Review of Knowledge Management in Higher Education Institute

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Abstract:

Higher education institutions are heavily involved in knowledge activities; however, they are responsible for the creation, exchange, preservation, dissemination, re-use and learning of knowledge.

KM techniques in higher education can lead to better academic and administrative services and reduce costs. Colleges and universities have important opportunities to apply knowledge management practices to support every part of their mission, from education to public service to research.

Knowledge management in higher education institutions involves the creation, improvement, maintenance and security of knowledge. Being the pioneers in the generation and dissemination of knowledge, these institutions have the enormous potential and the ability to establish their own knowledge management system. The provision of high quality education and related services is the main engine improves the excellence, competitiveness, importance and popularity of any higher education institution.

The paper seeks to explore the review of the literature on knowledge management in general and its application in particular to higher education institutions.

Key words: Knowledge management practices (KM), Higher Education Institutions (HEI).

Introduction:

Higher education institutions (HEI) play an important role in the knowledge-based economy. As learning organizations, you can expand your knowledge, produce high quality graduates, improve innovation and creativity and contribute effectively to the production of knowledge and development of intellectual property [1]

Knowledge management (KM) is gaining acceptance in the academic sector in recent years, when it becomes clear that universities have an important role to play in knowledge economy, which brings new challenges for HEI [2], [3], [4]

According to some authors [4], [5], we can distinguish two perspectives of knowledge in institutions of higher education:

i) academic knowledge, the result of learning and teaching activities, the main purpose of the universities;

ii) knowledge of the organization, which refers to the knowledge of the general business of an institution: its strengths, weaknesses, strategies, critical success factor, relations with research centers, etc. and tools that facilitate the development of an environment of creation, collaboration and exchange of knowledge [3].

All institutions memorize access and transmit knowledge in an exclusive aspect; The contradictory factor is the way in which value is included in the products and services that go through the impressive use of knowledge capital. From the literature review, it is derived that higher education institutions have powerful avenues where they can practice knowledge management techniques to support their goal and achieve their vision. The benefits of using the KM method in higher education can be grouped into five main categories, such as assistance in research processes, curriculum development processes, student and alumni maintenance,
organizational services and planning. (Kidwell 2000) [7].

**Knowledge Management in HEI and research**

Knowledge-based institutions facilitate the excellent characteristics of knowledge workers, demonstrate strategic, managerial and operational characteristics. Knowledge workers carry out knowledge gathering practices, such as gathering knowledge from various sources; sharing knowledge, distributing knowledge, storing knowledge, reusing knowledge and knowledge innovations. Therefore, higher education institutions must cultivate and encourage a research-oriented curriculum for students. If higher education institutions incorporate this mechanism into their curriculum, higher education institutions can produce knowledge workers. [6]

**The knowledge workers construct the following characteristic to the higher education institutions.**[6].

1. Knowledge workers demonstrate good thinking, managerial skills and analytical skills that transform them into innovative and creative skills.
2. Knowledge workers continuously learn, create awareness about the demand for a changing environment in the future and implement those strategies supported and supported by the organization.
3. Knowledge workers have built trust among workers and believe in team spirit, partnerships, cooperation and coordination.
4. Knowledge workers calculate risks and are ready to face risks, just as they are emotionally intelligent people.
5. Knowledge workers share their knowledge, skills and ideas with others and at the same time learn from others.
6. Knowledge workers have a great motivation and produce the best performance for organizational development through productivity (knowledge-oriented students), quality (in terms of education), innovations and intellectual property.
7. Knowledge workers maintain the organization as a source of value creation, strategic and concurrent facilitator.
8. Knowledge workers facilitate good services to students, staff and faculty members.
9. Knowledge workers offer the best and most important quality of research.

**Benefits from Knowledge Management facilitates following benefits to the higher education institutions.**[6]

1. Improve services for students, staff, teachers, pupils and internal and external members.
2. Minimize response times for research activities.
3. Encourages the institute to carry out interdisciplinary research activities.
4. Improve competitiveness and responsiveness for research proposals, funds, collaborations and new business opportunities.
5. It focuses on the quality of research at the institutional level that will cultivate future scientists.
6. Improves the competitiveness and responsiveness of research researchers.
7. Minimize the time spent on research and reduce administrative costs.
8. Facilitate interdisciplinary research.
9. Improve quality in updating and reviewing the curriculum.
10. Knowledge management develops the capacities of human capital, client capital (students), organizational capital, innovative capital and intellectual property and financial capital.

**Review of literature about knowledge management**

*Jennifer Rowley (2000)[7]* In his study entitled "Higher education is ready for the management of knowledge", the applicability of the concepts of knowledge management in the higher education system as the repository of knowledge, access to knowledge, the environment of knowledge and the resources of knowledge identification of existing systems. The study is also associated with the creation of knowledge and experience. This is a system of evaluation of knowledge.

*Arumugam Rathinavelu (2005)[8]* In his study "Knowledge of design management system" discussed knowledge management in an educational environment. He said that an educator will take on new technologies to be followed. The various needs of the students. The recent study shows that HEIs are serious regarding the field of education that improve the quality of teaching, improvement, methods of learning, preserving the teachings and providing the students who are controlled from different companies. The study found that the good information system Communication technology
(ICT) can help students create high quality multimedia systems through the web based exchange system. The study suggested that there is a solution for learning in an active mode. The study concluded that the use of information and communication techniques (ICT) can Improve the practice of knowledge exchange that will improve the teaching-learning process.

A.F. McCarthy (2006)[9] In his study entitled “Knowledge Management Evaluation of the strategies and processes used in higher education” Educational institutions to explore strategies to increase knowledge based on knowledge activities aligned with the objectives of the institutions. The purpose of the study is to determine whether the KM process used in business and industry is applicable in the field of higher education. This study is conducted through the investigation of a case that integrates KM initiatives into the organizational culture of higher education institutions. Qualitative analysis is used to gain a deeper understanding of KM processes within higher education institutions. The study found that teaching and learning can be improved using KM and Information is shared among all members when using KM. Furthermore, KM Development has been of great help to the staff in the research area. Finally, the research concluded that all educational institutions should take KM initiatives and there should be a knowledge transfer system to all departments.

Po-Ying Chu, Li-Chieh Chen and Wan-Li Wei (2007)[10] "A study on the effect of using a knowledge management system in design education "focused on the importance of peer learning in design education that was recently acquired, as the Design Knowledge Management System (DKMS ) built to facilitate peer-to-peer learning among students. This system provides a web-based platform for students to share their knowledge. An experiment was conducted at three universities where students from these universities were asked to perform tasks in DKMS, which were assessed by the faculty. The tools used to analyze the results were the mean and the standard deviation. The finding of the research has shown a high level of learning and satisfaction among students who have been qualified by DKMS.

Sung Chul Park 2007)[11] conducted an exploratory study on the comparison of knowledge management practices between public and private organizations. He believed that there were differences in the way of creating value from effective knowledge management in the public and private sector, and that these differences were reflected in the practice of the KM strategy. The main objective of the study is empirically based. The basic KM argument that KM in public organizations differs from that created by a private organization. He claimed that KM in public organizations is still undervalued, even though KM is so important for public organizations. The study is based on the MIT90 framework, i.e. the knowledge strategy includes coding and personalization, the knowledge structure includes the vertical and horizontal structure and the coordination and knowledge processes: acquisition and creation, archiving and recovery, transfer and sharing, application. The study concluded that in most knowledge management practices, private organizations are superior to public organizations. Thus, the researcher offered ample strategies and practices for better knowledge management practices.

Chalard Chantarasombat (2008)[12] has carried out a study on the development of a Knowledge management model for quality assurance of education in the faculty of education. The study aims to build a model of knowledge management for quality assurance in education. The objectives of the study were to make sure that the KM agenda in the QA intertwined with the work development activity plans. Secondly, examine QA models for quality control along with activity for efficient work mechanisms, and finally examine the conditional factors of success in QA in the quality control of the Faculty of Education of a university in Thailand. The study revolved around the problems of how to build knowledge, classify knowledge, memorize knowledge, implement knowledge, share knowledge and assessment of knowledge in educational institutions. The study was undertaken in three phases, the first was to understand the conceptual structure, then identify the respondents to the research and finally create a model for knowledge administration.

Mamta Bhusry and Jayanti Ranjan (2011)[13] Researcher conducted a study entitled "Implementation of knowledge management in higher education institutions in India: a conceptual framework". India has witnessed tremendous growth in higher education institutions. With the growth of higher education institutions, challenges and competition have also increased. This has led HEI to recognize the need for knowledge management (KM). The objective...
of the study is to underline the implementation of knowledge management to examine the impact of information technology (IT) in KM. The study was conducted through a structured questionnaire and a content analysis that explores the functional domains and indicators that determine these domains. The researcher has proposed a conceptual framework for acquisition, encapsulation, structuring, dissemination and efficient use of organizational knowledge towards organizational objectives. The proposed framework will ensure a better transformation of the institutions’ knowledge.

Mamta Bhusry and Jayanti Rajan (2011)[14] Researcher did a study on the titled "Knowledge collaboration in higher education institutions in India: designing a knowledge management solution". The study examines the concerns and priorities for knowledge management in higher education institutions in India. Explore the contributing factors and the difference between the expected and the real. The gaps identified were the lack of attention to research and advice, poor institutional planning, a weak IT infrastructure and slow and innovative learning. It is an empirical study conducted in Delhi of 152 university respondents, B-school and engineering schools. The objective of the study was to verify the validity of the existing KM framework and establish a support system for a structured KM. The study found that knowledge acquisition is high in these institutions with respect to knowledge transfer. Therefore, the dissemination of knowledge in these educational institutions should be encouraged.

Ram Shukla (2012) [15] In his study entitled "Knowledge management in higher education" referred to Knowledge Management (KM) as pillars of institutions' learning, leadership, organization and technology. The study investigates and understands the practices and perceptions of knowledge management in HEIs and the challenges of its implementation. Higher education institutions are complex institutions, with diversity, history, culture, provenance, resources and missions. The study was conducted with a structured interview and the results presented through a case study. The case examines the characteristics of the universities that impede or promote the implementation of the KM, and the perceptions of knowledge management and its challenges for implementation in the HEI sector. Some of the objectives of the study were the reasons why universities adopt knowledge management, the benefits of KM application in curriculum development, the dynamics of knowledge exchange and the key process of implementation of KM.

Sangeetha Namdu Dhamdhere (2015)[16] In the research entitled "Knowledge Management applications and status in the higher education" system aimed to find out how a generation of knowledge can be developed in higher education institutions. “She tried to create an efficient model to manage the knowledge available in different ways. Respondents were directors, HODs, librarians and graduate students from selected institutions accredited by NAAC "A" of Pune. The study revealed that although educational institutions are the knowledge economy, staff did not have a clear familiarity with the concept of knowledge management. Most of the institution prefers to store information in the traditional copy format. We must encourage a modern method for storing information. The study suggested appropriate training for staff and students is required for the extensive use of Technology for storing knowledge.

Vaishate Kulkarni (2016)[17] conducted a survey entitled "Expectations of Indian B schools based on knowledge management systems". The study focused on understanding the perception and implementation of knowledge management in B-schools also try to find the challenges and expectations of B-Schools of India from the implementation of knowledge management systems. A stratified sampling technique was used to identify respondents from 50 B schools data were collected through structured questionnaires and interviews. The study revealed that 50% of B schools have an excellent storage structure. But the concern of these B schools was that there was no concept of mentoring service. B- schools have a large amount of deterioration in knowledge exchange and archiving process. The study suggested that this deficiency can be addressed through a reform of the work environment and through the correct implementation of the knowledge management system.

Conclusion:
The knowledge management literature revealed a series of perspectives, practices, models, theories, implications, benefits and challenges, and case studies of the KM application. It has been observed that most of the research in knowledge management is carried out mainly abroad and in
the IT sector. However, the literature on KM in higher education is lacking, and especially the study of KM in the Indian HEI was surprisingly minimum.

Higher education institutions must focus on creating and developing knowledge workers that can succeed and excel in a competitive global environment.

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