

MIT-WPU
RAMCHARAN SCHOOL OF BUSINESS

FEEDBACK REPORT

STUDENTS WORKSHOP-TPOW

Date: 26-08-2026, Wednesday

Time: 9:30 AM- 1:05 PM

Venue: Raigad Hall, CK 506 & 507, Chanakya Building

TPOW WORKSHOP

THE POWER OF WORDS

Feedback Highlights



44
RESPONSES



4.16/5
OVERALL RATING



84.2%
FAVOURABLE RATINGS



50.2%
STRONGLY AGREE

TOP-RATED HIGHLIGHTS



86.4%

Instructor was available and helpful



86.4%

Workload was appropriate



81.8%

Instructor was an effective lecturer



90%

Workshop enabled full participation

WHAT STUDENTS VALUED MOST



Emotional intelligence
& empathy



Seven leadership
qualities



Wristbands as
symbols of communication



Interaction &
practical examples

“

A highly engaging workshop that strengthened emotional intelligence, leadership awareness, empathy and communication.

Student feedback | 44 responses | August 2026

SUMMARY OF FINDINGS

1. *Overall feedback was highly favourable.* Of the 396 individual ratings received across the nine evaluation statements, 84.2% *were either “Agree” or “Strongly agree.”* This indicates that students generally viewed the workshop content, facilitator, delivery and opportunities for participation positively.
2. *A substantial majority of respondents gave consistently high ratings.* Out of the 44 respondents, *32 students recorded an average rating of at least 4.0 out of 5* across all evaluation items. Thus, nearly three-fourths of the respondents expressed a strong overall level of satisfaction with the workshop.
3. *Many students were positive about every aspect of the workshop.* A total of 26 respondents *rated all nine evaluation items positively*, selecting either “Agree” or “Strongly agree” for every statement. Among them, *12 respondents selected “Strongly agree” for all nine items*, indicating an exceptionally positive overall experience.
4. *Feedback differed moderately across the participating classes.* FY MBA recorded the strongest overall results, suggesting that the workshop content and delivery particularly resonated with this group. FY BBA students also responded positively, although some indicated a need for greater presentation clarity, engagement and more structured interaction. TY BBA responses were mainly neutral to positive; however, this result should be interpreted cautiously because only four TY BBA students participated in the feedback survey.

Students expressed interest in having more opportunities for active participation. A few respondents suggested that future sessions could be made even more engaging by incorporating additional activities, team-building exercises, smaller-group discussions and the involvement of student ambassadors. These suggestions reflect students' appreciation of the workshop's core content and their interest in exploring it further through practical and participative learning experiences.

QUANTITATIVE FINDINGS

The overall mean rating was 4.16 out of 5. Strongly agree accounted for 48.5% of all selections and Agree for 31.3%. Neutral responses constituted 12.1%, while the combined unfavourable share was 8.1%.

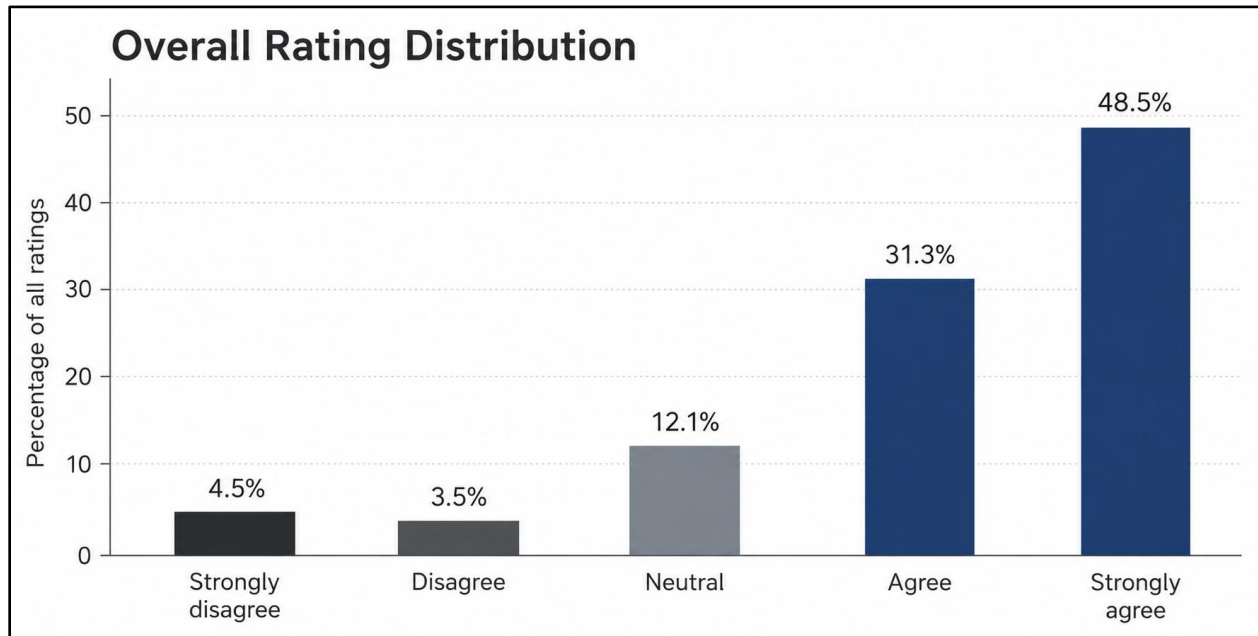


Figure 1. Distribution of all 396 rating selections.

Instructor and Content Dimensions

Dimension	Items	Mean rating
Instructor skill and responsiveness	5	4.16
Course/workshop content	4	4.15
Overall	9	4.16

The instructor and content dimensions received almost identical mean scores. This indicates that students evaluated both the facilitator's delivery and the substance of the workshop positively.

Item-wise Performance

All nine items received an average rating above 4.0. The variation between items is therefore modest; the relative ranking is more useful for prioritising refinement than for identifying serious weaknesses.

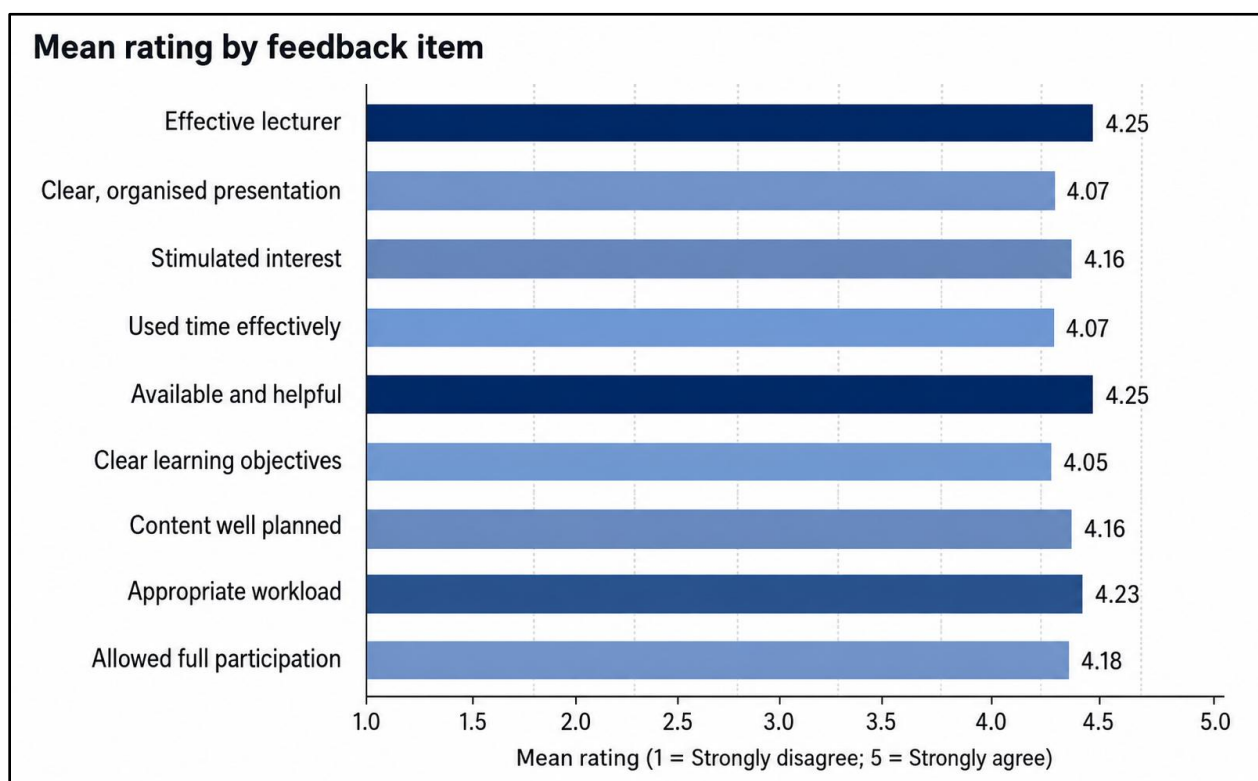


Figure 2. Mean rating for each feedback item.

Table 3. Detailed item-wise results

Feedback item	Mean	Favourable	Neutral	Unfavourable
Instructor was an effective lecturer/demonstrator	4.25	81.8%	11.4%	6.8%
Presentations were clear and organised	4.07	77.3%	9.1%	13.6%
Instructor stimulated student interest	4.16	79.5%	9.1%	11.4%

Instructor used time effectively	4.07	72.7%	20.5%	6.8%
Instructor was available and helpful	4.25	86.4%	6.8%	6.8%
Learning objectives were clear	4.05	77.3%	15.9%	6.8%
Content was organised and well planned	4.16	77.3%	13.6%	9.1%
Workload was appropriate	4.23	86.4%	9.1%	4.5%
Workshop allowed full participation	4.18	79.5%	13.6%	6.8%

Strongest Areas

1. **Instructor availability and helpfulness:** mean 4.25; 86.4% favourable.
2. **Effective lecturer/demonstrator:** mean 4.25; 81.8% favourable.
3. **Appropriate workload:** mean 4.23; 86.4% favourable and only 4.5% unfavourable.
4. **Opportunity for full participation:** mean 4.18; 79.5% favourable.

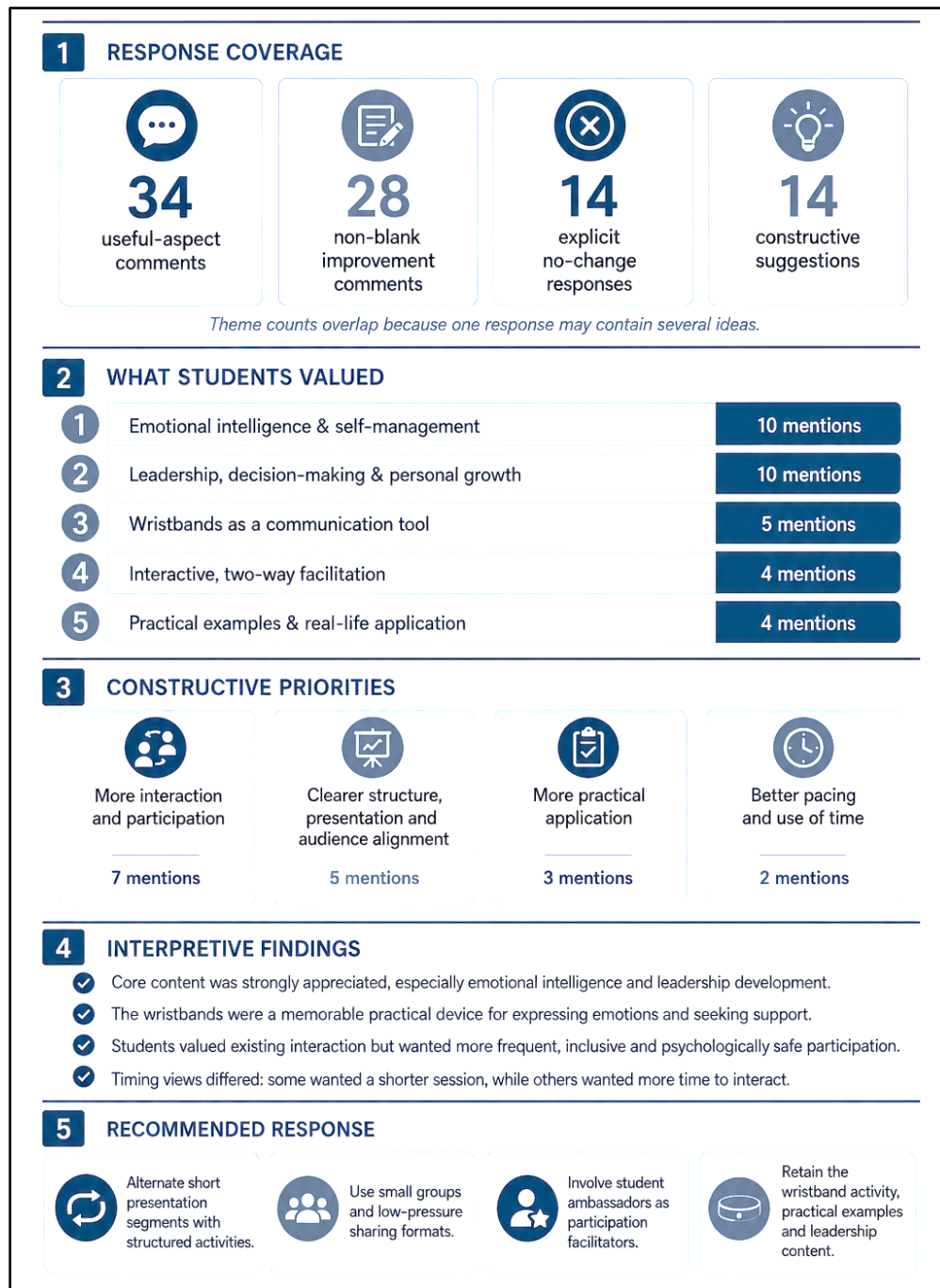
Relative Improvement Areas

5. **Learning objectives:** the lowest mean was still positive at 4.05, but 15.9% of responses were neutral.
6. **Use of time:** mean 4.07 and the lowest favourable rate at 72.7%; 20.5% were neutral.
7. **Presentation clarity and organisation:** mean 4.07; 13.6% of responses were unfavourable, the highest unfavourable share among the items.

QUALITATIVE FINDINGS

Two areas were explored in qualitative analysis

1. “Useful aspects” of the session
2. “Improvement areas”



Detailed findings: what students valued

<i>Theme</i>	<i>Mentions</i>	<i>Interpretation</i>
<i>Emotional intelligence and self-management</i>	10	Students valued learning to recognise, balance and communicate emotions, develop empathy and remain calm under pressure.
<i>Leadership, decision-making and personal growth</i>	10	Respondents connected the workshop with leadership qualities, self-motivation, priority management and better decision-making.
<i>Wristbands as a communication tool</i>	5	The wristbands were remembered as a practical, non-verbal way of expressing feelings, requesting support and connecting with others.
<i>Interactive, two-way facilitation</i>	4	Students appreciated being invited to share opinions and interact with the facilitator rather than simply listening to a lecture.
<i>Practical examples and real-life application</i>	4	Examples, case studies and references to everyday situations helped students understand how the concepts could be applied.

1. Emotional awareness was a central learning outcome

The strongest group of comments concerned emotional intelligence. Students mentioned emotional balance, empathy, self-expression, self-motivation and responding calmly to stressful situations. Statements such as “balance of emotions,” “learning emotions,” and becoming “more

vocal about feelings” indicate that the workshop encouraged personal reflection rather than only providing theoretical information.

Several comments also show that students understood emotional intelligence as an interpersonal skill. They referred to recognising other people’s feelings, offering and receiving support and communicating more openly with friends. This suggests that the workshop’s influence extended from individual emotional regulation to relationships and social behaviour.

2. Students connected the content with leadership and personal development

Leadership development was another prominent theme. Students referred to the seven qualities or pillars of leadership, management, decision-making, self-motivation and priority management. One response described the workshop as showing how a person could become both “a better leader” and “a better person.”

This indicates that students did not view the workshop only as a session about communication. They connected the content with broader personal and professional development. The combination of emotional intelligence and leadership appears to have been one of the workshop’s most distinctive strengths.

3. The wristbands were a memorable practical feature

The wristbands appeared repeatedly and were described as useful, valuable and meaningful. One detailed response explained that they could help people communicate emotions “without having to speak,” particularly when they found it difficult to talk openly.

The wristbands therefore functioned as more than a workshop souvenir. They translated an abstract idea—emotional communication—into a simple and tangible practice. Their repeated appearance in the feedback suggests that this activity should remain a central feature of future workshops.

4. Two-way interaction was appreciated

Students positively described the facilitator’s curiosity about their opinions, approachable communication style and ability to interact “at a common level.” One respondent specifically contrasted the session with a one-way lecture and valued the exchange between the instructor and students.

This is an important finding because interaction appeared both as a strength and as the most common improvement request. The apparent contradiction suggests that the interaction that occurred was effective, but that not every student had sufficient opportunity to participate.

5. Practical examples helped students understand the concepts

Students appreciated examples, case studies and explanations of how emotional intelligence could be used in different situations. These comments show that practical illustration improved clarity and made the content feel relevant.

However, requests for “more practicality” indicate that students wanted this applied dimension to be developed further. The examples were successful, but some participants wanted additional opportunities to practise the skills themselves.

Detailed analysis of improvement suggestions

1. More active participation — 7 mentions

This was the clearest improvement theme. Suggestions included:

- More activities and student participation
- Team-building exercises
- Group activities and assignments
- Smaller audiences or discussion groups
- More time for interaction
- Participation by student ambassadors
- Opportunities to share personal experiences safely

These comments should not be interpreted simply as requests for entertainment. They indicate a preference for experiential learning in which students can practise communication, leadership and emotional-intelligence skills.

2. Clearer and more professionally aligned delivery — 5 mentions

Some students requested a more organised, clear, detailed or professional presentation. Two closely worded comments asked for participants to be approached as serious stakeholders or “investors” in their education.

The underlying message appears to be that these students wanted a more mature, purposeful and audience-aware delivery style. Future sessions could respond by stating the learning objectives

clearly, explaining the practical relevance of each section and using language suited to college-level participants.

3. Greater practical application — 3 mentions

Comments requesting “practicality of the solutions,” “more practicality,” group activities and assignments suggest that students wanted clearer links between workshop principles and real situations.

Future workshops could therefore include short scenarios, role-plays, decision-making exercises or personal action plans. This would help participants move from understanding a concept to demonstrating how they would use it.

4. Psychological safety and group size

One respondent wanted students to share experiences without feeling overly exposed or vulnerable. Another recommended a smaller audience so that individuals could participate more comfortably.

This is particularly important because emotional intelligence and personal feelings can be sensitive subjects. Participation should therefore be encouraged without requiring public disclosure. Small-group discussion, anonymous prompts and voluntary sharing would make the session more inclusive.

Overall interpretation

The qualitative feedback indicates that the workshop's core content was well received. Emotional intelligence, leadership development, the wristband activity and the facilitator's approachable style were the most meaningful features.

The improvement comments do not primarily call for different content. Instead, students would like to engage with the existing content more actively, practically and comfortably. The strongest opportunity is therefore to retain the workshop's core themes while redesigning parts of the delivery around participation, application and audience engagement.

Appendix: Students' Original Comments

Question: *What aspects of this course were most useful or valuable?*

The responses are presented in their original wording.

Sr. No.	Student response
1	Emotional intelligence
2	Wrist bands
3	Speak out
4	Management and decision making knowing steps of other Management
5	A good leader should have this 7 qualities
6	leader should have all 7 qualities
7	NA
8	The self motivation aspect
9	Balance of emotions
10	Showed different aspects of being a good human being. And how we can use this skills into becoming a better leader as well as better person.
11	The interactive session that was conducted by Deborah ma'am between the presentation and it's content were the most useful aspects. The delivery of the content was concise and to the point. The bands were the most useful and valuable content as well. Their usage was on point and how they help us navigate through different emotions without having to speak is helpful for people who don't know how to talk about it.
12	Leadership development
13	Learning emotions
14	The aspect where we learnt how to cater important things before our thirties

15	Learnt about how emotional intelligence is important and to be empathetic towards others
16	The perspective of using bands as a symbol for communication even with strangers is the biggest help provided with this session.
17	This course taught how to connect with eachother on the basis of what help we can receive from and offer to someone.
18	Opened up my thoughts about being more vocal about feelings of my own and others
19	Everything
20	The interaction with students was valuable
21	Gaining new perspective and lots of insight
22	Student participation
23	Created awareness and we learnt something new.
24	The way to react to different situations using one's emotional intelligence and how EI is so important now and for the future.
25	The 7 pillars of power of words and the bands
26	She provided many practical examples and case studies for various topics, which made the concepts clearer, more useful, and more valuable for me.
27	Band explanation
28	Everything
29	The most useful aspect of this course was that you were all able to interact at a common level. The faculty instructor was very curious on our opinions and she was free in conversation and she had planed it very well no doubt that in that. We were just a lecture of one way interaction. It was interactive from both the sides and students and instructor. It was more valuable. That was the most useful thing about the session.
30	Like how to express your feelings towards your friends and how to be calm if ur stressed
31	This course helped me to learn more about business and gain knowledge about the market
32	Everything
33	The science behind the concept of priority management .
34	Thoughts