



HIGHER EDUCATION INSTITUTIONS AND KNOWLEDGE MANAGEMENT

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ABSTRACT:

The said research paper is focuses on the Academic Productivity, Ways of Knowledge Management and need of applying Knowledge Management in Higher Education. The need for the concept of management is associated with the phenomenon of group activity. Everywhere in modern society, we find group of people working in all spheres of human activity. Wherever there is an economic activity or a social activity or a political activity or any other type of activity undertaken by human being for realizing certain specific objectives, we find people working together in groups. Employers are important asset in higher education institute across the world. However, educational institutions must realize the benefits of the growing talent. Acknowledged the innovative colleges and universities are examining the value of talent development as a cost effective process to the transitioning of power and authority. the three pillars of any higher education institution are: quality of faculty, infrastructure Facilities and learning environment. With the increasing demand and supply gap, organizations are facing immense war for talent. The practice of talent management is not implemented frequently in educational institutions. Most institutions in the current economy can ill-afford to lose a senior officer or high potential administrator without a suitable replacement given the tremendous costs related to hiring a candidate from outside the institution. Colleges and universities, now more than ever, now more the ever, need to ensure the right person is the serving in the appropriate position.

KEY WORDS: Knowledge Management, Talent Management, Higher Education Institutions, Information Technology.

INTRODUCTION:

Educational institutions are discovering need for talent to meet the new quality standards demanded by the society and the next generation. Higher education in India has witnessed an impressive growth over the years. The number of higher educational institutions has increased from about 30 universities and 695 colleges in 1950-51as per recent UGC

report. The teaching staff was also increased from a mere 1500 to nearly 4.8 lakhs and students population in higher education from 1 lakh in 1950 to over 112 lakhs. Many fold expansion in institutional capacity in higher education has enhanced enrollment ratio from less than 1% in 1950 to about 10% in 2021.

A large number of private institutions have of late begun to offer courses of short term duration. Such courses are targeted to in the requirements of those students who seek to qualify admission test to pursue higher education programmes and technical and vocational disciplines of seek employment in business and industrial sectors. Such institutions have greatly benefited from the network of facilities and courses developed by ODL institutions and at the same time they have contributed to the growth of knowledge.

Localization to globalization in the wake of globalization of education which is a recent phenomenon. Many foreign universities have begun to offer programmes in India. Through both conventional and distance mode, particularly online courses utilizing internet facilities. As the number of internet users is rising fast, such institutions offer ample opportunities for the learning to the large number of students. By the same token it must also note that they also pose a challenge of competition to all the service provider. Especially those that are lagging behind in using technology. For effective teaching and learning in the process quality of education is expected to improve.

OBJECTIVES:

The main objectives of the said research study is as follows :

1. To study the concept of knowledge, Management, and Knowledge management
2. To study basic elements of Knowledge management
3. To study different law of Knowledge management
4. To study the steps for gathering information
5. To study the Reasons for applying Knowledge Management Principles in higher education

HYPOTHESIS :

The main hypothesis of said research study is as follows :

- H1** Day by day, teachers from higher education are improving their awareness regarding Total Quality Management and trying to maintain their overall quality.
- H2** A research culture is improved among the teachers, students, academicians and research scholars.

RESEARCH METHODOLOGY :

The present research study is based on the secondary data discussions with academic scholars only. Such secondary data is collected from various reference books on Knowledge Management, Talent Management, Higher Education, Information Technology, Commerce, Management, Technology, Finance, and Banking etc.

For the said research study the data pertaining to the above objectives was collected by the review of the literature on the subject concerned. The literature was thus collected by visiting libraries and various concerned websites.

SCOPE OF STUDY:

This study covers the conceptual and theoretical aspects of Knowledge management. It includes Information Management, knowledge and competency, Hierarchy of Administration, Basic Elements, of Knowledge management, Six Law of Knowledge management, and steps for gathering the knowledge for applying Knowledge Management principles, in higher education and Knowledge Management Challenges etc.

LIMITATIONS OF RESEARCH STUDY :

The present study is related to knowledge and higher education only. For the said research study the data is collected by visiting libraries and various concern websites. The research paper is based on secondary data and discussions with academic scholars only.

ACADEMIC PRODUCTIVITY:

The concept of academic productivity may be understood as a creative, original activity, academic vitality and so on higher education. In the scientific community, the term scientific productivity was originally used by Merton (1938) in the sociology of science, focusing on the natural science as an indicator of level of activity within the scientific community.

According to Arimoto (2006), the term productivity was introduced into the field of higher education research in Japan in 1973, by MichiyaSinbori, as a modified concept of scientific productivity – with a focus not only on the national Science but also on the Humanities and Social – Science. This concept was introduced into the sociological study of education in the authors' original definition of this concept in the shin-kyoikushakaigakujiten (Japan Society of Educational Sociology): an indication to know the activity outcome made by scientist involved in attempting to make new discoveries and innovations of social theory, law, concept, material, etc.,

This new concept of academic productivity is still focused on research activity related to Knowledge. In the present Arimoto's view this concept is not only adaptable to research but also to all functions of knowledge, and hence academic productivity is thought to apply to research, teaching and service productivity. This concept is a total indicator of the level of activity of academic community while both scientific community and academic community share the concept of research productivity.

SIX WAYS OF KNOWLEDGE MANAGEMENT

The richness of the knowledge sharing experience has been digested. If universally is confirmed by further study, these features might eventually attain the states of the "Law of Knowledge management"

The six Law of Knowledge management are given below :

- 1. Knowledge Sharing in essential to for survival** - In the law knowledge economy, knowledge sharing is essential for survival. Traditional hierarchical organizations cannot cope with fast changing client demands unless they are able to share knowledge among employees, parents and clients. Innovation and creation of new business liens depend on the knowledge of each and every employee rather than individual knowledge.

2. **Communities of practice are the heart and soul of knowledge sharing** - Knowledge sharing takes place on a significant scale where organizations have organized themselves into communities of practice. These communities need to be “integrated” to the institute’s strategy and its organizational structure. Where people come voluntarily together with others to share similar interest and learn from other’s skill has become the common feature of Knowledge organization.
3. **Virtual communities need physical interaction** - Technology has dramatically expanded the possibilities for global communicating operating in a virtual mode, with members scattered around the world communicating though email and the World Wide Web, many organization have found it difficult to launch communities without initial face-to-face meeting at least with some of its member.
4. **Passion works as Driving Forces behind communities of practice** - The experience of knowledge sharing is showing that communities of practice only flourish when higher education institutemember are passionately committed to common purpose, whether it is the engineering design of water supply system, the pursuit of better medical remedies, or more efficient economic techniques. Efforts at building communities in a hierarchical way are successful on a temporary basis.
5. **Communication enrich organization and personal lives** - Nurturing communities of practice and building on positive human emotions in the workplace provides a key for creating and developing heather forms of organizations. The emergence of non-hierarchical communities of practice works as central role of passion in cementing an enhanced form of organization which is capable of generating capable wealth, but would also provide more meaningful lives for those two work within.
6. **Knowledge sharing dynamic: Inside-Out and Outside-in** – Knowledge sharing in an organization must be done from inside, not outside. This means that using outsiders such as consultants to “kick start” of “do it for us” doesn’t work. The successful knowledge sharing programs appear to be driven by insiders. The insiders must own the process, be involved in all aspects of I, lets the changes happen, encourage others to make the changes and get involved.

STEPS FOR GATHERING THE KNOWLEDGE:

There are varies steps through which we can gather the knowledge is as follows :

1. **Team building** includes the individual who will decides how the knowledge will be organized, which topics will be covered, and to what extent. Individuals who have good performance records and can provide suggestions and who are technically train in using administration tools are included. The member collaborates in the mission of project, and each would be able to contribute up to higher education institute level nest.
2. **Assessing the value of knowledgethe** be to determine what knowledge should be gather is to estimate what the value of your knowledge base every member effectively uses it.
3. **Setting boundaries according to the content** while defining the scope of the knowledge base, the most common mistake we make is to try to include too much. Getting overly ambitions result in the problem that may be solid in nature, it is better to be through with a limited solid area than to cover a broad superficially.

4. **Defining priorities of the objectives** establishing the value of knowledge helps in defining the priorities of work, which should be considered by its members. Work should be done in such manner that it requires lesser time and should be oriented in the favor of the institute. Institute must match higher education institute knowledge systems and process to service priorities.
5. **Time Boundaries** A time-boxed approach to knowledge gathering works best. If it appears to be falling behind schedule, narrowing the scope of knowledge base and finishing on schedule is the way to go. The longer it takes to get the people to share the knowledge, the longer it takes to achieve its objectives.
6. **Selecting and managing expert** it involves people who contribute to the knowledge base must be technically competent. Successful Knowledge Management depends as much on the questions as the answers. There is another very important issue with experts; the reluctance to share knowledge. It is important to plan and communicate the role of the experts will change once Knowledge Management has been implemented.

REASONS FOR APPLYING KNOWLEDGE MANAGEMENT PRINCIPLE IN HIGHER EDUCATION:

The main reasons for Knowledge Management in higher education are;

1. All the Higher Education Institutes possess a state of and modern information infrastructure.
2. Sharing knowledge among faculty, staff, students, course, programmers, placements and administration is usually done in all Higher Education Institutes.
3. The academic environment in general is considered trustful in the sense that no one is hesitating nor being afraid of publishing knowledge.
4. Any Higher Education Institutes will look forward for its abreast strategic position in higher education institute continuous ratings by newspapers and business magazines for competitive advantage.
5. Each Higher education institute wants its internal documentation management and the level of information and knowledge sharing to improve.
6. There is an increased demand for new strategies that help HEIs and meet external and internal demands.

KNOWLEDGE MANAGEMENT CHALLENGES

The key Knowledge Management Challenges are given below :

1. To deliver wide range of quality base knowledge with some new values added features.
2. To customers who want partners in the face of vendors and expect response from them on theory demand for global execution.
3. To an institute where time is the utmost important thing which, leads to do new innovations and helps to do fierce task and diverse competition.
4. Now a day it is somehow a difficult task for the organization to enjoy the continuous growth of Institute with the fruit of increased profitability, though organizations are very large and dispread and has hundreds of partners.

CONCLUSION:

Knowledge Management at Higher Education Institutes is more the result of problem-oriented and decentralized IT development than a reflection of strategic IT direction. Information management and development of existing technologies to support a Higher Education Institute are predominately driven by administrative rather than management executive or server-oriented needs.

For a university to function as an integrated whole, it needs IT infrastructure that adequately handles all the institutional processes and administrative functions and that also supports strategic decision-making by management.

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