



Webinar on

Self-Discovery and Career Planning

Date: 04 July 2026

Organized by

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

In Collaboration with
UNICEF,Odisha

Technical Partner



About the Partnership:

The Directorate of Higher Secondary Education (DHSE), under the School & Mass Education Department, Government of Odisha, in collaboration with UNICEF Odisha and the Identity Foundation Trust, conducts specialized webinars for higher secondary school students. These sessions help students of Grades 11 and 12 develop self-awareness, explore their interests and strengths, and make informed academic and career decisions through effective self-discovery and career planning.

About the Webinar Series:

The Directorate of Higher Secondary Education (DHSE), Government of Odisha, successfully organized the fourteenth session of its state-level webinar series on the theme “**Self-Discovery and Career Planning**”.

The session was designed for students of Classes 11 and 12 and their teachers to highlight the importance of self-discovery and informed career planning across Science, Commerce, Arts & Humanities, Vocational, Neutral, and Competitive career pathways. The webinar encouraged students to understand their interests, aptitude, personality, and strengths before making academic and career choices, enabling them to make informed decisions about their future.

No. of higher-secondary schools / colleges attended the webinar session	108		
No. of Class XII Boys students who attended the webinar session	2448	6474	
No. of Class XII Girls students who attended the webinar session	4026		
No. of male faculties who attended the webinar session	478	854	
No. of female faculties who attended the webinar session	376		

About the Resource Person

The session was moderated by Mr. Jasobant Narayan Singhlal, 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 Grade 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 Self-Discovery?

Self-discovery is about knowing who you are, what you enjoy, what you are good at, what motivates you, and what kind of future you want to build. It is the first step towards choosing the right academic path and career. The RP discussed about how knowing yourself can change the way you see your future perspective differently.



Different Sources to get Career Information:

The Resource Person encouraged students to explore a variety of reliable sources to gather accurate and up-to-date career information rather than relying solely on common or popular career choices. During the session, he highlighted the Odisha Career Guidance Portal, Odisha Career Guidance YouTube Channel, DHSE Career Webinars, career booklets, official university and college websites, and official entrance examination websites as valuable resources for understanding educational pathways, eligibility criteria, admission processes, and career opportunities. He also introduced students to AI-powered platforms that can help them access career-related information, compare courses, and make informed academic and career decisions when used responsibly.

Factors involved in Career Planning:

In the process of explaining the factors involved in the process of career planning the RP gave the example what factors we look while buying a dress and received many answers from the students as design, budget, color, brand, fabric and many more. Through this discussion the factors that influence one's choice in choosing their career was brought into the forum. The students discussed about the career factors such as interest, opportunity, salary, personality, talent, skill and qualification. The RP then discussed the 6 key factors that plays a pivotal role in choosing a career. The factors such as Aptitude, Personality, Interest, Stability, Dynamism and Duration were discussed with the students. To get all into one track, Mr. Jasobant Singhlal shared a thought-provoking quote:

"Wherever your focus goes, your energy flows."

Factor 1- Aptitude:

The Resource Person explained that every student possesses unique strengths and aptitudes, and identifying these abilities is an important step in making informed career decisions. He shared that students with strong numerical ability may find careers such as Chartered Accountancy, Data Analysis, and Engineering suitable, while those with good verbal ability can explore professions like Law, Journalism, and Teaching. Students who demonstrate mechanical aptitude may pursue careers in Mechanical Engineering, Automobile Engineering, or ITI technical trades. Those with strong reasoning and analytical skills may excel in careers such as Software Development, Civil Services, and Cybersecurity, whereas students with visual and spatial ability can consider fields like Architecture, Graphic Design, and Animation.

To assess students' understanding of the concept, Mr. Jasobant Singhlal asked, *"What skills are required to become a good lawyer?"* Students actively responded that strong verbal communication and reasoning abilities are essential for success in the legal profession, demonstrating their understanding of how specific aptitudes are linked to different career pathways. The session encouraged students to recognize their natural strengths and align them with suitable educational pathways and career opportunities, thereby supporting informed decision-making and strengthening the school-to-work transition.

Factor 2 – Personality:

The Resource Person explained that personality is an important factor in career planning as it helps students understand their behaviour, preferences, and way of working. During the session, he discussed different personality traits such as quiet (introvert) and social (extrovert), strong, resilient and calm versus sensitive, anxious and nervous, easy-going versus impulsive, focused and organized, practical and realistic versus imaginative and experimental, and tough and competitive versus generous and cooperative.



To explain the difference between practical and imaginative personalities, he gave a simple example. He asked students to imagine that only 15 days were left for their examinations. A practical person would immediately think about how to use those 15 days, prepare a timetable, and plan each day to complete the syllabus.

On the other hand, an imaginative person would start thinking about different possibilities, such as *"What if I had started preparing earlier?"* or *"What if the exam gets postponed?"* The example helped students understand how different personalities think and approach the same situation in different ways.



Factor 3- Interest

While discussing the role of interests in career planning, the Resource Person briefly introduced the RIASEC Model to help students understand how their interests influence career choices. He explained the six interest areas: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C). He shared that every student has different interests, and identifying these interests can help them explore suitable career options and make more informed academic and career decisions.

Factor 4- Stability:

The Resource Person explained that stable careers usually follow a fixed routine and provide a structured work environment. Such careers generally have regular working hours, predictable responsibilities, and a steady source of income. They are often preferred by individuals who value job security, consistency, and a balanced work life. He also shared that while these careers offer stability and lower levels of uncertainty, the scope for frequent changes, new learning, or rapid career growth may be comparatively limited over time.

Factor 5 – Dynamism:

Mr. Singhlal explained that dynamic careers are those where the nature of work keeps changing with new responsibilities, technologies, and opportunities. Unlike stable careers, these careers may not always have fixed working hours or a routine work pattern. He shared that people

working in such careers often need to adapt to new situations, continuously learn new skills, and take on different challenges. Although these careers may involve greater responsibility and uncertainty, they also provide wider opportunities for learning, career growth, and better earning potential for those who are willing to upgrade their skills and adapt to changing work environments.

Factor 6 – Duration (Long Term and Short Term):

Mr. Singhlal explained that while choosing a career, students should also think about the duration of the career pathway and whether it matches their interests and commitment. He shared that some careers require long-term preparation and patience, such as becoming a scientist or pursuing a Ph.D., where continuous learning and several years of study are essential. On the other hand, students who wish to enter the workforce early can opt for short-term, skill-based courses such as video editing, graphic design, digital marketing, or other vocational training programmes, which provide employment opportunities in a shorter duration. He encouraged students to choose a pathway that matches their interests, goals, and willingness to invest time in building their careers.





Understanding Career Choices Across Streams:

The RP shared that there are six broad categories of careers across all the streams.

- Science
- Commerce
- Arts and Humanities
- Neutral
- Competitive
- Vocational

Mr. Singhlal explained that every academic stream offers a wide range of career opportunities, and students should choose a pathway based on their interests, aptitude, and future goals rather than following common perceptions.



Careers in Science:

While discussing the Science stream, Mr. Singhlal shared that it offers much more than the commonly known careers of Engineering and Medical Sciences. He encouraged students to explore the wide range of opportunities available based on their interests and subject combinations. During the session, he spoke about career options such as Architecture, Biotechnology, Agriculture, Forensic Science, Commercial Pilot, Merchant Navy, and Pure Science & Research, and explained that each of these fields has its own scope and educational pathway. He advised students not to choose a career simply because it is popular, but to understand their own interests and aptitude before making a decision.

Careers in Commerce:

The RP shared that it is no longer limited to careers in accounting or banking. He explained that students from the Commerce stream have opportunities in diverse fields such as Chartered Accountancy (CA), Company Secretary (CS), Cost and Management Accountancy (CMA), Financial



Planning, Stock Market, Banking, and Management. He encouraged students to understand the nature of each profession and choose a career based on their interests and aptitude. He also shared that with the growing financial and business sector, Commerce offers several rewarding career opportunities for students who enjoy working with numbers, business, and finance.

Career in Arts and Humanities:

While discussing the Arts and Humanities stream, Mr. Singhlal shared that it offers a wide range of career opportunities beyond the traditional choices that many students are familiar with. He spoke about careers in Civil Services, Psychology and Counselling, Social Work, Public Relations, International Relations and Diplomacy, Economics, Archaeology, and Linguistics, explaining that these fields allow students to contribute to society in different ways. While discussing Psychology and Counselling, he shared that just as he is currently guiding and counselling students on their career choices, students who are interested in understanding and helping others can also consider career counselling as a rewarding profession in the future. He encouraged students to explore these career options based on their interests, communication skills, and understanding of people and society, rather than assuming that the Arts stream has limited opportunities.

Neutral Careers:

While discussing Neutral Career Pathways, he explained that these are careers which can be pursued by students from Science, Commerce, or Arts backgrounds, depending on the eligibility criteria of the course or institution. He spoke about career options such as Law, Design, Hotel Management, Aviation, Journalism and Mass Communication, Event Management, Sports Management. He shared that these careers focus more on a student's skills, passion, and professional training than on the stream they have studied in school. He encouraged students to explore these options with an open mind and choose a career that best matches their interests and future aspirations.



Vocational Careers:

Mr. Singhlal explained that vocational education focuses on developing practical skills that help students become job-ready in a shorter period of time. He shared that students can choose from a variety of fields such as Technical and ITI Trades, Healthcare and Wellness, IT and Creative Trades, Hospitality and Services, and other skill-based professions. He also emphasized that students who are not interested in pursuing long-duration academic courses can consider vocational education as a good career option, as it helps them



develop industry-relevant skills and enter the workforce in a shorter period of time. He encouraged students to choose a pathway that matches their interests and career goals.

Competitive Careers:

While discussing Competitive Career Pathways, Mr. Jasobant Singhlal shared that many students aspire to build a career in the government sector, and these opportunities can be achieved through various competitive examinations. He spoke about career options in Civil Services, Banking, Defence, Railways, Teaching, and other government departments, and briefly explained the examinations conducted for these fields. He advised students that preparing for competitive examinations is a gradual process and should not begin only after completing their studies. Instead, he encouraged them to develop good reading habits, improve their reasoning and aptitude skills, stay updated with current affairs, and build a strong academic foundation from an early stage. He reminded students that regular practice, consistency, and patience play an important role in achieving success in competitive examinations.



Interactive Question and Answer Session:

After discussing the various career pathways, Mr. Singhlal invited students to ask their questions. Students actively participated in the interactive session by raising queries related to career options, educational pathways, and eligibility criteria. Some of the key questions raised by the students were:

- Can an arts student become an Air Hostess?
- What is the pathway to prepare for and clear the UPSC Civil Services Examination?
- Which subjects should a student study to become a psychologist?
- Which are the colleges offering Merchant Navy courses, and what is the admission process?

He responded to each of these questions by explaining the eligibility criteria, educational pathways, and career prospects. He also encouraged students to continue exploring different career options through authentic sources and seek guidance whenever they have doubts about their future career choices.



Conclusion:

The webinar on **Self-Discovery and Career Planning** provided students with a better understanding of the importance of knowing themselves before making career decisions. Through discussions on interests, aptitude, personality, career planning, and the wide range of opportunities available across different streams, students were encouraged to think beyond conventional career choices and explore pathways that match their strengths and aspirations. The interactive examples and active participation of the students made the session engaging and helped them relate the concepts to their own lives. The question-and-answer session at the end further reflected the students' curiosity and willingness to learn about different career options. Overall, the webinar helped students gain greater clarity about their future and encouraged them to make informed academic and career choices with confidence.



Attendance Details

District Name	No. of Schools	Class XII		Faculties	
		Boys	Girls	Male	Female
Angul	5	76	69	8	18
Balasore	4	31	105	13	11
Baragarh	4	239	332	24	23
Bhadrak	7	67	188	24	16
Balangir	16	281	492	73	40
Boudh	1	30	60	6	2
Cuttack	3	60	76	5	15
Deogarh	2	53	115	8	3
Dhenkanal	4	33	158	16	15
Gajapati	3	17	80	8	9
Ganjam	5	133	404	29	10
Jagatsinghpur	1	8	4	15	11
Jajpur	3	36	41	8	12
Jharsuguda	4	79	165	10	13
Kalahandi	4	128	153	21	5
Kandhamal	2	47	61	9	10
Kendrapada	5	69	87	17	10
Keonjhar	3	53	82	11	5
Khurda	3	99	111	12	8
Koraput	1	30	25	4	4
Mayurbhanj	7	257	319	39	25
Nawarangpur	2	47	44	25	17

Nayagarh	3	241	232	22	27
Nuapada	1	25	30	5	4
Puri	2	51	36	22	23
Rayagada	2	88	103	9	3
Sambalpur	2	29	17	6	2
Sundargarh	9	141	437	29	35
Total Class-Wise		2448	4026	478	376
Total Schools	108			854	
Grand Total		6474			

Photos from the Ground



