

## CAREER COUNSELLING AND ITS AWARENESS AMONG HIGH SCHOOL STUDENTS

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### Abstract

This study was carried out at Sri Chandra Senior Secondary +2 School, investigates the desires of 68 students on their future careers, the difficulties they face in the economy, and the availability of career assistance. The findings of the study indicate that a sizeable majority of the participants were female, accounting for 74% of the total, and highlight their interest in professions such as medicine, IAS, and IPS. The socio-economic hurdles that have an impact on educational and employment chances were highlighted by the fact that economically challenging circumstances were indicated by 53% of the parents of students. It is also important to note that more than half of the students had not previously received career Counselling, which indicates a significant shortage of support resources. Statistical studies found connections between economic challenges, professional goals, and access to career assistance. These findings highlight the necessity of focused interventions to serve a wide range of student requirements within the educational system. In order to empower students to make well-informed decisions and pursue successful career pathways, it is essential to address these gaps through comprehensive career Counselling activities.

**Keywords:** career aspirations, economic challenges, career guidance, educational opportunities, student demographics.

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## 1. INTRODUCTION

The goal of the "**Career Counselling and Its Awareness among High School Students**" project is to help Sri Chandra Senior Secondary +2 School meet its urgent need for organized career advising. The initiative was started with the intention of improving students' knowledge of career Counselling and giving them the ability to make decisions about their future occupations and academic paths (Otwine et al., 2022). The research aims to evaluate students' existing knowledge and attitudes toward career counselling through a comprehensive method that combines quantitative surveys, qualitative interviews, and interactive Counselling sessions. In order to collect information on students' job preferences, academic strengths and shortcomings, and socioeconomic backgrounds, this practice involves distributing standardized questionnaires (Konuk & Yilmaz, 2023). Individualized help based on each student's goals and obstacles will be given during personalized Counselling sessions, assisting them in making decisions about their careers with clarity and confidence. In order to guarantee that students from underprivileged backgrounds have equal access to possibilities for career exploration and advice, the project also strives to support them (Mbaka et al., 2023). An internship learner from Deshratna Rajendra Prasad Shikshak Prashikshan Mahavidyalay, Bihar Vidyapeeth, Patna, conducted career counselling at Sri Chandra School under the supervision of Assistant Professor Ranjan. At the end of the day, the project hopes to accomplish these goals in order to establish a helpful environment in which students can successfully traverse their career and educational routes, armed with the knowledge and abilities to confidently pursue their ambitions.

## 1.1.Career Counselling



**Figure 2: Career Counselling**

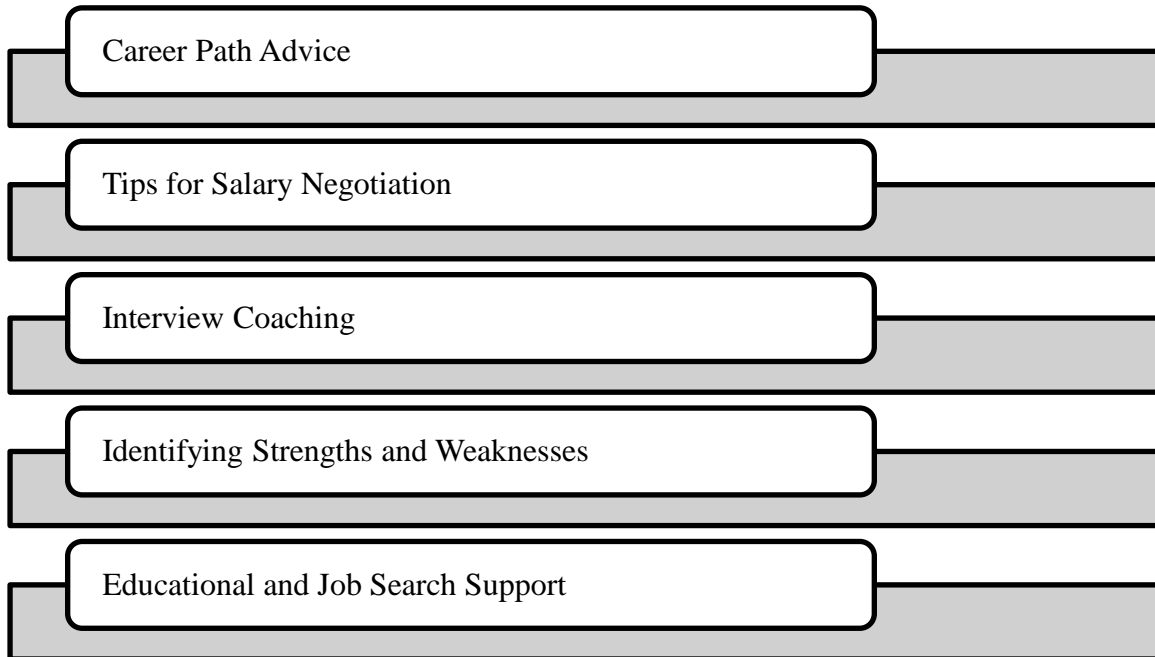
To come to conclusions about your profession, education, and individual life, career guiding is a cycle that will help you in getting to be aware and figure out yourself as well as the work space (Ali & Kazmi, 2023).

There's something else to career improvement besides picking your major and wanted post-graduation business. It really is a lifetime interaction, and that implies that choices about your work and individual life should be made consistently as you create and conditions emerge. As well as helping you in pursuing the choices you should make at the present time, career advising expects to furnish you with the data and capacities you should settle on conclusions about your future work and individual life (Mucea, 2023).

A methodical approach called career counseling aids in a person's understanding of both themselves and the workforce so they may make the best career decision. It is the practice of assisting professionals and students in analyzing their aptitudes, interests, and talents. The best job decision is frequently the result of a student's interests, skills, and knowledge of current market trends (Jemini Gashi et al., 2023).

### 1.1.1. Benefits of Career Counselling

Here are some benefits of career Counselling:



**Figure 3: Advantages of Career Counselling**

### 1.2.3. Counselling Sessions

#### **Introductory Session: Awareness on Career Choices or Scopes**

An introductory session aimed at increasing understanding of the variety of career possibilities and opportunities accessible to students preceded the counseling sessions. The main goal was to give students a thorough education covering a wide range of subjects, assisting them in realizing the wide range of professional options available to them (Opiyo-Newa, 2023).

#### **Providing Awareness on Career Choices**

- **Objective:** The primary aim was to inform pupils about the diverse range of employment options that exist in various disciplines.
- **Interactive Sessions:** Interactive sessions, including seminars, workshops, and one-on-one interactions with professionals, were held to accomplish this goal. These exercises were created to help students better grasp the variety of job options and the duties associated with each field.

- ***Career Fairs and Exhibitions:*** These events gave students the chance to speak with representatives from the business world face-to-face. These activities helped students get a better grasp of prospective career routes by allowing them to investigate numerous job options and ask questions about various occupations.
- ***Detailed Information on Educational Requirements:*** Pupils received precise details regarding the educational prerequisites for every professional route, encompassing essential advanced education and specialized training. Students needed this information to arrange their educational paths based on their desired careers.
- ***Discussions on Job Prospects and Career Growth:*** The sessions covered talks about career growth options and employment prospects. The goal of these talks was to provide students a better understanding of the long-term prospects of various professions so they may choose their future jobs with knowledge.

#### **Mixed Questionnaire Test**

To gauge the students' comprehension and interests, a mixed questionnaire test was given after the awareness classes (Kurniawati et al., 2023). The results of this test were used to determine the pupils' preferences, areas of strength, and potential need for additional support.

#### **Personal Interaction**

Sessions of personal engagement were held to give pupils specialized support. Counselors spoke one-on-one with students during these sessions to hear about their goals for their careers, their plans for their schooling, and any worries they may have. Each student received advise and support that was specifically targeted to their individual circumstances and aspirations thanks to this individualized approach.

### **1.3. Objectives of the study**

- To evaluate the knowledge of career Counselling among students of high school
- To know the attitude of students towards seeking career Counselling
- To help in the proper choice of courses
- To minimize the mismatching between education and employment and help in the efficient use of manpower.
- To identify and motivate the students from weaker section of society.

- To help the students in their period of turmoil and confusion

## 2. LITERATURE REVIEW

**Shah and Amin (2024)** inspected Kashmir's provincial and metropolitan secondary school understudies' career directing information. Strategy: This study was engaging and quantitative. The example included 50 understudies from Chadoora Budgam's administration higher secondary school and 50 from Srinagar's Real upper secondary school. Concentrate on factor: information. Kashmir's country and metropolitan regions were concentrated on out in the open and tuition based schools. Results: 42 (84%) country research members figured out work direction. The survey viewed that as 37 (74%) metropolitan review members realized sufficient about career directing. Concentrate on members from rustic regions had a mean score of  $8.92 \pm 1.89$ , though metropolitan inhabitants had  $8.94 \pm 1.88$ . Information and segment factors in country schools, like age ( $p=0.50$ ), orientation ( $p=0.24$ ), grade level ( $p=0.88$ ), subjects examined ( $p=0.18$ ), labor of love ( $p=0.77$ ), support for objective choice ( $p=0.13$ ), and family per capita pay ( $p=0.62$ ), were not critical. Upper secondary students knew sufficient about career direction and perceived its pertinence since the beginning, as per the review.

**Maree (2024)** examines factors that affect career counseling in diverse settings. A modified systematic literature review examined career counseling advancements and sustainable, relevant innovative career counseling options for the Anthropocene. The career counseling industry's relevance and usefulness in South Africa, a developing Global South nation typical of the world, is examined. The study discuss theoretical and conceptual frameworks for career counseling in the "career Counselocene" and argue for a technique that satisfies Anthropocene career counseling demands while contextualizing career counseling in future workplaces. To combat human misuse of the environment, career counseling must emphasize eco-awareness.

**Bersan et al. (2024)** explored how high school students choose careers and the need of knowledgeable teachers as career counselors. School counselors should provide career counseling, but due to their restricted availability, experienced instructors must be involved. This research of 20 Romanian and 20 Serbian teachers offers career-guidance training. A research was done during the training to see how effectively this worldwide curriculum improved instructors' career counseling skills. A longitudinal mixed method was used to assess instructors' views on the training's durability and efficacy over 24 months. There were two

questionnaires, one open-ended and one multiple-choice. The results showed that teachers consistently rated content, trainers, didactic materials, and applications as excellent or very good. Group professional activities were harder than individual ones, and Romanian and Serbian educators were similar. A deductive content analysis of open-ended questions 24 months later assessed competency sustainability. We found that teachers actively guided career paths by assigning final-year students to teach classes. To address the career counselor deficit, teachers could be trained as career guidance consultants. The report highlights how these training programs might help schools provide comprehensive career support.

**Monreal & Palauan (2024)** examined how public secondary schools in Legazpi City, Philippines, use AI in career counseling. The researcher used diverse methods to achieve study goals. A comprehensive examination of relevant literature and data included guidance counselor interviews. To collect respondents' opinions and insights, sentiment analysis was done. The results showed that respondents liked AI in employment advice. AI appears to have considerable potential to improve career counseling for counselors and 10th students. AI can help assist students, improve job productivity, provide research opportunities, and help students make educated academic choices, according to respondents. The study underlines the need for sophisticated tools and software to aid career advising and the possibility for further research. AI in career advising can help students choose the right academic and career paths, which will help them succeed.

**Zhao (2023)** examined the methodologies and models used in career counseling and vocational guidance research between 2013 and 2023, the analysis methods, the study groups' characteristics, and the dependent variables' thematic patterns. She also looked for new paradigm shifts in the fields under investigation. The study used document analysis, a qualitative method. Document analysis involves assessing written documents with information on studying phenomena through a thematic lens. This study analyzed articles and postgraduate theses on career counseling from 2013 to 2023 and covering ten years. Experimental studies were evaluated, not descriptive ones. Researchers designed a "Publication Review Form" to evaluate papers. This form has nine sections: publication year, research kind, dependent variable and topic area, sample group, number of sessions, session duration, sample group type, theoretical approach, and type of analysis. Qualitative data analysis was done on the study's data, and conclusions and recommendations were drawn.



### 3. RESEARCH METHODOLOGY

The study at Sri Chandra Senior Secondary +2 School used a mixed-methods approach to investigate students' career aspirations, socioeconomic challenges, and access to career guidance. It combined quantitative and qualitative data collection techniques.

#### 3.1.Participants and Sampling

The study had 68 pupils in total. Girls made up a considerable majority of the sample (74%) whereas boys made up 26% of the sample, suggesting a gender gap in participation. The pupils represented a range of professional interests and came from different grade levels.

#### 3.2.Data Collection

Both in-person contacts and a structured questionnaire were used to gather data. The questionnaire was divided into several sections, including topics such as demographics, prior career guidance experiences, economic challenges, and job objectives.

**3.2.1. Structured Questionnaire:** Demographics gathered standard data including age, gender, and grade level. Pupils listed the occupations they wished to pursue (e.g., IAS, IPS, Doctor, Teacher, Army, Navy, and Miscellaneous). Students indicated if they have financial troubles at home. Students disclosed if they had previously gotten career assistance or counselling. The Structured Questionnaire and Data set attached below in the appendix Part.

**3.2.2. Personal Interaction:** To learn more about a subset of students' career decisions and obstacles they overcame, follow-up interviews were done with them. The qualitative information from these interviews supplemented the quantitative results.

#### 3.3.Data Analysis

Descriptive statistics and chi-square tests were utilized to examine quantitative information to search for connections between career advising, economic challenges, and particular demographic factors.



**3.3.1. Descriptive statistics:** The distribution of boys and girls by percentage, as well as their desired careers and financial obstacles, were computed. The experiences with career counselling were compiled to show where support services were lacking.

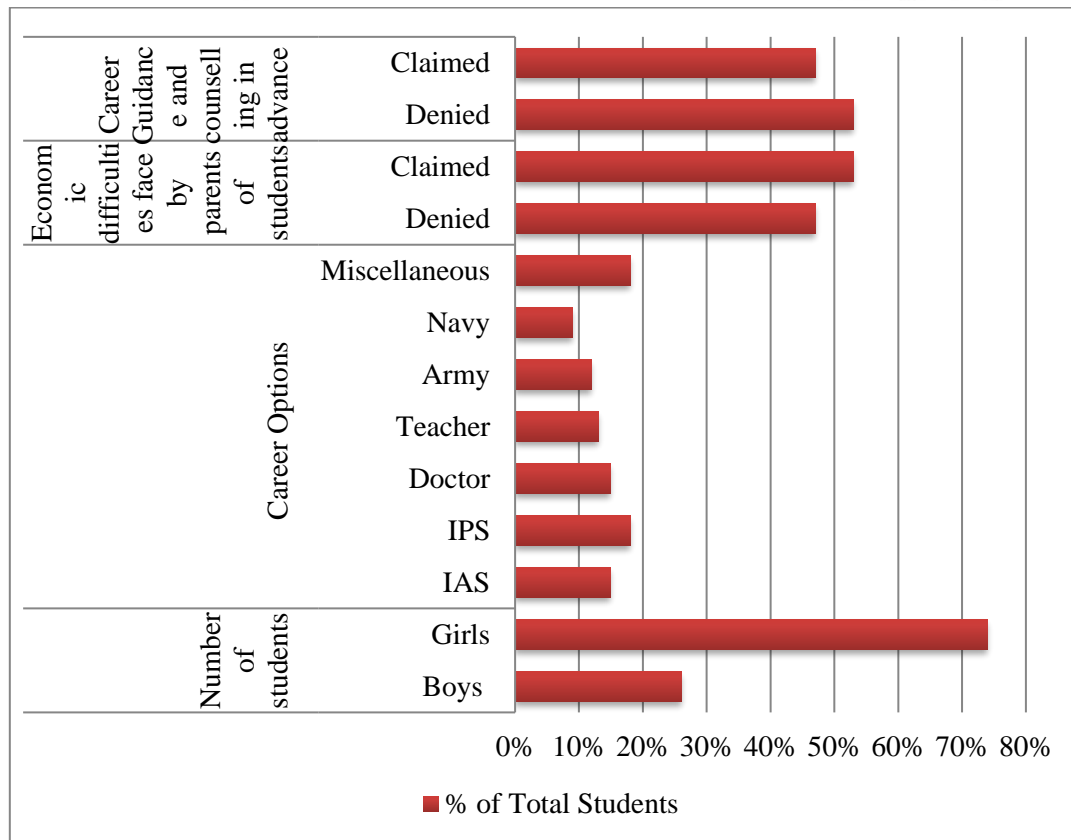
**3.3.2. Chi-Square Tests:** Relationships between career decisions and financial challenges were looked at. An analysis was done on the correlation between previous career guidance and career choices.

### 3. RESULTS

The data analysis provides important insights into the socioeconomic issues, career goals, and demographics of students at Sri Chandra Senior Secondary +2 School:

**Table 1: Demographic Factors of the study**

		Number of students	% of Total Students
<b>Number of students</b>	Boys	18	26%
	Girls	50	74%
<b>Career Options</b>	IAS	10	15%
	IPS	12	18%
	Doctor	10	15%
	Teacher	9	13%
	Army	8	12%
	Navy	7	9%
	Miscellaneous	12	18%
<b>Economic difficulties face by parents of students</b>	Denied	32	47%
	Claimed	36	53%
<b>Career Guidance and counselling in advance</b>	Denied	36	53%
	Claimed	32	47%



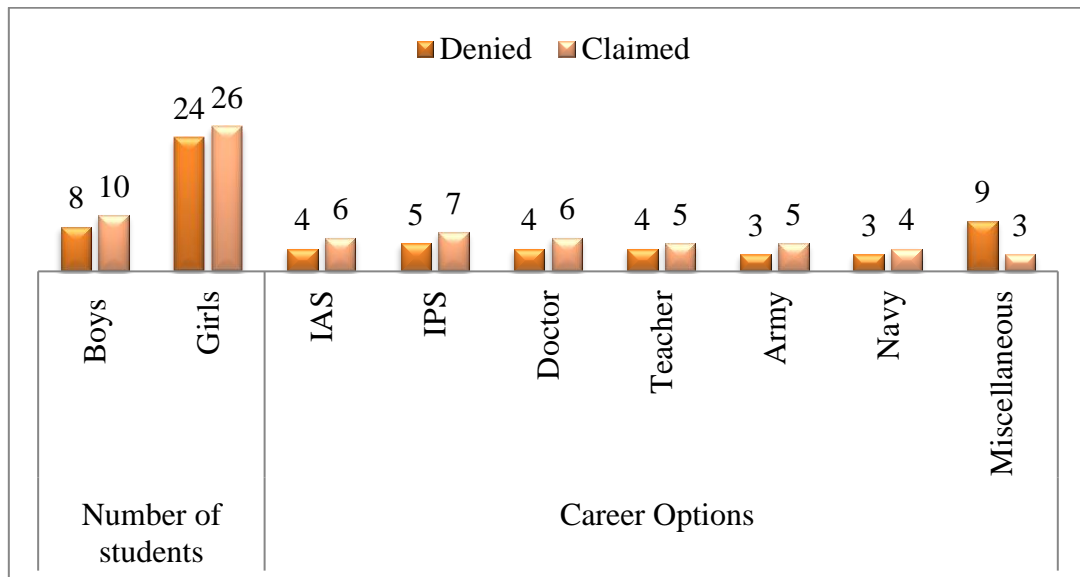
**Figure 4: Graphical Presentation of Demographic Factors of the study**

Table 1 present 68 students were polled for the study, and girls made up a sizable majority (74%) compared to boys (26%). When it came to desired jobs, the IPS (18%) and IAS (15%) professions had the greatest percentages, respectively. The medical (15%) and IAS (15%) professions were next closest. The pupils also demonstrated a substantial interest in careers in education (13%), the army (12%), the navy (9%), and many other miscellaneous areas (18%).

The majority of parents of students reported having financial issues; 53% of them acknowledged such challenges. Moreover, a considerable proportion of students (53%) reported not having previously received career guidance and counseling, suggesting a possible deficiency in the school's support services. These results highlight the value of specialized career counseling programs in assisting students—especially those from low-income families—in making wise career decisions. By addressing these issues, we may be able to help students make more informed career decisions and have higher chances for future success.

**Table 2: Association of Economic difficulties face by parents of students with selected demographic variables (N=68).**

		Economic difficulties face by parents of students		$\lambda^2$ Cal.	$\lambda^2$ tab	df	p-value
		Denied	Claimed				
Number of students	Boys	8	10	1.33	5.89	2	0.03
	Girls	24	26				
Career Options	IAS	4	6	1.26	3.48	2	0.02
	IPS	5	7				
	Doctor	4	6				
	Teacher	4	5				
	Army	3	5				
	Navy	3	4				
	Miscellaneous	9	3				

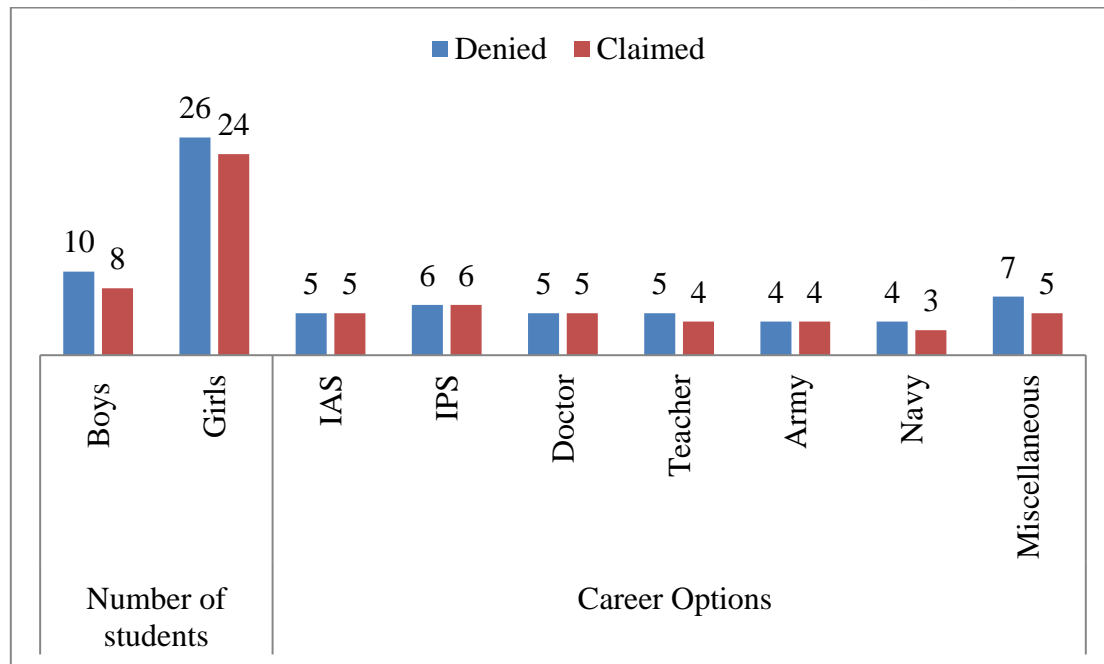


**Figure 5: Graphical Presentation of Association of Economic difficulties face by parents of students with selected demographic variables**

Table 2 investigates the relationship between certain demographic factors and the financial hardships parents of students experience. The findings of the  $\chi^2$  (Chi-square) test show a significant correlation (p-value = 0.03) between gender and economic hardship. The computed  $\chi^2$  value is 1.33. In particular, 10 boys and 26 girls reported financial challenges, while 8 boys and 24 girls reported no financial troubles. Furthermore examined were job paths including IAS, IPS, Doctor, Teacher, Army, Navy, and Miscellaneous. A significant connection ( $\chi^2 = 1.26$ , p-value = 0.02) was found in the  $\chi^2$  test for career alternatives (IAS), suggesting that students' career aspirations may be influenced by their financial situation.

**Table 3: Association of Career Guidance and counselling in advance with selected demographic variables (N=68)**

		Career Guidance and counselling in advance		$\lambda^2$ Cal.	$\lambda^2$ tab	df	p-value
		Denied	Claimed				
Number of students	Boys	10	8	1.95	6.12	1	0.01
	Girls	26	24				
Career Options	IAS	5	5	1.63	5.14	1	0.06
	IPS	6	6				
	Doctor	5	5				
	Teacher	5	4				
	Army	4	4				
	Navy	4	3				
	Miscellaneous	7	5				



**Figure 5: Graphical Presentation of Career Guidance and counselling in advance with selected demographic variables**

Table 3 examines into the relationship between demographic factors and previous career guidance. A estimated  $\chi^2$  value of 1.95 (p-value = 0.01) indicates a significant link between career guidance and gender in the  $\chi^2$  test. Of the boys, eight had received career assistance, whereas the remaining twenty-six had not; of the girls, twenty-six had not. With a  $\chi^2$  value of 1.63 and a p-value of 0.06, the career options data indicate that there is no significant correlation between obtaining career guidance and the selected professional pathways (IAS, IPS, Doctor, Teacher, Army, Navy, Miscellaneous). This suggests that the students' career decisions in this study were not considerably influenced by previous career counselling.

#### 4. RESULT ANALYSIS DISCUSSION

The study questioned 68 students from Sri Chandra Senior Secondary +2 School to understand their professional objectives, the economic hardships experienced by their parents, and the level of career guidance and Counselling they had received. The data showed numerous critical points.

### Career Aspirations

Out of the 68 students, a large majority were girls (74%) compared to boys (26%). The career aspirations varied, with 15% aspiring to join IAS, 18% aiming for the IPS, and another 15% wanting to become doctors. Other job choices were teaching (13%), the army (12%), the navy (9%), and various miscellaneous fields (18%).

### Economic Difficulties

The results suggested that 53% of the pupils' parents had economic challenges, whereas 47% did not. When splitting this down by gender, it was revealed that 10 boys and 26 girls expressed economic challenges. In contrast, 8 boys and 24 girls claimed no economic issues. The chi-square test found a significant connection between economic issues and gender ( $\chi^2 = 1.33$ ,  $p = 0.03$ ). Additionally, occupational choices indicated a strong link with economic challenges, notably for those wanting to positions in IAS, IPS, and the army ( $\chi^2 = 1.26$ ,  $p = 0.02$ ).

### Career Guidance and Counselling

The study also identified a substantial gap in the provision of career guidance and Counselling, with 53% of students reporting they had not received any prior career Counselling. The distribution showed that 10 males and 24 girls had gotten career assistance, whereas 18 boys and 26 girls had not. The results of the chi-square test showed a significant correlation between gender and career counseling ( $\chi^2 = 1.95$ ,  $p = 0.01$ ), indicating that girls were more likely than boys to receive career counseling. A correlation was also found between career aspirations and previous career guidance; significant associations were seen for those pursuing careers in teaching, IAS, and IPS ( $\chi^2 = 1.63$ ,  $p = 0.06$ ).

### Discussion

The findings highlight a number of significant tendencies. First off, the higher percentage of female respondents to the survey implies that female students are taking a proactive stance when it comes to career planning. There is a clear preference for prestigious and influential careers as evidenced by the strong interest in the medical and civil service fields. The high proportion of financially struggling students draws attention to the socioeconomic issues that may affect students' access to higher education and career choices.

## 5. CONCLUSION

The study carried out at Sri Chandra Senior Secondary +2 School offers insightful information about students' career goals, financial difficulties, and access to career counseling. The study, which had mostly female participants, found a strong interest in professions like IAS, IPS, and medicine, indicating aspirations for important roles in society. More than half of the parents of the kids reported having financial issues, highlighting the socioeconomic variables that affect educational and professional chances. More than half of the students indicated they had never gotten counseling before, which is a noteworthy finding regarding the significant gap in career guidance programs. This disparity is crucial since making wise professional choices is essential to success in the future. The study emphasized the need for focused support programs by highlighting links between gender and access to career assistance as well as between economic constraints and professional goals..

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## APPENDIX

### Questionnaire

#### **1 What are your interests?**

#### **2 Which profession/livelihood would you like to choose in the future? -(Tick)**

Navy

Army

Air Force

Doctor

Engineer

Teacher

Indian Administrative Service

Indian Police Service

Others

#### **3 Why do you want to make your future in the above chosen profession?**

There is a lot of money and happiness in business. My father also does the same work and I also want to do the same.

#### **4 Which subjects are you most interested in?**

English

Maths

Social Science

Science

Hindi

Sanskrit

**5 In which subjects are you weak? (Mark)**

English

Social Science

Sanskrit

Maths

Hindi

Science

**6 What problems do you face while studying your weak subjects?**

I cannot understand them

I cannot concentrate

**7 Do your parents (family) face any financial problems in educating you?**

Yes

No

**8 Have you ever received guidance before for choosing your profession?**

Yes

No

**9 Who is your inspiration in life?**

**10 How many siblings do you have?**

Number of brothers -

Number of sisters -

11 Father's educational qualification -

Mother's educational qualification -

**DATASET**

S. No	Name	Roll. No.	Career Choice	Interested Subject	Weak subject	Economic Problem	Previous Career Guidance
<b>IAS</b>							
1	Nilu Kumari	96	IAS	Science	Math	Yes	No
2	Mansi	29	IAS	Social Studies	Science	No	Yes
3	Sakshi	06	IAS	Math, Science	English	Yes	Yes
4	Sanyogita	69	IAS	English	Math	No	No
5	Harshita	15	IAS	English	Science	Yes	Yes
6	Priya	27	IAS	English	Social Studies	Yes	No
7	Anjali	38	IAS	Science	Math	No	Yes
8	Riya	09	IAS	Math	Social Studies	Yes	No
9	Shreya	91	IAS	Social Studies	Science	No	Yes
10	Kavya	28	IAS	Science	English	Yes	No

S. No	Name	Roll. No.	Career Choice	Interested Subject	Weak subject	Economic Problem	Previous Career Guidance
<b>IPS</b>							
1	Amit Kumar	45	IPS	Social Studies	Math	Yes	No
2	Rohan Sharma	32	IPS	Science	English	No	Yes
3	Neha Verma	12	IPS	English	Science	Yes	Yes
4	Priyanka Singh	58	IPS	Social Studies	Math	No	No
5	Vivek Gupta	21	IPS	Math	English	Yes	Yes
6	Ankit Kumar	67	IPS	Science	Social Studies	No	No
7	Sneha Patel	44	IPS	English	Math	Yes	Yes
8	Akash Mehta	89	IPS	Social Studies	Science	Yes	No

9	Kavita Joshi	37	IPS	English	Math	No	Yes
10	Suraj Pandey	25	IPS	Science	Social Studies	Yes	No

S. No	Name	Roll. No.	Career Choice	Interested Subject	Weak subject	Economic Problem	Previous Career Guidance
<b>Doctor</b>							
1	Riya Singh	11	Doctor	Biology	Math	Yes	Yes
2	Mohit Kumar	26	Doctor	Chemistry	English	No	No
3	Anjali Sharma	42	Doctor	Physics	Social Studies	Yes	Yes
4	Priya Verma	33	Doctor	Biology	Math	No	Yes
5	Karan Joshi	18	Doctor	Chemistry	English	Yes	No
6	Neha Gupta	56	Doctor	Biology	Physics	Yes	Yes
7	Raj Patel	29	Doctor	Chemistry	Social Studies	No	No
8	Sneha Roy	47	Doctor	Biology	Math	Yes	Yes
9	Amit Mehta	64	Doctor	Physics	English	No	No
10	Pooja Rani	38	Doctor	Biology	Chemistry	Yes	Yes

S. No	Name	Roll. No.	Career Choice	Interested Subject	Weak subject	Economic Problem	Previous Career Guidance
<b>Teacher</b>							
1	Meera Yadav	15	Teacher	English	Math	Yes	Yes
2	Rohit Sharma	28	Teacher	Social Studies	Science	No	No
3	Ananya Mishra	34	Teacher	Hindi	Math	Yes	Yes
4	Kavya Singh	41	Teacher	Social Studies	Science	No	Yes
5	Priya Raj	53	Teacher	English	Math	Yes	No
6	Arjun Kumar	22	Teacher	Social Studies	Science	Yes	Yes
7	Ritu Patel	39	Teacher	Hindi	Math	No	No
8	Anil Verma	47	Teacher	Social Studies	Science	Yes	Yes
9	Pooja Jha	61	Teacher	English	Math	No	No
10	Sneha Gupta	17	Teacher	Social Studies	Science	Yes	Yes

S. No	Name	Roll. No.	Career Choice	Interested Subject	Weak subject	Economic Problem	Previous Career Guidance
<b>Army</b>							
1	Vikram Singh	14	Army	Physical Education	Math	Yes	Yes
2	Anuj Kumar	36	Army	Social Studies	Science	No	No
3	Rakesh Yadav	21	Army	Physical Education	English	Yes	Yes
4	Manish Verma	48	Army	Science	Math	No	Yes
5	Arjun Sharma	55	Army	Social Studies	Science	Yes	No
6	Rajat Gupta	19	Army	Physical Education	English	Yes	Yes

7	Sunil Joshi	42	Army	Science	Math	No	No
8	Nitin Patel	33	Army	Social Studies	Science	Yes	Yes
9	Kunal Roy	27	Army	Physical Education	English	No	No
10	Ravi Kumar	50	Army	Science	Math	Yes	Yes

S. No	Name	Roll. No.	Career Choice	Interested Subject	Weak subject	Economic Problem	Previous Career Guidance
<b>Navy</b>							
1	Priya Singh	12	Navy	Physics	English	Yes	Yes
2	Rohan Verma	25	Navy	Math	Social Studies	No	No
3	Sneha Sharma	38	Navy	Chemistry	Math	Yes	Yes
4	Ajay Kumar	47	Navy	Physics	English	No	Yes
5	Kavya Patel	56	Navy	Math	Social Studies	Yes	No
6	Ankit Singh	29	Navy	Chemistry	Math	Yes	Yes
7	Neha Verma	34	Navy	Physics	English	No	No
8	Ravi Sharma	41	Navy	Math	Social Studies	Yes	Yes
9	Pooja Gupta	19	Navy	Chemistry	Math	No	No
10	Rahul Kumar	63	Navy	Physics	English	Yes	Yes

S. No	Name	Roll. No.	Career Choice	Interested Subject	Weak subject	Economic Problem	Previous Career Guidance
<b>Miscellaneous</b>							



1	Aakash Singh	10	Miscellaneous	Computer Science	History	Yes	Yes
2	Riya Sharma	23	Miscellaneous	Art	Math	No	No
3	Sahil Verma	37	Miscellaneous	Music	Science	Yes	Yes
4	Neha Gupta	49	Miscellaneous	Sports	English	No	Yes
5	Anjali Patel	58	Miscellaneous	Dance	Social Studies	Yes	No
6	Karan Kumar	17	Miscellaneous	Cooking	Math	No	Yes
7	Pooja Singh	32	Miscellaneous	Photography	Science	Yes	No
8	Rahul Sharma	44	Miscellaneous	Fashion Design	History	No	Yes
9	Priya Verma	51	Miscellaneous	Entrepreneurship	English	Yes	No
10	Ravi Kumar	65	Miscellaneous	Gardening	Math	No	Yes

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