



Webinar On

Career Prospects after Intermediate

Date: 31st January 2026, Saturday

Organised By

**Directorate of Higher Secondary Education (DHSE),
Bhubaneswar**

In Collaboration with

UNICEF Odisha

Technical Partner



**IDENTITY
FOUNDATION**

About the Partnership:

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 fourteenth session of its state-level webinar series on the theme “**Career Prospects after Intermediate**”. The session was designed for students of Classes 11 and 12 and their teachers to foreground the importance of informed career planning across science, commerce, arts, vocational and neutral pathways, while simultaneously strengthening students’ real-life language and communication abilities for academic success, employability and confident self-expression.

No. of higher-secondary schools / colleges attended the webinar session			
No. of Class XI Boys students who attended the webinar session			
No. of Class XI Girls students who attended the webinar session			
No. of Class XII Boys students who attended the webinar session			
No. of Class XII Girls students who attended the webinar session			
No. of male faculties who attended the webinar session			
No. of female faculties who attended the webinar session			

About the Resource Person & Moderator:

The session was moderated by Mr. Jasobant Narayan Singhal, a renowned career coach and motivational speaker with over 18 years of experience, who also served as the resource person for the webinar. With proven expertise in implementing career guidance initiatives and life skills programmes, he has collaborated extensively with government bodies like OSEPA and DHSE, along with the development partners like UNICEF, to bridge the critical gap between education and employability.

Addressing the students, he underscored the need for those in Grades 11 and 12 to begin a conscious, informed career planning process without delay, urging them not to blindly imitate peers but to make choices aligned with their own interests, abilities and long-term goals for a meaningful and sustainable career journey.



What is Career:

The webinar defined the career as “the journey of work you choose based on your interests, skills, education and goals.” This definition moves beyond the narrow idea of a single job and instead emphasises a lifelong journey that may involve multiple roles, learning phases and transitions. For

adolescents, this helps reduce anxiety that one decision after class 12 will permanently “lock” their future and reframes career as a flexible yet purposeful trajectory.

Why Career Planning is Important:

Career planning is important because it gives students a clear sense of direction and purpose during a crucial developmental stage. When learners have even a tentative plan, they start choosing subjects, co-curricular activities and learning opportunities more intentionally instead of drifting or copying others. It also helps them select the right education pathway, such as choosing an appropriate stream, institution, or combination of vocational and academic courses, based on their aspirations and context.



Equally, structured career planning builds self-awareness: students are encouraged to reflect on their interests, strengths, values and working style, which is essential for meaningful school-to-work transition, especially for first-generation learners. This self-knowledge reduces dependence on peer pressure and family assumptions, promoting ownership over decisions. Finally, clarity about available options, eligibility requirements and step-by-step pathways reduces stress and confusion around exams, results, and the future. Students who understand their choices and next steps experience less anxiety and are more likely to stay in school, perform better, and make a smoother entry into higher education, skill training or employment after Class 12.

Career Planning Process:

For the career planning, the first step, self-assessment, focuses on helping students understand their strengths, interests, values and personality before they make critical choices about streams, courses or jobs. Practical classroom strategies suggested in the session include using simple interest inventories, reflective exercises on “subjects I enjoy vs subjects I tolerate”, and activities where learners



map their hobbies, such as drawing, helping others, or repairing or building things, to possible career fields like design, social work, or engineering. For students in KGBV and SSD institutions, who often have limited exposure to diverse professions and may underestimate their own abilities, these activities are particularly powerful in building confidence and widening aspirations.

The second step, setting short- and long-term goals, encourages students to translate self-knowledge into concrete plans. The webinar recommends that learners create a roadmap with short-term goals for the next one to three years and long-term goals for five to ten years. Illustrative short-term goals include scoring above 70% in Class 12, improving English communication and learning basic computer skills, while long-term goals might be “becoming a nurse in a district hospital” or “working as a junior engineer in the railways.” This structured goal-setting aligns closely with school-to-work transition frameworks, where intermediate milestones such as clearing entrance examinations, completing a diploma, or obtaining an ITI certificate are essential markers of progress.



The third step, exploring career options, urges students not to limit themselves to a narrow set of popular choices but to systematically research a wide range of pathways. Through this session, the RP highlighted the Odisha Career Guidance portal, YouTube webinars and career booklets as key tools to compare educational requirements, typical work environments (office, field, lab, hospital) and information on salary ranges, growth prospects and competition levels. Teachers are encouraged to guide students through this exploration so that they move beyond stereotypes like “only engineer or doctor”, which often dominate in first-generation learner communities. Through this process, students begin to see meaningful options in science, commerce, arts, vocational trades, neutral careers and government jobs.



The final step, understanding subject streams, is about aligning these emerging career interests with appropriate academic choices after Class 10 and in +2. The RP stressed the importance of choosing between PCM, PCB/CBZ, Commerce or Arts, and then selecting suitable subject combinations that keep desired career doors open.

Career Planning Process:

Short-Term Careers:

The RP shared that the short-term career options, such as ITI and skill development courses, diplomas in engineering, paramedical certificates, graphic design, beauty and wellness, or entry-level government

roles (police constable, home guard, railway Group D, SSC MTS), enable students to enter the workforce relatively quickly after school. These pathways are especially important for learners facing financial pressure, caregiving responsibilities or limited mobility, as they provide early income, practical experience and recognised qualifications while still allowing for further education or vertical progression in the future.

Long-Term Careers:

Long-term careers such as engineering, medicine, data science, IT, chartered accountancy, banking and finance, law, hotel management, UPSC and other civil services, journalism, psychology, animation, photography, and officer-level or technical defence roles via NDA require sustained academic effort and multi-stage entrance preparation over several years. These paths often demand relocation to urban centres or specialised institutes, higher financial investment and strong foundational skills in mathematics, science, languages and reasoning. Hence, counsellors working with rural and tribal students must discuss realistic timelines, scholarship options, family support and bridge courses to ensure informed, feasible and motivating long-term career planning.

Career Families: SCAN:CV Framework:

The RP shared that there are six broad categories of careers using the SCAN:CV mnemonic.

- Science
- Commerce
- Arts (Humanities)
- Neutral
- Competitive
- Vocational

This framework is useful in classroom sessions, allowing teachers and students to systematically explore each family rather than focusing on a few popular options.



Science Careers and Pathways

Mathematics-Oriented Careers (PCM):

Students can pursue engineering (BE/BTech) or diploma/polytechnic, architecture, astronomy, pure sciences and research (physicist, mathematician, chemist), as well as defence and transport-related roles such as NDA, commercial pilot and merchant navy. Counsellors should clearly explain eligibility (PCM in +2, exams like JEE, NATA, and NDA), typical study duration, key institute types (IITs, NITs, state engineering colleges, and maritime academies), and real-world work settings—labs, design studios, industrial plants, ships, or defence establishments, so that students and families can make informed, realistic choices aligned with aptitude and aspirations.

Biology-Oriented Careers (PCB/CBZ)

Biology streams offer diverse paths beyond MBBS/BDS: allied health (nursing, physiotherapy), biotechnology, agriculture, forensic science, public health, and nutrition. For those not qualifying for medical seats, pursue B.Sc. in CBZ-linked fields like microbiology or botany, advancing to MSc/PhD for research/teaching roles. PCM students can explore biotech engineering or environmental science. These options build robust careers in healthcare, innovation, and policy—emphasizing hands-on skills and emerging demands like forensics and public health.

Commerce Stream Careers

Beyond "accounts and banking", commerce leads to global roles in banking, stock broking, management, and finance. Encourage students to view it as a gateway to analytical, high-impact careers. For rural learners, highlight tangible transitions like local bank jobs, insurance offices, or small business accounting, bridging school to work with practical examples. These options build financial expertise for entrepreneurship and corporate success.



Arts and Humanities Careers:

Known Professions:

Arts/Humanities careers include teaching/professorship, psychology, economics, archiving/archaeology, content writing/translation, career counselling, English coaching, voice/accent training, PR, social activism, and rural development. These roles thrive in education, research, media, creative industries, and social sectors—showcasing humanities' versatility. For students, emphasise transferable skills like

communication, critical thinking, and empathy. Rural examples: community facilitation, cultural preservation, or NGO work. Graduates excel in impactful, non-stereotypical paths, from policy to content creation.

Lesser-Known and Under-Chosen Subjects:

The RP recommended to explore anthropology, women/gender studies, genealogy, psephology, liberal studies, physical education, home science, international relations, social work, fine/performing arts, dramatic arts, and music. Ideal for passions in people, society, culture, art, or development; these align with Odisha's heritage, festivals, and booming NGO/CSR sectors. Pursue a B.Sc./BA/M.Sc. for roles in research, policy, community work, or creative industries. They offer unique, fulfilling paths beyond mainstream streams, leveraging local contexts like tribal studies or performing arts.

Widely Chosen Subjects:

More commonly opted subjects include history, political science, sociology, philosophy, psychology, geography, literature and languages, economics and education. The presentation suggests that these can be combined with professional programmes (e.g., B.Ed., MSW, journalism, law) to create strong employability pathways.



Neutral Careers (Open to Multiple Streams)

Neutral careers bridge streams via higher education. A few neutral courses are law, design, journalism/mass communication, hospitality/hotel management, aviation/travel/tourism/ships/cruises, hospital management, event/sports management, cinematography, ITES/BPO, career counselling, and teaching/training/coaching. Reassure students that choosing a non-science major does not limit their options; rather, it opens the door to exciting careers in media, hospitality, and creative management. Examples: BA/BSc to LLB for law; BCom to MBA for event management. These are equally respected and dynamic, focusing on skills rather than streams, making them ideal for a variety of interests in Odisha's growing tourism and service sectors.

Vocational Careers:

Photographer, chef, tattoo/cake artist, plumber, electrician, mechanical fitter, drone pilot, and ITI trades, polytechnics, and skill programs are examples of vocational careers that maintain dignity and viability. They have a short training period (6-24 months), high local demand, and the potential for self-employment, making them ideal for micro-entrepreneurship. Crucial for school-to-work transitions, particularly for



tribal/economically disadvantaged Odisha households seeking immediate income with certified skills. ITI electricians, for example, earn a consistent income from repairs, whereas drone pilots work in agriculture and surveying. These enable immediate livelihoods without requiring long-term degrees, fostering pride in hands-on experience in the era of rising gig economies.

Competitive Career Pathways:

Competitive careers require government exams, including civil services (UPSC/state PCS), defence (NDA/CDS), banking (IBPS/SBI), SSC, railways, and Grade B/C positions. They provide job security, prestige, and benefits while remaining aspirational and achievable. Webinar advice: begin building foundations in classes 9-12, including quantitative aptitude, reasoning, English, and general knowledge, in addition to academics. Balance with backups such as degrees (e.g., BA for UPSC, BCom for banking). For Odisha students, consider both OPSC and UPSC. Early mocks and NCERT reading improve odds, transforming competition into viable paths while not derailing main streams.

Job Opportunities after Class 12 (Government Sector):

Central Government Opportunities:

Mr. Singhlal explained that a range of government jobs that students can access soon after Class 12 through national-level exams, offering secure careers without needing a degree. Roles include LDC/DEO/Postal Assistant via SSC CHSL (₹19,900–₹81,100), Constable GD in BSF/CRPF/CISF via SSC GD (₹21,700–₹69,100), Clerk/TTE through RRB NTPC (₹19,900–₹63,200), Navik GD in the Indian Coast Guard (₹21,700–₹25,000), and NDA Cadet via UPSC NDA with a stipend of ₹56,100. These positions provide immediate financial stability, clear promotion pathways, and attractive benefits, making them highly suitable for Odisha youth seeking an early, secure entry into government service. The webinar emphasised starting early preparation in basics—especially for CHSL and NTPC—so that students can confidently appear for these exams and later progress to officer-level posts



State Government Opportunities (Odisha):

The Resource Person also highlighted attractive government career options available through OSSSC and district-level recruitments, especially suitable for rural and tribal youth in Odisha. Key roles include Junior Clerk/Assistant (₹19,900–₹63,200) and VLW/PEO (₹21,700–₹69,100), which support day-to-day administration and village-level development. More advanced positions like Revenue Inspector (Class 12 plus certification, ₹35,400–₹112,400) and Police Constable (₹21,700–₹69,100) provide higher responsibility, good career progression and a strong element of community service.

All these posts are generally accessible after Class 12 through competitive examinations conducted by OSSSC, making them realistic yet aspirational targets for motivated students. Working within familiar panchayat or revenue settings allows young people to contribute directly to local governance, inspections, and citizen support, creating visible impact in their own communities. The webinar therefore encouraged early preparation in aptitude, reasoning and basic skills, underlining how these jobs align with Odisha's

development priorities while remaining accessible to first-generation learners from disadvantaged backgrounds.



Scholarships and Financial Aid:

School & Mass Education Department Schemes:

Odisha offers several merit-based scholarship schemes that directly support talented students, particularly from rural and tribal, low-income backgrounds. The Pathani Samanta Mathematics – 2 scholarship (Classes 9–10) recognises excellence in mathematics, while the Junior Merit scholarship (Classes 11–12) rewards overall academic merit. At the higher secondary level, the Pathani Samanta Mathematics Talent scholarship encourages students who demonstrate advanced competency and interest in mathematics.

These schemes provide renewable cash awards of approximately ₹2,500–₹6,000 per year, helping families manage education-related expenses and reducing the financial pressure that often leads to early dropout. Applications are generally submitted through the school or via the OSSSC/related online portals after examinations. During the webinar, students were encouraged to focus early on building strong foundations in mathematics and overall academic performance so they can qualify for such scholarships without falling into debt. For career guidance, these schemes serve as powerful examples of how academic effort can translate into sustained educational opportunities and informed stream choices.



ST & SC and MBC Welfare Department Schemes:

Pre-Matric Scholarship (Class 1–8, tuition and books), Pre-Matric Component-2 (Class 1–10, maintenance support) and Post-Matric Scholarship (Class 11 and above, tuition and hostel) provide crucial financial assistance to school-going children from low-income and tribal families in Odisha. Administered through OBCSE, W&CD/MS and OSSSC systems, these schemes offer around ₹500–₹10,000 per year in addition to fee support, which significantly reduces the risk of dropouts at upper primary and secondary levels. This financial relief enables students to complete schooling, pursue vocational training, or prepare for competitive examinations, thereby improving their chances of accessing formal employment opportunities such as OSSSC clerk and Village Level Worker (VLW) posts.

Higher Education Scholarships:

e-Medhabruti (+2/+3 merit, ₹5,000/year); Prerana (SC/ST/OBC/SEBC/minority, full support); Junior Merit (Class 11-12 high marks, ₹3,000–₹6,000); Vyasakabi Fakirmohan Bhasabruti (language excellence) are the key scholarship schemes. The RP shared that the students can apply via medhabruti.odisha.gov.in or SSEWCMS. These ease finances, encouraging +2 completion and degrees vital for competitive careers like

UPSC/OSSSC. Scholarship opportunities boost ambition and reduce dropouts in rural/tribal areas, enabling streams like arts/vocational. Students gain confidence for higher ambitions.



Conclusion:

The webinar on career prospects after intermediate underscored that Class 12 is not an end point, but a launchpad into multiple meaningful pathways. It helped students see clear options across higher education, vocational training, government and private sector roles, and defence and uniformed services, while stressing the need to align choices with aptitude, interests, and family realities. By demystifying entrance exams, scholarships, and job profiles, the session reduced anxiety and confusion, replacing them with clarity and actionable next steps. Overall, it positioned career planning as a continuous, informed process, empowering intermediate students to move from uncertainty to purposeful decision-making about their future.



Attendance Details:

District Name	Schools Count	Class XI		Class XII		Faculty Count	
		Boys	Girls	Boys	Girls	Male	Female
Angul	2	75	116	0	50	4	11
Balasore	4	37	102	43	81	18	11
Bargarh	4	199	192	124	148	17	11
Bhadrak	7	132	236	81	165	19	13
Bolangir	11	189	313	143	268	37	23
Cuttack	5	31	242	33	118	17	20
Deogarh	2	22	49	35	47	4	7
Dhenkanal	4	28	87	60	60	5	10
Gajapati	1	7	9	8	18	7	2
Ganjam	10	229	406	72	182	38	31
Jagatsinghpur	6	65	182	38	127	22	31
Jajpur	2	6	105	0	30	7	7
Jharsuguda	3	52	54	42	54	7	11
Kalahandi	6	170	179	105	200	23	9
Kandhamal	4	124	245	54	108	17	13
Kendrapara	4	30	63	23	50	11	11
Keonjhar	7	100	327	58	206	21	14
Khurda	6	112	166	55	50	22	25
Koraput	2	40	50	30	40	13	8
Malkangiri	2	32	39	20	40	47	65
Mayurbhanj	5	119	128	24	50	18	14
Nabarangpur	1	10	15	13	19	0	5
Nayagarh	2	20	124	20	30	5	6
Nuapada	4	108	154	73	99	17	17

Puri	1	24	33	12	21	2	12
Rayagada	1	5	5	5	5	3	3
Sambalpur	5	11	147	10	70	15	20
Sundargarh	8	159	240	130	251	14	33
Total	119	2,136	4,008	1,311	2,587	430	443
Class-wise Total		6,144		3,898		873	
Gender-wise Total		3,447 (Boys)		6,595 (Girls)			
Grand Total		10,042					

Photos from the Ground:



