Name: Suman

Supervisor: Dr.RahelaFarooqi

Department: Centre for Management Studies

Title of Thesis: KNOWLEDGE MANAGEMENT FOR FACULTY DEVELOPMENT PROGRAMMES IN NCT OF DELHI

Major findings are divided into three parts

PART I: NEED ASSESSMENT

➢ The higher education sector is facing certain challenges, which lead to emergence of FDP needs.. So faculty members need to be appraised about these challenges.

➢ Growth Supporting Competencies Development – Knowledge creation through research; Technology related needs – skill development and usage; competence building; knowledge acquisition for professional development, assessment of knowledge through evaluation are the areas that have been grouped in this component. FDPs in these areas need to be conducted at regular intervals.

➢ Core competencies development – Pedagogical skills (include class handling skills for knowledge transfer, knowledge of education related subjects, educational support activities for effective knowledge transfer); managerial skills; personality development are the areas that have been grouped in this component. Results of One-Way ANOVA guide that development of core competencies should be taken care of in the beginning of the career

PART II: IMPACT OF FDPs:

It has been found that Networking for knowledge sharing, National Development and Higher education, Competency building, Personality development, Knowledge acquisition for professional development, Managerial skills, Class handling skills for knowledge transfer, Knowledge of education related subjects and Knowledge creation through research are effectively included in the FDPs conducted for the higher education faculty members whereas assessment of knowledge through evaluation, technological skill development for knowledge management and usage of technology for knowledge management are moderately covered in the said FDPs.

FDPs are **highly relevant** to the job requirements and in other areas, these are relevant, i.e., to attain global standards in higher education, to maintain competitive standards, to quality assurance and to attain global standards through higher education.

Various set of linear regression analysis revealed following causal relationships:

- National Development & Higher Education and Managerial skills development account for 31% variability in the outcome of relevance of FDPs to quality assurance in higher education as dependent variable.
- Knowledge acquisition for professional development and networking for knowledge sharing account for 13% variability in the outcome of relevance to present job as dependent variable.
- National Development & Higher Education, Personality Development and Networking for Knowledge sharing account for 31.7% variability in the outcome of relevance of FDPs to attain global standards in Indian Higher Education.
- Knowledge acquisition for professional development, personality development and Higher Education and Knowledge creation through research account for 30% variability in the outcome of relevance to attain competitiveness.
- National Development & Higher Education and Personality Development account for 40% variability in the outcome of relevance of FDPs to attain the goal of national development through higher education as dependent variable.

PART IIII

OVERALL COURSE STRUCTURE

Analysis of participants' perception about the course structure reveals that participants are highly satisfied in 3 areas: Coordinators are very helpful; there were enough opportunities for open discussions with the speakers and; there were enough opportunities for open discussions among the participants. They are satisfied with regard to Eminent resource persons, Usage of technological aids to support the lectures, Methods to conduct the course, Sequence of sessions, Micro presentations, Right duration of the courses, Useful course material, In time course material, Content of lectures, Providing of the outline of the lectures.

It has been found that overall impact of the courses is quite good.