

ORACULAR

VEDIC ASTROLOGY

PERSONAL VEDIC REPORT

Stream & Career Selector

PREPARED EXCLUSIVELY FOR

Kabir Sharma

3 Aug 2009 · 09:15 · New Delhi

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At a glance boxes open each chapter with its key takeaway. **What to do** boxes turn the reading into practical steps. Chapters marked with a diamond are charts and tables computed from your birth data.

The Birth Details This Reading Was Built From

Everything in this report was calculated from these figures — the exact moment and place you gave us, resolved to coordinates and timezone. If any line here is wrong, tell us and we will recalculate.

NAME	Kabir Sharma	LAGNA	Virgo
DATE OF BIRTH	03-08-2009	MOON SIGN	Sagittarius
TIME OF BIRTH	09:15:00	NAKSHATRA	Purva Ashadha (Pada 1)
PLACE	New Delhi	TITHI	Shukla Paksha Thirayodasi
COORDINATES	28.6139, 77.2090	YOGA	Vishkambha
TIMEZONE	UTC +5.5	KARANA	Kaulava
WEEKDAY	Monday	SAMVATSARA	Virodhi

Balance of Mahadasha at birth: Venus — 16y 6m 1d

How to Use This Report

Purpose and limits

This report describes aptitude and temperament, not destiny. It is one input alongside marks, interest, family circumstance and counselling. No stream here is closed to Kabir, and his own preference outranks everything else in this document. The report is designed to help a parent and Kabir notice patterns in how he approaches learning, decisions and pressure, rather than turn a present impression into a permanent label.

Kabir is currently in Class 10, with the academic year running from 2026–27. This is the stage supplied for him, even though it is not the usual stage for his age of seventeen. Stream choice is made before Class 11 begins in April 2027. His Class 10 board exams fall in February–March 2027; Class 12 runs from April 2028 to March 2029, with board exams in February–March 2029. Entrance exams for most routes are expected during January–May 2029, and a first year of college or diploma begins in July–August 2029.

How to read the suggestions

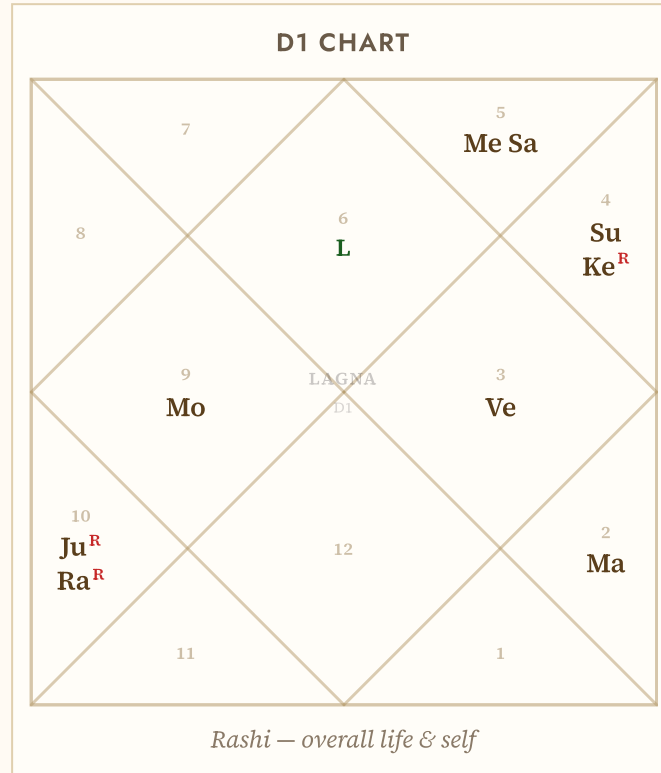
Use each stream description as a prompt for observation. For example, Kabir may watch a discussion for a while before adding his view, then offer a considered answer after a pause. If a task feels unfair or incomplete, he can argue his point carefully and respond well when the reasoning is discussed. Shared study, a conversation after class or working beside someone may restore his energy more than a long stretch of solitary revision.

A clear lead in the scoring helps organise the conversation, but it is not a verdict. A leading stream may feel more natural in some situations, while another can remain workable when Kabir's interest, subject experience and support are strong. Compare the descriptions with his actual response to lessons, projects, feedback and sustained practice. Ask him what he enjoys, what he would willingly learn further and which daily activities he can imagine repeating.

Keep this report beside current marks, teacher observations, course requirements, practical constraints and counselling. Revisit the discussion before Class 11 and again as later choices become concrete. The useful outcome is not a forced label; it is a clearer conversation in which Kabir can explain his preference and understand what each route asks of him.

The Birth Chart

The sky at the moment of birth, drawn the way it has been drawn for centuries. Nothing in the reading asks you to interpret this — it is here because it is what the reading was computed from.



How They Learn

Kabir is likely to learn best when a topic becomes a problem he can examine, question, and test rather than a page he must repeat. Physics can hold his attention because it gives his mind something to take apart and make sense of. Accounts may feel more costly when the work becomes a chain of rules, formats, and careful repetitions without an immediate reason behind them. He can enjoy learning deeply, yet his study output may fall when the classroom rewards sitting still and sustaining the same effort for too long. **This is a genuinely bright student who can do badly inside a classroom when the teaching format outlasts his concentration.**

How information goes in

He tends to absorb an explanation quietly at first, then answer after a pause once he has arranged the idea privately. A worked example, a diagram, or a practical question helps him enter a lesson faster than a long verbal introduction. He generally needs to understand the logic before memorising details; once the reason is clear, formulas and definitions have somewhere to settle. Asking him to memorise first can produce surface recall, followed by questions about why the rule works.

Doing is important, but not in a rushed or performative way. He may watch a demonstration, notice how a teacher approaches it, and then try the method himself. A short task with a visible result suits him better than an open-ended instruction such as “revise this chapter.” When he challenges a method, words help him negotiate the point; that questioning is part of how he secures understanding.

Attention span and rhythm

His concentration is likely to run in **short, purposeful blocks of roughly 25–35 minutes**, with a noticeable drop when the work becomes repetitive or has no immediate target. He can return for another block after movement, conversation, or a change of task. A long desk session may look productive at first, then quietly turn into unfinished pages, rereading, or avoidable slips.

He benefits from a rhythm that alternates explanation, worked practice, checking, and a brief reset. Enjoyment of learning can remain strong even when study endurance is uneven. That distinction matters: he may be curious about the subject while still struggling to keep going through a large, uniform worksheet.

Alone or with others

Initial thinking works better alone or with low interruption. He needs private time to form his view before speaking, so immediate round-table answers can make him appear less ready than he is. Once the idea is partly formed, shared work restores his energy and can make practice more enjoyable.

A small group with defined roles fits him better than a noisy, unstructured group. He may watch first, then contribute a carefully framed point. Discussion helps most when classmates are willing to examine reasons rather than simply exchange answers. A friend who talks through one problem with him can help him restart; extended solitary revision is more likely to drain him.

Where the current school setup helps or hurts

Class 10 work helps when lessons connect concepts to applications, demonstrations, diagrams, and regular problem-solving. Physics gives him a natural route into that style. Continuous assessment can suit him more than one large exam because shorter submissions create several points at which he can show understanding and correct errors.

The same setup hurts when marks depend heavily on sustained copying, repeated recall, or one uninterrupted examination sitting. Accounts may need extra structure: brief daily practice, a model format beside him, and immediate checking of each stage. Large exams remain workable when he rehearses in timed sections, but a single long paper asks for stamina that does not automatically follow from his interest in the subject.

05

Natural Aptitudes

Ranked natural aptitudes

- ◆ **Holding a physical system together in his mind**

Kabir can stay with a physics problem long enough to notice how its parts interact, rather than treating each formula as an isolated step. After a quiet pause, he may give an answer that connects the rule to what would happen in a real situation.

You would notice this when... he explains why an experiment, machine or everyday object behaves as it does instead of only stating the result.

- ◆ **Working within clear structures and limits**

He tends to become more effective when a task has defined conditions, a visible framework and a clear point at which a solution is complete. Boundaries can help him organise his thoughts and turn a broad question into manageable decisions.

You would notice this when... he asks what the exact rules are, then rearranges the task until the route forward makes sense.

- ♦ **Making an idea visible to other people**

Kabir is drawn towards work that can be seen, demonstrated or discussed with others, especially when the finished result gives people something concrete to respond to. He may enjoy refining how an idea is presented once he has had private time to form it.

You would notice this when... a model, diagram, layout or demonstration becomes more interesting to him after someone else can look at it and react.

- ♦ **Turning practical effort into a workable outcome**

He can engage well with hands-on tasks when they involve arranging parts, testing a method or improving how something functions. Shared activity tends to restore his energy, while repetitive drills without a visible purpose can make the same task feel much heavier.

You would notice this when... he becomes more involved during a build, practical investigation or collaborative problem than during pages of identical exercises.

- ♦ **Explaining and negotiating a point**

When Kabir disagrees, he tends to work through the issue in words and look for a version that can be accepted by both sides. He usually takes a moment before responding, so his strongest contribution may arrive after the first exchange rather than immediately.

You would notice this when... he returns to a decision with a reasoned alternative and asks others to consider the conditions that would make it fair.

Natural style and useful direction

His natural pull is towards structure, limits and visible results, while his enjoyment of physics gives that style a particularly strong technical outlet. The work that may be most rewarding can combine a clear system with something other people can see, test or use; this is why analytical study and applied, design-linked work can both deserve exploration.

What comes easily is not always identical to what becomes a job. Kabir may naturally enjoy understanding how a system works, while the world may value his ability to turn that understanding into a model, product, explanation or practical solution. Keeping both sides in view lets him explore beyond a single label without losing the subjects and working conditions that genuinely engage him.

06

Planetary Positions at Birth

The position of each of the nine grahas, to the degree, at the first breath. These are the numbers the sections around this table were derived from.

PLANET	HOUSE	SIGN	LONGITUDE	NAKSHATRA	PADA	MOTION
Lagna	1	Virgo	1° 52' 54"	—	—	—
Sun	11	Cancer	16° 58' 13"	Ashlesha	1	Direct
Moon	4	Sagittarius	15° 39' 49"	Purva Ashadha	1	Direct
Mars	9	Taurus	21° 12' 21"	Rohini	4	Direct
Mercury	12	Leo	6° 20' 4"	Magha	2	Direct
Jupiter	5	Capricorn	29° 33' 42"	Dhanishta	2	Rx — Retrograde
Venus	10	Gemini	8° 25' 34"	Ardra	1	Direct
Saturn	12	Leo	25° 35' 35"	Purva Phalguni	4	Direct
Rahu	5	Capricorn	5° 37' 39"	Uttara Ashadha	3	Rx — Retrograde
Ketu	11	Cancer	5° 37' 39"	Pushya	1	Rx — Retrograde

Rx (R) = Retrograde — the planet appears to move backward from Earth's view, which traditionally intensifies or turns its themes inward. On charts, a small red R after a planet marks it retrograde. Key: L = Lagna, Su = Sun, Mo = Moon, Ma = Mars, Me = Mercury, Ju = Jupiter, Ve = Venus, Sa = Saturn, Ra = Rahu, Ke = Ketu.

Stream scores

Stream fit



Stream Fit

I. Science with Maths (PCM)

Science with Maths has the clearest connection with what already catches Kabir's attention. Physics is his favourite subject, and he can stay with a question when it asks him to work out how parts affect one another. At home, this may look like pausing before answering, then explaining why a machine, object, or experiment behaves in a particular way rather than merely naming a formula. He is also more likely to choose a problem involving systems, movement, structure, or a visible result without needing much prompting. That kind of work gives his private thinking somewhere concrete to go.

This stream also leaves room for work that can be shown, tested, discussed, and improved. Kabir warms up before joining in, but shared problem-solving can bring him into the activity once he understands what is happening. A practical investigation, design task, model, or numerical challenge may hold him more firmly than repeated copying. His wish to question a point and negotiate an answer can become useful when it is channelled into explaining assumptions, checking a method, or defending a solution with reasons.

The honest cost is sustained mathematical discipline. Science with Maths asks for regular practice even when the topic is not immediately interesting, careful notation, and repeated checking of small steps. Kabir may find it hard when a lesson requires long, quiet effort with no visible outcome. He can also spend too long arguing with a method that feels unconvincing instead of moving through the required practice. This stream fits his interests, but it asks him to build a dependable routine around the parts that do not naturally pull him in. Neither interest nor intelligence removes that daily demand.

2. Design & Creative

Design & Creative has a real place in Kabir's options because the family is already considering DESIGN, and the work can produce something other people can see. He may engage more readily when an idea becomes a model, layout, object, visual explanation, or usable solution. A design brief gives his questioning mind a practical target: he can inspect the problem, consider alternatives, and decide why one version works better than another. His tendency to watch first may even help him notice how people use a space, product, image, or system before he commits to a direction.

Shared creative work can also restore his energy. He is not at his best when left alone with an undefined task for too long; a team, client-style brief, or review conversation gives him movement and response. He may take time before offering an idea, then contribute more fully once he has formed an opinion. Work that is visible to others can give him a reason to refine it rather than leave it as a private thought. His ability to question feedback and negotiate changes may become valuable when he learns to separate useful criticism from a personal disagreement.

The cost is openness to revision. Design asks for many unfinished attempts, uncertain beginnings, and decisions made before every answer is known. Kabir may want to explain why his first idea makes sense and may resist changing it while he is still attached to the reasoning behind it. Deadlines can require him to stop investigating and submit a workable version. Creative courses also demand organisation: collecting references, documenting stages, managing files, and re-

turning to a project repeatedly. This option fits the visible, shared side of his interests, but it asks for flexibility when a teacher, teammate, or user takes the work in another direction.

3. Vocational / Technical / Diploma

Vocational, Technical, or Diploma study earns its place through the connection between practical work and Kabir's preference for understanding how something functions. He may respond well when learning moves beyond explanation into assembling, testing, measuring, operating, repairing, or producing. A task with a clear purpose can help him hold attention: instead of repeating a procedure without context, he can see what the procedure is meant to achieve. His habit of pausing before answering may support careful observation during a practical task, especially when he needs to identify the cause of a fault rather than guess.

This route can also provide regular contact with people. Kabir recharges through easy shared time, so a workshop, project group, supervised placement, or team-based assignment may be more sustaining than an entirely solitary study pattern. He may listen and observe at first, then ask direct questions once he has worked out what he wants to know. The hands-on nature gives his energy a clear channel, while structured tasks provide enough boundaries for him to become more effective.

The honest cost is that practical study is not a way around discipline. It still asks for safety rules, punctuality, accurate records, repeated drills, and patience with basic stages that may seem obvious. Kabir may want to debate an instruction when he cannot yet see its purpose, or lose momentum when the same process has to be practised several times. Long-term progress also depends on staying with a skill after the novelty has gone. This path fits best when he accepts that real work includes routine, correction, and finishing details, not only the satisfying moment when a device or project finally works.

Lower-scoring options

These would take more effort for less return, while still remaining possible if Kabir later finds a strong personal reason to pursue one. Humanities / Arts would ask him to sustain close reading, interpretation, and extended writing even when

there is no physical system or finished object to examine. The work could become more demanding when progress depends on returning repeatedly to language, context, and nuance.

Science with Biology would take more effort for less return because it asks for steady learning across detailed living systems, terminology, diagrams, and processes that may not give him the same immediate pull as physics. He could explore it if a particular biological question becomes personally compelling, but the everyday workload may feel less naturally engaging.

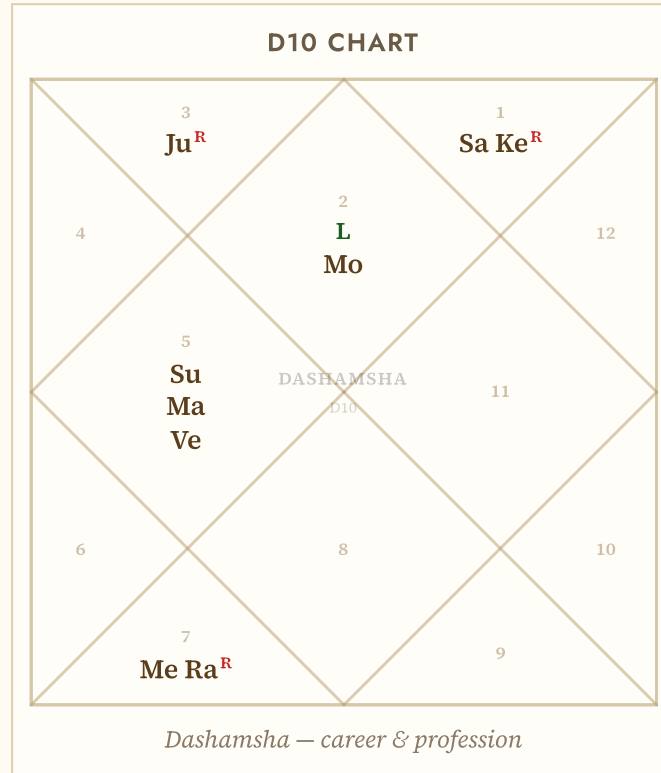
Sport & Physical would take more effort for less return through continuous physical participation, repetition, and performance in front of others. Kabir's slower entry into a group could make the early part of sessions more effortful, especially where action begins before he has had time to observe.

Commerce with Maths would take more effort for less return because it combines numerical practice with business concepts and sustained accuracy.

Commerce without Maths would also take more effort for less return, particularly where accounts already feels costly and the work relies on formats, rules, and careful repetition. These routes remain available for a later change of interest, but they ask for more deliberate motivation from Kabir than the higher-ranked choices.

The Vocation Chart

A second chart derived from the birth chart, read traditionally for work and vocation. The stream scoring in this report leans on it.



Pathway Shortlist

Routes that do not need a top-percentile rank

Polytechnic diploma into lateral-entry engineering Route: diploma after Class 10, then direct entry into the second year of a degree. Fit: This suits Kabir's interest in physics and his preference for seeing a working result. Handling equipment, building a model, or testing a mechanism can give his careful thinking a concrete outlet sooner than a purely theoretical route. *Realistic note:* Preparation can begin straight after Class 10, with practical assignments forming part of the routine from the first term.

Engineering via a state CET Route: the home state's common entrance test, with a separate and much shorter syllabus than JEE. Fit: Kabir can build strength through steady coursework, especially when he has time to pause, work through

linked steps, and discuss a difficulty rather than rush an answer. The shorter syllabus can leave room for regular revision without making every study session feel like a speed contest. *Realistic note:* Preparation begins in Class 11, with concentrated work in Class 12 and a clear need to keep school learning organised.

ITI trade certification Route: ITI admission after Class 10, with apprenticeship following. Fit: This offers an early way to show what he can do with tools, systems, or equipment. Kabir may find it satisfying when a task produces something that another person can inspect, use, or rely on, rather than remaining only on paper. *Realistic note:* The route begins after Class 10 and moves towards apprenticeship, so punctual practice and safe working habits matter from the outset.

Computer science via a BCA, then a master's Route: three-year BCA on Class 12 marks or a university test, then MCA or a specialist master's. Fit: This less-travelled option suits Kabir if he enjoys making small programs, exploring how a digital system behaves, and returning to a problem after privately working out what went wrong. It gives his interest in visible outcomes a screen-based form without making a highly timed entrance exam the centre of the route. *Realistic note:* There is no entrance grind built into the pathway; Class 12 board preparation and consistent coding practice carry more weight.

Architecture via NATA Route: NATA, plus mathematics in Class 12. Fit: Architecture can suit Kabir where spatial reasoning meets a visible shared outcome. He may enjoy examining how a room, structure, or object works, then refining the idea after hearing another person's practical objection. *Realistic note:* Preparation starts in Class 11, while the five-year professional degree asks for patience with repeated drawing, planning, and revision.

High-pressure entrance routes

Engineering via JEE Main Route: JEE Main, then state or national counselling; JEE Advanced for the IIT route. Fit: The route connects with Kabir's enjoyment of physics and systems, but it asks him to hold several steps in mind while working quickly and to repeat similar preparation over two years. His habit of pausing

and negotiating a point can help learning, while timed practice may require deliberate adjustment. *Realistic note:* Preparation starts at the beginning of Class 11, with the heavier load arriving in the second half of Class 11.

Design via UCEED or NID DAT Route: UCEED for the IIT design programmes, NID DAT for the design institutes. **Fit:** Design is worth keeping visible because Kabir is already considering it and responds to work that others can see. The route fits best if his interest becomes active visual problem-solving: redrawing an object, changing a layout, or testing why one arrangement communicates better than another. *Realistic note:* Preparation begins in Class 11, with a portfolio and sketchbook running alongside regular studies.

Fashion and communication design via NIFT Route: NIFT entrance, then a situation test for the design programmes. **Fit:** This can suit Kabir if his creative interest moves towards materials, presentation, construction, and the way people use or read an object. Shared tasks may help him develop ideas, provided he has time to observe first and then explain his choices clearly. *Realistic note:* Preparation begins in Class 12 and includes attention to how things are made, not only how they look.

11

Where the Effort Has to Go

The gap

For **Science with Maths**, the first gap is sustained repetition. Kabir can engage strongly when a physics idea has a clear purpose, but a long run of similar problems can make the rest of his day go quiet. He may pause before answering, then want to explain why a method makes sense rather than simply repeat it. The gap is meaningful because mathematics improves through regular contact, not only through moments of insight.

What it costs

If practice is left until a test is close, he can arrive knowing the concepts yet lose accuracy on routine steps. A single morning then carries too much weight, and the result may sit below the level shown during ordinary preparation. This does not close PCM, but it makes an exam-heavy route more draining than a route where work is spread across the year.

What closes it

A short, fixed problem set on most study days is more useful than occasional marathons. Kabir benefits from marking which step broke down, explaining one solution aloud after his private thinking time, and revisiting errors after a gap. Physics-led projects can keep the practice meaningful. Coursework, internal assessments and staged qualifications also reduce the pressure placed on one sitting.

The gap

For **Design & Creative**, the harder area is maintaining output through revisions. Kabir may watch a brief before joining in, take time to form his response, and then negotiate thoughtfully when feedback changes the direction. The work asks him to keep producing while the first idea is being altered, rather than waiting for a fully settled answer.

What it costs

A portfolio can become uneven if several pieces receive attention while routine documentation, captions or final refinements are postponed. Under a single submission deadline, his work may not show the quality present in his practice sessions. The cost is less about imagination than about keeping the whole process visible from first sketch to finished presentation.

What closes it

Weekly portfolio checkpoints, dated drafts and a simple revision log give each project a next action. Regular studio time with a classmate can help him recharge while still keeping the task moving. Portfolio admissions and coursework-

weighted degrees suit a process that can be seen over time, with feedback built into the route.

The gap

For **Vocational / Technical / Diploma**, the main demand is reliable hands-on repetition. Kabir can become interested when a task has a practical result, yet low stamina makes repeated drills, tool care and methodical records costly. He may want to discuss an instruction before carrying it out, especially when he sees another workable route.

What it costs

Skipping small practice steps can affect speed, safety and consistency in workshop or lab tasks. It can also make a practical assessment feel like a verdict on one day, even when his year-round work is stronger. The route remains open, but its structure must protect him from last-minute accumulation.

What closes it

Compact practice blocks, checklists and demonstrations recorded in a work log make progress tangible. A teacher or supervisor can agree on one standard method first, then invite alternatives after accuracy is secure. Diploma-to-lateral-entry routes and qualifications taken in stages offer more than one way to build toward the same technical destination.

12

Exam Temperament

Kabir is unlikely to find a two-year, high-pressure entrance grind sustainable in its usual form. Repetitive preparation can make other parts of his life go quiet, and when the whole outcome rests on one morning, his performance can fall below the level he showed during the year. His year-round work is the more accurate measure. He tends to compete better against his own previous standard than against a rank list or a room full of timed comparisons. This points away from a

high-pressure entrance route and towards assessment spread over time: course-work-weighted degrees, portfolio admissions, a diploma leading to lateral entry, or a qualification taken in stages.

Stamina

During a long preparation cycle, Kabir can begin with genuine interest and still lose energy when the routine becomes a daily repeat of timed sets, error logs and revision blocks. The warning sign may not be an obvious refusal to work. It can look like his conversation becoming shorter, shared time disappearing, and ordinary interests receiving less attention because all available energy is being spent on preparation. Long solitary stretches are particularly costly for him; a study plan that leaves him alone with the same material for hours can reduce consistency rather than create it.

He tends to work more steadily when progress is visible in the task itself. Building, testing, explaining, drawing or completing a practical assignment gives him something concrete to respond to. A route with regular submissions and feedback can keep effort connected to a real outcome, rather than asking him to tolerate a distant payoff through Class 11, Class 12 and entrance season.

Under exam pressure

When a paper feels decisive, Kabir may pause longer than expected, then want to challenge the wording, method or fairness of a question. In ordinary preparation, he can explain his reasoning after thinking privately; under a tightly timed paper, that same need to inspect the point can consume minutes. A result from one morning therefore may not represent the quality of his work across the year.

His pressure response is not best addressed by adding more pressure. A steadier arrangement gives his understanding repeated chances to count: coursework, practical demonstrations, staged qualifications, portfolio review or a diploma that records progress term by term. These formats do not remove effort, but they reduce the risk that one compressed sitting becomes the sole judge.

The route that suits this temperament

Polytechnic diploma into lateral-entry engineering is a strong alternative when hands-on work makes sense to him. He can begin after Class 10, build visible competence from the first term, and later enter the second year of a degree.

Engineering via a state CET asks for concentrated preparation in Class 11 and Class 12 rather than the broader, heavier JEE Main route. It suits a profile where sustained schoolwork matters more than exceptional performance on one morning.

ITI trade certification offers an earlier, demonstrable skill followed by apprenticeship. **Computer science via a BCA, then a master's**, avoids an entrance grind and places greater weight on Class 12 work. If spatial thinking and patience for a longer professional course are present, **architecture via NATA** remains another open route.

13

The Period Sequence

Vedic astrology divides a life into named periods. This is the sequence from birth onward, with its dates; the marked row is the stretch running now.

PERIOD	STARTS	ENDS
Venus Mahadasha	2006-02-03	2026-02-03
► Sun Mahadasha	2026-02-03	2032-02-03
Sun	2026-02-03	2026-05-23
► Moon	2026-05-23	2026-11-22
Mars	2026-11-22	2027-03-30
Rahu	2027-03-30	2028-02-21
Jupiter	2028-02-21	2028-12-09
Saturn	2028-12-09	2029-11-21
Mercury	2029-11-21	2030-09-28
Ketu	2030-09-28	2031-02-03
Venus	2031-02-03	2032-02-03

PERIOD	STARTS	ENDS
Moon Mahadasha	2032-02-03	2042-02-02
Moon	2032-02-03	2032-12-03
Mars	2032-12-03	2033-07-04
Rahu	2033-07-04	2035-01-03
Jupiter	2035-01-03	2036-05-04
Saturn	2036-05-04	2037-12-03
Mercury	2037-12-03	2039-05-05
Ketu	2039-05-05	2039-12-04
Venus	2039-12-04	2041-08-03
Sun	2041-08-03	2042-02-02
Mars Mahadasha	2042-02-02	2049-02-01
Mars	2042-02-02	2042-07-01
Rahu	2042-07-01	2043-07-19
Jupiter	2043-07-19	2044-06-24
Saturn	2044-06-24	2045-08-03
Mercury	2045-08-03	2046-07-31
Ketu	2046-07-31	2046-12-27
Venus	2046-12-27	2048-02-26
Sun	2048-02-26	2048-07-03
Moon	2048-07-03	2049-02-01
Rahu Mahadasha	2049-02-01	2067-02-01
Jupiter Mahadasha	2067-02-01	2083-02-01
Saturn Mahadasha	2083-02-01	2102-02-01
Mercury Mahadasha	2102-02-01	2119-02-01
Ketu Mahadasha	2119-02-01	2126-01-31

The Next Six Years

2026–March 2027: Class 10 and board preparation

This period supports **consolidation**: Kabir can turn scattered understanding into a dependable working routine before the Class 10 board exams in February–March 2027. Prioritise short, regular study blocks, spoken discussion after he has had time to think, and weekly practice that reveals which topics need another pass. He may argue with an explanation that feels incomplete, so a calm exchange about the method can help him engage rather than simply repeat it.

A visible record of completed work can make effort feel real: marked problems, a project folder, or a simple topic tracker. This phase makes it easier to identify his strongest working habits than the next phase will, because the syllabus and immediate tasks remain relatively contained.

April 2027–March 2028: Class 11 and stream adjustment

This is an **expansion** phase. The choice made before Class 11 begins can be explored through actual tasks rather than labels alone. Science with Maths asks for regular problem practice and comfort with returning to a difficult question; Design & Creative asks for visual development, making, and explaining choices; Vocational, Technical or Diploma routes ask for practical application and steady skill-building. These are different ways to test interest without closing any future route.

Prioritise one small project each term, conversations with teachers, and a timetable that alternates demanding individual work with useful shared time. Kabir may join a group quietly after watching how it works, then contribute more once he understands the purpose. This year makes comparison between learning styles easier than the more exam-heavy year ahead will.

April 2028–March 2029: Class 12 and board-exam load

This period supports **decision and output**, while requiring more support and realistic expectations. Class 12 board exams fall in February–March 2029, and entrance exams for most routes run from January–May 2029. The priority is load

management: divide preparation across the year, keep revision targets modest enough to repeat, and protect time for coursework, projects, portfolios, or practical work where relevant.

Because a single morning can place too much weight on one moment, practice should include regular low-stakes checks rather than relying only on full mock examinations. A parent can help by asking what needs changing in the plan, not by turning every conversation into a verdict. This phase makes final choices clearer than the college-transition months will, because sustained work now shows which tasks keep Kabir engaged.

January–May 2029: Entrance and route selection

This is a **decision** window with several routes open. Prioritise a balanced application plan: options assessed through coursework, portfolios, practical tasks, staged qualifications, or diploma-to-lateral-entry pathways can sit alongside conventional entrance routes. Design-related work needs a curated body of projects; technical routes need examples of making, solving, or applying; Maths-based science routes need a manageable practice rhythm.

Keep deadlines visible and separate preparation from comparison with peers. Kabir may need a pause before answering questions about preference, so a written shortlist can produce a more considered choice. This period makes route selection easier than the first college term will, since dates, requirements, and trade-offs can still be reviewed side by side.

July–August 2029 and the first college term

The start of college or a diploma begins in July–August 2029 and supports **settling and application**. Prioritise learning the weekly rhythm, finding people with whom shared work feels comfortable, and building a system for submitting smaller tasks before they accumulate. A course with ongoing assessment, project work, or staged progression can suit his need to show understanding across time rather than place everything on one high-pressure morning.

The Class 12 and January–May 2029 phase needs the most planning ahead.

The Learning Chart

D24 CHART

CHATURVIMSHAMSHA
D24

1 Sa
2
3 Ju^R
4
5 L
Su
Mo
6
7
8 Ma
Ra^R
Ke^R
9
10 Me
11 Ve
12

Chaturvimshamsha — education & learning

Higher Study & Going Abroad

A further degree can suit Kabir when it gives him a clear subject to deepen rather than another broad stretch of education with no defined destination. He may stay engaged when each stage answers a practical question: what skill is being added, what kind of work uses it, and what project can demonstrate it. In a real choice, he may pause before answering, then test the reasoning aloud by asking about

the course structure, the work involved, and where it leads. That questioning is useful here; it can help him choose a focused specialisation instead of drifting into study simply because the next step is available.

Open-ended extended study is less suitable for him. A long programme with changing aims may leave him negotiating each decision without a firm reason to continue. A defined advanced course in a technical or design-related area can be more engaging, particularly where learning leads to visible work and regular contact with teachers or peers. A first degree does not need to be treated as the final word, but later study makes most sense when it narrows his field and gives him a concrete standard to work towards.

Moving away for study

Kabir can study away from his home region when a particular programme, specialist facility, or teaching approach gives the move a clear purpose. Another Indian city and an overseas destination belong in the same comparison: neither is automatically better. The deciding question is whether the course itself offers something meaningfully stronger than an accessible local alternative. Distance alone is unlikely to add value for him. He may enjoy the shared life of a new place, yet the location needs to serve the subject rather than become the main attraction.

Building locally suits Kabir when the same programme is taught well within reach. Keeping that route active is not a lesser choice; it can provide the focused study, people around him, and visible work that help him stay connected. If an away option has a specific academic reason, compare it directly with the strongest local course and let that comparison decide the direction. The aim is a well-chosen programme, not movement for its own sake.

If you are planning for this, start by

- ♦ Decide the subject first and let the location follow from where it is taught well.
- ♦ Compare the total cost of the away route against the same programme within reach, honestly.

- ♦ Keep one strong local option live rather than treating it as the fallback.

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For the Parent

Supporting Kabir through the next three years

Through 2026 and the Class 10 academic year 2026–27, Kabir is likely to work best when preparation is broken into visible stages rather than treated as one large demand. He may sit with a question, say little at first, and then return with a carefully formed view. When pressure builds, he is more likely to debate the plan than quietly accept it; allowing a real conversation before setting the next step can keep cooperation intact. Shared study time, a brief discussion after practice, or working alongside someone can restore his energy better than sending him away to manage everything alone.

For February–March 2027, treat regular work across the year as the clearest picture of his learning, rather than making one exam morning carry the meaning of his ability. Repetitive preparation can make the rest of his life become unusually quiet, so a timetable with changing tasks, practical applications, and planned contact with people will be more sustainable. During Class 11, from April 2027 to March 2028, Science with Maths (PCM) merits serious exploration because physics holds genuine interest for him and he is drawn to work that can be seen. Design & Creative also deserves a hands-on trial: its visible, shared making may energise him, although the family can examine how he responds to sustained project deadlines. Vocational, technical, or diploma routes can remain part of the conversation rather than being treated as a fallback; staged qualifications and practical assessment may offer a steadier route.

Have the stream conversation as a joint investigation, not a verdict on the family or on Kabir. Ask what kind of tasks he would willingly return to after the novelty has passed, which assessment pattern lets his year-round work count, and where he can receive useful feedback from people around him. Stability and genuine engagement can coexist when the route has a manageable rhythm and a clear connection to the work he wants to make. By Class 12, from April 2028 to March

2029, and through board exams in February–March 2029, keep more than one route open: coursework-weighted degrees, portfolio admissions, diploma-to-lateral-entry paths, and qualifications taken in stages can all lead forward. Entrance exams for most routes fall between January and May 2029, while a first college or diploma year begins in July–August 2029; the important question is whether Kabir can keep participating steadily, not whether one route sounds most impressive.

- ♦ **Before the end of this term:** arrange two low-stakes trials, one physics-and-maths task and one design or making project, then ask Kabir what he would willingly continue.
- ♦ **Build a weekly rhythm:** use short varied study blocks, shared review time, and a simple record of work completed across the week rather than relying only on test scores.
- ♦ **Hold one calm stream meeting:** compare PCM, Design & Creative, and vocational or diploma routes by daily tasks, assessment style, and available next steps; if worry persists, speak with Kabir and, if needed, the school counsellor.

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For the Student

Kabir, start with what you already know about yourself

You are seventeen, and choosing a stream can feel enormous. It can seem as if one decision will label you forever. It will not. Your route is far more reversible than it currently looks. Science with Maths can lead towards engineering, architecture, product design, sound technology, robotics, computing, or technical degrees. Design can cross into technology. A diploma can lead into a degree later. People change direction after school, and real routes exist for that.

The clearest clue is something you told us yourself: **“Takes apart old speakers and rebuilds them.”** That is not just a hobby detail. It shows up in a very specific moment: you are willing to study how something works, handle its parts, notice

what has gone wrong, and put it back together so the result can be seen and heard. You are not satisfied with only discussing an object. You want to get inside it.

Physics is your favourite subject, and that matters. You can stay with a question when it has a real mechanism behind it. You may enjoy the moment when a formula stops looking like marks on a page and explains an actual sound, movement, circuit, or machine. Science with Maths asks for that kind of reasoning, along with patience for abstract work. It also keeps several practical and creative routes open.

Design deserves a proper look too. You are already considering DESIGN, and visible work gives you energy. You may prefer making a model, layout, object, interface, or working prototype over producing an answer that disappears into a notebook. Design is not only drawing. It can include product design, interaction design, engineering design, audio equipment, and technical problem-solving. Your interest in rebuilding speakers could belong in that conversation.

Vocational, technical, and diploma routes offer another style of learning. They bring more contact with tools, equipment, processes, and finished results. You can give long study a fair chance when the purpose stays tangible. Ask what the daily work involves, how much practical time there is, and what later degree routes remain available.

You may watch a new group before joining in. After you have had time to form your view, you can explain your reasoning clearly and argue for it. Shared work can restore your energy, so notice whether a course gives you people to build with rather than leaving you alone for long stretches.

Your opinion on this decision is legitimate. You are allowed to disagree with this report.

One Page

Top three streams

- ♦ 1. Science with Maths (PCM) — 100
- ♦ 2. Design & Creative — 45
- ♦ 3. Vocational / Technical / Diploma — 42

Pathways

- ♦ 1. **Polytechnic diploma into lateral-entry engineering** — Diploma after Class 10, then direct entry into the second year of a degree. Preparation can begin straight after Class 10. This suits hands-on work where the result is visible from the first term and does not need a top-percentile rank.
- ♦ 2. **Engineering via a state CET** — The home state's common entrance test, with a shorter syllabus than JEE. Preparation begins in Class 11, with concentrated work in Class 12. This suits steady coursework more than a single high-pressure performance and does not need a top-percentile rank.
- ♦ 3. **ITI trade certification** — ITI admission after Class 10, followed by an apprenticeship. Preparation can begin after Class 10. This suits work where competence becomes demonstrable and paid for early, and does not need a top-percentile rank.
- ♦ 4. **Computer science via a BCA, then a master's** — A three-year BCA through Class 12 marks or a university test, followed by MCA or a specialist master's. There is no entrance grind; Class 12 board marks carry it. This suits independent coding with less timed competitive pressure and does not need a top-percentile rank.

Three strengths

- ♦ Physics questions can hold his attention when he can connect formulas to motion, machines or objects.
- ♦ He pauses, considers the point privately, and can explain his reasoning clearly afterward.

- ◆ Shared work restores his energy; observing first can help him join with a considered contribution.

Two effort areas

- ◆ Repetitive preparation can make the rest of his routine go quiet, so varied practice and regular review matter.
- ◆ A single high-stakes morning can hide his preparation; routes assessing work over time suit him better.

Next milestone

February–March 2027: Class 10 board exams.

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Planetary Strengths

The classical six-fold strength measure, scored for each planet. The engine uses these weights to decide which influences lead the reading and which stay in the background.

MEASURE	SUN	MOON	MARS	MERCURY	JUPITER	VENUS	SATURN
Sthana Bala	177.68	167.97	134.76	223.36	94.44	199.31	156.24
Kaala Bala	159.09	249.70	110.20	234.94	166.05	143.70	51.23
Dig Bala	44.91	64.65	63.50	68.52	10.77	2.24	2.10
Cheshta Bala	0.00	0.00	27.01	18.10	64.45	25.44	11.83
Naisargika Bala	60.00	51.43	17.14	25.71	34.29	42.86	8.57
Drik Bala	17.64	-12.08	5.13	18.78	-23.14	10.77	10.52
Shadbala	459.32	521.67	357.74	589.41	346.86	424.32	240.49
Shadbala (Rupas)	7.66	8.69	5.96	9.82	5.78	7.07	4.01
Shadbala (Strength Ratio)	1.53	1.45	1.19	1.40	0.89	1.29	0.80

The Strength Map, House by House

A point score for every planet across all twelve houses, and the totals beneath. Higher columns are the areas this chart supports most easily.

PLANET	H1 VIRGO	H2 LIBRA	H3 SCORPIO	H4 SAGITTARIUS	H5 CAPRICORN	H6 AQUARIUS	H7 PISCES	H8 ARIES	H9 TAURUS	H10 GEMINI	H11 CANCER	H12 LEO	TOTAL
Sun	3	3	5	4	3	5	3	3	7	5	3	4	48
Moon	4	6	3	5	3	7	3	3	3	5	3	4	49
Mars	2	3	6	4	2	4	2	3	5	5	1	2	39
Mercury	4	4	4	5	4	4	4	4	5	7	4	5	54
Jupiter	3	6	4	4	6	5	5	5	4	4	5	5	56
Venus	3	7	4	4	5	3	4	6	4	4	4	4	52
Saturn	2	4	3	3	3	4	2	4	5	4	4	1	39
Lagna	5	6	5	1	4	5	2	2	6	6	4	3	49
Sarva	21	33	29	29	26	32	23	28	33	34	24	25	337

Strong house (Sarva ≥ 30) Moderate Softer house (Sarva ≤ 25) Planet score high (≥ 5) Planet score low (≤ 2)

Special Ascendants and Sub-Planets

Alternative rising points the tradition reads alongside the main ascendant, with the sub-planets derived from the same birth moment.

SPECIAL LAGNA	SIGN	LONGITUDE	NAKSHATRA
Bhava Lagna	Virgo	8° 52' 19"	Uttara Phalguni
Hora Lagna	Scorpio	0° 41' 31"	Vishakha
Ghati Lagna	Aries	6° 9' 7"	Ashwini
Vighati Lagna	Pisces	6° 15' 13"	Uttara Bhadrapada
Pranapada Lagna	Gemini	2° 32' 13"	Mrigashira
Indu Lagna	Taurus	15° 39' 49"	Rohini
Bhrigu Bindhu	Gemini	25° 38' 44"	Punarvasu
Kunda Lagna	Gemini	2° 24' 39"	Mrigashira
Sree Lagna	Scorpio	4° 48' 2"	Anuradha

UPAGRAHA	SIGN	LONGITUDE
Kaala	Capricorn	3° 9' 33"
Artha	Virgo	11° 14' 43"
Gulika	Scorpio	5° 17' 48"
Maandi	Scorpio	15° 59' 46"
Dhuma	Sagittarius	0° 18' 13"
Vyatipaata	Cancer	29° 41' 47"
Parivesha	Capricorn	29° 41' 47"
Indrachaapa	Gemini	0° 18' 13"
Upaketu	Gemini	16° 58' 13"

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This report is generated using traditional Vedic astrology principles for guidance and self-reflection. It is not a substitute for professional medical, legal, or financial advice.

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