



Action Taken Report (ATR) Based on Faculty Feedback

Academic Year: 2020-21

Introduction:

The Action Taken Report (ATR) for the academic year 2020-21 is based on feedback received from faculty members of ITM Gwalior. The feedback provided valuable insights into areas of improvement regarding teaching resources, faculty development, research support, and administrative processes. Based on these inputs, ITM Gwalior has implemented several measures to enhance the academic environment, faculty satisfaction; and overall institutional growth.

Key Feedback Areas and Actions Taken

Area of Feedback	Summary of Faculty Feedback	Action Taken by ITM Gwalior
Online Teaching Resources and Support	Faculty expressed challenges in transitioning to online teaching due to limited access to appropriate digital tools and platforms.	ITM Gwalior upgraded its digital infrastructure by introducing learning management system (LMS) and also provided faculty with access to online teaching tools such as Zoom, Google Classroom, and Moodle. Training sessions on effective online teaching methods and tools were organized to support faculty in delivering high-quality virtual education.
Professional Development Opportunities	Faculty highlighted the need for more workshops and training programs to enhance their teaching and research skills.	Online Faculty Development Programs (FDPs) were introduced, focusing on digital pedagogy, research techniques, and the integration of technology into teaching. Additionally, webinars and virtual conferences were organized to keep faculty updated on the latest educational trends.
Research and Publication Support	There were concerns about insufficient access to research resources and funding for faculty-led research initiatives.	ITM expanded access to international research databases and journals, offering a wider range of resources for faculty research. A dedicated fund was established to support faculty research projects, conferences, and publications, encouraging more scholarly work.

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Curriculum Development and Flexibility	Faculty suggested that the curriculum needed to be more flexible to incorporate emerging technologies and industry trends.	Requested university for the curriculum review to include new and emerging subjects such as Artificial Intelligence, Blockchain, and Data Analytics. Some value added certificate courses and NPTEL courses were introduced.
Support for Hybrid Learning Models	Faculty requested more support for conducting hybrid learning, combining in-person and online teaching methods.	ITM Gwalior introduced hybrid teaching models, equipping classrooms with necessary technology for both online and offline instruction. Faculty were trained on best practices for engaging both in-person and remote students simultaneously.
Administrative Efficiency and Communication	Faculty pointed out the need for improved communication between departments and more streamlined administrative processes.	ITM improved internal communication by introducing regular department meetings and setting up an online portal (MIS) for administrative requests, reducing delays and improving the overall efficiency of the institution's operations.

Conclusion:

The faculty feedback for the academic year 2020-21 provided ITM Gwalior with critical insights into areas requiring attention, particularly with regard to online teaching, professional development, research support, and administrative processes. The actions taken have helped to create a more supportive and effective teaching environment, contributing to improved faculty performance and student learning outcomes.

This report demonstrates ITM Gwalior's commitment to addressing faculty concerns and ensuring a dynamic, collaborative, and resourceful academic environment for the benefit of both faculty and students.



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