

KNOWLEDGE MANAGEMENT IN MANAGEMENT INSTITUTES: OPPORTUNITIES AND CHALLENGES

Dr. Madhulika Gupta

Professor, Dr. D.Y.Patil Centre for Management and Research, Chikhali, Pune, India

Madhuri Ajit Chaudhari

Assistant Professor, Dr. D. Y. Patil Centre for Management and Research, Chikhali, Pune, India

Miss. Dhruvi Gupta

Student, Dr. D. Y. Patil College of Computer and Business Studies, Pune, India

ABSTRACT:

Management Institutes are the core tools of society for the constant pursuit of knowledge. The knowledge management plays a very crucial and critical role in the Management Institutes. Through the application & systematic thinking, Knowledge Management in Management Institute can be individually recognized and considered at clerical, research, Management (teaching and learning developments), student facility and human resource systems. The use of the Knowledge Management in Management Institutes can upgrade teaching and learning processes, give access to scientific resource, formation of the efficacious internal and external communication network, synergy of students and faculty knowledge and enhancement in quality and quantity of research activities. However, effective and efficient accomplishment of Knowledge Management in teaching aspects have some challenges. The study purposes to examine the challenges and opportunities of Knowledge Management in Management institutions, specifically the role of Knowledge Management in teaching and learning processes. The paper facilitates to understand the challenges linked with the creation of a knowledge environment in Management Institutes, and discovers the opportunities accessible by screening knowledge as an asset.

Keywords: *Challenges, Educational Institutions, Knowledge Management, Opportunities,*

1. INTRODUCTION

Management (KM) plays an important role in any organization by facilitating the Capture, storage, transformation and dissemination of knowledge (Agarwal, Poo & Goh, 2005) in order to achieve organizational goals. It is often a collaborative and integrated approach adopted Institution wide to ensure that an organization's knowledge assets are best utilized to increase Organizational performance. These knowledge assets include those that are in an explicit form documents, books, reports, web pages, etc., as well as those in the tacit form. The key steps in the knowledge Management process included are: generating new knowledge; accessing valuable knowledge from outside Sources; using accessible knowledge in decision making; embedding knowledge in processes, products and services, representing knowledge in documents, databases, and software; facilitating knowledge Growth through culture and incentives; transferring existing knowledge into other parts of the organ. Knowledge

Management (KM) plays an important role in any organization by facilitating the Capture, storage, transformation and dissemination of knowledge (Agarwal, Poo & Goh, 2005) in order to achieve Institutional goals. It is often a collaborative and integrated approach adopted institution-wide to ensure that an institutions knowledge assets are best utilized in order to increase institutional performance.

Knowledge management is the intricate system of relations between human resources, technology, infrastructure, knowledge and knowledge personnel. The dominant viewpoint into the study of organizational knowledge Management is an analytical and evidence-based method and it concentrations on information and technology. The Systemic approach at the same time scan and study the socio - humanistic, techno- structural, knowledge-content and climate - cultural factors within the institute and knowledge management system. Knowledge management is defined as "an integrated, regular, targeted and constant socio-technical function which develops and promotes events to capture, catch, acquire, generate, organize, store, retrieve, share, allocate, handover, use, reuse and evaluate the proficiencies and knowledge assets (tacit and explicit) for generating competitive advantage and added value by improving the quality of decisions and movements (in all its levels) and variations in tactics aimed at improving the technical, administrative, human resources and structural subsystems and reaching wise organization. The KM implementation team must organize their learning's from the pilot, use the lessons learned to create an expansion and scale-up strategy, identify an entity that will guide, support, and monitor KM on a university-wide scale (O'Dell & Grayson, 1998). Based on this description we can more relabeling analyze Knowledge Management in educational Institutions and settings because organizational knowledge is best managed when viewed holistically as a set of persons, procedures, and technology, not only as a set of specific knowledge processes or technology-based methods. Leveraging Knowledge Management initiatives to reach and organize aims needs a deep understanding of how information procedures relate to each other, what components effects knowledge procedures and knowledge employees, and how all of these components relate to the atmosphere Thus, roles and challenges of knowledge management should be measured in the sub-systems of education. These sub-systems contain managerial, human resources, investigation, teaching- learning, technology, structure and students. In addition, relations between these sub- systems within a particular environment and culture should be considered.

2. Objective of the study:

The objective of this paper is to investigate the challenges and opportunities of knowledge management in Management institutions, particularly the role of knowledge management in teaching-learning methods.

3. Research Methodology:

The type of research method adopted in this paper is qualitative research method, it is supported by secondary data, and different studies on this subject accessible on internet have been referred.

Research work in this paper is related basically to one or more aspects of a real situation and deals with concrete data that provides a basis for external validity. For this purpose review of concepts and theories and previous research finding is done.

4. Discussion and Analysis:

- **The significance of Knowledge management in Management Institutions:**

Management Institutions have several features of knowledge to the capacity that we can say the major mission of Management Institutions is knowledge management. Nishad Nawaz (2014) in his study mentioned that Higher education institutions are highly involved in business of knowledge; however they are taking responsibility of knowledge creation, sharing, transferring, storing, dissemination, reuse and learning. Management institutions can perk up the competence and efficacy of their functioning through KM and exhibit how KM objectives could be useful. The examples comprises of building curriculum support, construct knowledge repositories, convert information into knowledge to develop access to the generated knowledge, and improve the knowledge milieu by supplying novel answers for the utilization of knowledge. Birgene (2005) stated that higher education institutions are more closely integrated with the world, these institutions can acquire the best of knowledge, creativity and innovation which are the essential elements of booming societies. To be competitive the Management Institutions must be aggressive and make certain that the excellence of their offerings and superior academic experience is attained by their students which can be accomplished only if academic knowledge, capital, infrastructure and innovations can be effortlessly generated in the Management Institutions. The globalization and Competition are stressing the Management Institutions to consider the techniques in which they deliver a lecture, perform research and control the institution for overall development of their students and to survive in this cutthroat competition Knowledge Management plays a very important role. Human resource, implicit knowledge and intellectual property is the foundation of development of academic research competence for future economic and social development which can be achieved easily by proper KM system in place.

After studying various Management Institutes in India it was found out that the model of knowledge management is relevant to Management Institutes and it was identified that various existing amenities, structure, projects add on to knowledge management, for example libraries, and electronic collections of learning materials, networks for e-mail communication, and management information systems which provide data on the student profile. Therefore KM is indispensable for Management Institutes as it can construct radical bond and connection amid work and education and can assist students to compete in the corporate world by matching their skills with contemporary demands of employers more precisely. KM also facilitates to acclimatize of latest knowledge with the existing one by facilitating re-connection of learning with experience, so that a curriculum replicates the present time, place and problems.

- **Knowledge Management Opportunities in Management Institutes:**

KM supports Management practices and organization system in education. Management

Institution's supervision and executive responsibilities comprise of: identifying and convincing potential candidates for admission in course, providing knowledge about Management Institute's infrastructure, assets like computer lab, library, healthy practices and programs conducted for overall development of students, past and future placement activities and Industry interaction initiatives etc. To achieve this entire KM plays a very important role in Management Institutes, by developing a proper system to retrieve knowledge and save it for future. KM is capable of transmitting a Management Institute into a knowledge hub and revolutionizes the Institute's to compete better. With Knowledge Management, the opportunities might be to retain students, reach student learning outcomes, reach excellence in research or teaching, enable greater connection and collaboration between faculty members across the campus, or to improve collaboration between different departments. Effective KM can lead to better decision-making capabilities, reduced time to develop products such as curriculum or research outputs, improved academic and administrative services, reduced costs (Omerzel, Biloslavo, & Trnavcevic, 2011), Management Institutes can accomplish the subsequent points by focusing on KM structure and management:

- Integrate management procedures right through the management vision and policy i.e. proper planning
- Put into practice in-house procedures signifying comprehensible policies, effortless procedures and well-organized work procedures of the KM structure.
- Promoting a KM procedures for a knowledge institute that guarantee sustained vivacity of KM procedures in the institution which replicate thoughtfulness and participation from the teaching and non-teaching staff, consecutively augmenting the knowledge and development of the institute.
 - In order to enhance the Institute capacity in teaching and learning, problem solving, innovating and adapting to the changing internal and external environment following process can be adopted by Management institutions
 - ❖ Suggesting, executing and building up policies and procedures inside KM structure.
 - ❖ Guarantee in formulating suggestions, concerning KM proposals.
 - ❖ Guaranteeing execution and observance of in-house policies through operational procedures.
 - ❖ Assisting to do fundamental and applied research.

If executed properly the effective KM educational processes can result in appraising, improving, and building effective curriculum development processes, internal and external assessments, research and development. KM model includes:

- ❖ Appraising, modifying and executing an improved curriculum.
- ❖ Generating a strategy for standard assessment of student and learning outcomes, assessing existing programs for application globally.
- ❖ Shaping requirements for conventional course development or substitute course deliverance method.
- ❖ Integrating effective affiliation between resource centers and teaching and non-teaching staff of the Institute.

Additional, KM is mainly useful in knowledge society, where members with a common idea practice learning by discerning and exchanging knowledge. The Faculty members, students and others renovate and transmit knowledge resources logically in the course of teaching-learning process, research work, journal and book publications, evaluation and assessment processes. Efficient KM can assist academic world to appreciate its aims of: conserving resources, appreciating the knowledge it possesses, sharing and exchanging the knowledge among its stakeholders and appreciating its in-house processes to augment the institution's organizational and research activities by marking knowledge creation and amplified innovations.

There are lot of Opportunities and scope of KM in various areas of Management Institutes, for example:

Research Areas: KM would lead to increased resources, knowledge and competitiveness of research scholars or faculty members doing research work or pursuing Ph.D. It would reduce the time and make possible interdisciplinary Research. Help to have a linkage between Institutes and corporates and thereby enhance research opportunities. Researchers can augment the quality of their research as it will be possible to link their research work with electronic resources, databases, other researchers, data banks etc. Data Collection will become easy through e-mails, web, etc.

Curriculum planning and development: The Management Institutes will be able to deliver quality education by discovering and applying finest practice and screening outputs from time to time. Develop and modernize educational policy fast as per the latest industry scenario and demand. Advancing administrative services associated to educational areas.

Students Activities: advance student supportive activities and learning by offering the socio-technological factors for sharing of Knowledge and experiences. Generate smart and bendable surroundings for constant and extended learning. Generate a framework of communal escalation for student from different customs and areas by offering cyber climate for their dialogues.

Organization Structure: Proper Knowledge Management System can be implemented to develop the education system and thereby achieve organizations mission. KM can be used for preservation of Institute Assets by promoting and encouraging knowledge creation and preservation practice for future teaching-learning, research activities and accreditation process. This can be done by merging both explicit and implicit knowledge and making it available on knowledge portal of the Institute for the use of teaching and non-teaching staff. KM concepts can be integrated in academic and administrative areas and thereby augmenting the efficiency of external associations and collaborations to boost the competence and efficiency of Institute's operations.

- **Challenges of KM in Educational Institutes:**

Despite the benefits of knowledge management system in educational institutions, accomplishment of the Knowledge Management faces with some challenges and hindrances. Mostly Challenges arise from the lack of compatibility between socio-cultural issues and technology. In this area, some of events are concentrated on the sharing of knowledge among Institution workers for instance Friehs (2009) sometimes suggests that the professors are not willing to share their knowledge with associates, especially when their good reputation is a

result of a great store of knowledge.

The most significant challenges of knowledge management, in the field of higher Institution can be summarized as follows:

- **Internal challenges**

- **Challenges Related To Research Activities**

- Lack of trust about reliability, validity and results of researches published and presented on the Internet. Lack of consistency between studies conducted in different regions. Lack of overlap between the theories and variables in different cultures.

- **Challenges related to Technology**

- Lack of technology support for knowledge management. Inability of the technology to transfer and manage tacit knowledge.

- **Challenges related to Administrative Activities**

- Lack of Stakeholders basic knowledge in the field of education. Challenges associated to the management of the experiences and tacit knowledge.

- **Challenges related to Human Resources**

- Lack of the impartial system rewards and benefits in exchange for knowledge management events. Lack of exact criteria and standards to analyze the knowledge and knowledge personnel in manufacture and added value.

- **Challenges related to Students Activities**

- There is lack of purpose, consistency and integrated management in knowledge events, also there is a possibility of misuse and plagiarism.

- **Challenges related to KM Structure**

- Emphasis on explicit knowledge and negligence of tacit knowledge due to formal structure. Hard and rigid structures.

- **Dominance of the materialist view**

- Use of business models in higher education and effects of the commercialization of IT on national identity.

In management, institutions mostly use business models and effect of the commercialization of IT on national identity.

- **Globalization and cultural challenges**

- Globalization and cultural dominance of the dominant economies on the developing and underdeveloped countries. Cultural challenges in a multi-ethnic, multi-lingual learning environment.

- **5. Recommendations:**

- Proper technological support for knowledge management should be provided in order to enable easy transfer and management tacit knowledge.
 - Enabling fair structure for rewards and benefits in exchange for knowledge management activities or contributions.
 - There should be more emphasis on tacit knowledge than on explicit knowledge.

6. CONCLUSION:

Knowledge management offers both the theoretical and practical support in Management Institutes. Management Institutes can exploit knowledge management to develop competence and efficacy of the course of action and regular practices in the Institute like teaching-learning process, research activities and administration related work. However, it is important to provide proper support system and formal structure for retrieving and saving knowledge for future use and to avoid misuse and plagiarism. As per the above observation from the study above it is clear that knowledge management will provide a constructive result in the various aspects for Management Institute.

REFERENCES:

- Agarwal, N.K., Poo, D.C.C., & Goh, J.M. (2005). Managing quality of information retrieval for effective knowledge management. In Proceedings of the 3rd World Conference for Software Quality (3WCSQ), 205-214.
- Birgene,(2005), "Knowledge Management Blueprint for Australian Organisations?", The Australian Library Journal.pp2.
- David Tranfield, David Denyer, Javier Marcos(2004) , Co-producing management knowledge, Management Decision, Emerald Group Publishing Limited, Vol. 42 No. 3/4, pp.1
- Nishad Nawaz , Dr Anjali Mary Gomes (2014) , Review of Knowledge Management in Higher Education Institutions, European Journal of Business and Management, Vol.6,No.7, pp.71
- O'dell, C., & Grayson, C.J. Jr. With Essaides, H. (1998). If only we knew what we know: The Transfer of Internal Knowledge and Best Practice. New York, NY: The Free Press.
- Omerzel, D.G., Biloslavo, R., & Trnavcevic, A. (2011). Knowledge management and organisational culture in higher education institutions. Journal of East European Management Studies, 16(2), 111-139.
- Rowley, J. (2000). Is Higher Education Ready for Knowledge Management, International Journal of Educational Management, 14(7), 325 – 333