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ECHELON INSTITUTE OF TECHNOLOGY

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Details of Role Play Sessions Organized by the Departments

(Academic Year 2025-26)

S.N.	Title	Date	Days	Collaborating Partner	Organising Department	Event Summary	No. of Participants	Resource Person / Organisation	Mode
1	Salary Negotiation with Companies	20-Aug-2025	1	Echelon Institute of Technology	Training & Placement	Mock salary-negotiation scenarios helped students practise responding to initial offers, researching salary expectations, discussing benefits, and negotiating professionally with HR representatives.	20	Dr. Sangeeta Sinha, Training & Placement Officer (Echelon Institute of Technology)	Offline
2	Handling an Interview Rejection	18-Nov-2025	1	Echelon Institute of Technology	Training & Placement	Students role-played recruiter and candidate situations to practise responding constructively to rejection, requesting feedback, maintaining professionalism, and using setbacks for improvement.	12	Mr. Rahul Tiwari, Training & Placement Cell	Offline
3	How to Introduce Yourself Professionally	09-Dec-2025	1	Echelon Institute of Technology	Training & Placement	Students practised structured self-introductions for interviews and professional settings, focusing on clarity, confidence, relevant skills and achievements, body language, and professional etiquette.	23	Mr. Ranjeet Sir, Training & Placement Cell	Offline
4	Handling Workplace Pressure	15-Apr-2026	1	Echelon Institute of Technology	Training & Placement	Scenario-based role plays addressed tight deadlines, competing priorities, workload and stress management, proactive communication, task prioritisation, and maintaining composure in demanding workplace situations.	27	Training & Placement Cell Team	Offline
5	Team Conflict at Workplace	12-May-2026	1	Echelon Institute of Technology	Training & Placement	Students enacted workplace disagreements and explored constructive conflict resolution through active listening, empathy, clear communication, separating people from problems, and collaborative problem-solving.	52	Training & Placement Cell Team	Offline

Director
Echelon Institute of Technology
Kabulpur, Kheri-Manjhawali Road,
Naharpar, Faridabad-121101

ECHELON INSTITUTE OF TECHNOLOGY

Department of Computer Applications (BCA)

ACTIVITY REPORT

Role Play Session on "How to Introduce Yourself Professionally"

1. Overview

Activity Type	Role Play Session
Topic	How to Introduce Yourself Professionally
Organized By	Training & Placement Department
Date	9th December 2025 (Tuesday)
Time	2:00 PM Onwards
Venue	F-16 Lab
Target Audience	Final Year Students, BCA
Mode	Offline

2. Introduction

The Training & Placement Department of the institute is committed to preparing final year students for the transition from academic life to the professional world. As part of this ongoing initiative, a structured role play session on the topic "How to Introduce Yourself Professionally" was organized for final year BCA students. The session was designed to build the students' confidence, communication skills, and overall professional presentation — all of which are critical during placement interviews, group discussions, and early workplace interactions.

The activity was conducted on 9th December 2025 from 2:00 PM onwards in the F-16 Lab, and was guided by Mr. Ranjeet Sir from the Training & Placement Cell, who has extensive experience in mentoring students on interview readiness and corporate work culture.

3. Objectives of the Session

- To help final year students develop a clear, confident, and structured self-introduction suitable for interviews and professional settings.
- To familiarize students with the etiquette, tone, and body language expected in a professional work environment.
- To build confidence in students through live, hands-on role play rather than theoretical instruction alone.
- To bridge the gap between academic learning and real-world corporate expectations.

- To provide individual feedback and correction so that each student could refine their introduction on the spot.

4. Proceedings of the Activity

The session began promptly at 2:00 PM in the F-16 Lab, where final year BCA students gathered in small groups around the mentor's desk to ensure an interactive and personalized learning experience. Mr. Ranjeet Sir opened the session by explaining the importance of a strong first impression and how a well-structured self-introduction often sets the tone for the rest of an interview or professional interaction.

Students were then asked to individually stand up and deliver a short self-introduction, covering their name, educational background, key strengths, and career aspirations, as they would in a real interview scenario. Each attempt was followed by immediate, constructive feedback from Mr. Ranjeet Sir, who pointed out common mistakes such as overly casual language, lack of eye contact, unstructured content, and hesitant body language.

Through this live role play format, students were guided on how to:

- Begin an introduction with a confident greeting and clear articulation of their name and background.
- Highlight academic achievements, technical skills, and relevant projects concisely and effectively.
- Maintain appropriate eye contact, posture, and tone of voice while speaking.
- Avoid filler words and unnecessary repetition, and structure the introduction logically.
- Conclude the introduction with a statement of career goals aligned with the opportunity being sought.

Mr. Ranjeet Sir also used a laptop-based reference sheet to walk students through do's and don'ts of professional communication, and shared real anecdotes from corporate work culture to help students understand how organizations evaluate a candidate's presentation skills within the very first few minutes of an interaction.

5. Key Learnings Shared by the Mentor

During the discussion, Mr. Ranjeet Sir emphasized several important aspects of professional work culture that go beyond the interview itself, preparing students for long-term success in the corporate world:

- Professionalism is reflected not just in what is said, but in how it is said — tone, clarity, and confidence matter as much as content.
- Punctuality, discipline, and respect for organizational hierarchy are core expectations in any workplace.
- Active listening and clear, concise communication are as important as technical competence.
- A positive attitude, willingness to learn, and adaptability are highly valued by employers, especially for freshers.
- Maintaining professional etiquette in emails, meetings, and daily interactions builds long-term credibility.

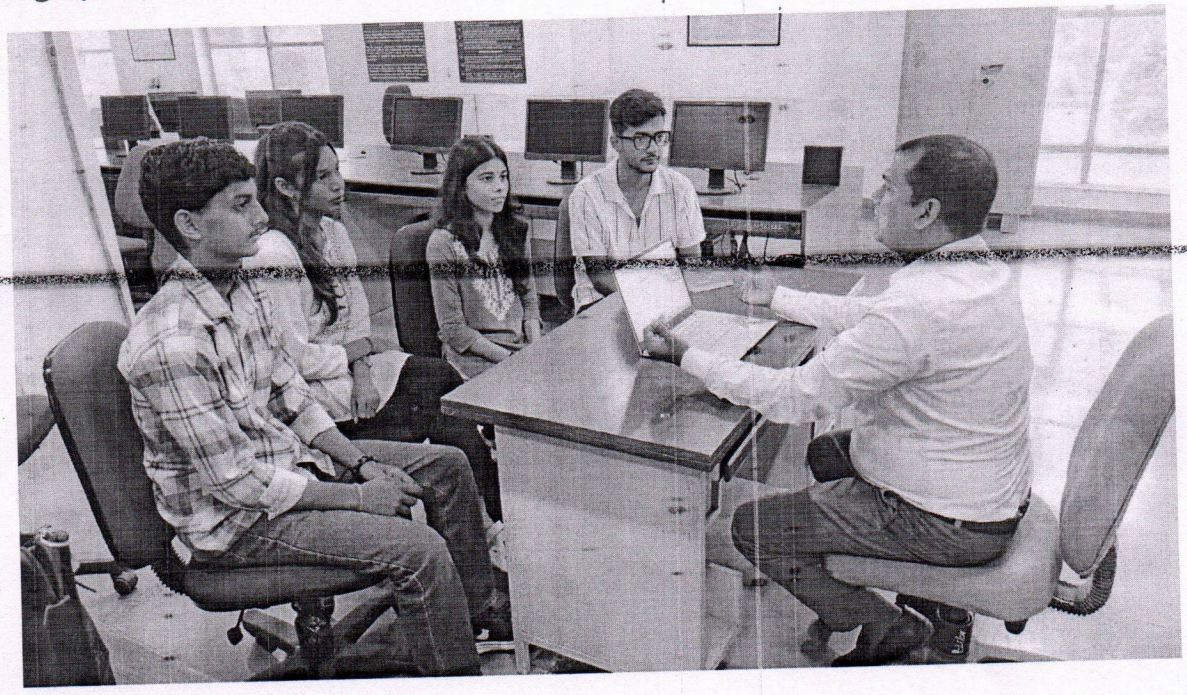
Active listening and clear, concise communication are as important as technical competence.

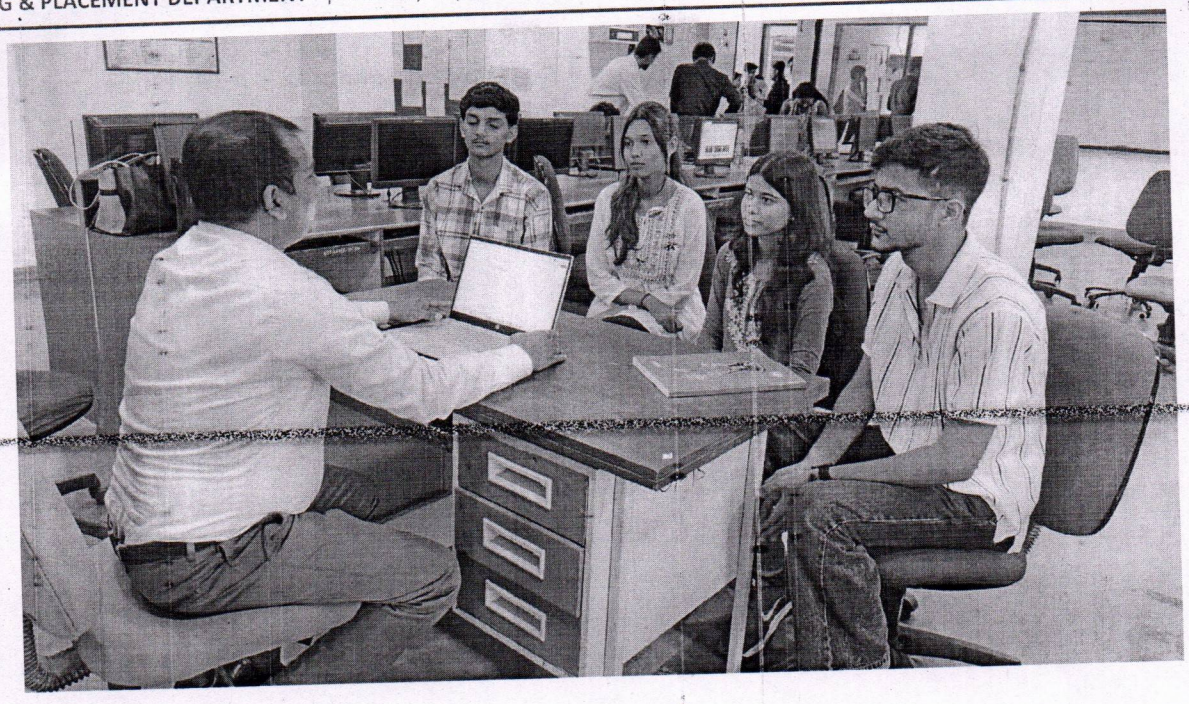
6. Outcome and Impact

The role play session proved to be highly effective, as it allowed students to practice self-introduction in a simulated, low-pressure environment before facing actual interview panels. By receiving immediate feedback, students were able to identify and correct their individual weaknesses in real time. Many students who initially appeared hesitant showed noticeable improvement in confidence and clarity after a couple of practice attempts.

The session also helped students internalize the broader expectations of professional work culture, going beyond interview preparation to instill habits of discipline, communication, and adaptability that will benefit them throughout their careers. Overall, the activity successfully met its objective of strengthening the employability skills of the final year batch.

7. Photographs





8. Conclusion

The role play session on "How to Introduce Yourself Professionally," conducted by the Training & Placement Department under the guidance of Mr. Ranjeet Sir, was a valuable and well-received initiative for final year BCA students. It offered practical, hands-on exposure to professional self-presentation and workplace etiquette, equipping students with essential soft skills ahead of their placement season. The Training & Placement Department plans to conduct more such interactive sessions to further strengthen the employability and professional readiness of final year students.

Training & Placement Department

Signature: _____

Student's Attendance

Role Play (How to Introduce yourself Professionally)

Roll No.	Name	Department	Signature
23-BCA-010	ANISHA	BCA	
23-BCA-012	Ansh	BCA	
23-BCA-013	ANUBHAV	BCA	
23-BCA-014	ANUPAM	BCA	
23-BCA-015	ARIN	BCA	
23-BCA-016	AYUSH	BCA	
23-BCA-019	DHRUV	BCA	
23-BCA-020	DIVYA	BCA	
23-BCA-021	DRISHTI	BCA	
23-BCA-022	GARV	BCA	
23-BCA-023	GAURAV	BCA	
23-BCA-027	HARSHIT	BCA	
23-BCA-028	HARSHITA	BCA	
23-BCA-004	ABHAY	BCA	
23-BCA-005	ABHINAV	BCA	
23-BCA-DS-010	ANSH	BCA DS	
23-BCA-DS-011	ANUJ	BCA DS	
23-BCA-DS-013	ARPITA	BCA DS	
23-BCA-DS-014	ASHISH	BCA DS	
23-BCA-DS-015	BHAWUK	BCA DS	
23-BCA-DS-047	SACHETH	BCA DS	
23-BCA-DS-048	SACHIN	BCA DS	
23-BCA-DS-032	MOHINI	BCA DS	

ECHELON INSTITUTE OF TECHNOLOGY

TRAINING & PLACEMENT CELL

EVENT REPORT

Role Play Activity on "Handling an Interview Rejection"

Event Title	Role Play: Handling an Interview Rejection
Organised By	Training & Placement Cell
Date	18th November 2025 (Tuesday)
Time	2:00 PM onwards
Venue	S-16 Lab
Target Audience	Final Year Students (B.Tech, BBA)
No. of Participants	12 Final Year Students
Mode	Offline

1. Objective of the Activity

Facing rejection after a job interview is one of the most challenging experiences for a final year student stepping into the corporate world. With placement season approaching, the Training & Placement Cell of Echelon Institute of Technology organised a Role Play activity on "Handling an Interview Rejection" to prepare final year students, both mentally and practically, for this reality of professional life. The session aimed to:

- Help students understand that interview rejection is a common and normal part of every professional journey.
- Build emotional resilience and a positive mindset to bounce back after a setback.
- Demonstrate professional and courteous ways of responding to a rejection email or call.
- Teach students how to seek constructive feedback from recruiters after a rejection.
- Encourage self-reflection and goal-oriented improvement for future interview attempts.

2. Role Play Lead

For this role play, Mr. Rahul Tiwari took on the role of the HR interviewer conducting the mock interviews with the participating students. Acting in this capacity, he placed each student in a simulated situation of being rejected after an interview, and then guided them, in real time, on how to conduct themselves in that exact moment - how to listen to a rejection calmly, what to say in response, and how to leave the conversation on a professional note. Rather than simply lecturing on the topic, he used the mock interview itself as a teaching tool, pausing at key moments to explain why a particular reaction would or would not work in front of a real

recruiter. Through this hands-on guidance, students got a first-hand feel of how an actual HR professional communicates a rejection and how they, in turn, are expected to respond.

3. Proceedings of the Session

The activity commenced at 2:00 PM in the S-16 Lab with a brief welcome address, following which Mr. Rahul Tiwari introduced the purpose and relevance of the role play to the gathered final year students. The session was conducted in the following stages:

- Ice-breaker & Introduction: A short interactive discussion where students shared their expectations and prior experiences (if any) related to interview rejections.
- Role Play Enactment: Student volunteers were paired up to enact real-life interview scenarios - one playing the role of the interviewer (HR) delivering a rejection, and the other playing the candidate receiving it.
- Live Feedback by Mr. Rahul Tiwari: After each enactment, Mr. Tiwari paused the group to point out what was handled well and what could be improved - tone of voice, body language, and choice of words.
- Guided Discussion: Students were coached on how to respond gracefully (e.g., thanking the interviewer, politely asking for feedback, and expressing continued interest in future opportunities with the organisation).
- Open Q&A: The floor was opened for students to ask questions regarding common rejection reasons, how to request feedback via email, and how to maintain confidence for upcoming placement drives.

Throughout the activity, Mr. Tiwari actively assisted the students, correcting their responses in real time and sharing practical, real-world HR insights that helped the group relate the exercise to actual campus placement scenarios.

4. Key Learning Outcomes

- Students learnt to differentiate between a professional and an unprofessional response to rejection.
- Students practised polite, confident phrasing for follow-up conversations and feedback requests with recruiters.
- Students gained awareness of common, fixable reasons for rejection - such as gaps in communication skills, technical preparation, or clarity of career goals.
- The activity strengthened students' confidence and reduced anxiety around upcoming interviews and placement drives.
- Students understood the importance of viewing rejection as feedback for growth rather than a final verdict on their abilities.

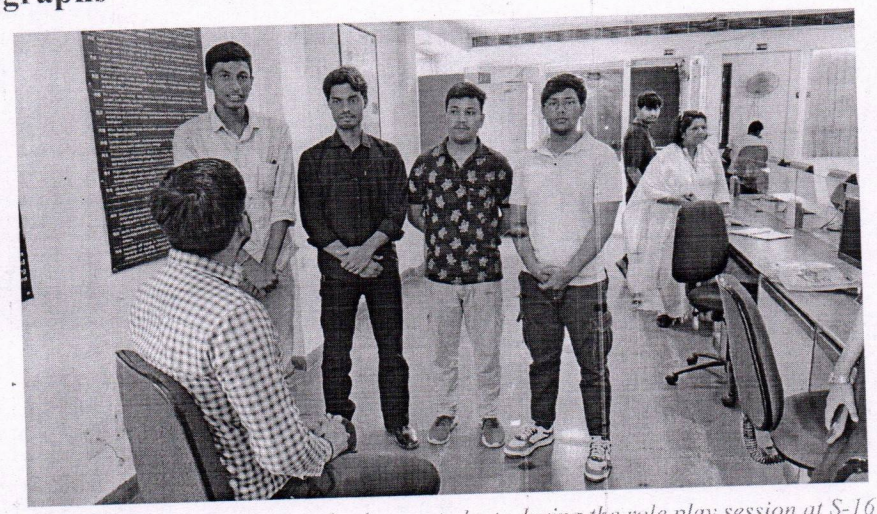
5. List of Participants (Final Year Students)

A representative list of the final year students who participated in the role play activity is provided below:

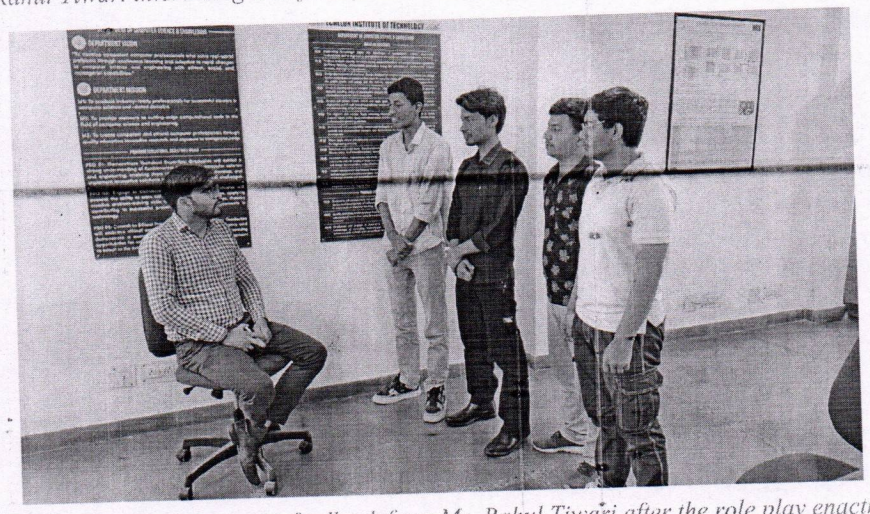
S.No.	Roll No.	Student Name	Branch / Year
1	22 CSE 014	Aditya Sharma	B.Tech CSE

2	22 CSE 027	Priya Mehta	B.Tech CSE
3	22 CSE 038	Rohit Kumar	B.Tech CSE
4	22 CSE 041	Simran Kaur	B.Tech CSE
5	22 CSE 056	Ankit Verma	B.Tech CSE
6	22 CSE 063	Neha Singh	B.Tech CSE
7	22 CSE 072	Deepak Yadav	B.Tech CSE
8	22 -+CSE 085	Kavya Nair	B.Tech CSE
9	23 BBA 12	Mohit Gupta	BBA
10	23 BBA 34	Ritika Jain	BBA
11	23 BBA 19	Saurabh Tyagi	BBA
12	23 BBA 22	Anjali Chauhan	BBA

6. Event Photographs-



Mr. Rahul Tiwari interacting with final year students during the role play session at S-16 Lab.



Students attentively listening to feedback from Mr. Rahul Tiwari after the role play enactment.

7. Conclusion

The Role Play activity on "Handling an Interview Rejection" proved to be a highly engaging and insightful session for the final year students. By simulating real interview scenarios in a safe and supportive environment, students were able to practise and internalise the right approach towards handling rejection with grace and professionalism. The Training & Placement Cell extends its sincere gratitude to Mr. Rahul Tiwari for his valuable guidance and active involvement throughout the session, and looks forward to organising more such interactive sessions to strengthen the placement readiness of its students.

Training & Placement Officer
Echelon Institute of Technology

Student's Attendance

Role Play (Handling an Interview Rejection)

Roll No.	Name	Department	Signature
22-CSE-017	ANUJ	CSE	
22-CSE-019	ARYAN	CSE	
22-CSE-020	ASHISH	CSE	
22-CSE-038	GAURI	CSE	
22-CSE-039	GOURAV	CSE	
23-BBA-030	KASHISH	BBA	
23-BBA-031	KHUSHBU	BBA	
23-BBA-014	CHARU	BBA	
23-BCA-041	MANISH	BCA	
23-BCA-042	MANISH	BCA	
23-BCA-043	MANTHAN	BCA	
23-BCA-020	DIVYA	BCA	

ECHELON INSTITUTE OF TECHNOLOGY

Training & Placement Department

ACTIVITY REPORT

Role Play Session on "Team Conflict at Workplace"

1. Overview

Activity Type	Role Play Session
Topic	Team Conflict at Workplace
Organized By	Training & Placement Department
Date	12th May 2026 (Tuesday)
Time	1:00 PM Onwards
Venue	G-29
Facilitators	Training & Placement Cell Team
Target Audience	Final Year and Pre-Final Year Students
Mode	Offline

2. Introduction

As part of its continued effort to prepare students for real-world professional challenges, the Training & Placement Department organized an interactive role play session on the topic "Team Conflict at Workplace" for final year and pre-final year students. Conflict is an inevitable part of any team-based work environment, and the ability to recognize, navigate, and resolve it constructively is one of the most valued soft skills sought by employers today.

The session was held on 12th May 2026 from 1:00 PM onwards at G-29, and was designed as a live, scenario-based role play in which students themselves enacted a typical workplace disagreement, followed by guided discussion and resolution led by the facilitators from the Training & Placement Cell.

3. Objectives of the Session

- To help students understand the common causes of conflict within teams, such as miscommunication, differing work styles, and unequal distribution of responsibility.
- To demonstrate, through live role play, how an unresolved disagreement can escalate and affect team performance and morale.
- To introduce practical conflict-resolution techniques such as active listening, empathy, assertive communication, and collaborative problem-solving.

- To help students distinguish between healthy, task-related conflict and unhealthy, personal conflict.
- To build awareness of the role emotional intelligence and professionalism play in de-escalating workplace tensions.

4. Proceedings of the Activity

The session began at 1:00 PM at G-29, where a group of student volunteers came forward to enact a workplace scenario involving a disagreement between team members over missed deadlines and differing opinions on how a task should be handled. The role play was structured in two parts: the first depicted the conflict escalating due to poor communication and assumptions, while the second, guided by the facilitators, demonstrated how the same situation could be de-escalated and resolved through open dialogue.

During the enactment, students played the roles of team members expressing frustration over unequal workload, a team lead attempting to mediate the situation, and colleagues offering differing perspectives on the best way forward. The remaining students formed the audience, closely observing the body language, tone, and communication patterns on display, before participating in a group discussion afterward.

Following the role play, the facilitators broke down the scene moment by moment, highlighting where the conflict could have been avoided or managed better. Students were encouraged to share their observations and suggest alternative ways the characters could have responded. The facilitators then walked the group through a structured approach to resolving team conflict, illustrating each step using references back to the scenario the students had just watched.

The session maintained a highly interactive format throughout, with students actively engaging in dialogue with the facilitators, asking questions, and relating the scenario to their own experiences from group projects and internships.

5. Key Learnings Shared by the Facilitators

The facilitators emphasized several practical strategies and mindsets that are essential for handling conflict constructively in a professional team environment:

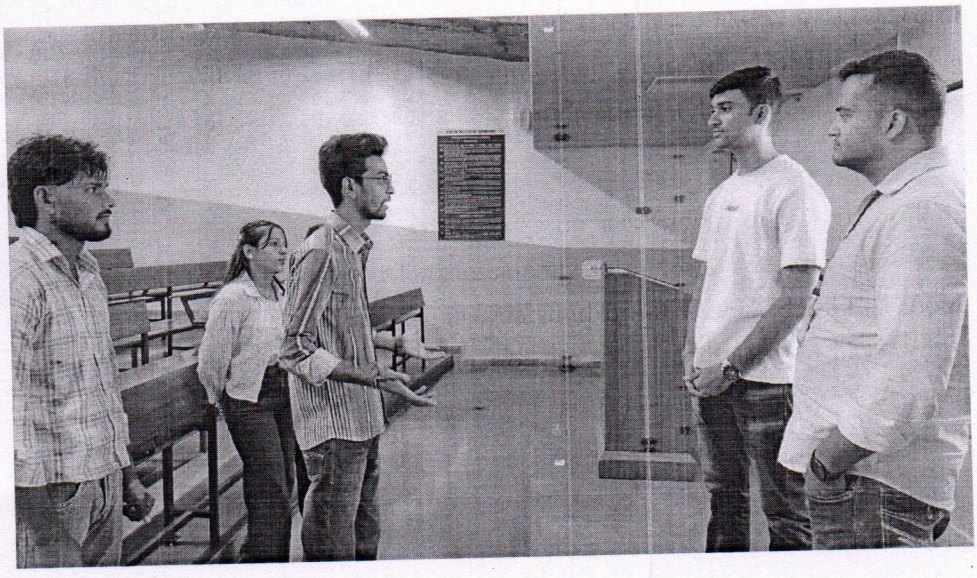
- Address disagreements early and directly, rather than allowing frustration to build up silently over time.
- Practice active listening — understanding a colleague's perspective fully before responding or reacting.
- Separate the problem from the person; focus discussions on the task or issue rather than assigning blame.
- Use calm, assertive, and respectful language even in moments of disagreement, avoiding accusatory or emotional statements.
- Involve a team lead or mediator when a conflict cannot be resolved directly between the individuals involved.
- View conflict, when handled well, as an opportunity for growth, clarity, and stronger team collaboration rather than something to be avoided entirely.

6. Outcome and Impact

The role play format proved highly effective in making an abstract topic like workplace conflict tangible and relatable for students. By first witnessing an escalation and then a resolution of the same scenario, students were able to clearly see the practical difference that communication style and approach can make in a team setting.

Feedback from participating students indicated a stronger understanding of how to identify early signs of conflict and how to respond to disagreements professionally rather than avoiding or escalating them. The session also fostered valuable discussion among final year and pre-final year students about their own past experiences with group work, reinforcing the relevance of the topic to their upcoming professional journeys. Overall, the activity successfully strengthened students' interpersonal and conflict-management skills ahead of their transition into the workplace.

7. Photographs







8. Conclusion

The role play session on "Team Conflict at Workplace," organized by the Training & Placement Department, offered final year and pre-final year students a practical, immersive understanding of how conflicts arise in professional teams and, more importantly, how they can be resolved constructively. By combining live enactment with guided reflection, the session went beyond theoretical advice, giving students a memorable and applicable framework for handling disagreements in their future workplaces. The Training & Placement Department intends to continue conducting such experiential learning sessions to further strengthen the interpersonal and professional readiness of students.

Training & Placement Department

Signature: _____

Student's Attendance

Role Play (Team Conflict at Workshop)

Roll No.	Name	Department	Signature
22-CSE-033	DIKSHA	CSE	
22-CSE-035	DISHA	CSE	
22-CSE-037	GAGAN	CSE	
22-CSE-038	GAURI	CSE	
23-BCA-015	ARIN	BCA	
23-BCA-016	AYUSH	BCA	
23-BCA-019	DHRUV	BCA	
23-BBADM-014	DEEPAK	BBA DM	
23-BBADM-015	DEVANSH	BBA DM	
23-BBADM-017	Hemlata	BBA DM	
23-BBADM-021	Jishan	BBA DM	
23-BBA-076	SHIVANI	BBA	
23-BBA-079	SONALI	BBA	
23-BBA-080	SONU	BBA	
23-BBA-081	SOURAV	BBA	
23-BBA-084	SUMIT KUMAR	BBA	
23-BCA-DS-011	ANUJ	BCA DS	
23-BCA-DS-013	ARPITA	BCA DS	
23-BCA-DS-014	ASHISH	BCA DS	
23-BCA-DS-015	BHAWUK	BCA DS	
23-BCA-DS-047	SACHETH	BCA DS	
23-BCA-DS-048	SACHIN	BCA DS	
23-BCA-DS-032	MOHINI	BCA DS	

22-CSE-126	SHASWAT	CSE	
23-ME-L-06	ANKUR	ME	
23-ME-L-07	AMAN	ME	
22-ECE-009	RAGHAV	ECE	
22-ECE-010	RUDRA	ECE	
22-CE-002	Rakesh	CE	
23-CE-L-03	Aryan	CE	
23-BCA-022	GARV	BCA	
23-BCA-039	MANIKA	BCA	
23-BCA-040	MANISH	BCA	
23-BCA-041	MANISH	BCA	
23-BCA-042	MANISH	BCA	
23-BCA-043	MANTHAN	BCA	
23-BCA-DS-030	MAYANK	BCA DS	
23-BCA-DS-031	MAYANK	BCA DS	
23-BCA-DS-032	MOHINI	BCA DS	
23-BCA-DS-033	MONIKA	BCA DS	
23-BCA-DS-034	NITISH	BCA DS	
23-BCA-DS-014	ASHISH	BCA DS	
23-BCA-DS-015	BHAWUK	BCA DS	
23-BCA-DS-023	ISHIKA	BCA	
24-MCA-011	KHUSHI	MCA	
24-MCA-012	KUMAR	MCA	
24-MCA-013	KUNAL	MCA	
24-MCA-015	MIHIR	MCA	
24-MCA-016	MOHD REHAAN	MCA	
24-MCA-017	PUSHPENDER	MCA	
24-MCA-018	RAGHAV KUMAR	MCA	
24-MCA-019	MD SAMEER	MCA	

EVENT REPORT

Training & Placement Department

Role Play Activity: Salary Negotiation with Companies

Activity	Role Play Activity on Salary Negotiation with Companies
Organized By	Training & Placement Department
Date	20 August 2025
Time	2:00 PM onwards
Venue	S-16
Target Audience	Final Year Students (Placement Preparation)
Facilitator	Dr. Sangeeta Sinha, Training & Placement Officer (TPO)
Number of Participants	Approximately 20 students

Facilitator Details

Name	Dr. Sangeeta Sinha
Organisation	Echelon Institute of Technology
Designation	TPO (Training and Placement Officer)
Mobile No.	93144 10755
Email ID	sangeetasinha@eitfaridabad.co.in

1. Background

As part of its ongoing placement preparation initiatives, the Training & Placement Office regularly conducts skill-building sessions to help final year students transition smoothly from academics to the corporate world. Salary negotiation is often one of the most challenging and least practiced aspects of the placement process, with many students feeling unprepared or hesitant when discussing compensation with recruiters. Keeping this in mind, the office designed a dedicated, hands-on role play activity focused specifically on this skill.

2. Objective

With placement season approaching for final year students, the Training & Placement Office organized a role play activity to help students build confidence and practical skills in negotiating salary offers with prospective employers. The session aimed to familiarize students with real-world HR conversations, common negotiation tactics used by recruiters, and effective strategies to respond to and negotiate compensation packages professionally. It also sought to help students overcome hesitation around discussing money matters and to build a sense of self-worth and professionalism while representing themselves before a potential employer.

3. Proceedings

The session began at 2:00 PM in the S-16 Lab with an introduction to the concept and importance of salary negotiation in the placement process. To make the learning experience practical and immersive, Dr. Sangeeta Sinha, TPO, took on the role of an HR representative and conducted live, one-on-one and small-group salary negotiation role plays with the students.

During the role play, students were placed in realistic mock-interview scenarios where they had to respond to salary offers, justify their expected compensation, and negotiate terms such as CTC, joining bonus, and other benefits, just as they would in an actual placement interview. Dr. Sinha guided each student through the interaction, offering real-time feedback on their tone, body language, confidence, and choice of words while negotiating.

Students actively engaged in the activity, taking turns to participate in the mock negotiation rounds while their peers observed and learned from each interaction. The interactive format allowed everyone to absorb key negotiation techniques, common mistakes to avoid, and ways to handle tricky questions from recruiters, even when they were not directly participating in a given round.

4. Key Learnings for Students

- How to professionally respond to an initial salary offer without appearing overconfident or underconfident.
- Techniques to research and benchmark salary expectations before an interview.
- How to communicate expected CTC clearly while remaining open to discussion.
- The importance of body language, tone, and confidence during a negotiation conversation.
- Handling counter-offers and difficult questions from HR representatives with composure.
- Balancing assertiveness with professionalism to leave a positive impression on recruiters.

5. Outcome

The activity received an enthusiastic response from the final year students, with around 20 students actively participating in the role plays. Students found the session extremely useful and practical, as it gave them first-hand exposure to the kind of conversations they are likely to encounter with recruiters during the upcoming placement drives. The hands-on, interactive format helped students move beyond theoretical knowledge and build real confidence in handling salary discussions professionally.

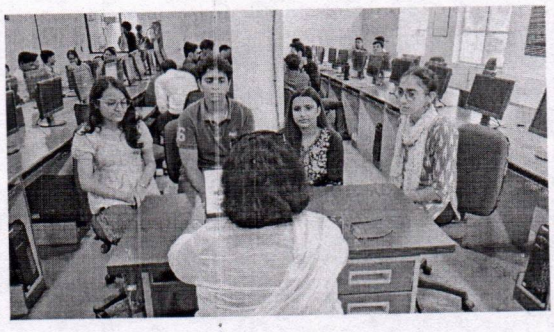
The Training & Placement Office plans to conduct similar mock interview and negotiation sessions periodically to ensure that all final year students are well-prepared to confidently navigate the placement process.

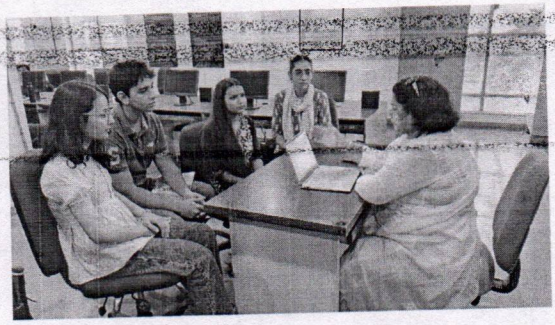
6. Acknowledgement

The Training & Placement Office extends its sincere appreciation to Dr. Sangeeta Sinha for conceptualizing and conducting the role play with great enthusiasm, and to all the faculty members and students who supported and participated in making the session a success. Such initiatives go a long way in bridging the gap between classroom learning and real-world corporate interactions, and the department looks forward to organizing more such interactive sessions ahead of the placement season.

7. Event Glimpses









Glimpses of the Role Play Activity — Dr. Sangeeta Sinha (TPO) in conversation with final year students on the salary negotiation session

Student's Attendance

Role Play (Salary Negotiation)

Roll No.	Name	Department	Signature
22-CSE-002	AAYU	CSE	
22-CSE-003	AAYUSH	CSE	
22-CSE-004	ABHINAV	CSE	
22-CSE-005	ABHISHEK	CSE	
22-CSE-006	AKASH	CSE	
23-BBA-027	KAJAL	BBA	
23-BBA-030	KASHISH	BBA	
23-BBA-031	KHUSHBU	BBA	
23-BBA-033	~~KHUSHI~~	~~BBA~~	
23-BBA-035	LAKSHITA	BBA	
23-BCA-DS-026	KRISHNA	BCA DS	
23-BCA-DS-027	KRISHNA	BCA DS	
23-BCA-DS-028	KULTAR	BCA DS	
23-BCA-DS-029	KUNAL	BCA DS	
23-BCA-DS-030	MAYANK	BCA DS	
23-BCA-DS-031	MAYANK	BCA DS	
23-BCA-DS-032	MOHINI	BCA DS	
23-BCA-DS-033	MONIKA	BCA DS	
23-BCA-DS-034	NITISH	BCA DS	
23-BCA-DS-035	PARTH	BCA DS	

ECHELON INSTITUTE OF TECHNOLOGY

Training & Placement Department

ACTIVITY REPORT

Role Play Session on "Handling Workplace Pressure"

1. Overview

Activity Type	Role Play Session
Topic	Handling Workplace Pressure
Organized By	Training & Placement Department
Date	15th April 2026 (Wednesday)
Time	1:00 PM Onwards
Venue	G-29
Facilitators	Training & Placement Cell Team
Target Audience	Final Year and Pre-Final Year Students
Mode	Offline

2. Introduction

The modern workplace often demands the ability to perform effectively under tight deadlines, shifting priorities, and high expectations. Recognizing this, the Training & Placement Department organized an interactive role play session on the topic "Handling Workplace Pressure" for final year and pre-final year students, with the objective of preparing them to manage stress and pressure constructively as they step into their professional careers.

The session was held on 15th April 2026 from 1:00 PM onwards at G-29, and brought together a large gathering of final year and pre-final year students. The event was addressed by members of the Training & Placement Cell, who were introduced to the students at the start of the session, followed by an interactive, scenario-based discussion on coping with workplace pressure.

3. Objectives of the Session

- To help students identify common sources of workplace pressure, such as tight deadlines, high performance expectations, and competing priorities.
- To demonstrate, through role play and real workplace scenarios, how pressure can affect decision-making, communication, and productivity if not managed well.
- To introduce practical stress-management and prioritization techniques that students can apply during internships and their first jobs.

- To build awareness of the importance of seeking support, communicating proactively, and maintaining work-life balance under pressure.
- To boost students' confidence in their ability to stay composed and perform effectively in demanding professional situations.

4. Proceedings of the Activity

The session began at 1:00 PM at G-29 with an introduction of the Training & Placement Department team to the gathered students, outlining the roles of each member in supporting students through their placement journey. This was followed by the main session on Handling Workplace Pressure, conducted in an interactive format before a large audience of final year and pre-final year students.

Student volunteers were invited to enact short workplace scenarios involving common pressure situations — such as being assigned an urgent task with a very short deadline, receiving conflicting instructions from two seniors, or being asked to manage multiple deliverables at once. The role plays illustrated how such situations can lead to stress, hasty decisions, or breakdowns in communication when not handled thoughtfully.

After each enactment, the facilitators paused to discuss what had gone wrong and how the situation could have been handled differently. Students in the audience were encouraged to share their own reactions and suggest alternative responses, making the session highly participative. The facilitators then guided the group through practical techniques for managing pressure, including task prioritization, breaking large problems into smaller steps, communicating early with supervisors about workload concerns, and maintaining a calm, solution-focused mindset.

The session concluded with an open discussion, where students raised questions about balancing academic pressure with upcoming placement preparation, and the facilitators offered guidance drawn from real workplace experiences.

5. Key Learnings Shared by the Facilitators

The facilitators highlighted several key strategies for handling pressure effectively in a professional setting:

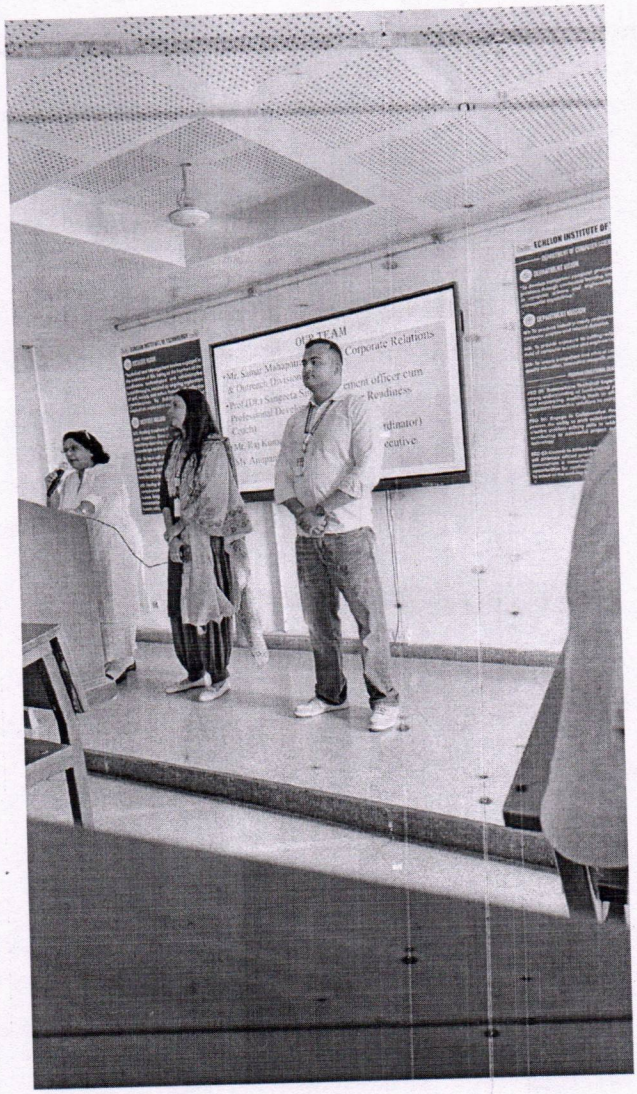
- Prioritize tasks based on urgency and impact, rather than attempting to do everything at once.
- Communicate proactively with supervisors or team members when workload or deadlines feel unmanageable, instead of staying silent under stress.
- Break large or overwhelming tasks into smaller, manageable steps to maintain clarity and momentum.
- Stay solution-focused during high-pressure moments rather than reacting emotionally to the situation.
- Recognize personal stress signals early and use short breaks, deep breathing, or brief pauses to regain focus.
- Maintain a long-term perspective on work-life balance, as sustainable performance matters more than short bursts of overwork.

6. Outcome and Impact

The role play session was well received by the large gathering of final year and pre-final year students, many of whom related closely to the scenarios enacted, having faced similar pressure during academic project deadlines and group assignments. By observing common pressure-inducing situations played out live, students were able to better understand the practical impact of poor pressure management, as well as the tangible techniques that can help in such situations.

The interactive format encouraged active participation and reflection, helping students move from a passive understanding of "stress management" as a concept to actionable habits they can apply during internships, project deadlines, and their eventual professional roles. The session strengthened students' confidence in their ability to remain composed, organized, and solution-oriented when faced with demanding workplace situations.

7. Photographs





8. Conclusion

The role play session on "Handling Workplace Pressure," organized by the Training & Placement Department, gave final year and pre-final year students a practical and relatable understanding of how to manage stress and high-pressure situations in a professional environment. Through a combination of live scenarios, guided discussion, and practical strategies, students left the session better equipped to handle deadlines, competing priorities, and demanding work situations with composure and clarity. The Training & Placement Department plans to continue organizing such experiential sessions to further strengthen the professional readiness and resilience of its students.

Training & Placement Department

Signature: _____

Student's Attendance

Role Play (Handling Workplace Pressure)

Roll No.	Name	Department	Signature
22-CSE-017	ANUJ	CSE	
22-CSE-019	ARYAN	CSE	
22-CSE-020	ASHISH	CSE	
22-CSE-038	GAURI	CSE	
22-CSE-039	GOURAV	CSE	
23-BBA-030	KASHISH	BBA	
23-BBA-031	KHUSHBU	BBA	
23-BBA-014	CHARU	BBA	
23-BCA-041	MANISH	BCA	
23-BCA-042	MANISH	BCA	
23-BCA-043	MANTHAN	BCA	
23-BCA-020	DIVYA	BCA	
23-ME-L-06	ANKUR	ME	
23-ME-L-07	AMAN	ME	
23-ME-L-12	MOHAMMAD ASAD	ME	
22-ECE-005	MUSKAN	ECE	
22-ECE-002	GAURAV	ECE	
23-BBADM-023	MANISH	BBA DM	
23-BBADM-025	NIKHIL	BBA	
23-BBADM-026	NISHA	BBA DM	
23-BBADM-028	PRAVLEEN KAUR	BBA DM	
23-BBA-088	TARUNA	BBA	
23-BBA-089	USHANT	BBA	
23-BBA-090	UTTAM	BBA	
23-BBA-091	VANSH	BBA	
23-BBA-092	VARSHA	BBA	
23-BBA-097	YASH	BBA	