Academic Opportunities & Career Options

Tracking academic pursuits of students after completing ISC-2015 Examination

Research, Development and Consultancy Division
Council for the Indian School Certificate Examinations
New Delhi

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&

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Foreword

"In the 21st century, the winners will be those who stay ahead of the change curve, constantly redefining their organizations creating new avenues, reinventing competitive rules and challenging the status quo"

Rowan Gibson

The Council for the Indian School Certificate Examinations has always strived to forge ahead with new ideas and innovations to ensure that the teaching-learning process is a dynamic and rewarding experience. The Council has kept pace with the changing scenario by ensuring that in addition to conforming to present day educational trends, its prescribed syllabi are also relevant, flexible and meaningful in content and provide students with a strong base for future course of studies.

This fact has also been substantiated by the findings of a recent National level Survey conducted by the National Council of Educational Research and Training (NCERT) to test achievement levels of Class X students in English, Mathematics, Social Science, Science and Modern Indian Languages. The survey places ICSE students above students of all other school boards in the country, as far as their achievement levels in these subjects are concerned.

At the plus two level also, students from Council affiliated schools perform well and majority of the students go in for further studies, securing admissions in various prestigious institutions, both in India and abroad. In this study undertaken by the Research Development and Consultancy Division of the Council, an attempt has been made to find out the course of further studies being pursued by the batch of ISC 2015 students and the institutes/ Universities and Colleges in which they secured admission.

I would like to take this opportunity to congratulate Mrs. Shilpi Gupta and her team in the Research, Development and Consultancy Division of the Council, for their thorough research in bringing to light the report "Academic Opportunities and Career Options 2015". I would also like to thank the affiliated schools for working in tandem with the Council, transacting its courses and syllabi and bringing out dynamic students year after year, who make us proud.

Mr. Gerry Arathoon

Chief Executive & Secretary

Preface

The last year in school is a tumultuous one for students – the honour of being the senior most in school, the changing relationship with teachers, who become more like friends and mentors, the camaraderie among friends, the pressure of increasing expectations from parents, the gradual passage into adulthood, the sense of independence … the realisation that soon they will be leaving the familiar environs of school, the excitement at the prospect of going to college …… coupled with the knowledge that this last year in school is a crucial year for them and what they do in this year will have a significant impact on what they will do later on in life.

The transition from school to college is a milestone, which is characterised by change, excitement, expectation, adjustment and a certain amount of anxiety. The challenge for students is to select a suitable course of study that will equip them with the requisite knowledge and skills for the career they wish to pursue in future. While choosing a career is partly about knowing what one is good at and finding roles that match one's talents, information about what opportunities lie in future, and what their own prospects are going to be, is equally important.

The present study was undertaken to find out the course of studies that is being undertaken by students appearing for the ISC Examinations. The focus of this study, which has been reinitiated after a period of nine years, was to gather information about the institutions (both in India and abroad) where the batch of ISC 2015 has secured admissions and the courses being pursued by them. To facilitate collection and collation of data, school specific spreadsheets were prepared, wherein names of all candidates appearing for the ISC 2015 Examination, along with their other details were pre-printed. Dropdown lists were provided for selection of subject streams and courses. These school specific spread sheets were emailed to all ISC schools and the completed sheets were emailed back to the Council.

The RDCD team of Dr (Mrs) Manika Sharma, Education Officer, Mr Richard Ellis, Education Officer, along with Ms. Mansi Guleria has done commendable work in preparing this document.

It is hoped that a larger number of ISC schools will participate in this study in the coming years so as to make the study more meaningful and complete.

Mrs. Shilpi Gupta

Deputy Head - RDCD

Contents

Introduction

"Most people can look back over the years and identify a time and place at which their lives changed significantly. Whether by accident or design, these are the moments when, because of a readiness within us and a collaboration with events occurring around us, we are forced to seriously reappraise ourselves and the conditions under which we live and to make certain choices that will affect the rest of our lives."

-Frederick F. Flack

The decision regarding the course of studies/ career to be pursued in future requires caution and serious consideration, as this is a decision that will affect one's life in more ways than one. Every career path, has different milestones to be accomplished, hence the choice of a particular career path will determine the kind of education one will require, the amount of money one will earn, the time investment one will be required to make and ultimately, the kind of lifestyle one will have.

However, selecting a suitable career is no longer an easy task. Gone are days when it was common practice for a son to follow the footsteps of his father. The advent of information technology and the emergence of post industrial revolution has created a world of opportunities. A number of alternative career options have emerged and there are no limitations to what one can do. Today, it is possible for anyone to succeed, provided she or he has the requisite skills and knowledge (Wattles, 2009). However, one needs to be aware of requirements of the job market and the kind of skills employers are looking for.

The 21st Century has witnessed unprecedented changes in all spheres of life. Changes have also pervaded the area of Work. The structure, content and process of work has undergone an immense transformation in the past few decades. Breakthroughs in communication and information technology have made

possible to telecommute, work from virtual offices and communicate with businesses and individuals across the globe. Flexible work schedules are becoming more and more commonplace. Remote reporting relationships are also a factor of improved technology. Working with team members who live and work in different cities, and even different countries and time zones is becoming regular practice now.

Change in Organizational and Management set up		
Element	Old System	New System
Workplace organization	Hierarchical, function/specialized rigid	Flat, networks of multi/cross-functional teams, flexible
Job design	Narrow, handling single repetitive job	Broad, handling many jobs with multiple responsibilities
Employee skills	Specialized	Multi/cross-skilled
Workforce management	Command/control systems	Self-management
Communication	Top down Need to know	Widely diffused Big picture
Decision making responsibility	Chain of command	Decentralized
Direction	Standard/fixed operating procedures	Procedures under constant change
Employee autonomy	Low	High
Employee knowledge of organization	Narrow	Broad

(Source: http://digitalcommons.ilr.cornell.edu/key_workplace)

Work today has not only become more cognitively complex, the ways of working and the kind of skills required from present day workers have also undergone a change. Success in the 21st century jobs will depend to a large extent on the individual's ability to adapt his or her thinking, strategies and behaviour to those that work in the new ever-changing and challenging environment. To be able to retain jobs in the information-age, students would need to think deeply about issues, solve problems creatively, work in teams, communicate clearly, learn the ever-changing technologies, and deal with a flood of information.

The changing nature of work has created a host of new jobs. In fact, career opportunities in current times have taken leaps into some very unconventional and creative domains. Activities, which till now were considered 'just hobbies' are now becoming mainstream vocations. While courses such as engineering and medicine still continue to be very popular, a number of students are also opting for other less conventional careers.

One of the challenges that students face today while making career decisions is to choose from the spectrum of career opportunities that are available. Hence in today's scenario, it becomes all the more imperative to carry out an exhaustive career research before making a choice.

Life and Career Skills for the 21st Century

- Flexibility and Adaptability
- Initiative and Self direction
- Social and Cross Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility
- Technological Competency

It has often been found that students do not have access to accurate information regarding the available occupational opportunities, which can help them make appropriate career choices. Creating structured environments for students to learn about various career opportunities, by articulating what they like about certain professions, as well as interacting with professionals in those careers, can provide an open knowledge base for students to begin to explore their own career development. It is very important for any student to choose carefully from the various options available to him or her vis a vis his or her interest. Good judgment and right kind of

Steps in choosing a career:

- ✓ Identify subjects of interest
- ✓ Explore the chosen option.
- ✓ Consider external factors

aptitude, coupled with guidance in the right direction to pick up a definite stream can go a long way in helping one to choose an appropriate career option.

With change and volatility becoming the norm of the day, one thing is certain – students today will be looking at career paths and job tenures which will be very different from those of their parents. They are more likely to work for more than one company, perform different roles and even change and shift industries, as older industries get replaced by newer ones.

To be successful amid this change, this swirl of activity, learning to understand oneself is as important as leaning to adapt to the changing environment. It is easy for one to stumble into a job, but finding a career that is truly satisfying takes time and planning and a deeper understanding of oneself. Adapting, while staying true to one's core self will not only lead to better decision making but also help students in reaching their desired goals, which in turn will help them in leading more successful and productive lives.

Objectives

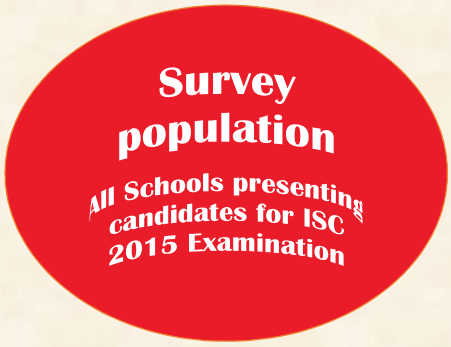
This study was undertaken to seek information from Council affiliated schools regarding the subject streams offered by them and the course of studies pursued by students from their schools after passing the ISC 2015 Examination.

Broad objectives of the study were:

- To examine the subject streams opted for by students appearing for the ISC 2015 examination.
- To identify the course of further studies pursued by students after passing the ISC 2015 examination.

Methodology

For the purpose of this study, a format was prepared in Microsoft Excel spreadsheet with some prepopulated fields (*S. No., School Code, Index No., Name of Candidate, Gender*) and e-mailed to Heads of all ISC schools in India, who had presented candidates for the ISC 2015 Examination (Table A-I in Appendices).



In the format entitled *'Details of Admissions taken for further studies'*, Heads of schools were asked to provide details of students from their respective schools and information was sought on:

- Subject stream for ISC
- Course of further studies pursued by students
- Institutions where students have secured admissions

Sample schools

Completed formats were received from 94 schools (Table A-II & Table A-III in Appendices), which included 78 co-educational schools, 11 girls' schools and 5 boys' schools. Information was provided on a total of 3882 boys and 3753 girls who appeared for ISC 2015 Examination.

Data analysis

Information from the schools, which was received in a Microsoft Excel spreadsheet, was compiled by the Council. Data were analysed for frequencies and percentages using the cross-tabs sub-programme of the Statistical Package for Social Sciences (SPSS,19.0).

Results have been presented in terms of frequency distributions and percentages along with graphical representation.

Findings and Discussion

At the ISC level, the Council offers a range of subjects and students have a wide choice regarding the combination of subjects that they opt for. The choice of subjects and subject streams made available by schools depends on a number of factors such as, popular demand for certain subjects/streams, 'good career prospects' associated with certain subjects/streams, existing infrastructural facilities, availability of subject teachers, etc. The availability of certain subjects may also be influenced by the gender composition of the school. For example, the choice of subjects made available in a boys' school may differ substantially from those offered in a girls' school and vice-versa.

In this section, an effort has been made to find out the various subject streams opted for by students in the sample schools, variation in subject streams according to gender and school type and the course of further studies pursued by students. Results of the study are presented under the following broad categories:

1. **Sample Profile**
2. **Subject Streams opted for by students**
3. **Course of further studies embarked upon by students**

1. Sample Profile

Region wise distribution of the sample

Sample Schools 94

Table 1 provides region wise distribution of sample schools which presented candidates for the ISC 2015 Examination. Majority of the sample schools (34%) were from the Northern region, followed by the Eastern (27.7%), Southern (21.3%) and Western (17%) regions of India.

Table 1: Region wise distribution of Sample Schools (ISC 2015 Examination)

School Type	Number of Schools	% of Schools	Number of Students	% of Students
North	32	34	2627	34.4
East	26	27.7	2932	38.4
South	20	21.3	870	11.4
West	16	17	1206	15.8

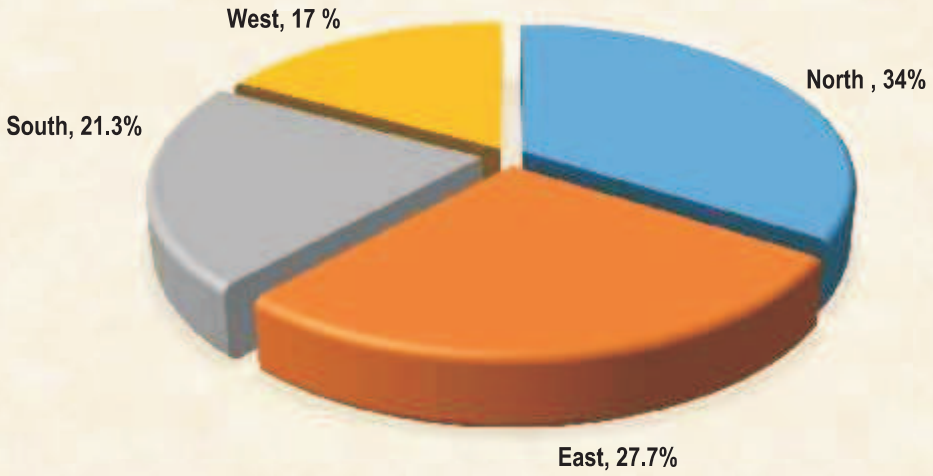


Figure 1: Region wise distribution of sample schools

Gender wise distribution of the sample

A total of 94 schools participated in the study, constituting 7635 students, which included 3882 boys and 3753 girls, as shown in Table 2.

Table 2: Distribution of Students Gender wise (ISC 2015 Examination)

Gender	Number of Students	% of Students
Boys	3882	50.8
Girls	3753	49.2

The sample consisted of 50.8% boys and 49.2% girls (Figure 2).

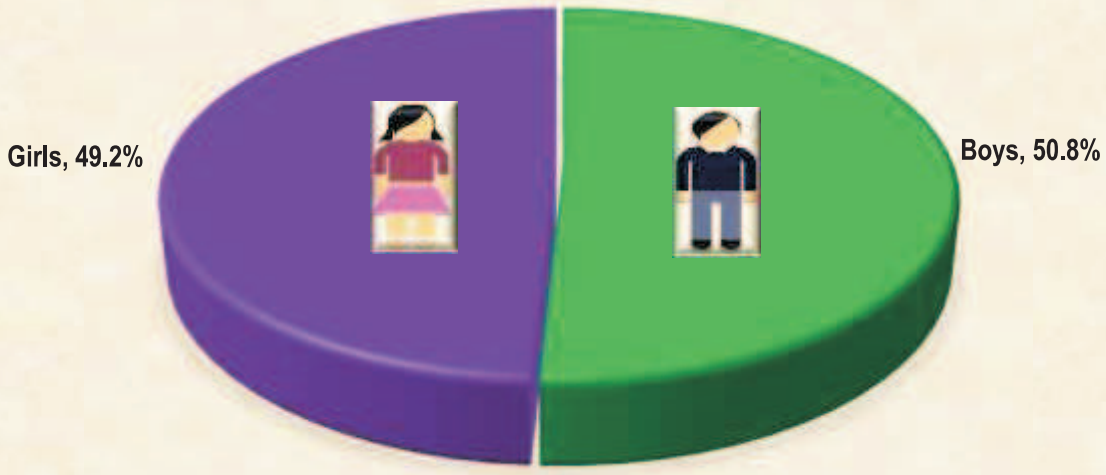


Figure 2: Distribution of students on the basis of gender

Distribution on the basis of school type

Table 3 given below presents distribution of schools on the basis of school type and number of students coming from each type of school.

Sample Schools 94

In the sample, majority (83%) of the schools were co-educational while 5.3% were boys' schools and 11.7% were girls' school. Graphical presentation of the same is given in Figure 3.

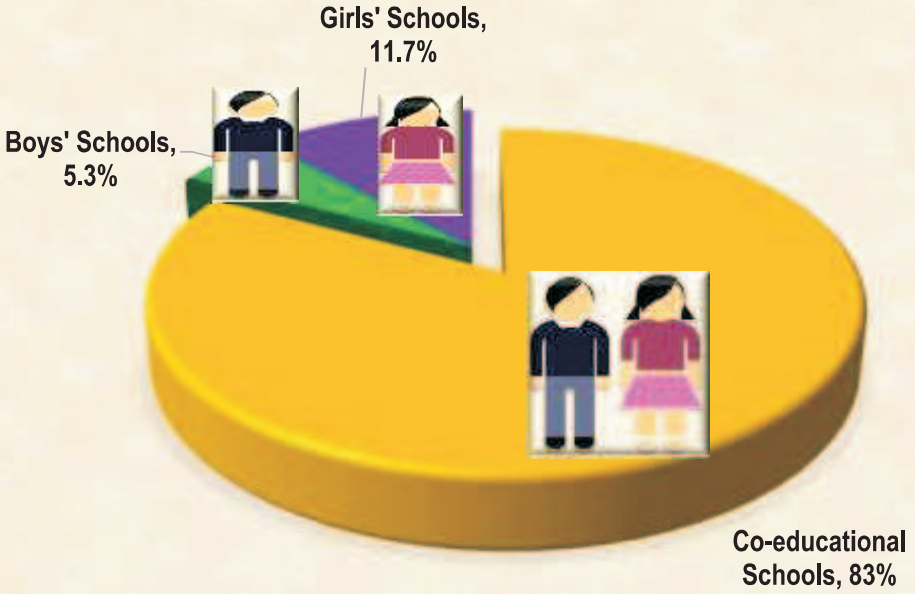


Figure 3: Distribution of students on the basis of school type

Table 3: Distribution of Students by School Type (ISC 2015 Examination)

School Type	Number of Schools	% of Schools	Number of Students	% of Students
Co-educational Schools	78	83	5517	72.3
Boys' Schools	5	5.3	779	10.2
Girls' Schools	11	11.7	1339	17.5

The above table shows that co-educational schools constituted about three-fourths (72.3%) of the total sample students while 10.2% and 17.5% students belonged to boys' and girls' schools, respectively.

2. Subject Streams opted for by students

Overall variation

Information regarding subject streams was available for 5980 students. Table 4 provides details on subject streams opted for by students from sample schools.

Table 4: Distribution of Students on the basis of subject streams

Subject Stream	Number of Students	% of Students
Commerce	2356	39.4
PCM (Physics, Chemistry, Mathematics)	1902	31.8
PCMB (Physics, Chemistry, Mathematics, Biology)	722	12.1
Humanities	508	8.5
PCB (Physics, Chemistry, Biology)	460	7.7
Others	32	0.5

Commerce was the subject stream opted for by majority (39.4%) of the students appearing for the ISC 2015 Examination, followed by PCM (Physics, Chemistry, Mathematics) which was opted for by 31.8% students. About 12.1% of the students opted for the combination of PCMB (Physics, Chemistry, Mathematics, Biology). Humanities and PCB (Physics, Chemistry, Biology) were opted for by 8.5% and 7.7% students, respectively. A graphical presentation of stream wise distribution is given in Figure 4.

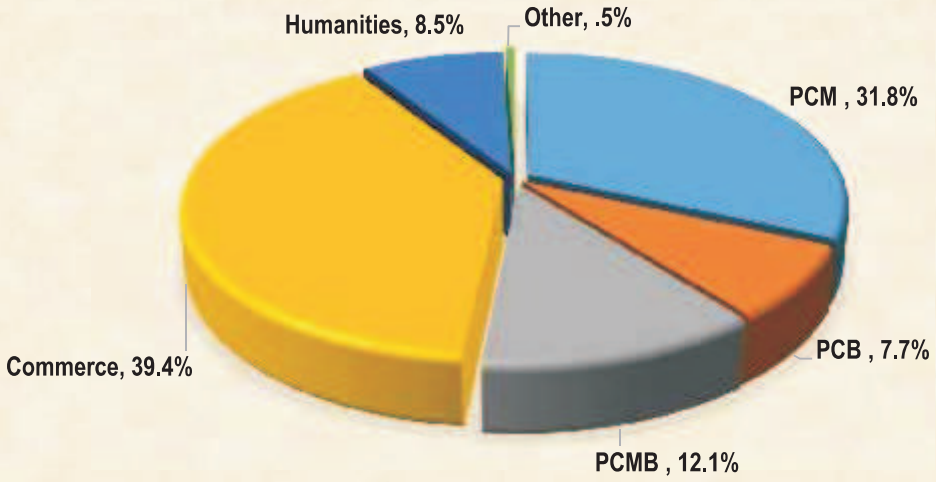


Figure 4: Distribution of students on the basis of subject streams

Gender wise variation within Subject Streams

Figure 5 depicts percentages of boys and girls in different subject streams.

PCM (Physics, Chemistry and Mathematics) was the most commonly opted for subject stream amongst boys. 68.3% of the students opting for this stream were boys. On the other hand, PCB (Physics, Chemistry and Biology) was the stream more popular amongst the girls who comprised 69.1% of the students in this stream.

Differences in the percentages of boys and girls in stream selection was found to be minimum in the streams of PCMB (Physics, Chemistry, Mathematics and Biology) and Commerce.

The Humanities stream was observed to be more popular amongst the girls. Almost three-fourths of the students (73%) in the Humanities stream were found to be girls while boys comprised only 27% of the students in this stream.

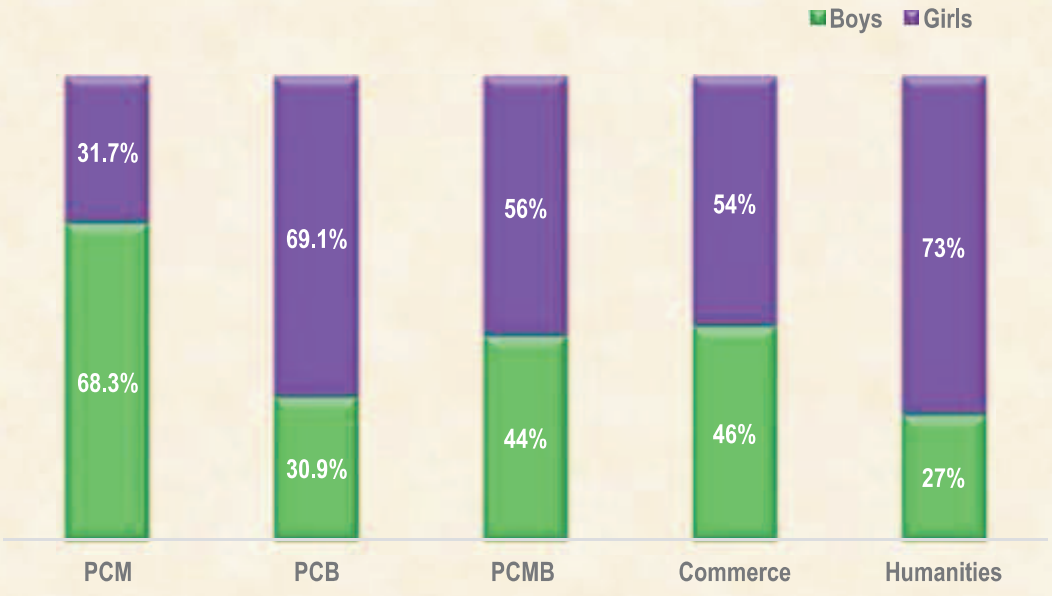


Figure 5: Gender wise distribution of students within subject streams

Stream wise variation on the basis of gender

Subject stream choices made by boys and girls in the sample is given in Figure 6.

Majority of the boys in the sample opted for PCM (Physics, Chemistry and Mathematics) or Commerce streams.

The percentage of boys (43.4%) opting for PCM (Physics, Chemistry and Mathematics) was more than double the number of girls (20.2%) opting for the same. PCB (Physics, Chemistry and Biology) and Humanities were lowest in their list of choices.

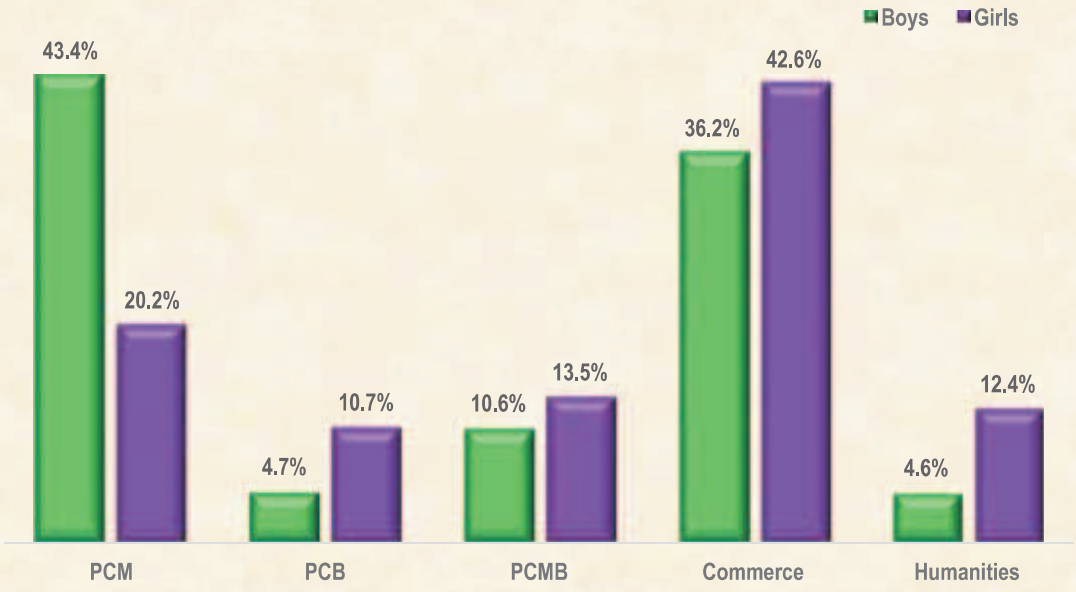


Figure 6: Stream wise distribution of students on the basis of gender

A large percentage of girls in the sample opted for Commerce stream (42.6%), followed by PCM (Physics, Chemistry and Mathematics), PCMB and Humanities.

Variation by Subject Stream and School Type

Figure 7 presents findings of the study on the basis of subject streams opted for by students in different types of school.

In both boys' and girls' schools, Commerce was the most popular subject stream opted for by 59.8% and 57.4% students, respectively. In co-educational schools, more than half of the students opted for Science stream (PCM, PCB and PCMB). Less than 10% of the students opted for Humanities in all types of schools.

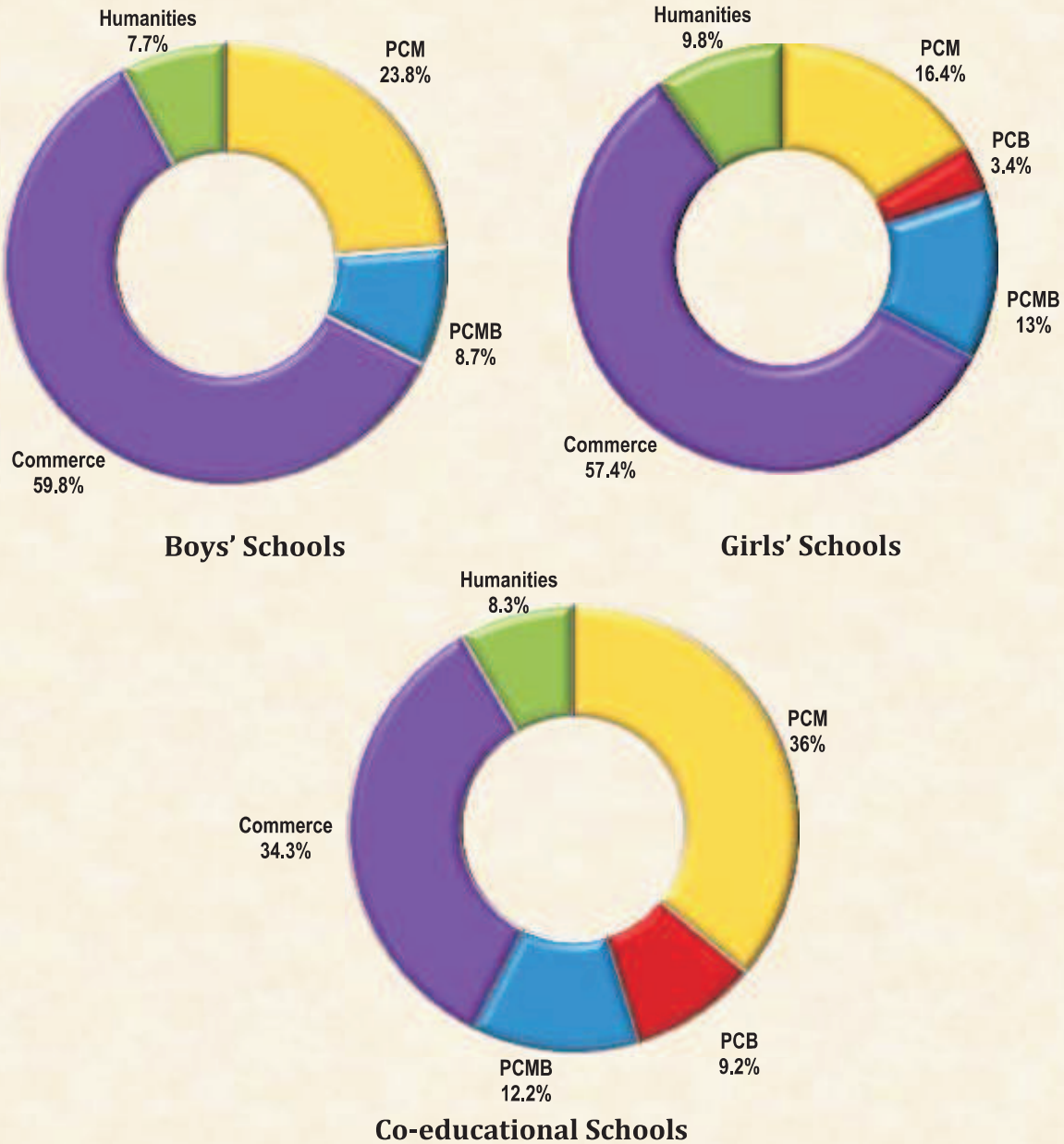


Figure 7: Distribution of students in each subject stream by school type

3. Course of further studies embarked upon by students

Overview

An overview of the course of further studies embarked upon by students after completing the ISC 2015 examination is given in Figure 8. Since information regarding course of further studies opted for by students was available only for 4391 students, analysis was based on this group.

Almost half of the students (49.5%) who gave the ISC 2015 Examination took admission in various honours and graduation courses, while 45.3% of the students secured admission in various professional courses. 4.3% of the students went abroad for further studies. Less than one percent of students who gave the ISC 2015 Examination are not pursuing further studies.

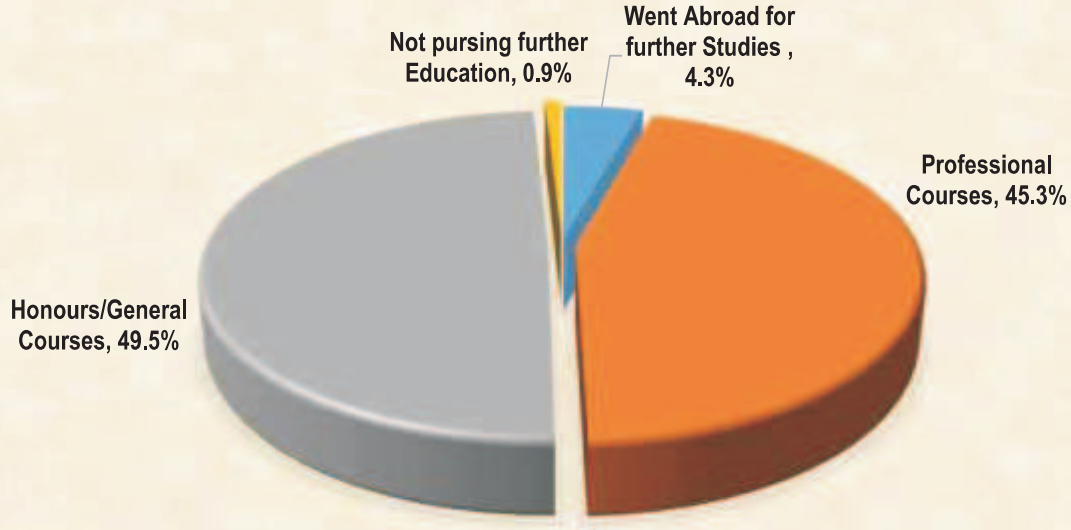


Figure 8: Distribution of students on the basis of course of further studies

Variation on the basis of Subject Stream and admission to Professional/Graduate Courses

The courses pursued by students were broadly categorised as, professional courses and graduate courses. Figure 9 shows distribution of students into professional and graduate courses, according to subject streams.

A stream wise analysis shows that more than two-thirds (71%) of students from the Science stream (PCM, PCB & PCMB) took admission in professional courses while the remaining 29% are pursuing various graduate courses. On the other hand, 29% of students from the Commerce Stream secured admission in professional courses, while the majority (71%) is doing graduate courses. The distribution of Humanities students, into professional and graduate courses was one–thirds (33%) and two-thirds (67%), respectively.

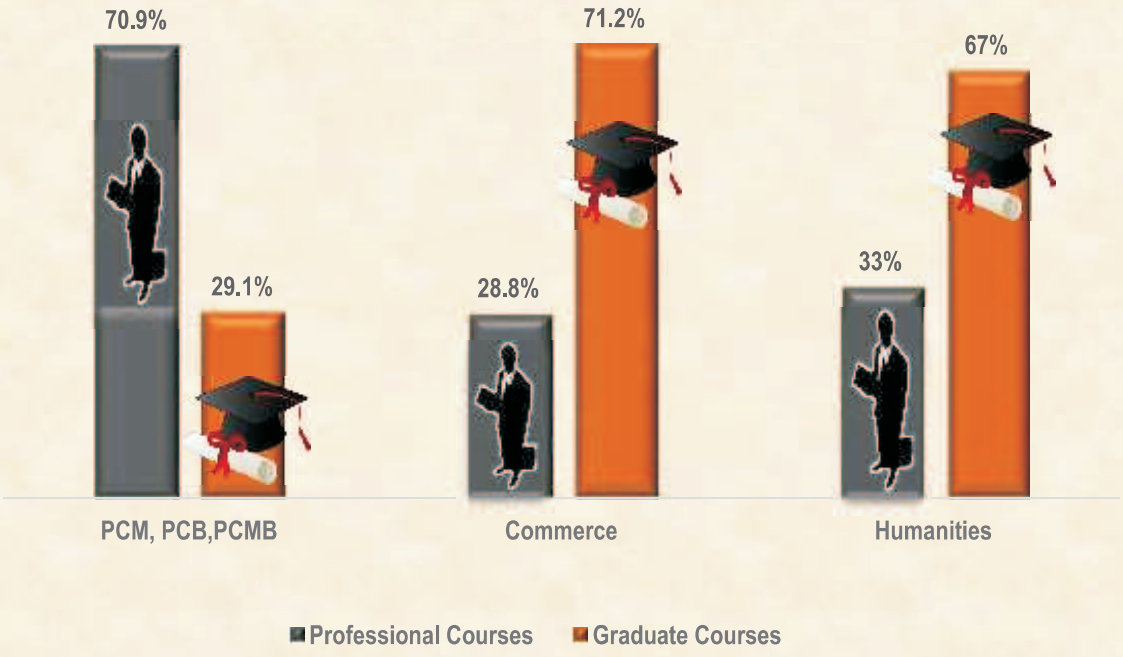


Figure 9: Distribution of students on the basis of course type

A detailed description of the courses pursued by students who opted for different streams for the ISC 2015 Examination is given in Table A-IV in Appendices.

Variation on the basis of Subject Stream and range of Courses

Figure 10 gives an idea about the range of courses pursued by students from different subject streams after completing the ISC 2015 Examination.

From the Science group (PCM, PCB & PCMB), majority of the students (73%) secured admission in various Engineering colleges while another 8.1% took admission in medical colleges. Other courses that science stream students opted for included BCA (4.7%), B.B.A. /B.M.S. /B.B.S. (2.6%), Architecture (2.6%), Law (1.6%), etc.

B.B.A. / B.M.S. /B.B.S. were the top courses among students of Commerce stream, being pursued by 55% of the students. Other popular courses among Commerce stream students included C.A. (12.4%), Law (8.5%), Hotel Management & Catering (5.7%), Mass Communication (4.3%), Textile Designing/ Fashion Designing (4.3%), etc.

In the Humanities group, Law was a popular course, being pursued by almost 29% of the students. Other courses commonly opted for by students from the Humanities group included Mass Communication (17.8%), B.B.A./B.M.S./B.B.S. (14.8%) and Hotel Management & Catering (10.4%).

Science
(PCM,PCB,PCMB)

- Engineering 73%
- Medical 8.1%
- BCA 4.7%
- B.B.A. / B.M.S. /B.B.S. 2.6%
- Architecture 2.6%
- Law 1.6%
- Pharmacy 1.5%
- Nursing 1.3%

Commerce

- B.B.A. / B.M.S. /B.B.S. 55.2%
- C.A. (Chartered Accountancy) 12.4%
- Law 8.5%
- Hotel Management & Catering 5.7%
- Mass Communication 4.3%
- Textile Designing / Fashion Designing 4.3%
- Degree course in Computer Science / B.C.A. 3%
- Architecture 1.8%
- C.S. (Company Secretary) 1.1%

Humanities

- Law 28.9%
- Mass Communication 17.8%
- B.B.A. / B.M.S. /B.B.S. 14.8%
- Hotel Management & Catering 10.4%
- Textile Designing / Fashion Designing 8.9%
- Visual Arts 5.9%
- Architecture 5.2%
- Animation and Multimedia 2.2%
- Journalism 1.5%

Figure 10: Courses pursued by students from different subject streams

Gender wise distribution in various Professional Courses

Figures 11 to 16 give a gender wise distribution of students in various professional courses such as Engineering, Medicine, Architecture, Chartered Accountancy, Law and Mass Communication.

Engineering

More than two-thirds of the sample students who secured admission in Engineering Colleges consisted of Boys.

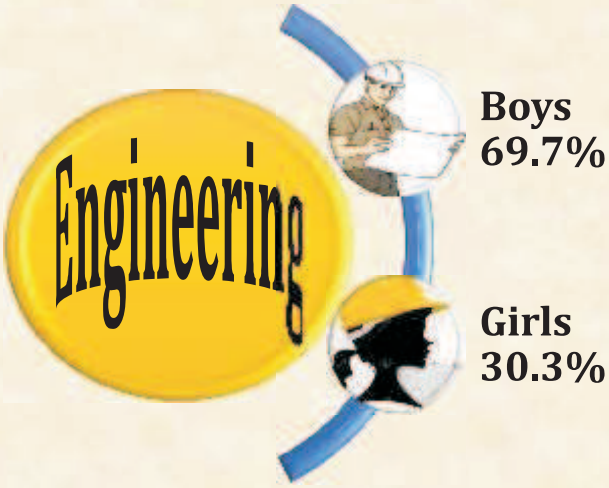


Figure 11: Gender wise admission of students in Engineering Colleges

Medicine

Admissions to Medical Colleges were dominated by girls. Out of the total students who secured admission in Medical Colleges, 56.8% were girls and 43.2% were boys.

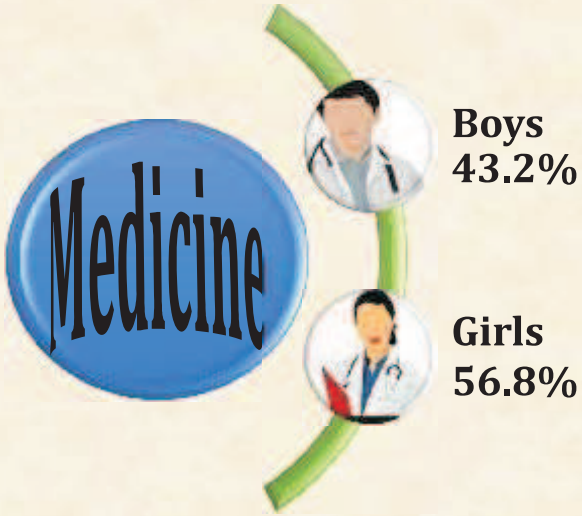


Figure 12: Gender wise admission of students in Medical Colleges

Architecture

A larger percentage of girls (62.3%) secured admission in various Colleges of Architecture, as compared to boys (37.7%).

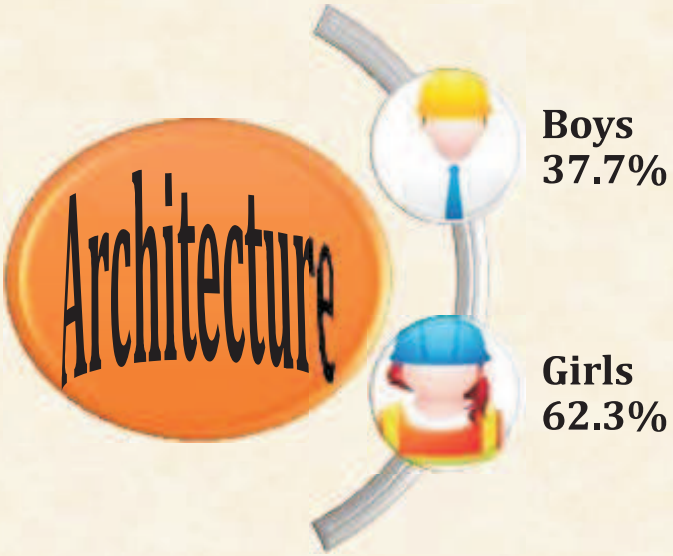


Figure 13: Gender wise admission of students in Architectural Colleges

Chartered Accountancy

The percentage of boys (56.9%) doing Chartered Accountancy was found to be higher than the percentage of girls (43.1%) in this course.

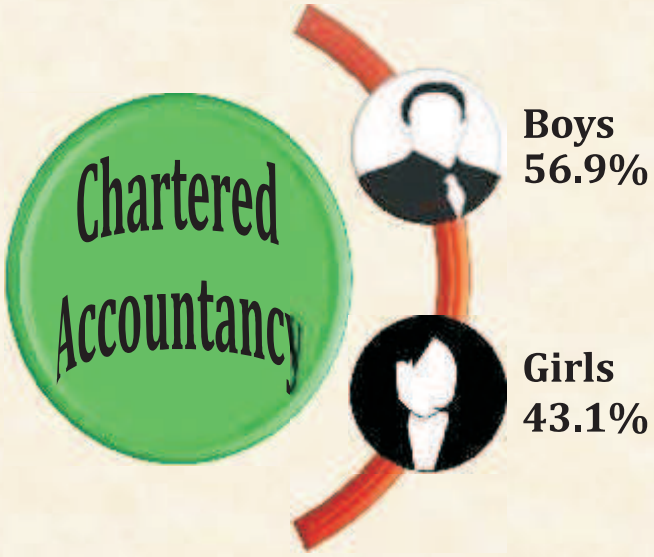


Figure 14: Gender wise admission of students in Chartered Accountancy

Law

A larger percentage of girls (56%) secured admission in various Law Colleges as compared to the boys (44%).

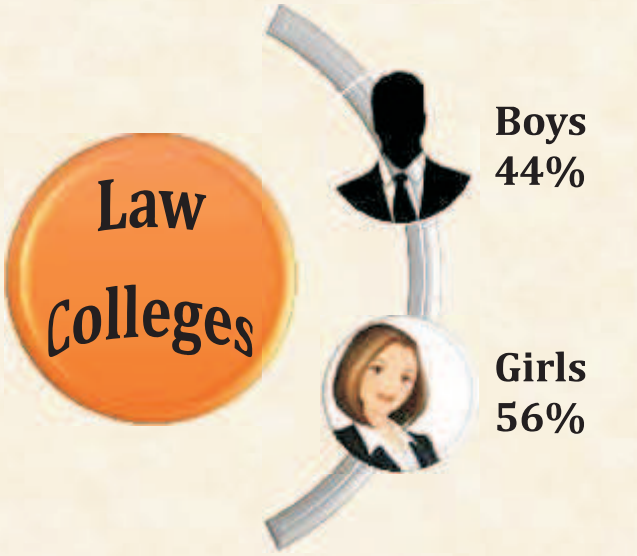


Figure 15: Gender wise admission of students in Law Colleges

Mass Communication

The percentage of girls (69.1%) securing admission in Mass Communication was much higher than the percentage of boys (30.9%) in the same course.

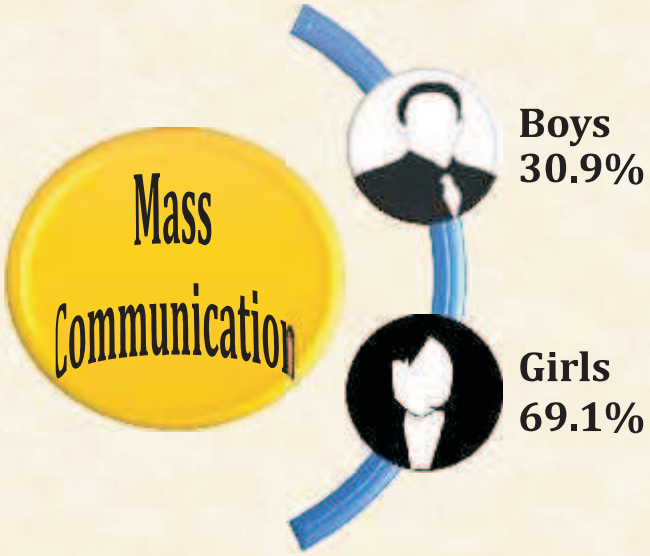


Figure 16: Gender wise admission of students in Mass Communication Courses

Some Professional Institutes and Universities/Colleges in India where the batch of ISC 2015 secured admission

Figure 17 features names of some Professional Institutes, Universities/ Colleges in India where the batch of ISC 2015 secured admission.

- **Indian Institute of Technology (IIT) (Kharagpur, Mumbai, Kanpur, Delhi)**
- **All India Institute of Medical Sciences (AIIMS), Delhi**
- **School of Planning and Architecture, Delhi**
- **National Institute of Technology (Durgapur, Tiruchirappalli, Rourkela)**
- **Symbiosis , Pune (Law, Economics, Liberal Arts, Management Studies, Media and Communication)**
- **Amritha Institute of Medical Sciences and Research Centre, Kochi**
- **Birla Institute of Technology & Science, Pilani**
- **National Medical College, Kolkata**
- **Institute of Hotel Management, Kolkata**

- **St. Stephens College, Delhi**
- **Lady Shriram College for Women, Delhi**
- **Jadavpur University, Kolkata**
- **Presidency University, Kolkata**
- **Miranda House, New Delhi**
- **Mithibai College, Mumbai**
- **Hindu College, New Delhi**
- **St. Xaviers' College, Kolkata**
- **Madras Christian College, Chennai**
- **Jamia Millia Islamia, New Delhi**
- **Loyola College, Chennai**
- **Christ University, Bengaluru**
- **Narsee Monjee College of Commerce and Economics, Mumbai**
- **National Law School of India University, Bengaluru**
- **St. Xavier's College, Ahmedabad**
- **Sophia College , Mumbai**

Figure 17: Some Professional Institutes, Universities/Colleges in India where students secured admission

Some Universities/Colleges abroad where the batch of ISC 2015 secured admission

About 4.3% of the students who took the ISC 2015 Examination went abroad for further studies. Figure 18 highlights the names of Universities/ Colleges abroad along with courses in which students secured admission for further studies.

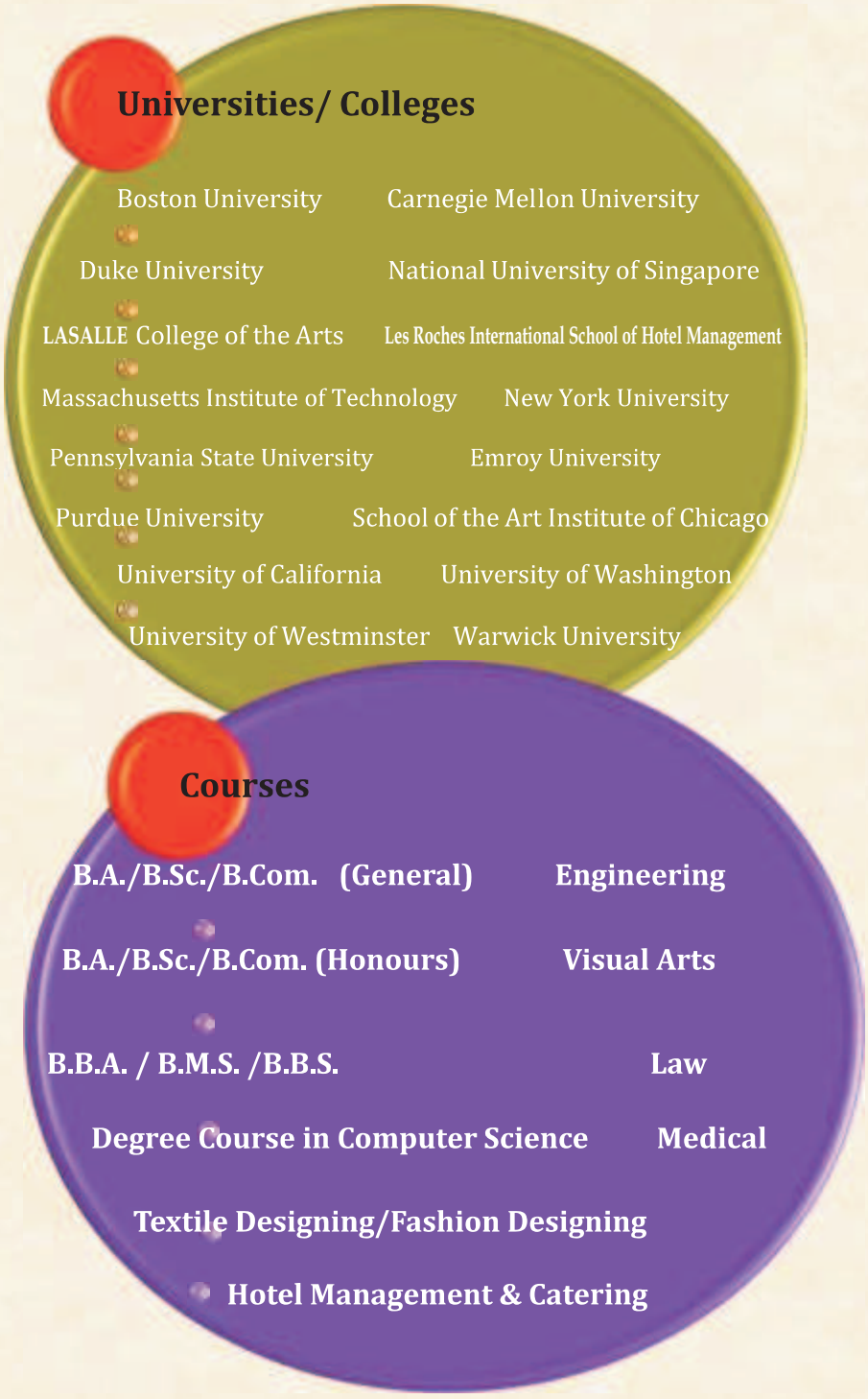


Figure 18: Universities/ Colleges abroad and courses in which students secured admission

Conclusion

The results of this study illuminate some key findings about the academic opportunities and career choices made by students who appeared for ISC 2015 Examination.

The study shows that variation exists among students on the basis of gender and school type with regard to streams opted for and the course of further studies pursued by them.

Majority of the students who appear for the ISC Examination, continue with higher studies, taking admission into various professional and graduate courses. Engineering stands on top of the ladder in terms of number of students who secured admission in it. Besides seeking admission into graduate honours and degree courses, a large percentage of students also secure admission into courses such as, Medicine, Architecture, Law, Chartered Accountancy, Hotel Management & Catering, Mass Communication, Textile Designing/Fashion Designing, etc. A small percentage of students also go abroad for further studies and take admission in various prestigious institutions/ universities.

After completing ISC 2015 Examination, almost 99% of the sample students went in for higher studies. They either took admission in professional courses or in honours/general courses. A small but significant percentage of students went abroad for further studies.

Salient findings of the study

- ✓ Most of the sample schools (34%) were from Northern region, followed by the Eastern (27.7%), Southern (21.3%) and Western (17%) regions of India.
- ✓ The sample comprised of 50.8% boys and 49.2% girls.
- ✓ More than eighty percent schools in the sample were co-educational, while 11.7% were girls' schools and only 5.3% were boys' schools.
- ✓ Commerce was the most popular subject stream selected by majority of students in boys and girls schools.
- ✓ In co-educational schools, more than half of the students opted for Science stream.
- ✓ Only 7 to 9% students took up Humanities and PCB (Physics, Chemistry, Biology) for the ISC 2015 Examination.
- ✓ Gender wise differences in selection of subject streams were observed in almost all streams. PCM was chosen by a larger percentage of boys while all the other streams were dominated by girls.
- ✓ After completing ISC 2015 Examination 45.3% of the sample students secured admission in professional courses, while 49.5% students took admission in various graduate courses. About 4.3% students went abroad for further studies. Approximately 0.9% of the students who took the ISC 2015 examination are not pursuing further education.
- ✓ A larger percentage of students from the Science (PCM, PCB & PCMB) stream secured admission in various professional courses.
- ✓ Nearly two-third students of Commerce and Humanities stream secured admission in graduate courses.
- ✓ Amongst the Science group, majority (73%) of the students secured admission in Engineering.
- ✓ Medicine, Architecture and B.B.A. / B.M.S. /B.B.S. were other common courses pursued by Science stream students.
- ✓ B.B.A. / B.M.S. /B.B.S. was the top course pursued by more than half of the students from the Commerce stream.

- ✓ In the Humanities group, Law was a popular course, opted for by 29% of the students, followed by Mass Communication (17.8%).
- ✓ A larger percentage of boys secured admission in Engineering and Chartered Accountancy courses while the opposite was true for admission to Medical, Architecture, Law and Mass Communication Courses, which were predominated by girls.

Appendices

Table A-I: A sample of format sent to schools

Batch of ISC 2015 - Details of Admissions taken for further studies										
S. No.	School Code	Index. No.	Name of Candidate	Gender	Subject Stream for ISC * (Select from Dropdown List)	Course** (Select from Dropdown List)	Name of Institution / College (e.g. IIT, AIIMS, etc.)	City where the Institution / College is located	Country	Specialization (if any, e.g. Mechanical Engineering)

Options given in the dropdown list

*** Subject Stream for ISC**

01-PCM (Physics, Chemistry, Maths)
02-PCB (Physics, Chemistry, Biology)
03-PCMB (Physics, Chemistry, Maths, Biology)
04-Commerce
05-Humanities
06-Any other

**** Course**

01-Engineering
02-Architecture
03-Medical
04-Pharmacy
05-Dairy Technology
06-B.P.T. (Physiotherapy)
07-B.O.T.(Occupational Therapy)
08-Nursing
09-C.A. (Chartered Accountancy)
10-C.S. (Company Secretary)
11-Hotel Management & Catering
12-Mass Communication
13-Aviation and Hospitality
14-Tourism
15-Animation and Multimedia
16-Journalism
17-Visual Arts
18-Performing Arts
19-Merchant Navy
20-N.D.A. (National Defence Academy)
21-Textile Designing / Fashion Designing
22-Interior Designing
23-Law
24-Event Management
25-B.B.A. / B.M.S. /B.B.S.
26-Degree course in Computer Science / B.C.A.
27-B.A./B.Sc./B.Com. (Honours)
28-B.A./B.Sc./B.Com. (General)
29-Preparing for Competitive Examinations
30-Not pursuing further studies
31-Any Other

Table A-II : Distribution of Sample Schools

State	Number of Schools
Andhra Pradesh	1
Bihar	1
Chandigarh	1
Goa	1
Gujarat	6
Haryana	1
Himachal Pradesh	1
Jharkhand	3
Karnataka	5
Kerala	8
Maharashtra	9
Madhya Pradesh	1
Nagaland	1
Odisha	1
Punjab	2
Tamil Nadu	6
Uttar Pradesh	21
Uttarakhand	5
West Bengal	20
Total	**94**

Table A-III: Name of the Sample Schools

S. No.	School Code	Name of the School
1	AP089	Sri Aurobindo International School, Hyderabad, Andhra Pradesh
2	BI008	St. Paul's School, Begusarai, Bihar
3	CH008	Strawberry Fields High School, Chandigarh
4	GO001	Manovikas English Medium School, Margao, Goa
5	GU003	S.N. Kansagra School, Rajkot, Gujarat
6	GU014	Zydus School For Excellence, Ahmedabad, Gujarat
7	GU019	Lalji Mehrotra Lions School, Ahmedabad, Gujarat
8	GU021	Anand Niketan, Ahmedabad, Gujarat
9	GU024	Saint Paul's School, Rajkot, Gujarat
10	GU025	Billabong High International School, Vadodara, Gujarat
11	HA027	Scottish High International School, Gurgaon, Haryana
12	HP027	Mount Carmel School, Kangra, Himachal Pradesh
13	JH024	Hill Top School, East Singhbhum, Jharkhand
14	JH043	A.D.L.S. Sunshine School, East Singhbhum, Jharkhand
15	JH065	Kerala Public School, East Singhbhum, Jharkhand
16	KA007	Cluny Convent High School, Bengaluru, Karnataka
17	KA008	The Frank Anthony Public School, Bengaluru, Karnataka
18	KA028	St. Paul's English School, Bengaluru, Karnataka
19	KA152	Sarvodaya National Public School, Bengaluru, Karnataka
20	KA163	Christ Academy I.C.S.E. School, Bengaluru, Karnataka
21	KE001	Alphonsa Residential School, Kottayam, Kerala
22	KE008	Pallikoodam, Kottayam, Kerala
23	KE021	Trinity Lyceum, Kollam, Kerala
24	KE027	Hari Sri Vidya Nidhi School, Thrissur, Kerala
25	KE032	Holy Angels I.S.C. School, Thiruvananthapuram, Kerala
26	KE033	Sarvodaya Vidyalaya, Thiruvananthapuram, Kerala
27	KE056	Amalambika Convent English School, Idukki, Kerala
28	KE072	Vimala Hridaya School, Kollam, Kerala
29	MA004	Bombay Scottish School, Mahim, Mumbai, Maharashtra
30	MA006	Cathedral & John Connon School, Mumbai, Maharashtra
31	MA012	Jamnabai Narsee School, Mumbai, Maharashtra

32	MA026	Barnes School & Junior College, Nashik, Maharashtra
33	MA034	The Bishop's School, Pune, Maharashtra
34	MA037	St. Mary's School, Pune, Maharashtra
35	MA069	R.B.K. School, Mumbai, Maharashtra
36	MA086	Gundecha Education Academy, Mumbai, Maharashtra
37	MA109	Wisdom High International School, Nashik, Maharashtra
38	MP034	Nirmala Convent School, Ujjain, Madhya Pradesh
39	NA001	Jubilee Memorial School, Mokokchung, Nagaland
40	OR027	St. Paul's School, Sundergarh, Odisha
41	PU003	Sacred Heart Senior Secondary School, Amritsar, Punjab
42	PU083	Mata Baljinder Kaur Memorial Kaler International Public School, Moga, Punjab
43	TN009	Kodaikanal Public School, Dindigul, Tamil Nadu
44	TN023	The School (Krishnamurti Foundation India), Chennai, Tamil Nadu
45	TN040	Good Earth School, Kanchipuram, Tamil Nadu
46	TN042	Abacus Montessori School, Chennai, Tamil Nadu
47	TN060	Chettinad Hari Shree Vidyalayam Nursery and Primary School, Chennai, Tamil Nadu
48	TN063	The Little Kingdom Senior School, Theni, Tamil Nadu
49	UP015	Jyoti Niketan, Azamgarh, Uttar Pradesh
50	UP018	St. Maria Goretti Inter College, Bareilly, Uttar Pradesh
51	UP025	St. Paul's Academy, Ghaziabad, Uttar Pradesh
52	UP038	St. Mary's Convent High School, Kanpur, Uttar Pradesh
53	UP060	City Montessori Inter College, Station Road, Lucknow, Uttar Pradesh
54	UP093	St. Francis School, Varanasi, Uttar Pradesh
55	UP127	Gagan Public School, Aligarh, Uttar Pradesh
56	UP138	Jesus & Mary School and College, Balrampur, Uttar Pradesh
57	UP140	City Montessori School, Kanpur Road, Uttar Pradesh
58	UP149	Maharaja Agarsen Public School, Moradabad, Uttar Pradesh
59	UP153	St. Mary's School, Mirzapur, Uttar Pradesh
60	UP159	St. Teresa's College, Lucknow, Uttar Pradesh
61	UP166	St. Thereses School, Kushinagar, Uttar Pradesh
62	UP175	Swaraj India Public School, Kanpur, Uttar Pradesh

63	UP177	Regency Public School, Sitapur, Uttar Pradesh
64	UP224	Lucknow Public College, Lucknow, Uttar Pradesh
65	UP237	St. Joseph's School, Gautam Buddha Nagar, Uttar Pradesh
66	UP247	St. Mary's Convent School, Agra, Uttar Pradesh
67	UP262	John Nave Senior Secondary School, Shahjahanpur, Uttar Pradesh
68	UP267	Don Bosco School, Jhansi, Uttar Pradesh
69	UP275	Mary Jesus Education Center, Kanpur, Uttar Pradesh
70	UT024	Wynberg Allen School, Dehradun, Uttarakhand
71	UT048	Seven Oaks School, Dehradun, Uttarakhand
72	UT055	Doon Public School, Dehradun, Uttarakhand
73	UT057	Shiwalik International School, Dehradun, Uttarakhand
74	UT093	Unison World School, Dehradun, Uttarakhand
75	WB001	Loreto Convent, Burdwan, West Bengal
76	WB013	Don Bosco School, Kolkata, West Bengal
77	WB017	La Martiniere for Girls, Kolkata, West Bengal
78	WB041	The Park English School, Kolkata, West Bengal
79	WB049	Salt Lake School, Kolkata, West Bengal
80	WB051	Sri Aurobindo Institute of Education, Kolkata, West Bengal
81	WB071	St. Joseph's College, Darjeeling, West Bengal
82	WB126	Maheshwari Girls' School, Kolkata, West Bengal
83	WB143	M.P. Birla Foundation Higher Secondary School, Kolkata, West Bengal
84	WB144	Saptashri Gyanpeeth, Darjeeling, West Bengal
85	WB169	Agrasain Balika Siksha Sadan , Howrah, West Bengal
86	WB170	Calcutta Public School, Kolkata, West Bengal
87	WB177	Trinity High School, Jalpaiguri, West Bengal
88	WB200	M.C. Kejriwal Vidyapeeth, Howrah, West Bengal
89	WB203	East West Model School, Burdwan, West Bengal
90	WB218	Modern High School For Girls, Kolkata, West Bengal
91	WB240	The Heritage School, Kolkata, West Bengal
92	WB249	St. Luke's Day School, North 24 Parganas, West Bengal
93	WB281	Pramila Memorial Institute, Kolkata, West Bengal
94	WB304	Welkin National School, South 24 Parganas, West Bengal

Table A-IV: Stream wise courses opted by students

Courses		Science (PCM,PCB &PCMB)		Commerce		Humanities	
		Number of Students	% of Students	Number of Students	% of Students	Number of Students	% of Students
Professional Courses	Engineering	1002	73.0				
	Architecture	36	2.6	10	1.8	7	5.2
	Medical	111	8.1				
	Pharmacy	20	1.5				
	B.P.T. (Physiotherapy)	3	0.2				
	B.O.T.(Occupational Therapy)	2	0.1				
	Nursing	18	1.3				
	C.A. (Chartered Accountancy)	2	0.1	70	12.4		
	C.S. (Company Secretary)	2	0.1	6	1.1		
	Hotel Management & Catering	8	0.6	32	5.7	14	10.4
	Mass Communication	7	0.5	24	4.3	24	17.8
	Aviation and Hospitality			3	0.5		
	Tourism	1	0.1	3	0.5		
	Animation and Multimedia	3	0.2			3	2.2
	Journalism	3	0.2	7	1.2	2	1.5
	Visual Arts	4	0.3	3	0.5	8	5.9
	Performing Arts	1	0.1				
	Merchant Navy	5	0.4				
	N.D.A. (National Defence Academy)			2	0.4		
	Textile Designing / Fashion Designing	14	1.0	24	4.3	12	8.9
	Interior Designing	8	0.6	3	0.5	5	3.7
	Law	22	1.6	48	8.5	39	28.9
	B.B.A. / B.M.S. /B.B.S.	35	2.6	311	55.2	20	14.8
	Degree course in Computer Science / B.C.A.	65	4.7	17	3.0	1	0.7
	Total	**1372**	**100**	**563**	**100**	**135**	**100**

Graduation Courses	Courses	Science (PCM,PCB &PCMB)		Commerce		Humanities	
		Number of Students	% of Students	Number of Students	% of Students	Number of Students	% of Students
	B.A./B.Sc./B.Com. (Honours)	241	42.9	758	54.5	180	65.7
	B.A./B.Sc./B.Com. (General)	321	57.1	634	45.5	94	34.3
	Total	**562**	**100**	**1392**	**100**	**274**	**100**

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