International Research Journal on Advanced Engineering and Management
https://goldncloudpublications.com
https://doi.org/10.47392/IRJAEM.2024.0105
e ISSN: 2584-2854
Volume: 02
Issue: 04 April 2024
Page No: 766-773

Implementation of Knowledge Management in Universities of India

Shilpa Sharma
Assistant Professor (Dept. of BBA), St. Xavier's College of Management & Technology, Patna, India.
Email Id: *shilpa.9987@gmail.com*

Abstract
This article examines the essential need for and difficulties related with the adoption of knowledge management (KM) strategies in institutions across India. The implementation of information Management, a methodical strategy for acquiring, arranging, and distributing institutional information, is becoming more and more crucial in the swiftly changing environment of higher education. The essay explores the specific circumstances of Indian universities, where a variety of academic fields, cultural subtleties, and administrative intricacies provide particular obstacles to the efficient administration of information. The use of Knowledge Management (KM) at Indian institutions is examined in relation to worldwide patterns and the revolutionary influence it may have on academic and administrative procedures. The paper emphasizes the possible advantages, such as increased cooperation, better decision-making, and optimized resource allocation. It also acknowledges the need for a cultural transformation inside academic institutions to promote a culture of sharing information among academics, students, and administrative personnel. Moreover, the study analyses the necessary technology infrastructure for effectively implementing knowledge management in Indian institutions. The text highlights the significance of using sophisticated information systems, cloud computing, and data analytics to enable effective generation, storage, and retrieval of knowledge. The significance of leadership in spearheading this cultural and technical transformation is underscored, as successful knowledge management requires robust institutional backing and strategic foresight. The article discusses the obstacles that arise while adopting Knowledge Management (KM) at Indian universities and business schools, including opposition to change, concerns over data security, and the need for capacity training. The article suggests implementing a gradual and flexible strategy, customized to the specific attributes of each university, to address these obstacles and optimize the advantages of knowledge management in promoting the academic objectives and overall efficiency of higher education institutions in India.

Keywords: *Knowledge management, challenges, globalization, educational strategy, higher education, business schools.*

1. Introduction
Knowledge management is the methodical incorporation of people, processes, and technology to facilitate the creation, storage, and use of an organization's own information. Effective communication among business staff improves services and results (Ramachandran et al., 2009). An essential element of knowledge management is the capacity to enhance organizational [1] performance through the distribution of optimal methods, the implementation of informed decision-making, the effective administration of processes, the cultivation of robust interpersonal abilities, and the prompt resolution of institutional challenges. The ultimate outcome will include less replication of labor, more focused strategies that uphold the institution's goals, expedited accessibility to information, enhanced academic and administrative services, diminished expenses, and decreased occurrences of mistakes and setbacks. Regrettably, in actuality, only a small number of Higher Education Institutions (HEIs) are able to achieve all or even most of these benefits (Mazhar and Akhtar, 2016). The lack of a distribution culture, incomplete understanding of the benefits of KM, and [2] difficulties in integrating KM into daily work routines seem to be the primary factors contributing to the success of KM projects.

International Research Journal on Advanced Engineering and Management
https://goldncloudpublications.com
https://doi.org/10.47392/IRJAEM.2024.0105
e ISSN: 2584-2854
Volume: 02
Issue: 04 April 2024
Page No: 766-773

India's educational landscape has become very competitive due to the fast growth of universities and colleges in the nation (Bhusri et al., 2011). Higher education institutions generate knowledge via various [3] administrative and academic approaches, which are essential to their operations. The main concern is whether or whether their products and services get advantages from the most effective use of this knowledge resource. Higher education institutions should cooperate on strategies to enhance operational efficiency by using their combined knowledge base. To meet the increasing academic standards and rapidly evolving technology, it is crucial to react promptly (Galgotia, n.d.). Efficiently identifying, recording, transforming, and disseminating the organization's information is crucial for reaching this goal. Organization may take advantage of this opportunity to recognize the importance of organizational learning. To address issues arising from a merger, an organization might use a knowledge management approach to improve its understanding of pertinent information. Enhancing the spread of information leads to an improvement in planning, decision-making, and quality (Nawaz, 2015). [4] Knowledge management may be advantageous for organizations of any scale since it enables the methodical generation, dissemination, and use of information by people, groups, and teams. To optimize the value of an organization's information and knowledge assets, knowledge management (KM) promotes strong collaboration, leading to increased efficiency and creativity. Each individual has a certain quantity of knowledge, which encompasses their observations, comprehension, and practical abilities. The information is categorized into two types: explicit and inferred (Sardjono and Firdaus, 2020). Tacit knowledge refers to information and skills that individuals possess and can use effortlessly, without conscious thought. [5] Tacit knowledge is derived from an individual's distinct perspective, ideas, beliefs, and practical expertise. The concept is purely subjective, residing only inside the minds of individuals who possess it, therefore making its definition a challenging task. Engaging conversations and mutual experiences are common methods via which it is conveyed. Knowledge acquisition, however, may be easily explained, documented, and shared via several methods. The methodology is rigorous and methodical (Yeh, 2005). The approach involves identifying the areas in which the group lacks expertise and then devising a strategy to address those gaps. The intention is to ascertain the strategic requirements of higher education institutions [6] by considering their organizational objectives, structure, stakeholders, and procedures (Horban, 2021). The subsequent stage involves identifying the information deficit and its underlying factors (Nur et al., 2017). Figure 1 illustrates the significance of closing the gap in order to successfully use organizational knowledge in alignment with objectives and aims. Recording and disseminating explicit information is easy. The company can optimize the use of this information when it is disseminated. Knowledge management systems help organization in attaining their objectives of enhanced performance, transfer of knowledge, competitive edge, and [7] collaborative practices (Alksasbeh et al., 2018). Key knowledge management (KM) encompasses the strategic actions undertaken by a company to identify, generate, and effectively use its critical repositories of information. Knowledge management is a systematic and all-encompassing approach to enhancing the overall management of knowledge inside an organization over an extended period of time. Knowledge management involves the identification, enhancement, and use of an organization's existing knowledge to achieve its goals. Additionally, it involves cultivating a culture that promotes the generation of novel knowledge (Sirajuddin et al., 2005). Various ideas on knowledge management suggest that integrating the system seamlessly into people's work routines is crucial for its effectiveness, since it enables unrestricted information sharing across different departments. The primary principle of a knowledge management system is the effective governance and use of organizational information. Information

International Research Journal on Advanced Engineering and Management
https://goldncloudpublications.com
https://doi.org/10.47392/IRJAEM.2024.0105
e ISSN: 2584-2854
Volume: 02
Issue: 04 April 2024
Page No: 766-773

technology (IT) plays a crucial role in knowledge management (KM) systems by facilitating the gathering, conversion, retention, and distribution of knowledge (Muftahu and Jamil, 2021) [8].

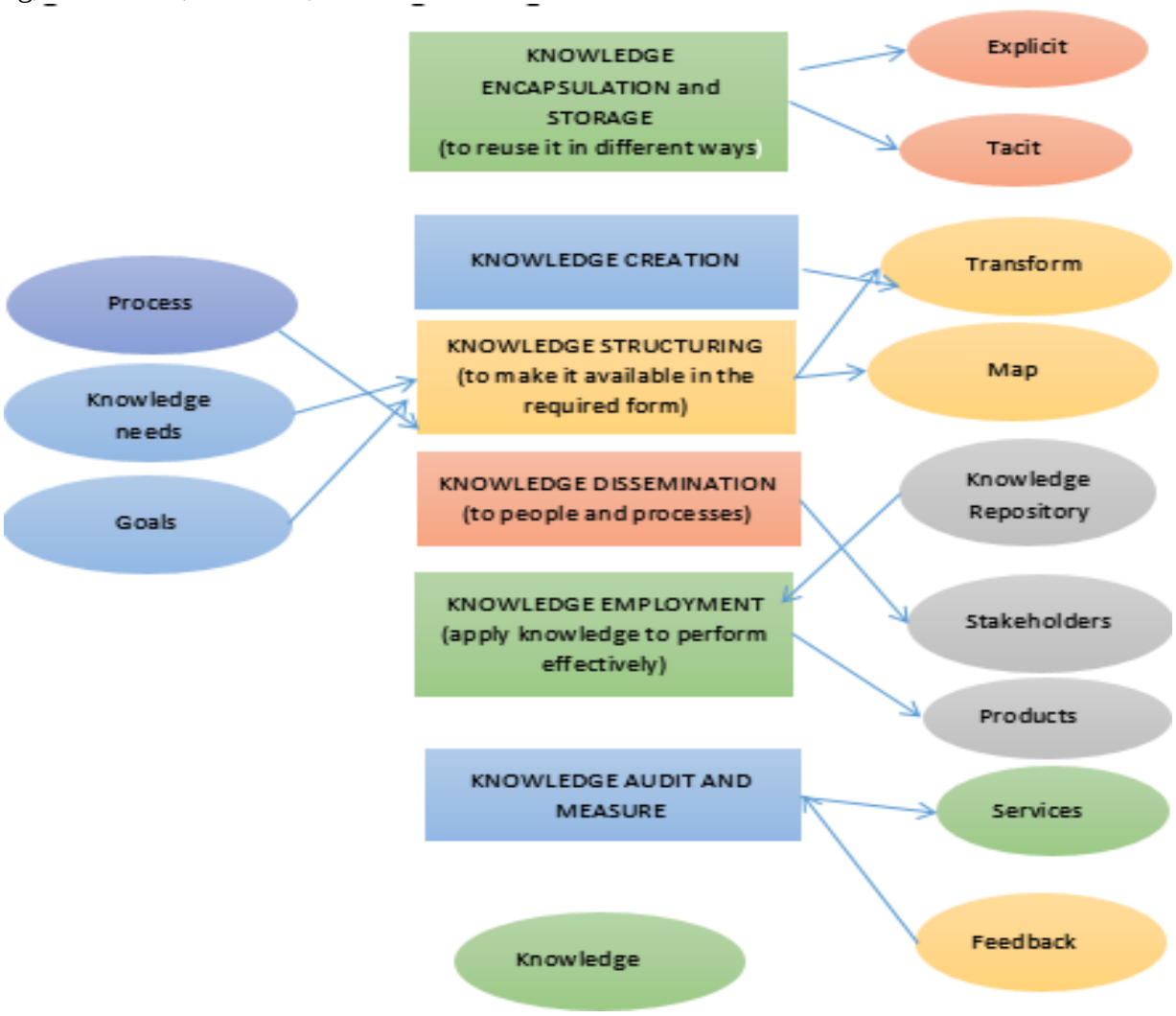

Figure 1 Process of Knowledge Management
Source: Escorcia Guzmán and Barros Arrieta, 2020

2. Knowledge Management Being Implemented in Indian Universities

Till January 2022, various knowledge management practices were implemented in Indian universities to enhance information sharing, collaboration, and organizational learning. Keep in mind that specific implementations may vary across institutions. Here are some common types of knowledge management practices that universities may adopt and knowledge implementation shown in Figure 2.

Knowledge Repositories:

Creation of digital repositories to store and organize academic and research-related content, including research papers, articles, and institutional documents.

Learning Management Systems (LMS):

Implementation of LMS platforms for managing course content, assessments, and student interactions. LMS can also facilitate the sharing of educational resources among faculty members.

Collaborative Platforms:

Use of collaborative tools and platforms (e.g.,

International Research Journal on Advanced Engineering and Management
https://goldncloudpublications.com
https://doi.org/10.47392/IRJAEM.2024.0105
e ISSN: 2584-2854
Volume: 02
Issue: 04 April 2024
Page No: 766-773

Google Workspace, Microsoft Teams) to foster communication and collaboration among students, faculty, and researchers.

Communities of Practice:
Establishment of communities of practice where individuals with similar interests or expertise can share knowledge, best practices, and experiences.

Institutional Portals:
Development of centralized portals providing access to a wide range of information, including academic policies, procedures, and institutional knowledge.

Research Management Systems:
Adoption of systems to streamline research activities, including project management, grant tracking, and collaboration among researchers.

Data Analytics and Business Intelligence:
Utilization of data analytics and business intelligence tools to extract insights from academic and administrative data, helping in decision-making and strategic planning.

Knowledge Sharing Events:
Organizing workshops, seminars, and conferences to facilitate knowledge exchange among faculty, students, and external experts.

Innovation and Incubation Centers:
Establishment of innovation and incubation centers to promote the development and commercialization of research outputs and innovative ideas.

Intellectual Property Management:
Implementation of systems to manage and protect intellectual property generated within the university, such as patents, copyrights, and trademarks.

Training and Development Programs:
Offering training programs to faculty and staff on knowledge management principles and tools.

Library Management Systems:
Integration of modern library management systems to enhance the accessibility and organization of physical and digital resources.

It's important to note that the adoption and effectiveness of these knowledge management practices can vary among universities, and newer approaches may have emerged.

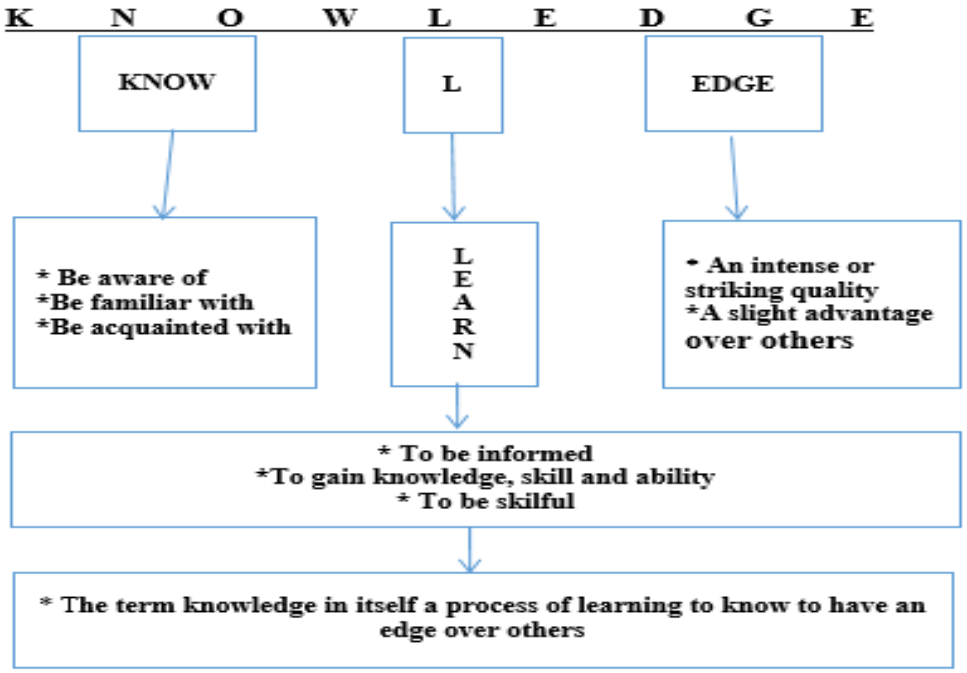

Figure 2 Knowledge Implementation

International Research Journal on Advanced Engineering and Management
https://goldncloudpublications.com
https://doi.org/10.47392/IRJAEM.2024.0105
e ISSN: 2584-2854
Volume: 02
Issue: 04 April 2024
Page No: 766-773

3. The Knowledge Management in Higher Education in India

Universities generate new bodies of knowledge via the operation of academic and administrative departments. Knowledge may be obtained via two distinct methods: overtly, by means of written materials such as papers, processes, and findings, and implicitly, through personal experiences, ideas, attitudes, and insights (Hoffmann et al., 2019). The challenge arises from the need for the institution to possess a unified resource that encompasses both explicit and tacit knowledge. To guarantee continuity and accelerate institutional learning, it is crucial to efficiently document and distribute institutional memory. Many higher education institutions are now grappling with the arduous task of consolidating institutional knowledge in order to facilitate the interchange of information and support well-informed decision-making. Gaining information is essential at every level of school and may be accomplished via several methods. Universities and colleges have crucial roles in providing teaching, evaluating academic performance, offering guidance and support, facilitating job placement, delivering specialized training, fostering personal and professional growth, and conducting research. Savitri et al. (2013) and Acevedo-Correa et al. (2020) have shown that these methods and research provide valuable insights for the academic and administrative framework. Among the various components that make up an educational institution are administration, academics, students, and research, training, and placement services. While the nature of knowledge may vary across different levels, it consistently pertains to information. Understanding the flow of data between different levels of a system is crucial, as well as identifying the specific data required by each level. Subsequently, these data may be effectively used in practical scenarios (Tejedor et al., 2019). In order to fulfil all information requirements, a comprehensive knowledge management system is necessary. The field of knowledge management has emerged relatively recently in academia. Prahiawan et al. (2021) state that knowledge management will be the central theme of several upcoming seminars and conferences worldwide. Masete and Mafini (2018) reported that several institutions worldwide are engaged in research and activities pertaining to knowledge management. The current increase in popularity of sharing experiences within the area of education is driven by the need to showcase the intellectual talent present in schools. It has immense potential and should possess equal influence as any other educational endeavor. As to Rahman Ahmad et al. (2020), new information is often influenced by previous events, and prior information is used to develop knowledge. The primary driving force behind the advancement of human knowledge is the efforts of people, achieved via effective educational initiatives, rigorous scientific inquiry, and the development of innovative ideas within a certain field. Companies, research and development centers, and higher education institutions (colleges and universities) actively engage in the pursuit of novel ideas and contribute substantially to the expansion of knowledge via diverse methodologies. Peter Drucker, Paul Strass Man, and other prominent Figure 3 in the realm of management theory and practice conducted groundbreaking research throughout the 1970s, which solidified knowledge management as a distinct and separate discipline. These books and articles center on the use of information and knowledge as valuable assets by enterprises. Knowledge management is essential in educational institutions for effective planning, organizing, monitoring, and managing intellectual capital assets. Several studies (e.g., de la Torre et al., 2021; Horban, 2021; Migdadi, 2021; Pereira et al., 2021; Terán-Bustamante et al., 2021) have shown the importance of knowledge management in this particular instance. Hence, the use of knowledge management may facilitate the improvement of information exchange and enhance the overall performance of a business. Knowledge management may lead to advancements in organizational innovation, enhanced customer access to best practices, and improved workforce retention. Knowledge management is growing increasingly

International Research Journal on Advanced Engineering and Management
https://goldncloudpublications.com
https://doi.org/10.47392/IRJAEM.2024.0105
e ISSN: 2584-2854
Volume: 02
Issue: 04 April 2024
Page No: 766-773

significant in many various contexts, including businesses and institutions, on an annual basis. Knowledge management has the potential to enhance efficiency, production, collaboration, and morale in universities and colleges, while also promoting strategic planning and the generation of new ideas. According to recent research conducted by Bratianu et al. (2021), Indrašienė et al. (2021), and Sekli and De La Vega (2021), academic institutions are not effectively gathering and managing knowledge. The general public is often uninformed about the bulk of academic research discoveries. This material is often organized as a literature review and, when properly categorized and structured, may be very valuable.

4. Methodology

This study focused on the use of knowledge management techniques by teachers in both public and private schools in India and other countries. The data was gathered via a cross-sectional design and a quantitative research methodology.

5. Instrument

The researcher conducted an empirical study using interviews, group discussions, and their own experience at higher educational institutions to identify the functional domains within HEIs and the factors that enhance the success of knowledge management in these areas. Prior expertise in the domain of knowledge management at the university level also had a significant influence in producing significant contributions.

6. Data Collection

We have identified regions and factors. The authors used their significant expertise in education, together with data obtained via interviews and focus groups, to identify the key elements of higher education institutions (HEIs) that are crucial for effective knowledge management (KM) and the characteristics that contribute to its success in these domains. Prior research on knowledge management in academic institutions has yielded valuable insights. Data was collected by conducting surveys via group and individual interviews with academics, department heads, deans, and staff members. Additionally, there were inspections conducted to evaluate the implementation of processes and practices. Based on this information, we successfully identified the operational areas found in Higher Education Institutions (HEIs) and established specific standards for categorizing them. The diagram below depicts the institute's stance as a reaction.

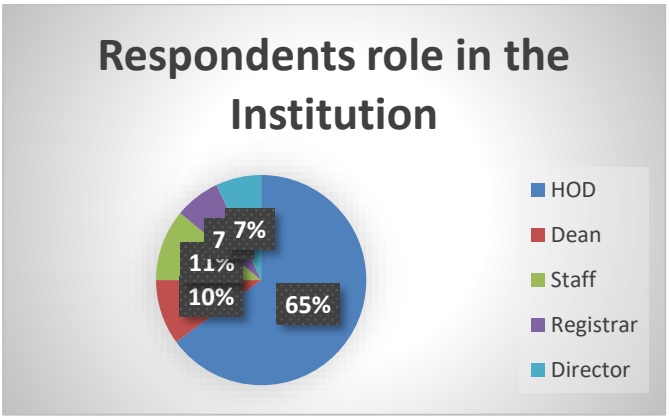

Figure 2 Respondents Role in the Institution

7. Data Analysis

Concerning the analysis done, the role of implementing knowledge management in the respective universities, major role is shared by the HOD with 65 percent who happens to be the torch bearer followed by staffs with 11 percent, dean with 10 percent, director and registrar with 7 percent each respectively. In the wholesome as a team (Esprit de corps), entire team is supposed to strive hard to keep the learning process and knowledge management of their respective institution. The content analysis identified the specific areas of activity within universities and the factors that affect the level of engagement in knowledge management within these areas. Major areas mentioned include institutional administration and infrastructure, research, administrative support, procurement, financial management, education, faculty recruitment and assessment, student affairs, and other related domains.

8. Result and Discussion

Research findings suggest that implementing knowledge-based pay and prioritizing the expertise of top-level management are both factors that lead to faster and more consistent innovation. While a

International Research Journal on Advanced Engineering and Management
https://goldncloudpublications.com
https://doi.org/10.47392/IRJAEM.2024.0105
e ISSN: 2584-2854
Volume: 02
Issue: 04 April 2024
Page No: 766-773

culture that values knowledge does not impact the pace of invention, it may enhance the quality of innovation. The sharing of information enables both knowledge management and efficient innovation, hence facilitating these other parts. The findings indicate that the educational program and its effect on the corporate setting play a crucial role in determining the influence of knowledge management on business education. Innovation, transparent communication, and transformative leadership all directly led to an improved result. Information sharing was shown as a connection between innovative thinking and transformative leadership. A university atmosphere that fosters the free flow of knowledge would provide an ideal setting for leadership capable of effecting global change. The six fundamental pillars of knowledge management are personnel, management, culture, education, technology, and quality control systems. The last four processes in the knowledge process are generating, disseminating, retaining, and using information. The findings indicate that knowledge-based leadership has a substantial positive impact on the overall performance of the firm. Additionally, the data indicates that implementing knowledge management systems and fostering innovation might mitigate the negative impact of knowledge-oriented leadership on firm productivity. The study's results demonstrate that there are differences in knowledge management techniques between local and international organization, and these differences have an impact on several aspects of the company. Variations in these attributes may impact the effectiveness of HEI innovations, hence it is essential to carefully choose KM techniques in order to achieve the desired goals. The primary objective of the study was to analyze how faculty members at both public and private universities manage knowledge. This report clarifies the significant financial investments that countries are allocating to their educational institutions. The key drivers behind these projects are the growing student populations across all levels of schooling. Artificial intelligence (AI) is now being used in every sector, including academics. However, education is well known for its slow pace in generating new information and lack of advanced methods for managing knowledge effectively. The integration of AI into knowledge management will provide improved, expedited, precise, and superior decision-making. AI-powered knowledge management systems provide a wealth of information and support for effectively managing diverse knowledge. These platforms provide enhanced collaboration among experts from many fields such as medical, anthropology, social science, psychology, management, law, and regulations.

Conclusion

The field of interdisciplinary studies is significantly lacking in both academic and industrial sectors. Several data indicate that researchers in the higher education area often neglect to adopt a comprehensive perspective in their investigations. When doing research, large archiving and indexing services often rely on focused studies that do not include interdisciplinary and multidisciplinary research. AI-powered knowledge management systems provide a vast amount of information and support for effectively managing transdisciplinary knowledge. Experts in social science, psychology, management, law and regulations, medicine, anthropology, and other related subjects might enhance their collaborative efforts via the use of these systems. Professors at both public and private colleges use comparable knowledge management tactics when assessing methodology, cultures, technology, and assessment. Public and private companies use distinct KM techniques in relation to leadership, resulting in a noticeable disparity. Based on the findings, private organization have superior knowledge management methods generally, with a special emphasis on knowledge top management. Only the colleges who agreed to participate in the survey had their knowledge management strategies analyzed in this study. In addition, the study did not take into account factors such as faculty, institution type, or other variables that might explain differences in knowledge management techniques. The research only focused on the overall performance of institutions. Further inquiry is

International Research Journal on Advanced Engineering and Management
https://goldncloudpublications.com
https://doi.org/10.47392/IRJAEM.2024.0105
e ISSN: 2584-2854
Volume: 02
Issue: 04 April 2024
Page No: 766-773

required. In order to enhance comprehension of knowledge management techniques at higher education institutions (HEIs), it would be advantageous to augment the sample size and include new countries. In order to get a deeper comprehension of the commonalities and differences across institutions globally, forthcoming research might focus specifically on distinct knowledge management strategies within the domain of higher education.

References

[1]. Escorcia Guzmán, J., and Barros Arrieta, D. (2020). Knowledge management in higher education institutions: characterization from a theoretical reflection. Rev. Cienc. Soc. XXVI, 83–97.

[2]. González-Campo, C. H., Murillo-Vargas, G., and García-Solarte, M. (2021). Effect of high-quality accreditation of knowledge management in higher education institutions. Form. Univ. 14, 155–164. doi: 10.4067/S0718-50062021000200155

[3]. Horban, O. (2021). Knowledge management as the basis of quality of higher education. Educol. Discourse 33, 45–59. doi: 10.28925/2312-5829.2021.2.4

[4]. Migdadi, M. M. (2021). Knowledge management, customer relationship management and innovation capabilities. J. Bus. Ind. Mark. 36, 111–124. doi: 10.1108/JBIM-12-2019-0504

[5]. Muftahu, M., and Jamil, H. (2021). Sustainable knowledge flow and innovation in higher education: The implementation of change management in universities. Int. J. Innov. Sustain. Dev. 15:159. doi: 10.1504/IJISD.2021.114328

[6]. Purwanto, H., Fauzi, M., Wijayanti, R., Al Awwaly, K. U., Jayanto, I., Purwanto, A., et al. (2020). Developing model of halal food purchase intention among Indonesian non-Muslim consumers: explanatory sequential mixed methods research. Syst. Rev. Pharm. 11, 396–407

[7]. Tejedor, G., Segalàs, J., Barrón, Á. Fernández-Morilla, M., Fuertes, M. T., Ruiz-Morales, J., et al. (2019). Didactic strategies to promote competencies in sustainability. Sustainability 11:2086. doi: 10.3390/su11072086

[8]. Terán-Bustamante, A., Martínez-Velasco, A., and Dávila-Aragón, G. (2021). Knowledge management for open innovation: Bayesian networks through machine learning. J. Open Innov. 7, 1–18. doi: 10.3390/joitmc7010040