

Details of Group Discussion Sessions Organized by the Departments

(Academic Year 2025-26)

S. No.	Title	Date	Days	Organising Department	Event Summary	No. of Participants	Resource Person / Organisation	Mode
1	Is Industry Readiness More Important Than Academic Excellence?	09-Jan-2026	1	Training & Placement	Students discussed the relative importance of workplace-ready skills and academic foundations, presenting industry-focused, academic and balanced viewpoints. The session emphasized critical thinking, communication, listening and evidence-based argumentation.	33	Ms. Suruchi — In-house Trainer; Echelon Institute of Technology	face-to-face
2	AI: A Threat to Employment or an Opportunity for New Careers	27-Mar-2026	1	Training & Placement	BBA and MBA students examined how AI may displace routine tasks while creating new career paths. The discussion concluded that impact depends on the role and on individuals' adaptability, AI fluency and reskilling.	20	Ms. Suruchi — Master Trainer; Echelon Institute of Technology	face-to-face
3	Should Companies Hire for Skills Rather Than Degrees	11-Apr-2026	1	Training & Placement	MBA students debated skills-based hiring versus degree-based hiring, considering practical competency, foundational knowledge and regulated professions. The closing takeaway favoured a role-dependent hybrid approach, with skills as a key signal alongside qualifications and other evidence.	48	Ms. Suruchi — Initiator / In-house Trainer; Mr. Raj Kumar Suman — Timekeeper; Dr. Sangeeta Sinha — Summarizer; Echelon Institute of Technology	face-to-face



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

S. No.	Title	Date	Days	Organising Department	Event Summary	No. of Participants	Resource Person / Organisation	Mode
4	Is entrepreneurship better than a corporate job?	23-Jul-2025	1	Training & Placement	organized to encourage students to explore the advantages and challenges of entrepreneurship and corporate employment. Participants shared their views on career growth, financial stability, independence, risk-taking, and professional development, enhancing their critical thinking, communication, and decision-making skills.	25	Ms. Rajkumari	face-to-face
5	Is job hopping good for career growth?	18-Sep-2025	1	Training & Placement	The Group Discussion on "Is Job Hopping Good for Career Growth?" encouraged students to examine how changing jobs can influence career progression, salary growth, skill development, and professional opportunities. Participants discussed whether frequent job changes help individuals advance faster or may affect their career stability, employer trust, and long-term professional growth.	28	Ms. Rajkumari	face-to-face
6	Skills vs. degrees: Which matters more?	20-Nov-2025	1	Training & Placement	The Group Discussion on "Skills vs. Degrees: Which Matters More?" focused on the changing expectations of employers and the importance of practical knowledge in today's competitive job market. Students exchanged views on whether professional skills, hands-on experience, and industry readiness hold greater value than academic qualifications during recruitment and career advancement.	32	Ms. Suruchi	face-to-face

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

S. No.	Title	Date	Days	Organising Department	Event Summary	No. of Participants	Resource Person / Organisation	Mode
7	Will AI replace human jobs?	21-May-2026	1	Training & Placement	The Group Discussion on "Will AI Replace Human Jobs?" explored the growing use of artificial intelligence and automation across industries and their impact on employment opportunities. Participants discussed the possibility of job displacement, the emergence of new career roles, and the need for reskilling and adaptability to remain relevant in an AI-driven workplace.	19	Mr. Raj Kumar	face-to-face
8	Teamwork vs. individual performance	20-Aug-2026	1	Training & Placement	The Group Discussion on "Teamwork vs. Individual Performance" examined how collaborative efforts and individual contributions influence workplace productivity and professional success. Students presented their perspectives on balancing personal accountability with collective responsibility, highlighting the role of coordination, leadership, independent thinking, and shared goals in achieving organizational objectives.	41	Ms. Sangeeta Sinha	face-to-face

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

GROUP DISCUSSION

Should companies hire for skills rather than degrees
(For MBA)

By-

Initiator- Ms. Suruchi

Timekeeper- Mr. Raj Kumar Suman

Summarizer- Dr. Sangeeta Sinha

Venue- S-36

Academic Block
II Floor

Group Discussion — In-House Activity

MBA Programme

Topic	"Should companies hire for skills rather than degrees?"
Conducted by	In-house Trainer — Ms. Suruchi
Date of GD	11 th April 2026
Total participants	48 (6 groups of 8)
Session duration	Approx. 2.5 hours (6 groups × ~20 min + briefing/debrief)
Initiator	Ms. Suruchi
Timekeeper	Mr. Raj Kumar Suman
Summarizer	Dr. Sangeeta Sinha

1. Objective

This GD is designed to help MBA students build structured argumentation, active listening, and persuasive-communication skills while examining a live debate in HR and talent strategy: whether competency-based hiring should replace or supplement degree-based hiring.

2. Format & Rules

- Each group of 8 will be given the topic and 3 minutes of silent preparation time before the discussion begins.
- Discussion duration: 12–15 minutes per group, followed by a 3–5 minute feedback round from the trainer.
- No fixed 'for/against' sides are assigned in advance — this is a free/open GD; students must take and defend a position based on logic, not just repeat points.
- Every participant must speak at least once; dominating the floor or interrupting others will be marked down.
- One student per group will be asked to summarize the group's conclusion in the last 1 minute.

3. Facilitation Roles for the Session

Role	Responsibility	Assigned To
Initiator	Opens the session, introduces the topic to all groups, and frames the discussion.	Ms. Suruchi
Timekeeper	Tracks and announces time for each group's discussion and feedback round.	Mr. Raj Kumar Suman
Summarizer	Consolidates key takeaways across groups and closes the session.	Dr. Sangeeta Sinha

4. Group Formation (48 students → 6 groups of 8)

Group A

24-MBA-001 Aarif Mohammad	24-MBA-003 Aman Kumar Singh
24-MBA-004 Amit	24-MBA-005 Ananya Gupta
24-MBA-006 Anjali Kumari	24-MBA-007 Anjali Saini
24-MBA-008 Anju	24-MBA-009 Ankit

Group B

24-MBA-010 Anmol Kathuria	24-MBA-011 Chesta Rawat
24-MBA-014 Dishita Chaudhary	24-MBA-016 Ishika
24-MBA-017 Jai Bhati	24-MBA-019 Jaya Chauhan
24-MBA-020 Jyoti	24-MBA-021 Kashish

Group C

24-MBA-022 Khushbu	24-MBA-024 Leena Sharma
24-MBA-025 Meenu Kumari	24-MBA-026 Mohit Kumar
24-MBA-027 Muskan Diwan	24-MBA-028 Nidhi Kumari
24-MBA-029 Parul Chauhan	24-MBA-030 Poonam Chandila

Group D

24-MBA-032 Pranjal Gupta	24-MBA-033 Prashant Sharma
24-MBA-035 Rashmi	24-MBA-036 Ritik
24-MBA-037 Ritik	24-MBA-038 Ruby Yadav
24-MBA-039 Sakshi Sharma	24-MBA-040 Sandeep Kumar Kaunr

Group E

24-MBA-042 Shivendra Yadav	24-MBA-043 Sonali Kumari
24-MBA-045 Srishti	24-MBA-046 Sunil
24-MBA-047 Tanishq	24-MBA-048 Vivek Nagar
24-MBA-050 Anushka Jena	24-MBA-051 Garima Jain

Group F

24-MBA-052 Komal	24-MBA-054 Sidhant Sharma
24-MBA-056 Archana	24-MBA-058 Gulafshan
24-MBA-059 Nisha	24-MBA-060 Nisha Saini
24-MBA-061 Ragib	24-MBA-063 Khushal Chaturvedi

5. Evaluation Rubric

Score each participant out of 5 on the following parameters (Total = 25):

Parameter	What to look for	Score (1-5)
Content & Relevance	Sound arguments, real examples (companies, case studies), awareness of both sides	
Communication	Clarity, articulation, structured points, appropriate tone	
Confidence & Body Language	Eye contact, posture, composure, voice modulation	
Leadership & Initiative	Steering the discussion, bringing in quieter members, building consensus	
Listening & Team Behaviour	Building on others' points, not interrupting, receptiveness to counter-views	

6. Trainer's Reference: Key Arguments

For quick prompting if a group runs dry or misses angles. Not to be shared with students beforehand.

In favour of skills-based hiring

- Fast-changing job roles (tech, digital marketing, data) often outpace what degree curricula teach.
- Companies like Google, IBM, and Apple have publicly dropped degree requirements for many roles and hire via portfolios, assessments, or certifications.
- Degrees can screen out capable candidates from non-traditional or economically weaker backgrounds — skills-based hiring widens the talent pool.
- Reduces mismatch between what is taught and what the job actually needs — lowers training/onboarding costs.
- Certifications, bootcamps, and demonstrated project work can be validated more directly (tests, work samples) than a degree can.

In favour of retaining degree requirements

- A degree signals sustained discipline, foundational theory, and ability to complete a long-term commitment — not just a narrow skill.
- For regulated professions (law, medicine, engineering, finance/CA), degrees are often a legal or compliance requirement, not a preference.
- Degrees provide a broader, transferable knowledge base useful as roles evolve, versus a narrow skill that may become obsolete.
- Skills tests can be gamed or coached short-term; a degree reflects a longer, harder-to-fake evaluation process.
- For campus/entry-level hiring at scale, degree + institution act as an efficient, if imperfect, initial filter given limited time per candidate.

A balanced/nuanced position (good closing argument)

- Most progressive companies are moving toward a hybrid model: skills as the primary filter, with degrees as one signal among several (portfolio, assessment, interview performance).
- The right approach likely depends on role type: creative/tech/sales roles skew skills-first; regulated, research, or leadership-track roles still value formal education.

7. Debrief Questions & Result (for the last 10 minutes)

- Which group made the most convincing case, and why?

Result / Outcome: Group D was rated the most convincing. Rather than arguing only 'for' or 'against', they built their case around role-type — pointing out that a start-up hiring a UI/UX designer would rightly prioritize a live portfolio over a degree, while a hospital hiring a doctor cannot skip formal qualification. This role-based framing, backed by named company examples (Google, IBM) and a clear rebuttal to the counter-argument on regulated professions, gave their case more structure and credibility than groups that argued one side throughout.

- What is one argument you hadn't considered before this GD?

Result / Outcome: Several participants noted they hadn't considered that skills-based hiring, while appearing more 'merit-based', can also be gamed — coached interview answers, purchased certifications, or rehearsed portfolios can misrepresent real competence, just as a degree can be earned without deep learning. This nuance — that neither method is a foolproof filter — came up as a fresh insight for most groups.

- As future job-seekers, how does this debate change how you'll present yourself to recruiters — resume vs. portfolio/skills proof?

Result / Outcome: The consensus was that a resume alone is no longer sufficient. Students agreed to start building demonstrable proof of skill alongside their MBA — live projects, case competitions, certifications (e.g., analytics, digital marketing), and a portfolio/LinkedIn presence — so that they are competitive whether a recruiter screens primarily on the degree or on demonstrated skill.

Overall Result of the GD

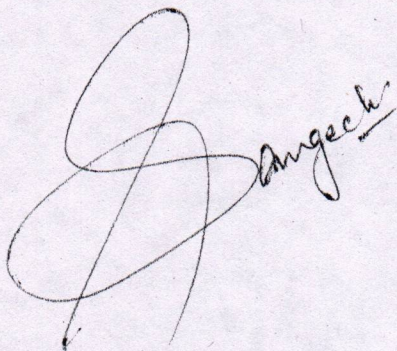
Final consensus / conclusion of the session:

The session concluded with a balanced, hybrid position rather than a one-sided verdict. Most groups agreed that skills should be the primary filter for fast-evolving, execution-heavy roles (tech, digital, sales, creative), where companies such as Google, IBM,

and Apple have already moved to skills/portfolio-based hiring. At the same time, groups agreed that degrees remain necessary where they are a legal or regulatory requirement (law, medicine, chartered accountancy, engineering) and continue to add value as a broad, foundational filter for large-scale campus/entry-level hiring.

Overall class sentiment (informal show of hands): approximately 60% leaned toward skills-based hiring as the future direction, 15% favoured retaining degree-first hiring, and the remaining 25% held a fully hybrid/'it depends on the role' view — which was ultimately adopted as the session's closing takeaway.

Participation & delivery: engagement was high across all six groups; Group D and Group B were the strongest performers on structured argumentation, while a few otherwise quieter participants (prompted well by their group's Timekeeper cues) contributed meaningfully once the discussion opened up — a positive sign for the role-rotation structure used in this activity.

A handwritten signature in dark ink, featuring a large, stylized initial 'S' followed by the name 'Sangech' in a cursive script.

GROUP DISCUSSION

AI: A Threat to Employment or an Opportunity for New Careers

(For BBA & MBA)

Report prepared by:

(Dr. Sangeeta Sinha)

Placement Officer

Career Development & Outreach Division

Echelon Institute of Technology.

faridabad

Group Discussion — In-House Activity

BBA & MBA Programme

Topic	"AI: A Threat to Employment or an Opportunity for New Careers?"
Date of GD	27 March 2026
Total participants	20 (12 BBA + 8 MBA, 2 groups of 10)
Session duration	Approx. 1.5–2 hours (2 groups × ~25 min + briefing/debrief)
Master Trainer	Ms. Suruchi
Placement Coordinator	Mr. Raj Kumar Suman
Placement Coordinator	Ms. Rajkumari
Placement Officer	Dr. Sangeeta Sinha

1. Objective

This GD brings BBA and MBA students together to debate a question directly relevant to their own employability: whether AI is primarily displacing jobs or creating new career pathways. The joint format also gives Placement Cell representatives an early, informal read on how job-ready and future-aware this cohort is, ahead of placement season.

2. Format & Rules

- Each group of 10 will be given the topic and 3 minutes of silent preparation time before the discussion begins.
- Discussion duration: 15–18 minutes per group, followed by a 5-minute feedback round.
- This is a free/open GD — no side is pre-assigned; students must take and defend a position with logic and examples.
- Every participant must speak at least once; dominating the floor or interrupting others will be marked down.
- One participant per group summarizes the group's conclusion in the final minute.

3. Facilitation & Coordination Team

Role	Responsibility	Assigned To
Master Trainer	Conducts and moderates the GD; frames the topic, manages time between groups, and leads the feedback/debrief.	Ms. Suruchi
Placement Coordinator	Observes Group 1; notes individual performance and placement-readiness indicators (communication, confidence).	Mr. Raj Kumar Suman
Placement	Observes Group 2; notes individual	Ms. Rajkumari

Coordinator	performance and placement-readiness indicators (communication, confidence).	
Placement Officer	Oversees the overall session; consolidates evaluation sheets and finalizes the session's conclusion/result summary.	Dr. Sangeeta Sinha

4. Group Formation (20 students → 2 groups of 10, BBA + MBA mixed)

Group 1

23-BBADM-002 Abhishek Kumar (BBA)	23-BBADM-006 Anjali (BBA)
23-BBADM-011 Bhoomi Itkan (BBA)	23-BBADM-021 Jishan (BBA)
23-BBADM-029 Priya (BBA)	23-BBADM-035 Sumit Kumar (BBA)
23-MBA-020 Nisha Jha (MBA)	23-MBA-040 Osee Kumari (MBA)
23-MBA-025 Puruskar (MBA)	23-MBA-030 Shivi Madan (MBA)

Group 2

23-BBADM-004 Aditi Bhati (BBA)	23-BBADM-008 Anshu Bhati (BBA)
23-BBADM-017 Hemlata (BBA)	23-BBADM-025 Nikhil Verma (BBA)
23-BBADM-033 Shubham Singh (BBA)	23-BBADM-036 Tanya Sharma (BBA)
23-MBA-021 Nitin Sharma (MBA)	23-MBA-023 Priya Gaur (MBA)
23-MBA-041 Satender (MBA)	23-MBA-042 Twinkle Kumari (MBA)

5. Evaluation Rubric

Score each participant out of 5 on the following parameters (Total = 25):

Parameter	What to look for	Score (1-5)
Content & Relevance	Sound arguments, real examples (industries, job roles, reports), awareness of both sides	
Communication	Clarity, articulation, structured points, appropriate tone	
Confidence & Body Language	Eye contact, posture, composure, voice modulation	
Leadership & Initiative	Steering the discussion, bringing in quieter members, building consensus	
Listening & Team Behaviour	Building on others' points, not interrupting, receptiveness to counter-views	

6. Trainer's Reference: Key Arguments

For quick prompting if a group runs dry or misses angles. Not to be shared with students beforehand.

AI as a threat to employment

- Automation is replacing routine, rule-based work — data entry, basic accounting/bookkeeping, first-line customer support, and repetitive manufacturing tasks.
- Global reports (e.g., WEF's Future of Jobs) project tens of millions of jobs displaced by automation and AI over the next few years.
- Entry-level and support-function roles — often the first job for freshers — are among the most exposed, which is a direct concern for this audience.
- Cost-cutting pressure: companies may keep headcount lean even while growing, using AI to do more with fewer people.
- Skill obsolescence: employees who don't continuously upskill risk becoming unemployable as tools change faster than curricula.

AI as an opportunity for new careers

- Entirely new roles are emerging: prompt engineers, AI/ML trainers and annotators, AI product managers, MLOps engineers, AI governance/ethics specialists.
- The same WEF-type reports that project displacement also project significant new job creation from AI and related technology roles.
- AI often augments rather than replaces — handling repetitive sub-tasks so people can focus on strategy, creativity, and relationship-based work.
- New business opportunities: AI consulting, AI-enabled products/services, and entrepreneurship built around AI tools.
- For BBA/MBA graduates specifically: emerging demand in AI-driven marketing analytics, HR analytics, AI-enabled operations, and AI strategy/consulting roles.

A balanced/nuanced position (good closing argument)

- AI is best understood as reshaping jobs rather than simply destroying or creating them — many roles will be redefined, not removed.
- The real dividing line is adaptability: professionals and students who proactively learn to work with AI tools are likely to benefit, while those who don't risk being left behind — the technology itself is less decisive than the response to it.

7. Debrief Questions & Result (for the last 10 minutes)

- Which group made the most convincing case, and why?

Result / Outcome: Group 2 was rated the most convincing. Instead of treating AI as a single, uniform force, they distinguished between task-level automation (which is real and already happening) and job-level elimination (which is rarer), and used sector-specific examples — customer support chatbots versus AI-assisted marketing analytics roles — to show both displacement and creation happening side by side. This gave their argument more precision than groups that treated 'AI' as one big undifferentiated threat or opportunity.

- What is one argument you hadn't considered before this GD?

Result / Outcome: *Many participants said they hadn't considered that AI's impact on entry-level jobs specifically (their own near-term job market) may be more immediate and disruptive than its impact on experienced roles — since AI tools most easily replace the routine tasks typically assigned to freshers, which could quietly shrink the traditional 'entry point' into many careers.*

- As future job-seekers, how will you prepare yourself for an AI-influenced job market?

Result / Outcome: *The consensus was to treat AI fluency as a core employability skill, not an optional add-on: learning to use AI tools relevant to their function (analytics, content, research, automation), building judgment/soft skills that AI cannot easily replicate (negotiation, leadership, ethical decision-making), and staying deliberately updated on how their target industry is adopting AI before entering placements.*

8. Conclusion / Result Sheet

Final consensus / conclusion of the session:

The session closed on a balanced, hybrid conclusion rather than a one-sided verdict. Both groups agreed that AI is genuinely displacing specific tasks and some roles — particularly routine, entry-level, and rule-based work — while simultaneously opening new categories of careers that did not exist a few years ago. The dominant view was that the honest answer is 'both, depending on the role and on the individual's willingness to adapt,' rather than a simple threat-or-opportunity binary.

Overall class sentiment (informal show of hands): approximately 50% viewed AI primarily as an opportunity for new careers, 20% viewed it primarily as a threat to existing employment, and 30% held a fully hybrid 'depends on the role and the reskilling effort' view — which was adopted as the session's closing takeaway.

Participation & delivery: engagement was strong across both groups; Group 2 was rated marginally stronger on structured argumentation and use of examples, while Group 1 showed strong energy and initiative, with most quieter participants contributing once prompted by their group's flow.

Placement Cell observation: *participants who could tie the AI debate back to concrete, function-specific skills (e.g., 'I will need to learn analytics tools for a marketing role') stood out as noticeably more placement-ready in their thinking than those who spoke only in general terms about AI.*

9. Summary Result Table

Metric	Result
Total participants	20 (12 BBA + 8 MBA)
Groups formed	2 (10 each, BBA + MBA mixed)
Most convincing group	Group 2
Overall class stance	Opportunity: ~50% Threat: ~20% Hybrid/Depends: ~30%
Final session conclusion	AI reshapes jobs rather than simply destroying or creating them — outcome depends on individual adaptability and reskilling
Session sign-off	Master Trainer: Ms. Suruchi Placement Officer: Dr. Sangeeta Sinha

Report prepared by:

Dr. Sangeeta Sinha

Placement Officer

Career Development & Outreach Division

Echelon Institute of Technology.

faridabad

GROUP DISCUSSION

Is Industry Readiness More Important Than Academic Excellence

By-
Suruchi

Venue- S-36
Academic Block
II Floor

GROUP DISCUSSION REPORT

Soft Skills & Employability Enhancement Program

Topic: “Is Industry Readiness More Important Than Academic Excellence?”

In-House Trainer	Ms. Suruchi
Topic	Is Industry Readiness More Important Than Academic Excellence?
Program / Branch	B.Tech (CSE)
Batch	2026 Passing Out
Date	09 January 2026
Duration	45 Minutes
Venue	Training Hall, Learning & Development Centre
Number of Participants	33
Discussion Format	Structured Group Discussion (For / Against / Balanced viewpoints)

1. Objective of the Session

The objective of this group discussion was to enhance participants’ critical thinking, articulation, and listening skills while engaging with a subject of direct relevance to their career readiness. The topic was designed to encourage participants to evaluate the relative importance of practical, workplace-oriented skills versus strong academic grounding, and to help them build reasoned, evidence-based arguments while respecting differing viewpoints.

2. Introduction to the Topic

The discussion opened with a brief context-setting note from the trainer on how organizations increasingly emphasize job-ready skills such as communication, technical proficiency, and adaptability, while academic institutions continue to prioritize conceptual depth and theoretical rigor. Participants were divided into three broad camps — those supporting industry readiness, those supporting academic excellence, and those advocating a balanced or hybrid perspective — to ensure a well-rounded exchange of ideas.

3. Key Arguments: In Favour of Industry Readiness

- Employers increasingly prioritize practical competencies, internships, and certifications over academic scores alone, as raised by several participants citing recruiter expectations.
- Real-world problem solving, communication, and adaptability were seen as immediate contributors to on-the-job performance and productivity.
- Rapidly evolving industries such as technology and digital marketing were cited as examples where updated, applied skills quickly outweigh outdated theoretical knowledge.

- Participants noted that many successful entrepreneurs and professionals have thrived through skill-based learning rather than purely academic pathways.

4. Key Arguments: In Favour of Academic Excellence

- A strong academic foundation builds analytical ability, discipline, and conceptual clarity that supports long-term career growth beyond entry-level roles.
- Fields such as medicine, law, research, and engineering were highlighted as domains where academic rigor is non-negotiable for competence and credibility.
- Participants argued that academic excellence often reflects a candidate's ability to learn, reason, and adapt — qualities that translate into faster upskilling later.
- Academic credentials continue to serve as an important initial screening criterion in many recruitment and higher-education processes.

5. Balanced / Alternative Viewpoints

- Several participants proposed that industry readiness and academic excellence are complementary rather than competing priorities, and that curricula should integrate both.
- It was suggested that internships, live projects, and industry certifications alongside formal education could bridge the current skill gap most effectively.

6. Trainer's Observations

Ms. Suruchi observed that participants demonstrated good preparation, with most contributions supported by relevant examples and real-world references. Turn-taking and listening etiquette were largely well maintained, though a few participants were encouraged to be more concise to allow equal speaking opportunities for all. Confidence levels and articulation improved noticeably as the session progressed, and the group displayed a healthy balance of assertiveness and respect for opposing views.

Participants who advocated a balanced perspective were particularly commended for synthesizing both sides into practical, forward-looking recommendations rather than remaining confined to a binary stance.

7. List of Participants

A total of 33 students from B.Tech (CSE), Batch 2026 Passing Out participated in the group discussion session conducted by In-House Trainer Ms. Suruchi. The details of the attending participants are listed below:

S.No.	Roll No.	Enrollment No.	Student Name	Father's Name
1	23-ECE-L-05	23015008504	FARDEEN KHAN	ANSAR AHAMED
2	22-ECE-008	22015008008	NIKHIL PRASHAD	BABLU PRASHAD
3	22-ECE-009	22015008009	RAGHAV KUMAR CHAUDHARY	SANTOSH KUMAR CHOUDHARY

S.No.	Roll No.	Enrollment No.	Student Name	Father's Name
4	23-ECE-L-02	23015008506	RUDRA GOLE	VIKAS
5	23-ECE-L-01	23015008507	SHIVANI	VIPIN KUMAR
6	23-ECE-L-01	23015008507	SHIVANI	VIPIN KUMAR
7	22-CSE-023	22015004021	AYUSHI DABAAS	RAKESH DABAAS
8	22-CSE-024	22015004022	CHAMAN PRAKASH BHARDWAJ	DHARAM SINGH
9	22-CSE-025	22015004023	CHHAVI BAWAJA	YASH PAL BAWAJA
10	22-CSE-026	22015004024	DAVESH GUPTA	RAKESH GUPTA
11	22-CSE-042	22015004040	HARSH PAL	KAILASH
12	22-CSE-043	22015004041	HARSHIT GUPTA	GOURAV KUMAR GUPTA
13	22-CSE-044	22015004042	HIBHA SINGH MEHROK	TEJINDER SINGH MEHROK
14	22-CSE-045	22015004043	HIMANSHU	RAKESH
15	22-CSE-046	22015004044	HIMANSHU	AJEET KUMAR
16	22-CSE-048	22015004045	HIMANSHU SINGH	RAJKISHOR
17	22-CSE-062	22015004058	KARAN SINGH	DINESH PRASHAD SINGH
18	22-CSE-064	22015004060	KASHISH MITTAL	PAWAN MITTAL
19	22-CSE-065	22015004061	KHUSHANT	ROHTASH
20	22-CSE-066	22015004062	KHUSHI MITTAL	DINESH KUMAR MITTAL
21	22-CSE-105	22015004099	PRANAV BHARDWAJ	BRIJESH KUMAR
22	22-CSE-106	22015004100	PRANAY KUMAR	RAKESH KUMAR
23	22-CSE-108	22015004102	PRAVEEN KUMAR	SANJAY KUMAR
24	22-CSE-123	22015004116	SANA	MD.SHAKIR
25	22-CSE-125	22015004117	SATYAM KUMAR	MANOJ KUMAR TANTI
26	22-CSE-126	22015004118	SHASWAT MISHRA	RAVINDRA MISHRA
27	22-CSE-127	22015004119	SHIVAM BHARDWAJ	GANGA DUTT BHARDWAJ
28	22-CSE-128	22015004120	SHIVAM KUMAR	GANGA RAM SHARMA
29	23-MCA-010	23015602012	MANISHA PANDEY	MAHESH CHANDRA PANDEY
30	23-MCA-011	23015602013	MANSI CHAWLA	TULSI DASS CHAWLA
31	23-MCA-012	23015602014	MD FAIZ KHAN	RIYASAT KHAN
32	23-MCA-014	23015602015	MOHD SHOEIB	FAIQ ABBAS

S.No.	Roll No.	Enrollment No.	Student Name	Father's Name
33	23-MCA-015	23015602016	MUKUL KUMAR	VED PRAKASH

8. Evaluation Parameters Observed

- Clarity of thought and structuring of arguments
- Relevance and depth of examples used
- Listening skills and responsiveness to counterpoints
- Body language, confidence, and voice modulation
- Ability to build consensus or offer balanced conclusions

9. Conclusion

The group discussion concluded without a singular consensus, reaffirming that both industry readiness and academic excellence play interdependent roles in shaping a well-rounded professional. The session successfully met its objective of sharpening participants' analytical and communication skills while exposing them to multiple perspectives on a real-world debate relevant to their career development.

Overall, the session is rated as highly effective, with strong participation and constructive engagement from all attendees.

Report Prepared By:

Ms. Suruchi

In-House Trainer - Learning & Development