



unicef
unite for children

Webinar on

Emotional Intelligence & Resilience

Date: 01st November 2025, Saturday

Organised By

Directorate of Higher Secondary
Education (DHSE), Bhubaneswar

In Collaboration with

UNICEF Odisha

Technical Partner



IDENTITY
FOUNDATION

About the Collaboration:

The **Directorate of Higher Secondary Education (DHSE)**, under the **School & Mass Education Department of the Government of Odisha**, in collaboration with **UNICEF Odisha** and the Identity Foundation Trust, conducts specialised webinars for higher secondary school students. These sessions are designed to equip students of Grades 11 and 12 with essential life skills, psychological resilience, and emotional competencies required for academic success, career advancement, and overall well-being. The initiative focuses on developing students' capacity to understand themselves, manage their emotions effectively, and build meaningful relationships.

About the Webinar Series:

The Directorate of Higher Secondary Education (DHSE), Government of Odisha, successfully organised the ninth session of the webinar series. The webinar focused on the topic **"Emotional Intelligence and Resilience"**—a unique departure from previous sessions that concentrated on career pathways. This session emphasised that emotional intelligence is foundational to all success, whether academic or professional, and is a teachable skill that every student can develop.

The webinar was attended by students and faculty members from multiple schools across Odisha. Students from Classes 11 and 12 participated with enthusiasm, recognising that understanding their emotions and building resilience directly impacts their school experience, examination performance, relationships with peers and teachers, and future prospects.

No. of higher-secondary schools / colleges attended the webinar session	97
No. of Class XI students who attended the webinar session	6,248
No. of Class XII students who attended the webinar session	5,841
No. of faculties who attended the webinar session	645

About the Resource Person:

Ms. Smarnika Panda is a distinguished senior counselling psychologist and consultant with extensive expertise in adolescent psychology, emotional development, and resilience-building. She brings practical experience from working with diverse student populations and understands the specific emotional challenges faced by Indian teenagers navigating academic pressure, social dynamics, peer relationships, and career expectations.

Ms. Panda's approach is grounded in psychological research yet accessible to teenagers. She transforms complex psychological concepts into practical, actionable strategies that students can immediately apply in their daily lives, in their classrooms, with their friends, at home with their parents, and most importantly, within themselves.



Welcome Note from the Moderator:

Mr. Jasobant Narayan Singhlal, Founder and Director of Identity Foundation Trust, moderated Session 9 of the Career Webinar Series by warmly welcoming students and faculty members from various institutions. He encouraged students to actively engage in the session by attentively listening to the resource person and thoughtfully absorbing the shared insights. Mr. Singhlal emphasised the importance of such sessions in helping students make informed career decisions and develop **“Emotional Intelligence and Resilience”**. He highlighted that gaining clarity about career paths requires curiosity and active participation. To that end, he urged students to not hesitate in asking questions during the session, as open dialogue is a key part of meaningful learning. His remarks set a motivating tone for the session, aiming to inspire students to take charge of their future career choices.



Understanding Emotional Intelligence:

What is emotional intelligence?

Emotional intelligence is your ability to understand and manage your emotions while also recognising and responding to others' emotions. Think about a time when someone said something that upset you. What did you do? Did you react immediately, or did you pause and think before responding? The pause during that moment of choice is where emotional intelligence resides.

Ms. Panda explained it this way: "If I myself can understand my emotions or know what I am feeling right now, then that's the first step. But just knowing is not enough. After knowing, if I understand whether this emotion is appropriate in this situation, then this is the third aspect—managing it wisely."

Emotional intelligence works through three progressive stages. First, you become aware of what you're feeling—anger, sadness, anxiety, joy. Many people skip this stage entirely. They feel something but can't name it or acknowledge it. That's why they react without thinking.

Second, you figure out whether this emotion makes sense for the situation. If someone bumps into you in a crowd and apologises, getting furious wouldn't be appropriate. If someone publicly embarrasses you in front of your classmates, feeling hurt is natural. Understanding creates the space between feeling and reacting.

Third, you decide what to do with the emotion. This isn't suppression, as it creates headaches and internal tension. Instead, you regulate it. You control how you express it and what you do about it.

Recognising Where You Stand Right Now!

Do you have low or high emotional intelligence? Let's honestly see where you are, because knowing your starting point is the first step to improvement.

Students with lower emotional intelligence find themselves reacting immediately without thinking. Someone says something, and they fire back instantly. There's no pause, no reflection. They can't focus on studies or other tasks because something emotional is bothering them inside, but they haven't really identified what it is. They feel uncomfortable in situations but can't explain why. They sense an unease, yet they struggle to pinpoint the cause.

These students often don't know their emotional triggers. They become angry but struggle to articulate the source of their anger. They know they're upset, but the reason is fuzzy. They get easily influenced by what others say or do. A friend's comment affects their mood for hours. A teacher's look makes them feel worthless. Someone's behaviour toward them determines their entire day. They struggle to understand why people react the way they do. When someone gets angry with them, they think that person is just mean, rather than wondering what their actual need or concern is.

On the other hand, students with higher emotional intelligence stay calm in difficult situations. When someone insults them or something goes wrong, they don't lose their composure immediately. Even when triggered, they take a breath. They might say, "Let me think about this," or just stay silent while they process. They communicate effectively because they know what to say, when to say it, and how to say it. They don't just blurt out whatever comes to mind.

These students can see both sides of a conflict. They understand why someone might say what they said, even if it hurt them. They can recognise another's perspective while also honouring their own feelings. They handle their emotions according to the situation. They don't bring yesterday's anger into today's classroom. They don't let one person's criticism define their entire week.

Ms. Panda emphasised a powerful insight that applies to all of us: "At any emotional trigger moment, not reacting hastily at that moment is a sign of high emotional intelligence." This means you can still react and feel. It means you've created a space between your feeling and your action, and in that space lies your power.



You might be thinking: "Okay, this approach sounds pleasing. But why should I care about this right now? I have exams to study for."

The answer is practical and immediate. The moderator shared a crucial truth: "If you refine yourself emotionally, if you polish your emotional intelligence today, you will move ahead much faster. Your success will progress more rapidly. It's like investing in yourself, and this investment pays dividends in every area of your life."

Think about it this way. Without emotional intelligence, you get stuck in conflicts with friends, teachers, and parents. You waste mental energy being upset instead of studying. You miss opportunities because you can't manage anxiety or stress. You damage important relationships through hasty, regretted words. Exam anxiety makes you forget what you studied. You feel isolated and misunderstood.

With emotional intelligence, you handle academic pressure better. You build and maintain strong relationships. You stay focused on your goals despite distractions. You bounce back quickly from setbacks. You communicate effectively even in difficult situations. You understand yourself and others, reducing conflict significantly.

Most importantly, developing emotional intelligence now at 16-18 years old gives you a 5-10 year advantage in life. Instead of learning these skills at 25 or 30, you're learning them now, when they matter most for your future. Think about what that means. You're ahead of people who won't figure this out for another decade.



Real Situations: When Emotional Intelligence Actually Matters

Situation 1: Your Close Friend Says Something Hurtful

Your close friend makes a comment about your appearance, your family, or something personal. They do it in front of others. It stings. Your immediate reaction is anger.

If you have lower emotional intelligence, you fight back immediately. You say something mean in return. You might end the friendship right there in that moment. You go home upset and can't focus on anything. Days later, you're still hurt and frustrated. The friendship is damaged, possibly forever.

But if you have higher emotional intelligence, something different happens. You pause. You recognise it: "I'm feeling angry and hurt right now." You understand: "This is my trigger. I feel exposed and embarrassed." You stay silent in that moment because the damage to the friendship could last a lifetime. You remain silent not out of fear, but out of strength. Later, when you're calm and they're calm, you talk: "What you said hurt me. I didn't expect that from you." You listen to their response. You either repair the friendship or get clarity on the relationship. Either way, you've handled it maturely.

Ms. Panda explained, "The meaning is simple; 'at any emotional trigger moment, not reacting hastily is a sign of high emotional intelligence. Silence at that moment is not weakness. It's strength.'"

Situation 2: Your Teacher Criticizes You Publicly

Your teacher points out in front of the whole class that you're not studying, or you misbehaved, or you're failing. The moment stings.

If you have lower emotional intelligence, you feel intense anger and resentment. You suppress it because you fear or respect the teacher, but inside you're seething. You hold onto the anger for weeks. You may become disruptive or withdrawn. You don't reflect on whether the criticism had any truth. You develop a negative attitude toward that subject or teacher.

But if you have higher emotional intelligence, you feel the sting in the moment; that's normal. You pause and think, "Why is the teacher saying this?" You recognise: "They're probably concerned about my future." You accept the feedback: "Yes, I did waste that hour not studying" or "Yes, I was off-task." You separate the teacher's tone from their concern. You don't take it as personal rejection—you take it as guidance. As you move forward, you adjust your behaviour. You maintain respect for the teacher and yourself.

The key point Ms. Panda made, "Because they are older or because we respect them, we remain silent. But inside there's a lot of irritation. If I don't understand that irritation, if I don't process it, then that's low emotional intelligence. I need to understand, acknowledge, and let it go, not suppress it and let it poison me from inside."



Five Powerful Principles for Living:

Ms. Panda shared five essential principles designed to be easy to remember and powerful to apply. When you're in a difficult emotional moment, these become your anchors:

Principle 1: "My own self is the most relevant and important thing."

This isn't arrogance. It's wisdom. You are the only person you can truly control. Your feelings, your thoughts, your effort, your growth—these are in your hands. Stop waiting for others to fix things or make you happy. Start focusing on what you can control within yourself. Your worthiness isn't determined by what others think. You are inherently important.

Principle 2: "What I do, I do for myself."

You study; do it for your own self, not to impress your parents or to avoid punishment. Your choices are for your own sake, not for peer approval. When you act for yourself, you're acting from authentic motivation. Before making a decision, ask yourself, "Am I doing this for me, or am I doing this for someone else?" When the answer is "for me", you're on solid ground.

Principle 3: "My success is dependent upon me."

Your teachers can teach, but you have to study. Your parents can encourage you, but you have to try. Your friends can support you, but you have to show up. Success is in your hands. Stop making excuses. Stop blaming circumstances or people. Identify your power. If something isn't working, you are empowered to change it.

Principle 4: "I should not break down when I feel low."

Low moments will occur, such as failing an exam, losing a friendship, experiencing embarrassment, or facing failure. The question isn't whether these will happen. The question is how you respond. When you feel low, remind yourself: "This is temporary. This experience is a moment, not my entire life. I have the strength to get through this."

Principle 5: "Resilience is my second name."

Whatever happens, you will bounce back. This is the ultimate power. You might fall, but you'll get up. You might fail, but you'll try again. You might get hurt, but you'll heal and grow stronger. Every time you recover from difficulty, you're building resilience. Every time you bounce back, you're proving this principle to yourself. Make this your identity: "I am resilient. Whatever comes, I will handle it."



The Four Obstacles Trapping Teenagers:

Ms. Panda identified four major obstacles that commonly trap teenagers and pull them away from their goals. If you recognise yourself in any of these, you should know that strategies exist to help you overcome them.

Obstacle 1: Attraction and Relationship Preoccupation

Attraction and relationships are completely normal at your age. Thinking about someone you like is natural. The problem occurs when this thinking becomes all-consuming. You spend time with someone you like, and then for the next three hours, while you're supposed to be studying, eating, or sleeping, you keep thinking about them. Your mind replays conversations. You imagine future scenarios. Hours of your productive time simply disappear into this mental loop.

Those three hours you spent thinking about them? You lost them. Those three hours could have been spent studying, developing a skill, or doing something that moves you toward your goals. The solution is what Ms. Panda called the self-instruction technique.

Instead of waiting for someone else to tell you to stop, you tell yourself. Consider jotting down a note that says "Stop thinking" or using a personal code that only you understand. Place this note somewhere you see it frequently – on your desk, on your mirror, in your phone. Every time you discover yourself lost in thought about this person during study time, you see the note. The note is an instruction from your future self to your present self: "Focus on what matters right now."

This tip works because self-instruction is more effective than external intervention. When your parent yells at you to stop thinking about someone, you resent it. But when you tell yourself to refocus, you respect it. It feels like self-care rather than punishment.



Obstacle 2: Digital Indiscipline – Screen Time, Social Media, Reels, Netflix

Research indicates that teenagers spend six to seven hours per day involuntarily on phones and social media. Not all of this is intentional. Much of it is automatic. You pick up your phone to do one thing, and suddenly two hours have passed. These are your most productive years. This time is irreplaceable.

What happens is predictable. You open Instagram to send one message. You see reels—they're entertaining, engaging, and designed to keep you watching. One reel leads to another, and another. You open Netflix "just to see what's trending." You watch one episode, then another. Hours disappear. Meanwhile, your studies fall behind. Your goals feel distant. Your anxiety increases because you're not progressing.

The solution is what Ms. Panda called the multi-reminder system. Create barriers between you and distraction through time management and self-reminders.

Before you start, set a specific time limit. Say, "I will use my phone for 1 hour." Set an alarm for 50 minutes. This gives you 10 minutes to wind down before your time is up. After your time limit is up, set alarms every 5 minutes. Yes, every five (5) minutes. This approach might seem excessive, but these interruptions jolt you back to reality. Ask yourself questions: "Is it okay to continue? Haven't I exceeded my limit? What am I supposed to be doing right now?"

Ms. Panda emphasised, "Your own instruction to yourself is more powerful than anyone nagging you. When your mother tells you to stop, you feel controlled. When you tell yourself to stop through these reminders, you're honouring your commitment to yourself." This technique works for reels, Netflix, YouTube, gaming—anything that consumes your time without intention.

Obstacle 3: Substance Abuse and Negative Company

During teenage years, peer pressure is real. Friends might invite you to smoke, drink, or try other substances. They might pressure you to skip class or do things that don't align with your values. This happens because at your age, belonging feels important. Saying no to friends feels difficult. You worry about being excluded or seeming uncool.

If you start going down this path, you're trading your future for momentary acceptance. The friends who pressured you into it will move on. But the consequences—academic setback, health issues, damaged relationships with parents and teachers—stay with you.

The solution is to connect to yourself. Remember: "What I do, I do for myself"—not for friends' approval. Remember: "My success is dependent upon me"—and this choice affects your success. Focus on your internal goals and motivation. Use the self-instruction technique: when peer pressure comes, tell yourself, "This is not aligned with who I want to be."

The key insight is this: peer pressure only works when you don't have something stronger pulling you in another direction. If you have a genuine internal motivation—a goal you're working toward, a vision for your future—peer pressure loses its power. Your sense of purpose becomes stronger than the pressure to fit in.

Obstacle 4: Gaming Addiction

Some students get so absorbed in gaming that they forget to eat, forget to sleep, and forget everything except the game. Academic work stops. Sleep suffers. Health declines. Games are designed to be addictive. They provide immediate gratification, clear goals, and constant rewards. Unlike real life, where success takes time and effort, games deliver instant feedback and constant stimulation.

Gaming addiction grows gradually. What starts as an hour a day can become three hours, then four, then all-night sessions. The time to intervene is now, before it escalates. Apply the same strategy as digital indiscipline, but even stricter. Set a specific time limit before you start playing. Use multiple alarms and reminders. Place written reminders of your academic goals near your gaming area. Apply self-instruction: "I said 30 minutes. It's now been 35. I'm stopping now."

The critical point is that you are empowered to set boundaries before the habit becomes unbreakable. Once gaming becomes truly addictive, it's much harder to control. So act now.



What Do I Do with My Anger? The Headache Problem

Here's a real question several students asked: "When I control my anger and don't react in the moment, I get a headache later. What should I do?"

This phenomenon is important to understand. You cannot suppress emotions. If you stop yourself from reacting in an angry moment, that's good—that's high emotional intelligence. But you can't just let that anger disappear into thin air. It needs to go somewhere, or it will create physical symptoms like headaches, tension, or sleep problems.

Ms. Panda offered two solutions. First, don't leave the issue unresolved. After both of you have calmed down—whether it takes a few hours or until the next day—return to that person and discuss your feelings: "I didn't like what you said." It would have been better if you hadn't said that." Then listen to their response. You might understand why they said it. You might have realised it was a misunderstanding. You may choose to disagree. But by addressing it, you complete the emotional cycle. The anger can be processed and released. Unresolved conflict keeps circling in your mind. By addressing it, you bring closure. The anger doesn't fester—it transforms into understanding or acceptance.

If you can't talk to the person directly—maybe they're not available, or it wouldn't be safe to talk—write it down. Get a notebook and write freely about what happened, how it made you feel, and why it bothered you. Feel free to write without editing or filtering—simply let your thoughts flow. The act of writing externalises the emotion—it moves from inside your head to the page. This process clarifies your thoughts and releases the tension. Once it's on paper, it's outside of you. Your mind feels lighter. The physical symptoms, like headaches, often disappear once the emotion has been externalised and processed.



Building Better Relationships with Parents and Teachers

One of the biggest sources of emotional stress for teenagers is conflicts with parents and teachers. Emotional intelligence transforms these relationships completely.

With Your Parents

The common conflict is this: your parents push you toward a certain stream or career. They criticise your choices. They don't seem to understand you. Arguments escalate. You feel unheard. They feel disrespected. Everyone is frustrated.

Here's how emotional intelligence changes this. When emotions are running high, conversations don't work. You're not in a state to listen. They're not in a state to hear you. Pause. Say, "Can we talk about this later when we're both calm?" and leave the room. This isn't running away. It's wisdom. It's saying, "I respect this conversation too much to have it while we're both upset."

Later, when you're calm, ask questions: "Why are you concerned about this? Help me understand your perspective." Listen—actually listen—to their answer. Most parents aren't trying to control you. They're trying to protect you based on their experience and their fears. Understanding their reasoning, even if you disagree, builds connection.

Think through your side. Not defensively. Thoughtfully. Why do you want what you want? What's your reasoning? What are you hoping will happen? Then Ms. Panda emphasised something important: "Talk should always happen at a table, in an atmosphere, in an environment. Create that environment."

What does this mean? Sit at a table, not in a car or while doing other things. Choose a calm time, not when anyone is tired or stressed. Make sure you won't be interrupted. Both of you should be fed, rested, and not rushed. The setting itself sends a message: "This conversation matters to me."

Share your perspective without dismissing theirs. "I understand why you're concerned. Here's how I'm seeing it..." Listen to their response. Look for common ground. Will you always agree? Probably not. But through this process, you move from conflict to connection. They see you're thoughtful and respectful. You see, they're not just trying to control—they're worried about you. The relationship strengthens even when you disagree on specifics.

With Your Teachers

Teachers have 50+ students. They can't provide individual attention to everyone. Students feel ignored or undervalued. Teachers might seem unfair or strict, and students resent them. Recognise that with 50+ students, a teacher literally cannot focus on everyone equally. This matter isn't personal. It's logistical.

Don't wait for the teacher to build a relationship with you. You build it with them. Attend class regularly and on time. Show interest in the subject. Ask genuine questions. Complete your work. Show respect through your behaviour.

Ms. Panda and the moderator both emphasised something that might sound old-fashioned but is psychologically true: "Your job is to have the teacher's blessing, to respect them. That's where the blessing comes from. Just studying and bringing 90 marks isn't enough."

What does this mean? Respect them as a person, not just as someone with power over your grades. Show that you value their time and their knowledge. Be genuine in your interactions. "Without parents' blessings, you can't move forward. Without teachers' blessings, you can't move forward."

This statement might sound old-fashioned, but it's psychologically true. When the important adults in your life believe in you and support you, it changes everything. Your confidence grows. Doors open. Opportunities appear.



The Power of Internal Motivation

A student asked, "Can we only depend on internal motivation?"

Ms. Panda's answer was clear: yes, absolutely. Here's why this matters so much.

External motivation comes from others. Your parents praise you when you get excellent marks. Your teacher appreciates your work. Your friends say you're cool. You receive rewards like money or gifts. The problem with external motivation is that it disappears when circumstances change. Your parent might stop praising. Your teacher might be busy. Your friends might stop noticing. External motivation is unreliable because it depends on things outside your control.

Internal motivation comes from within. You want to understand a subject because it fascinates you. You want to exercise because you care about your health. You want to develop a skill because you're genuinely interested. You work toward a goal because it's yours. The advantage is that it doesn't disappear. It doesn't depend on anyone else's opinion. It's stable and reliable. It grows stronger the more you tap into it.

Ms. Panda used a powerful metaphor: "If I'm not hungry, I won't look for food. The first thing is, if I get hungry, only then will I look for food." Similarly, if you don't have genuine hunger for something—genuine need or desire—external pressure won't sustain you. The moment external pressure eases, you stop. But if you have genuine internal hunger, you'll keep going even when no one is watching or pushing you.

How do you build internal motivation? First, identify your genuine need. This should be distinct from what your parents desire. Not what society expects. What do you want? Do you want to become a doctor? Why? Is it genuine, or is it because your parents want it? Do you want to study engineering? Is it truly your dream, or are you following a path? What lights you up? What thoughts come to mind when you're not under any pressure?

Second, set short-term goals. Don't just think 20 years ahead. That's too abstract. Break your goals into 1-year goals, 2-year goals, and 3-year goals. Short-term goals are concrete. You can see them. You can work toward them. They feel achievable.

Third, connect your actions to your goals. This is the critical step where internal motivation becomes powerful. You're not studying NEET because "you have to." You're studying NEET because you want

admission to a medical college. Each time you study, you're choosing to study because you want to be a doctor. The effort feels different when it's connected to your goal. When you do this, effort transforms. It's no longer drudgery. It's progress toward something you want.

Fourth, keep reminding yourself: "My effort is for myself." Ms. Panda said, "My effort is for myself. It is for myself. So only when we do that will we perform better as well." When you study, you're not doing it for your parents' satisfaction or to prove something to others. You're doing it because you want to reach your goal. That's the difference between sustainable effort and burnt-out effort.



Handling Low Self-Esteem and Feeling Excluded

Some students struggle with low self-esteem. A teacher's expectations don't match their capabilities, creating constant criticism. They don't get recognised or appreciated by teachers. Peers exclude them or form cliques. They feel lonely and like they don't belong. Their confidence in themselves and their academic abilities drops. They start thinking, "Maybe I should just quit school."

The path out uses the five principles. Remind yourself: "My self is the most relevant and important thing." Your worth isn't determined by whether a teacher recognises you or whether peers accept you. You have inherent value simply by existing.

Remind yourself: "What I do, I do for myself." You study for yourself, not to please a teacher. You pursue friendships because you want connection, not to be accepted by a specific group. When you act for yourself, you're less devastated by others' reactions.

Remind yourself: "My success is dependent upon me." If a teacher doesn't recognise your potential, that's their limitation, not your reality. If peers exclude you, that says something about them, not about you. Your success doesn't depend on their approval.

Remind yourself: "I should not break down when I feel low," and "Resilience is my second name." Low moments come to everyone. You're not alone in this. But these moments don't define you. You have the capacity to bounce back.



Daily Routines for Emotional Intelligence Development

Emotional intelligence isn't built in one webinar. It's built through consistent daily practice. Ms. Panda recommended specific daily habits that, when done consistently, transform your emotional development.

Your Morning Routine:

Start your day with a smile. Even if you don't feel cheerful, smile anyway. This action seems simple, but it's powerful. A smile changes your physiology. It signals to your nervous system that things are correct. It literally affects your mood. Plus, when you smile at others, they respond positively, creating a better environment around you.

When you wake up, before you check your phone or do anything else, look at yourself in the mirror and smile. Hold it for five (5) seconds. It might feel silly, but try it and notice the shift in how you feel.

Before the day's stress begins, consciously choose a positive thought. Examples might be: "Today, I will handle whatever comes with calm." Or "I am capable and strong." Or "Today is an opportunity to grow." Or "I have people who care about me." Your morning thoughts set the tone for your entire day. If you start with anxiety or negativity, you carry that through. If you start with positivity, you have something to return to when things get hard.

Your Evening Reflection Routine

Before you sleep, reflect on three specific questions. This takes 5-10 minutes but transforms your emotional development.

Ask yourself: What good things did I do today? Don't ask, "What did I accomplish?" Ask, "What beneficial things did I do?" Did you help someone? Did you study? Did you handle a difficult situation well? Did you make someone smile? Did you show kindness? When you reflect on good things, you reinforce positive behaviours. You also end your day on a positive note, which helps you sleep better.

Ask yourself: What could I have done better? This isn't self-criticism. It's learning. Was there a moment when you reacted too harshly? Could you have communicated better with someone? Did you handle your time well? Was there a moment when you could have been kinder? When you identify areas for improvement, you're setting up tomorrow to be better. You're taking responsibility. You're learning.

Ask yourself: Where did I not understand my own or others' feelings? This is the emotional intelligence question. Was there a moment when you got angry but didn't understand why? Did someone react in a way you didn't expect or understand? Was there a moment of conflict where you didn't understand the other person's perspective? By reflecting on these moments, you develop greater emotional awareness. Next time a similar situation arises, you'll handle it better.

Done consistently, this evening reflection builds emotional intelligence faster than anything else. You're actively learning from your day instead of just living through it.



Managing Exam Anxiety Through Optimistic Thinking

Many students experience exam anxiety. Your mind goes blank. You forget what you studied. You feel physically unwell—headaches, stomach aches, fever. The problem isn't your actual capability. It's based on your thoughts about your capability.

Ms. Panda's solution is called optimistic thinking. This isn't positive thinking—it's realistic thinking based on evidence.

Remember a test or exam where you did well. Remember how you felt afterward. Remember the relief and satisfaction. Create a counter-statement for when anxiety tells you things like, "You won't remember anything. You'll fail this exam." Counter it with evidence: "I felt this way before my maths exam last month. I thought I wouldn't remember the concepts. But when I sat down and looked at the questions, it all came back. I ended up doing well."

Why does this work? Your brain tends to repeat patterns. When you remind it of a previous successful pattern, it's more likely to recreate that pattern. Every time anxiety rises, return to that memory of success. As Ms. Panda said, "The first thing is keeping positive thinking, maintaining a positive thought through thinking about a previous good experience."

Resources for Continued Learning

After the webinar, continue your growth with these recommended books. "You Can Win" by Shiv Khera focuses on motivation and success. It helps you understand how to build internal motivation and overcome obstacles. It's practical and inspiring.

"The Seven Habits of Highly Effective Teens" by Sean Covey was strongly recommended: "It's so perfectly written for teenagers that I feel everyone should read this book." It covers habits that lead to success, resilience, and emotional maturity. It's written specifically for people your age, addressing challenges you actually face.

The Power of Silence: Strength, Not Weakness

Many students asked, "If I stay silent when someone insults me, won't they think I'm weak?"

The truth is paradoxical: "The sign of weakness is silence, and the sign of strength is silence."

This resolves when you understand emotional intelligence. Weak silence means you stay quiet because you're afraid. You're suppressing your anger because you can't handle it. Inside, you're seething. This is weakness. Strong silence means you stay quiet because you're choosing to. You've recognised your emotion, and you're choosing not to react immediately. You're giving yourself time to think. This is strength.



At any moment when you feel triggered, the silence is where your power lives. In that moment, you're saying, "I have enough control over myself to not react immediately. I'm choosing my response." That's not weakness. That's mastery.

The Most Important Point: From Learning to Living

Here's the thing that matters most: "If you don't apply it, then this is just a lesson. A webinar remains. You sit comfortably, watch it, and it's done. The next day, back to the same position."

Knowledge without application is useless. You now understand emotional intelligence. You know the principles. You know the strategies. But if you don't apply them, nothing changes. Your life looks exactly the same in a week, a month, or a year.

How to apply this starting today? Tomorrow morning, begin with a smile and a positive thought. This week, please consider using the pausing technique at least once. Next time you feel triggered, pause before reacting. Tonight, do the evening reflection routine. This month, pick one obstacle that applies to you and apply the solution. This year, make emotional intelligence your ongoing practice.

The moderator left you with this: "The decision you make today, how quickly you make it, that quickly you will move forward. Simple. Don't delay."

Your emotional intelligence determines your success more than your IQ, your family background, or your circumstances. It's something you can develop. It's something you're developing right now.

Final Wisdom

Ms. Panda ended the session with inspiration: "Emotional intelligence – if I myself today refine myself, polish myself, then I will move ahead even faster. My success will progress more rapidly."

And the moderator shared the ultimate choice: "One sentence—you want to enjoy later? Hard work now. Committed and consistent. And if you want to suffer later, enjoy now. The choice is yours."

Every moment, you're making a choice. Every reaction is a choice. Every decision to pause or respond, to work or distract, to engage or withdraw—these are choices.

Emotional intelligence is your ability to make these choices wisely. It's your superpower.

The webinar invited you into a different way of living—one where you understand yourself deeply, manage your emotions effectively, build meaningful relationships, and move toward your goals with resilience and intention.

Attendee Details:

District	No. of Schools	Class XI		Class XII		Faculties		Students Total
		Boys	Girls	Boys	Girls	Male	Female	
Grand Total		6,288		5,841		645		
Total	97	2,203	4,085	2,128	3,713	327	318	
Angul	4	71	81	66	55	9	5	273
Balasore	2	0	120	0	57	10	8	177
Baragarh	4	97	127	97	145	19	9	466
Bhadrak	6	124	222	131	169	18	12	646
Bolangir	6	182	372	169	297	27	14	1,020
Cuttack	4	43	95	37	90	26	16	265
Deogarh	2	40	40	30	45	5	6	155
Dhenkanal	1	35	45	24	53	4	2	157
Gajapati	1	8	5	23	9	0	6	45
Ganjam	7	121	287	140	264	28	26	812
Jagatsinghpur	5	51	143	56	131	13	18	381
Jajpur	2	30	27	2	3	8	6	62
Jharsuguda	1	25	30	40	35	0	3	130
Kalahandi	4	104	126	146	133	18	8	509
Kandhamal	4	75	293	87	332	8	9	787
Kendrapara	2	21	37	4	8	4	4	70
Keonjhar	5	58	411	56	478	13	10	1,003

District	No. of Schools	Class XI		Class XII		Faculties		Students Total
		Boys	Girls	Boys	Girls	Male	Female	
Grand Total		6,288		5,841		645		
Total	97	2,203	4,085	2,128	3,713	327	318	
Khordha	3	80	84	62	89	7	6	315
Koraput	4	55	222	56	109	11	16	442
Malkanagiri	2	47	80	35	44	6	4	206
Mayurbhanj	7	367	362	360	421	29	14	1,510
Nabarangapur	2	45	62	75	82	5	10	264
Nayagarh	1	0	79	0	70	2	6	149
Nuapada	1	3	19	8	16	4	2	46
Puri	1	45	51	22	19	8	22	137
Rayagada	2	91	104	96	99	5	7	390
Sambalpur	4	171	187	126	146	13	18	630
Sambalpur	2	0	111	0	69	9	10	180
Total	134	2,203	4,085	2,128	3,713	327	318	12,129
Grand Total		6,288		5,841		645		

Photos from the Ground:

