Significance of Knowledge Management in Higher Education Institute

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Abstract: Higher education institutions (HEIs) create and apply knowledge during their processes and activities. The information and knowledge generated must be compiled in a central location and disseminated among the company for further growth. It is noted that the knowledge generated in the academic institution is not stored or acquired correctly. It is also noted that many times the knowledge or information generated in the academic institution is not known to anyone and remains as a gray literature, which could be useful if an adequate recoding is maintained in the organization. In fact, the academic environment is a treasure trove of knowledge, but it is not properly organized and, therefore, utility is also lacking and causes the repetition of the activity.

The purpose of the paper is to emphasize the need for knowledge management in higher education institute.

Keywords: Knowledge Management, Types of KM, Higher Education Institute.

Knowledge Management

Knowledge management is the discipline that allows individuals, teams and entire organizations to create, share and apply knowledge collectively and systematically to better achieve their goals. KM offers exceptional collaboration to maximize the value of information and organizational knowledge resources that lead to greater efficiency and greater innovation.

Wiig (1996) defines knowledge as "knowledge, understanding and practical knowledge that we all possess". Nonaka (1998), Tiwana (2000) and Zack (1999) identified two types of knowledge: tacit and explicit: tacit knowledge is the form of knowledge that is understood and applied unconsciously. Tacit knowledge is highly personalized, is obtained through experience and is influenced by beliefs, perspectives and values of people. It is difficult to codify and resides in the minds of the people who own it. It is usually shared through a highly interactive conversation and shared experiences. Explicit knowledge, on the other hand, is easy to articulate, capture and distribute in different formats. It is formal and systematic (Nakkiran, Sewry, 2002, pp.235-245). Explicit knowledge can be easily documented and communicated. This knowledge is easier to share and use throughout the organization.

Knowledge management systems are used by organizations to meet organizational goals of better performance, competitive advantage, transfer of experience and development of collaborative practices. Duffy (1999) defines knowledge management as "identification, growth and effective application of an organization's critical knowledge" defines knowledge management is "the systematic and holistic approach to sustainable improvement of knowledge management in all levels of a 'organization' (Eppler, 2002). According to Nakkiran and Sewry (2002, pp. 235-245), knowledge management is the process of effectively identifying, growing and applying the existing knowledge of an organization to achieve the organization's goals, while creating an organizational structure culture which allows greater knowledge creation. From these and other points of view on knowledge management, it follows that a good knowledge management system should be integrated into people's daily routines that enable a continuous flow of knowledge within the organization.

A knowledge management system is based on capturing, storing, transforming and sharing the knowledge of the organization. Information technology (IT) is a key factor for KM systems and facilitates the capture, storage, transformation and dissemination of knowledge.

Types of Knowledge: There are two types of knowledge viz. explicit knowledge and Tacit Knowledge.

Explicit Knowledge: This is recorded and well documented information that helps to act and is expressed also in a formal language. It is published and made available for use as primary and secondary information sources and also includes packages, transferable, transferable and also easily accessible. It can be articulated, captured, presented and coded in various forms, such as words, numbers, specifications, facts, rules, reports, blog posts, e-mails or other types of printed matter (books and magazines) and digital, political and shared resources no need for discussion It concerns past events or objects there and then. It can be transmitted in formal and systematic language.

Tacit knowledge: It is the knowledge that people carry in their heads. It is incorporated in the mind / mind of the researchers of the institution or organization or research unit, etc. It covers knowledge, perceptions, opinions of
experts, techniques and skills, which are exclusive to the person. Tacit knowledge is not communicated in writing, as it is purely personal, specific to any field and even very difficult to capture, share verbally and transfer to society.

Tacit knowledge is personal, specific to the context and, therefore, difficult to formalize and communicate. This knowledge (Know How) is very useful but is kept as a business secret by the person and is not easily transmitted to the information society. Tacit knowledge has different characteristics than explicit knowledge. Alhawary (2011) has defined tacit knowledge, which is experimental, intuitive and based on experience that cannot be expressed in words, sentences, formalized or articulated and, therefore, it is also difficult to share. In general, the knowledge we refer to has an explicit meaning, expressed in terms of words and numbers, and knowledge can be shared. According to Ramanuj and Kesh (2004), tacit knowledge can only be exploited through effective communication and sharing. The principal investigator focuses mainly on the tacit knowledge possessed by employees, teachers, students, processes and systems of academic institutions, but have difficulty expressing it or expressing it. There are two types of tacit knowledge: the knowledge of the researchers, which can be shared by both the individual and the groups. Another is tacit knowledge that can be made explicit so that it can be shared between the institution. Sternberg says that the knowledge that has not yet become explicit is called tacit knowledge.

**Knowledge creation:**
The process by which new knowledge is created within the organization or institution in the form of new products, services or systems becomes the cornerstone of innovative activity. The key to the success of the innovation process consists in the mobilization and conversion of tacit knowledge into explicit registered knowledge.

Knowledge creation occurs in two ways. One is where conversion takes place between tacit knowledge and explicit knowledge. And another is where the knowledge created by the individual is transformed into knowledge at the group and organizational level. Knowledge creation fuels innovation. Organizational knowledge is created during the conversion of tacit explicit knowledge and a return to tacit knowledge of organizational knowledge.

Individuals create knowledge and an organization cannot create knowledge without them. Therefore, the creation of organizational knowledge is a process that amplifies the knowledge created by individuals and crystallizes it as part of the organization's network. To create knowledge, the organization must provide the context for interaction between individuals at the intra and inter-organizational level. It includes not only innovation, but also learning, which can shape and develop approaches for daily work. Nonaka (1995)

**Sources of generation of Knowledge:**
Knowledge is generated in all organizations, institutions, research centers, educational organizations, industries, and even in the academic world in different forms such as books, projects, documents, dissertations, theses, etc. But all knowledge is not available for public use. The knowledge made available is only explicitly. Tacit knowledge is difficult to translate into reality. Although the system of intellectual property rights now developed to protect innovative ideas and benefited researchers protect the knowledge in different heads, such as copyright, patents, trademarks, geographical indications, etc., but there are still some reserved concepts as a trade secret and are not available for general use. In educational institutions many concepts are stored locally and remain as gray literature. This intellectual information must be compiled at institutional level and expert databases can be generated for its use.

**Related Work**
In the field of higher education, significant work has been done in the area of the KM and many researchers have made many new contributions in this field. This describes the work already done in this area and its relevance for authors in their research.

Kidwell, et al. (2000, pp. 28-33) discussed why KM is vital for higher education systems and how a broad institutional KM approach can lead to exponential improvements in the exchange of knowledge, both explicit and tacit, and the consequent increase in benefits. The work helped us understand the benefits of various knowledge management applications in educational institutions. Processes such as research, curricular development, services for students and students, administrative services and strategic planning.

Ranjan and Khalil (2007, pp. 15-25) have argued that to build and develop a solid and prosperous knowledge environment, the institution must look beyond technology and develop the general culture of access, exchange and management of knowledge.

Yeh (2005, pp. 35-42) presented the multiple KM modeling framework to propose four organizational strategies for higher education - culture, leadership, technology and measurement and three academic KM strategies: individual, institutional and network. The document guided us on the need for a combination of organizational strategies and KM for a solid knowledge management system.
Huvida, Shams and Hoosh-mand (2008, pp. 695-702) demonstrated the importance of problem solving and decision process theory in assessing the purpose of organizational KM activities. The work helped us understand the importance of problem solving and decision making to conceptualize QA practices.

Rowley (2000, pp.325-333) stated that the challenges of KM lie in the creation of an environment of knowledge and in the recognition of knowledge as intellectual capital. The document helped us understand that an effective KM is needed in higher education institutional changes in culture and values, organizational structures and reward systems.

Petrides (2004) discussed the advantages that knowledge management practices can provide to organizations. The document guided the authors on the need to implement knowledge management in higher education institutions.

Mamta Bhusry (2012) found that the importance attributed to the determinants of the CG intervention differed from one institution to another, according to the organizational structure, objectives and objectives, the responsibilities of the organization, the stakeholders and the authority to make decisions. The results of the study state that KM initiatives can play an important role in improving the performance and effectiveness of higher education institutions in their main areas of work.

**Significance of KM in Higher Education**

Knowledge is created on multiple levels in different ways and is required at each level in a different way. The academic and administrative processes of teaching, examination, evaluation, admission, counseling, training and training, research and consultancy give rise to many useful experiences and studies that can be defined as knowledge in the context of higher education institutions (Ranjan, Khalil). The purpose of KM in higher education institutions is to integrate the knowledge produced at all levels and use it for the objectives and objectives of the institution. This will have the implications of improving the operational quality, capacity development and effectiveness of the organization, which will lead to greater productivity and performance.

An academic institution is composed of a series of components or levels composed of teachers, students, administration, academics, research, training and placement. Each of these levels creates knowledge and consumes knowledge, even though the nature of knowledge varies at every level. It is important to identify the knowledge that each level contributes to the system and the knowledge that each level requires to perform its functions and find ways to effectively apply this knowledge to points of use. A robust KM system must meet the information needs of all levels.

Knowledge is the key to decision making and strategy creation. Knowledge must be transferred to an action, but unfortunately it does not always happen. To maintain a competitive world, all educational institutions must implement effective knowledge management tools. Barbara Friehs (2000) mentioned the following tasks for an effective KM.

- Organize the hidden implicit/tacit knowledge.
- Integrate knowledge from organization and make it accessible to all.
- Identify the missing knowledge
- Create new knowledge
- Make knowledge more accessible and usable
- Create knowledge sharing culture to experiment and learn
- Evaluate and reflect learning processes
- Codify new knowledge

KM helps educational institutions improve their ability to collect and share information and knowledge, applying them to solve problems and support research and continuous improvement of their work. The KM of the education system must reflect and include information at all levels, from the management level to the student level, in order to improve the employees’ professional knowledge, to reach the quality of teachers and students. In all countries, the government releases many funds for these activities. KM offers the most effective way to transfer efficient methods, models, ideas and practices, creating a network as an interaction field that allows its diffusion, as well as innovation and development. For underdeveloped countries, the exchange of material resources can be useful. The faculties can invest each other in the resources they share. The exchange of information and knowledge in a network, such as reciprocal newsletters, meetings, conferences, seminars and symposia, can serve as a tool for the transfer of ideas and ideas and for good practices.

The educational systems are market-oriented by their democratic and decentralized basic system. Universities and academic institutions are considered responsible for the results of students in a democratic, contemporary and flexible educational system. In return, they receive compensation for their commitment and responsibility. Therefore, the knowledge, skills and talents of the students should be maintained in the knowledge base. It helps them create new knowledge and offers a platform for newly enrolled students.

In the educational institution’s researchers, faculty experts, students regularly contribute to the knowledge base by generating new concepts. The internationalization of higher education must share organizational contribution /
knowledge. Therefore, knowledge management provides techniques for acquiring tacit knowledge hidden in the minds and practices of the experts/individuals and records them for future use. At the time of graduation of the educational performance of the institution, all the tacit and explicit knowledge of recent years could be available in a place with easy research. KM can transform the new organizational levels of effectiveness, efficiency and scope of the operation, using advanced technologies, data and information made available to users for effective productivity. KM is continuously discovering tacit organizational knowledge. It is also useful to generate knowledge, solve problems and make decisions. The improvement in quality and service has also been achieved.

**Conclusion:**
Knowledge management is of great importance for higher education institutions. Being the important source of knowledge creation and dissemination, higher education institutions have enormous potential to apply knowledge management practices to improve their operational effectiveness, competitiveness and quality. In the era of the privatization of higher education, institutions must raise their standards, quality and add value to services to ensure the satisfaction of different reasons for different stakeholders in higher education institutions.

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