

FACULTY FEEDBACK REPORT

FDP – Faculty Workshop – TPOW

Venue: Raigad Hall, CK 506, Chanakya Building

Dated: 27 August 2026

Time: 03:00 PM-06:05 PM

REFLECTIONS FROM RSoL LEADERSHIP



“ Band Bond Concept is really innovative. The Power of Words FDP was an enriching and inspiring experience. It beautifully demonstrated how words can influence thoughts, strengthen relationships, and inspire positive action. The interactive activities encouraged meaningful participation and personal reflection. The workshop was thoughtfully designed, engagingly delivered, and left a lasting impact on everyone involved. Heartfelt appreciation to the entire team for organising such a powerful and memorable learning experience. ”

Prof. Dr. Urvashi Makkar
Dean & Professor



“ One of the workshop's greatest strengths was its ability to connect important leadership values with practical, everyday situations. It reinforced the importance of empathy, optimism, resilience, compassion, and speaking up with courage and responsibility. The use of wristbands as reminders of these values was creative, memorable, and impactful. ”

Dr. Vikram
Associate Dean (Academics)



“ The Power of Words Workshop was an exceptionally enriching, engaging, and thought-provoking experience. It effectively highlighted the profound influence that words can have on our thoughts, emotions, relationships, and actions. ”

Dr. M. Rajalakshmi
Programme Director

Headline Findings

1. **89.3%** of the 140 rating selections were favourable; 54.3% were Strongly agree.
2. **13 of 14** faculty members recorded an average rating of at least 4.0, and 7 recorded an average of at least 4.5.
3. **9 respondents** rated every item positively, while 4 selected Strongly agree for all 10 items.
4. **The highest mean ratings** were for stimulating interest, well-planned content and allowing full participation, each at 4.43 out of 5.
5. **The most common development request** was for a more practice-oriented format using group activities, real-world cases and structured feedback.

1. Scope and Purpose

This report analyses faculty feedback on the TPOW workshop (The Power of Words). It documents the perceived quality of facilitation and content, identifies the elements faculty members found most valuable, examines improvement suggestions and converts the findings into practical recommendations for future faculty-development delivery.

1.1 Data and Analytical Method

The workbook contained 14 named faculty responses, 10 five-point Likert-scale statements and two optional open-ended questions. Every respondent completed every rating statement. To protect privacy in this report, names are excluded and comments are identified only by anonymous response codes F01-F14.

Table 1. Analytical definitions

Element	Definition
Rating scale	Strongly disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly agree = 5
Favourable response	Agree or Strongly agree
Unfavourable response	Disagree or Strongly disagree
Quantitative analysis	Counts, percentages, item means, dimension means, respondent patterns and internal consistency
Qualitative analysis	Manual thematic coding of substantive comments; a response may contribute to more than one theme
Interpretation	Descriptive analysis of the participating faculty; no population inference or response-rate calculation

1.2 Response Profile

Table 2. Response and completion profile

Measure	Result
Faculty responses	14
Rating items per response	10
Complete rating records	14 of 14
Total rating selections	140
Valuable-aspect comments	12 (85.7%)
Substantive improvement suggestions	8 (57.1%)
Feedback period	28 August 2026 - 29 August 2026

The workbook does not include department, programme or teaching-experience fields, so subgroup comparisons are not possible. The total number of faculty members who attended the workshop is also unavailable; therefore, the response rate cannot be calculated.

2. Overall Quantitative Findings

The overall mean was 4.29 out of 5 and the median rating was 5. Strongly agree accounted for 54.3% of all selections, Agree for 35.0%, Neutral for 3.6% and Strongly disagree for 7.1%. No respondent selected Disagree on any item.

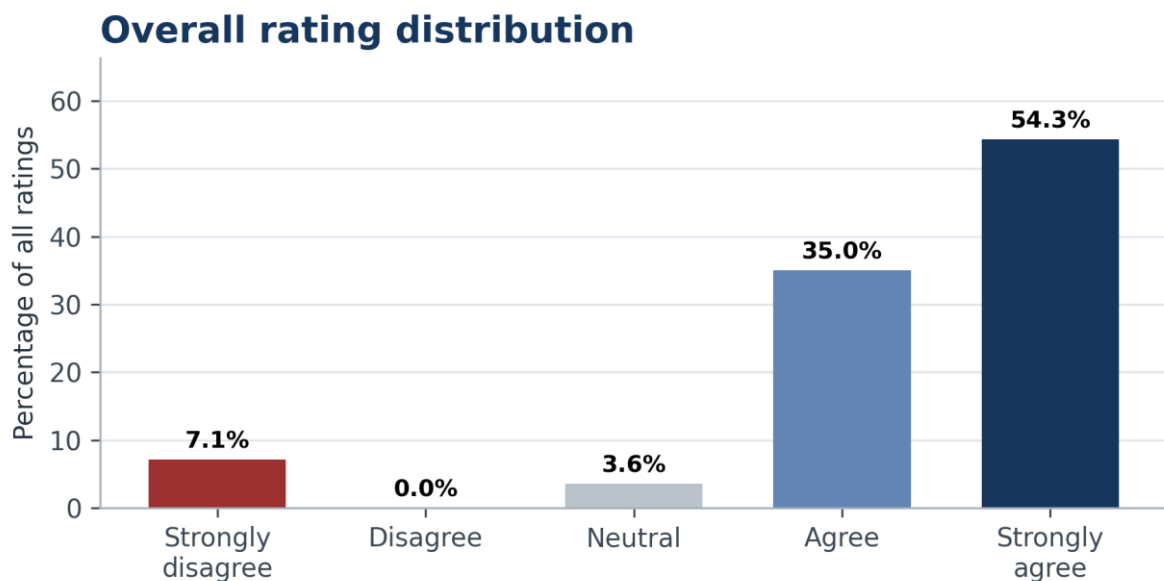


Figure 1. Distribution of all 140 faculty rating selections.

2.1 Instructor and Content Dimensions

Table 3. Dimension-level results

Dimension	Items	Mean rating	Favourable
Instructor skill and responsiveness	6	4.30	90.5%
Course/workshop content	4	4.29	87.5%
Overall	10	4.29	89.3%

The instructor dimension (4.30) and content dimension (4.29) were almost identical. This indicates that faculty members viewed both the delivery and the substance positively. The 0.01-point difference is not practically meaningful.

3. Item-wise Performance

All 10 items achieved a mean above 4.0. The spread between the highest and lowest item means was only 0.29 points. The ranking is therefore best used to identify emphasis for refinement, not to label any item as a serious weakness.

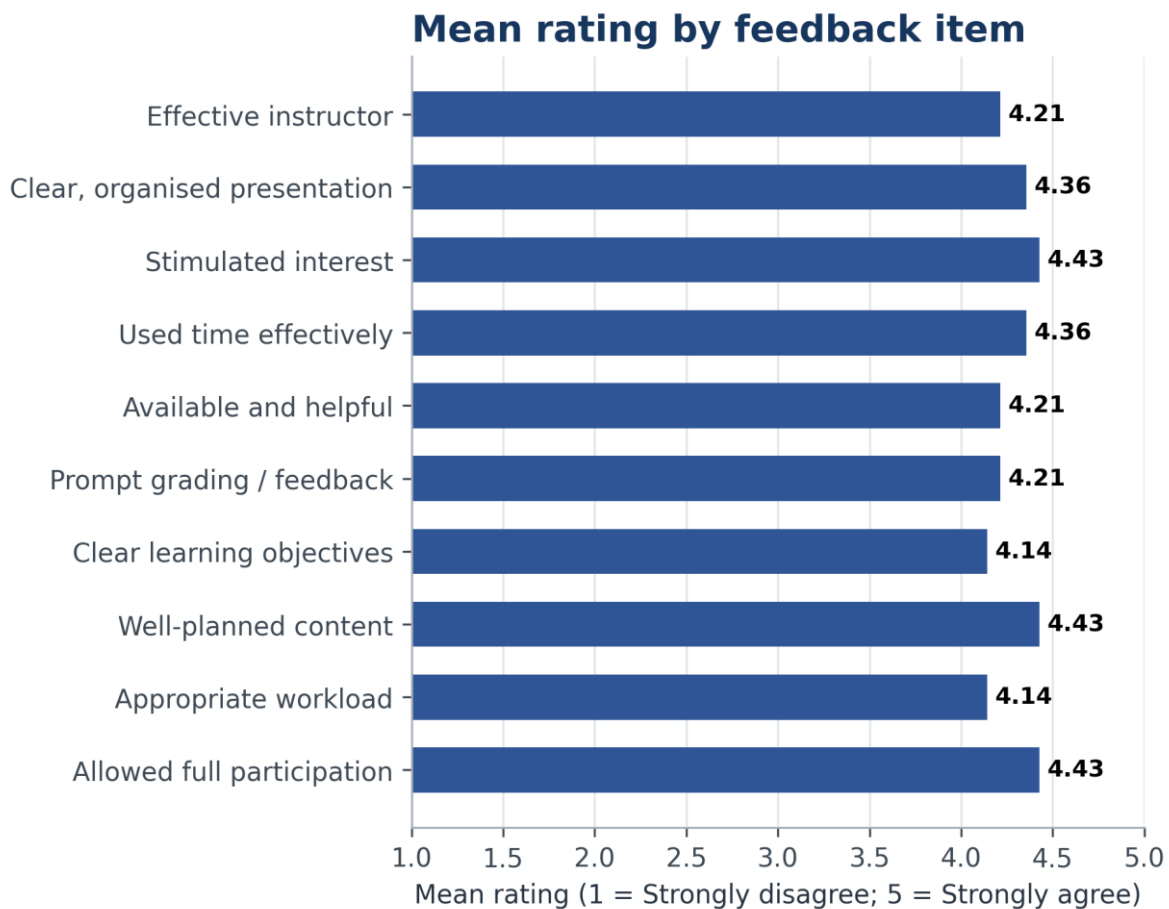


Figure 2. Mean rating for each feedback item.

Table 4. Detailed item-wise results

Feedback item	Mean	Favourable	Neutral	Unfavourable
Instructor was an effective lecturer/demonstrator	4.21	92.9%	0.0%	7.1%
Presentations were clear and organised	4.36	92.9%	0.0%	7.1%
Instructor stimulated interest	4.43	92.9%	0.0%	7.1%
Instructor used time effectively	4.36	92.9%	0.0%	7.1%
Instructor was available and helpful	4.21	85.7%	7.1%	7.1%
Grading was prompt and included useful feedback	4.21	85.7%	7.1%	7.1%
Learning objectives were clear	4.14	85.7%	7.1%	7.1%
Course content was organised and well planned	4.43	85.7%	7.1%	7.1%
Course workload was appropriate	4.14	85.7%	7.1%	7.1%
Course allowed full participation	4.43	92.9%	0.0%	7.1%

3.1 Strongest Areas

6. **Stimulated interest:** mean 4.43; 92.9% favourable. Nine of 14 respondents selected Strongly agree.
7. **Well-planned content:** mean 4.43; 85.7% favourable. Ten respondents selected Strongly agree, the highest Strongly agree count of any item.
8. **Full participation:** mean 4.43; 92.9% favourable. This aligns with comments praising discussion, interaction and experiential learning.
9. **Presentation clarity and use of time:** both averaged 4.36, with 92.9% favourable responses.

4. Qualitative Feedback Analysis

Twelve faculty members (85.7%) answered the question on useful or valuable aspects. Ten entered text in the improvement field; two of these entries were "NA" or "NIL". Overall, 8 respondents (57.1%) provided a substantive improvement suggestion. Themes were coded manually, and counts overlap when one comment addressed more than one idea.

4.1 Most Valuable Aspects

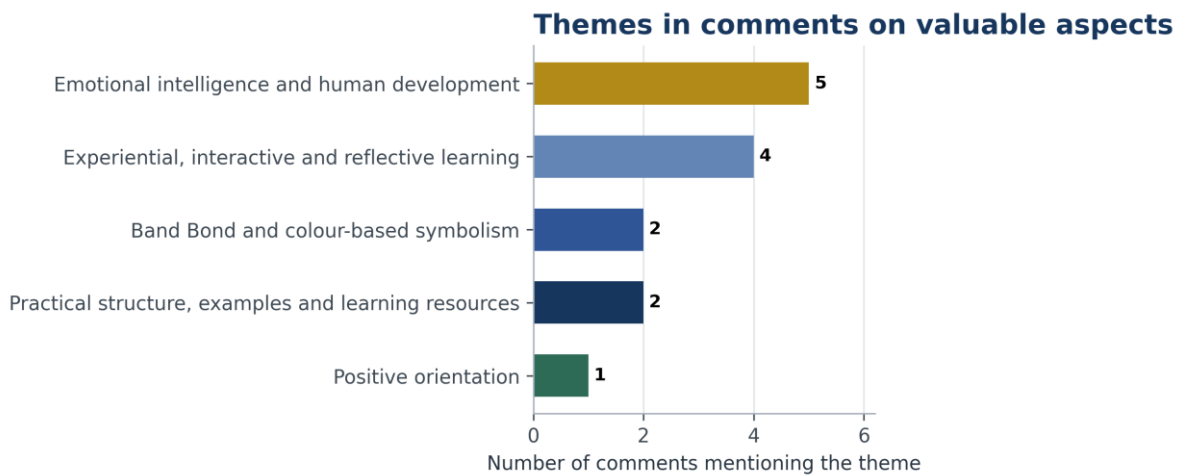


Figure 3. Themes in comments on the most valuable aspects.

Table 5. Themes in comments on valuable aspects (overlapping coding)

Theme	Mentions	Interpretation
Emotional intelligence and human development	5	Faculty connected the workshop with emotional balance, the human dimension of work and the role of emotional intelligence in teaching and development.
Experiential, interactive and reflective learning	4	Discussion, interaction, experiential learning and reflection were valued as ways of moving from explanation to personal meaning.
Band Bond and colour-based symbolism	2	The Band Bond concept and the reflection through seven colours were remembered as distinctive, innovative devices.
Practical structure, examples and learning resources	2	Clear explanation, relevant examples, the coursebook and FDP materials contributed to usefulness and transferability.
Positive orientation	1	One comment directly valued the positive approach adopted in the session.

4.2 Detailed Interpretation of Positive Themes

Emotional intelligence and human development

This was the most frequently expressed theme. Faculty comments referred to balancing emotions, enhancing emotional intelligence, strengthening the emotional quotient, focusing on the human aspect of work and using emotional intelligence to improve the teaching-learning process. The pattern suggests that respondents did not view the topic as merely motivational; they recognised its relevance to professional behaviour, educational practice and human development.

Experiential, interactive and reflective learning

Faculty valued discussion, interactive sessions, practical insights, experiential learning and reflection. These comments indicate that the workshop was strongest when participants could connect abstract

ideas with experience. The response mentioning the reflection of seven colours also suggests that visual or symbolic prompts supported self-reflection and recall.

Band Bond and colour-based symbolism

The Band Bond concept was described as innovative, while another respondent highlighted reflection through seven different colours. Although mentioned by only two faculty members, these comments are strategically important because they identify a distinctive feature of TPOW that can make the workshop memorable and recognisable.

Practical structure, examples and resources

One detailed response praised the workshop as informative, well structured and practical, with clear explanations and relevant examples. Another highlighted the coursebook and FDP materials. Together, these comments show that both live facilitation and take-away resources contributed to perceived value and may support later application.

4.3 Representative Positive Comments

10. "Band Bond Concept is really innovative."
11. "Focus on human aspect of every work we do"
12. "How emotional quotient can help make the teaching learning process better"
13. "The course was highly informative, well-structured, and practical."
14. "Experiential learning"

4.4 Suggested Improvements

Table 6. Themes in substantive improvement suggestions (overlapping coding)

Improvement theme	Mentions	Recommended response
More practice and group activity	3	Include team tasks, guided practice and a structured feedback loop.
More time or a longer FDP	2	Provide more dedicated time, or extend the programme so concepts can be explored and applied.
Greater real-world and contemporary relevance	2	Use current issues, authentic cases and real-world examples; one comment overlaps with the practice theme.
Clearer EI framework and measurement	2	Explicitly use the four dimensions of emotional intelligence and introduce a suitable measurement or reflection scale.

The suggestions are complementary. Requests for a longer FDP and more dedicated time indicate that some faculty members wanted deeper exploration, while requests for activities, cases, practice and feedback explain how that additional time should be used. The comments on EI dimensions and measurement further suggest that faculty participants would welcome a more explicit conceptual and evaluative framework.

Gentle interpretation: Faculty members appeared to appreciate the workshop's central idea and delivery. Their suggestions mainly invite a richer second stage: more opportunity to practise, discuss, test and apply the concepts in contemporary teaching and workplace situations.

Appendix A: Detailed Rating Distribution

Table A1 presents the exact response counts for every rating item. All 14 respondents answered all 10 items.

Table A1. Item-level Likert response counts

Feedback item	SD	D	N	A	SA
Instructor was an effective lecturer/demonstrator	1	0	0	7	6
Presentations were clear and organised	1	0	0	5	8
Instructor stimulated interest	1	0	0	4	9
Instructor used time effectively	1	0	0	5	8
Instructor was available and helpful	1	0	1	5	7
Grading was prompt and included useful feedback	1	0	1	5	7
Learning objectives were clear	1	0	1	6	6
Course content was organised and well planned	1	0	1	2	10
Course workload was appropriate	1	0	1	6	6
Course allowed full participation	1	0	0	4	9

Abbreviations: SD = Strongly disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly agree.

Table A2. Overall Likert response counts

Response category	Count	Percentage
Strongly disagree	10	7.1%
Disagree	0	0.0%
Neutral	5	3.6%
Agree	49	35.0%
Strongly agree	76	54.3%
Total	140	100.0%

Appendix B: Verbatim Comments

Comments are reproduced exactly as entered in the workbook; spelling, grammar and capitalisation have been retained. Names are not shown. Blank responses are omitted, while “NA” and “NIL” are retained because they were entered by respondents.

Table B1. What aspects of this course were most useful or valuable?

Response	Verbatim comment
F02	Band Bond Concept is really innovative.
F03	Balancing human emotions is central fir human development.
F05	The course was highly informative, well-structured, and practical. The concepts were explained clearly, with relevant examples that made the learning experience engaging and useful. The interactive sessions and practical insights were particularly valuable.
F06	Positive approach
F07	Focus on human aspect of every work we do
F08	The discussion
F09	The coursebook and FDP materials
F10	Experiential learning
F11	Enhanced EI
F12	How emotional quotient can help make the teaching learning process better
F13	Emotional intelligence
F14	Reflection of 7 different colors