedback.
 - Recommendations for improving specific skills are included.

4.4.11.2. Outside Classroom

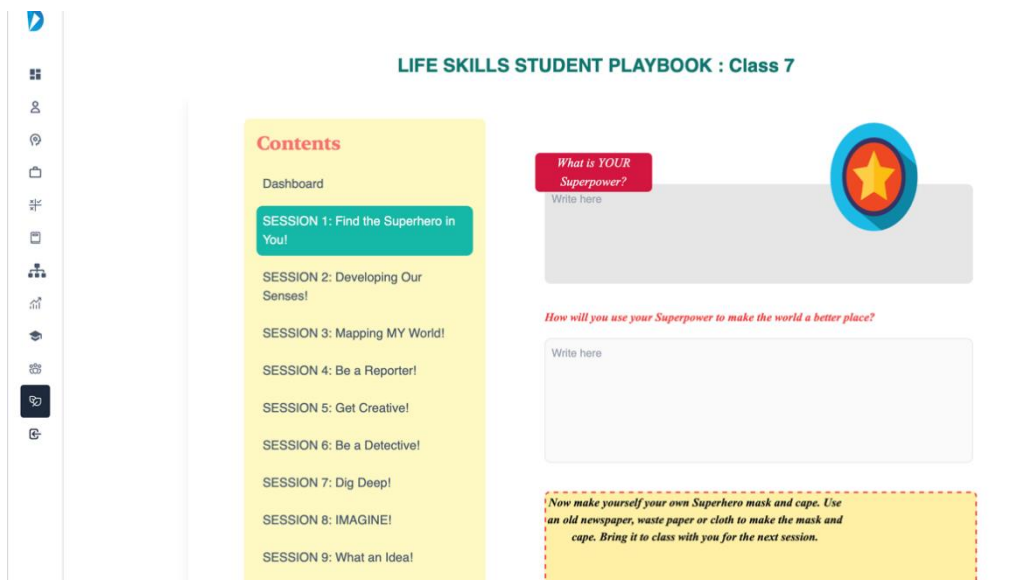


Figure 104 - Life Skills - Outside Classroom

This section provides extended learning opportunities and activities beyond the classroom:

- **Content Overview:** The dashboard includes 12 sessions designed to foster life skills through practical activities like creating a plan, sharing ideas, and implementing solutions.
- **Interactive Playbook:** Activities such as "Find the Superhero in You" and "Be a Detective" encourage students to think critically and creatively.
- **Submission Button:** After completing the assigned activities, students can submit their work using the green "Submit" button on the page.