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## **The Role of Knowledge Management in Higher Education**

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### **Abstract**

*Higher education institutes create knowledge during their academic and administrative process. Knowledge is created as explicit knowledge in the form of documents, procedures, results as well as tacit knowledge in the form of experience, judgments, views and perception that resides with individuals.*

*Knowledge has stored by the way of creation and acquisition. This stored knowledge has utilized for simple and comfortable in human life. This knowledge is following levels:*

- 1. Knowledge acquisition*
- 2. Knowledge utilization*

*Characteristics of knowledge management*

- 1. Knowledge management is related to people.*
- 2. Knowledge management is related to objectives of institutions and organization.*
- 3. Knowledge management always changing anytime.*
- 4. Knowledge management has vision*

### **Introduction:**

Knowledge management is the discipline of enabling individuals teams and entire organizations to collectively and systematically create, share and apply knowledge to better achieve their objectives knowledge management delivers outstanding collaboration to

maximize the value of organizational information and knowledge assets leading to improved effectiveness and greater innovation.

Wig (1996) defines knowledge as the insights understandings and the practical know-how that we all possess. Nonaka (1998) Tiwana (2000) and Zack (1999) identified two types of knowledge tacit and explicit) Tacit knowledge is highly personalized gained through experience and influenced by beliefs, perspectives and values of the individuals. It is difficult to codify and resides in the minds of the people possessing it. It is usually shared through 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. Explicit knowledge can be documented and easily communicated. This knowledge is easier to share and use across the organization.

From the views about knowledge management, it is inferred that a good knowledge management system should be integrated into the daily routines of the people enabling a continuous knowledge flow in the organization. A knowledge management system is based on capturing, storing transforming and sharing the organizational knowledge. Information technology is a key enabler for knowledge management systems and facilitates the capture, storage, information and discrimination of knowledge.

### **Role of knowledge management in India**

Higher education institutes create knowledge during their academic and administrative process. Knowledge is created as explicit knowledge in the form of documents, procedures, results as well as tacit knowledge in the form of experience, judgments, views and perception that resides with individuals. The challenge is how to make available to the institutions this explicit and tacit knowledge as an integrated control resource capturing and making the intuitional knowledge available will ensure continuity and will accelerate intuitional learning on the contrary, must higher education intuitions have face the difficult task of integrating their institutional knowledge for improved knowledge sharing and effective decision making.

Knowledge is created at various levels in different forms and is required at each level in a different form. Academic and administrative process of teaching, examination,

evaluation, admission, counselling, training and placement and research consultancy result in many useful experiences and studies which may be defined as knowledge in the context of higher educational institutes. Knowledge management in higher educational institutions aims of integrating the knowledge produced at all levels and using it towards the institute goals and targets. This will have the implications of improving the operational quality, capacity, development and effectiveness of the organization leading to enhanced productivity and performance.

Academic institutions made up of a number of components or levels consisting of faculty, students, administration, academics, research and training and placement. Each of these levels creates knowledge as well as consumes knowledge, though the nature of knowledge various at each level. It is important to identify the knowledge that each level contributes to the system and knowledge that each level requires to perform its functions and find ways to apply this knowledge effectively at the points of use.

### **Reasons for applying knowledge management principles in higher education**

- Sharing knowledge among faculty, staff students, course, programmes, placements and administration is usually done in all management institutions.
- The academic environment in general is considered trustful in the sense that no one is hesitating nor being afraid of publishing knowledge.
- Each institute wants its internal documentation management and the level of information and knowledge sharing to improve.

### **Level of knowledge management**

Knowledge has stored by the way of creation and acquisition. This stored knowledge has utilized for simple and comfortable in human life. This knowledge is following levels:

- 1.Knowledge acquisition
- 2.Knowledge utilization

### **Characteristics of knowledge management**

1. Knowledge management is related to people.
2. Knowledge management is related to objectives of institutions and organization.
3. Knowledge management always changing anytime.
4. Knowledge management has vision

### **Sharing of knowledge in higher education**

One of the challenges of knowledge management is that of getting people to share their knowledge. In some organization sharing is natural. It has been reported that knowledge management is not a project that being and ends but an ongoing and evolving chathing in the way an organization operates. There has always been academic collaborations but there is little systematic sharing of learning content, context and supporting materials. Many times knowledge generated by research activities often stays within a laboratory or research team and rarely crosses disciplining boundaries. In most academic setting, knowledge resides in archipelagos of individual knowledge clusters, unavailable for systematic sharing.

### **Barriers of knowledge sharing**

1. Not invented here syndrome – This is mere common people have pride in now having to seek advice from others and in waiting to discover new ways for themselves.
2. Not realizing how useful particular knowledge is to others – An individual may have knowledge used in one situation but be unaware that other people at other times and places might face similar situation. Additionally, knowledge derived for one need may be helpful in totally different context or it may be a rigger for innovation – many innovative developments come from making knowledge connections across different disciplines and organizational boundaries.

3. Lack of trust – It share some of my knowledge will you use it out of context, misapply it (and them blame me) or pass it off as your own without giving any acknowledgment or recognition to me as the source?
4. Lack of time – This is major reason is given in many institution. There is pressure of productivity, on deadlines and it's a general rule that the mere knowledge you are the mere there are people waiting to collar you for the next task. How can you possibly find time to add your lessons learnt to the knowledge database or have a knowledge sharing session with your colleagues?

### **Conclusion**

Today the world is changing very rapidly. Higher educational institutions need to be efficient to tackle problems from cross functional, cross organizational, ethical and cultural perspectives and equipped with tools to achieve excellence that higher education institutions need to develop a thriving knowledge sharing culture and look beyond the technology to achieve their goals and objectives. If the institutions of higher learning like Universities etc. can engage in the continuous process of creating new knowledge, social and environmental changes, pedagogy, technological development etc. distribute it effectively on a continuous basis and help in its application, then only India will be able to face the growing challenges of the global knowledge society.

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