KNOWLEDGE MANAGEMENT PRACTICES IN HIGHER EDUCATION

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Anuradha Dhankar[1]

[1]Research Scholar
IMSAR, MDU, Rohtak
Haryana, India

ABSTRACT

Knowledge management is about using brain power of an organization in a systematic & organized manner in order to achieve efficiencies, ensure competitive advantage & super innovation. This article discuss fundamentals of Knowledge management , its definition its relevance in higher education & to find out scenario of higher educationin india& to extent institutes are using knowledge management practices .

KEY WORDS: *Knowledge, Information, Explicit,Education Market.*

INTRODUCTION

Colleges and universities have significant opportunities to apply knowledge management practices to support every part of their mission but what extent they are using this opportunity..............

Overview of Knowledge management:-

Knowledge management is the process of transforming information & intellectual assets into enduring value . It connect people with knowledge that they need to take action when they need it .But what is knowledge ? Knowledge starts as data -raw facts & numbers . Information is data put into context .Information is readily captured in documents or databases even large amount are fairly easy to retrieve with modern information technology .Before acting on information however we need to take one more step only when information is combined with experience & judgement does it become *knowledge* . In the context of KM it is useful to define difference between data , information and knowledge .

Data- are codified observances.Basically the quantity of available data is only limited to no. of data sources or sources for observances.

Information- may be defined as data relevant for specific system e.g a person or an organization .To become information data need to be contextualized to a certain extent .

Knowledge -result from integration of information into a context of experience & existing knowledge.

Knowledge management-is a process that forms determining factors for employee so as to foster the transfer ,development and utilization of knowledge of organization (individual , organization , explicit, tacit) in best possible way in order to able to achieve the strategic aim of organization.
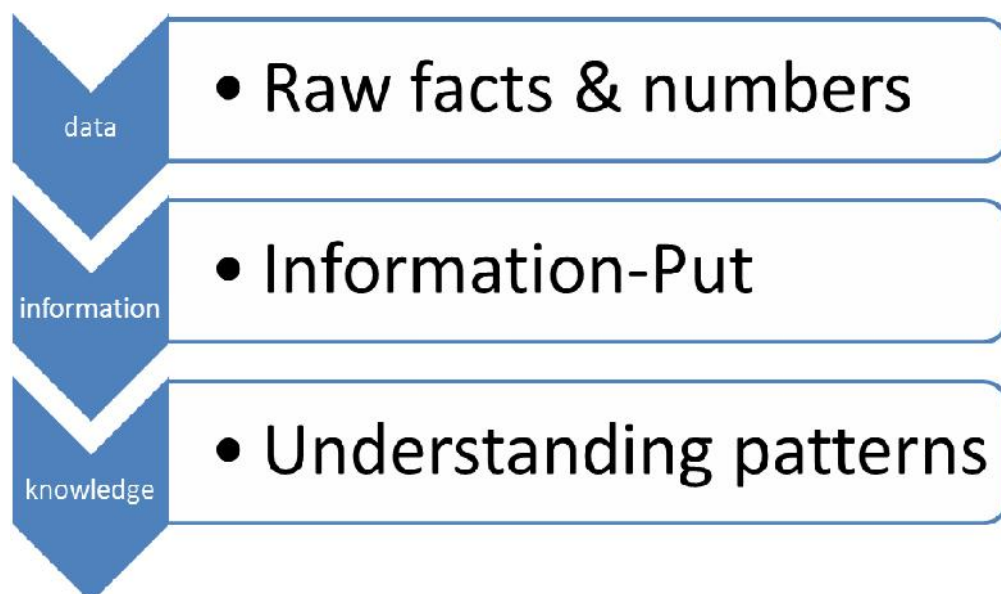
A popular framework for thinking about knowledge proposes two main types of knowledge: *explicit* and *tacit*. Explicit knowledge is documented information that can facilitate action. It can be expressed in formal, shared language. Examples include formulas, equations, rules, and best practices explicit knowledge. Tacit knowledge is know-how and learning embedded within the minds of the people in an organization. It involves perceptions, insights, experiences, and craftsmanship.

In an organization, examples of explicit knowledge are strategies, methodologies, processes, patents, products, and services. Examples of tacit knowledge in an organizational context are skills and competencies, experiences, relationships within and outside the organization, individual beliefs and values, and ideas. Knowledge also is embedded in work processes, and it exists in all core functions of an organization as well as in its systems and infrastructure. Effective knowledge management programs identify and leverage the know-how embedded in work, with a focus on how it will be applied. The challenge in knowledge management is to make the *right* knowledge available to the *right* people at the *right* time.

Why universities should use KM:-

Knowledge Management (KM) is today the subject of much literature discussion, planning and action . The knowledge management applies systematic approaches to find, understand, and use knowledge to create values . It is also the formalization and access to experience, knowledge, and expertise that create new capabilities, enable superior performance, encourage innovation, and enhance customer value .Many organization have started using KM principles, methods, and tools to reap the benefits especially of value addition and improved performance of the organization. Universities seem to be an interesting type of organizations suitable for introducing knowledge management practices. The environment in universities/colleges and Technical Education System (TES), by its nature, is suitable for application of Knowledge Management principles and methods. The main reasons are:

- To share their knowledge with others is very natural for teachers and pressers
- Learning or acquiring knowledge is also a natural derive for teachers/scholars
- Dissemination of knowledge in the form of lecturers or discussions is very natural in technical university or technical education system
- There is trustful atmosphere at universities/ colleges, no one is hesitating in publishing, which is a form of disseminating the acquired knowledge.

The Higher Education System is like business organization with a lot of business activities on the "educational market", any method of increasing their competitive advantage might be very useful and interesting for them.

Knowledge Management In Higher Education:-

Universities have traditionally two main roles: creating knowledge and disseminating knowledge. Research has been the main vehicle for creating knowledge and teaching has been the main vehicle for disseminating knowledge. In today's rapidly changing economic environment, the traditional role of universities as

providers of knowledge is greatly challenged. Universities must recognize and respond to their changing role in a knowledge-based society. They need to be consciously and explicitly managing the processes associated with the creation of their knowledge assets, and to recognize the value of their intellectual capital to their continuing role in society.

On the other hand, students no longer are satisfied with first phase education. Their needs are now increasingly seen to be continuous throughout a working life and embrace personal growth at all stages of an individual's life. It is now clear that the future will belong to those who can acquire and apply knowledge and skills, which the global markets demand. Modern students will require regular updating of their knowledge, skills and competences. Different learning and teaching strategies are effective to varying degrees for groups of students. KM practices seek to help teachers and faculty gather data and share information about which teaching approaches are most effective in specific learning environments. In order to fulfill these ideas and principles, universities should improve existing processes such as:

- Adaptive on-line administration of the student's enrollment process with an automatic creation of his or her study interests profile, allowing to push him or her the relevant information and knowledge, to enable him or her a tailored access to relevant resources including the tailored time/table, etc.
- Supporting the process of student's orientation in the university practices, resources, etc. using a shared knowledge repository of best practices, basic university documents, interactive campus maps, electronic access to some shopping facilities or to ordering some necessary services, etc.
- Supporting the student's study process by an intelligent and tailored dissemination of information and knowledge relevant to his or her study, supported by well planned laboratory work and other similar activities.

These processes involve teaching, research, and managing staff of the university. Introduction of KM methods and tools will enable to share their knowledge, to improve the level of teaching and research collaboration and to improve the working relationship among staff and students.

HIGHER EDUCATION SCENARIO IN INDIA

The main strength of the Higher Education System in India is that it is well structured; it covers nearly all disciplines and offers programs at a very low cost to the students. It has largely met the skilled manpower requirement of the economy in the past and has the potential to meet the future needs too. It is generally self-reliant and has received international recognition for the quality of some of its output. The system has had extensive support from the Government and provides open access to the meritorious with little discrimination and full freedom of thought and action. The faculty is generally well qualified, and the approved teacher / student ratio is fairly high.

The apparent weaknesses of the system include lack of quality assurance, obsolescence in curricula and teaching methodology, poor infrastructure and technology support, political interference, lack of autonomy in decision making (both academic and administrative), absence of a global perspective, a failure to attract and retain the talented to the teaching profession, disinterested students, and an overall shortage of financial resources. Both external and internal efficiencies of the system are poor leading to enormous wastage. There are no incentives to utilize the system to its full potential and mobilize additional resources. Institutions are isolated with little interaction with employers, community, other academic and R&D institutions, and even within themselves.

CONCLUSION

For improvement of these weaknesses, it is essential that the universities / colleges in India adopt Knowledge Management Practices.Colleges and universities have significant opportunities to apply knowledge management practices to support every part of their mission—from education to public *An* institution wide approach to knowledge management can lead to exponential improvements in sharing knowledge.

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