Knowledge Management in Higher Education Institutions- With Special Reference to Universities in India

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Abstract  Knowledge management (KM) is the collection of processes that govern the creation, dissemination, and utilization of knowledge. KM has been around for a very long time in several forms. KM is the set of processes that seeks to change the present pattern of knowledge processing to enhance the capacity and potential of the learners. Universities and Higher Education Institutions (HEI) today needs to emphasis a lot on the development of the tools and techniques of KM. It is a wide subject which not only includes the management practices but also involves philosophy, communication and information technology. Some of the well known Institutes in India have demonstrated how the concept of KM transforms the universities and institutes status with continuous improvements. This chapter is an inactive to understand the various dimensions of KM and how they differ in case of different universities and educational institutes in India. The chapter also highlights the interdisciplinary aspects of KM and investigates the scope of effective implementation of KM strategies in universities and HEI.

Keywords: knowledge, management, information, systems, HEI

1. Introduction

Knowledge management (KM) as a system could be the get into accomplishing options intended for better decision-making in addition to competitive advantages of organizations. Academic-industry gets considerable options to apply Knowledge
Management System (KMS) routines on their quest. KM is the orderly management of an association's information resources with the end goal of making esteem and meeting strategic and vital necessities; it comprises of the activities, procedures, techniques, and frameworks that support and upgrade the capacity, appraisal, sharing, refinement, and formation of knowledge. KM in this way suggests a strong fit to organizational objectives and procedure, and it includes the management of information that is helpful for some reason and which makes value for the organization. KM is a tool by which one can find out the answers of the key issues such as where and in what frames/forms information exists; what the institution needs to know; how to elevate a society helpful for learning, sharing, and information creation; how to make the right information accessible to the right individuals at the perfect time; how to best produce or secure new important information; how to deal with these elements to improve execution in light of the institution's key objectives. On the ground of the conceptual analysis of KM, this paper outlines diverse dimensions of KM. Also, the sturdy places focus on KM aspects and practices in Indian Higher Education Institutions (HEI) with particular interest in universities. In addition, the chapter brings out interdisciplinary facts related to KM and examines the effective functionality of KM strategies in HEIs.

2. Knowledge

Knowledge is something which just people can possess. Knowledge can be characterized as the understanding that is obtained through the procedure of experience or suitable study. Individuals know things, PCs can't know things. Customarily in our educating framework knowledge is seen as an individual ownership. Information gives us the ability to make a move. Information is based on experience; it requires direction, and it includes the application of hypothesis (either intentionally or unconsciously). We can characterize learning as the understanding picked up by experience and study or the outcome of the accumulation and reasoning of data through renting. Information securing includes complex intellectual procedures: perception, learning, correspondence, affiliation and thinking. The term information is additionally used to mean the sure comprehension of a subject with the capacity to utilize it for a particular reason if suitable where as learning procedure can be partitioned into three general categories, knowledge creation/application, information sharing/incorporation and codification and Express learning is what is easily explained, as opposed to simply systematized and shared with in particular social gatherings. There are two sorts of knowledge unequivocal information and implicit knowledge. Unequivocal knowledge can be communicated in phonetic terms and imparted among various persons, what's more,
inferred information as exceptional learning engrained in individual experience and concerning individual acknowledgment, perspectives, and measures (Brelade and Harman, 2000; Tiwana, 2002).

In routine perceptions of the part of information in business associations, implicit information is now and then seen as the genuine key to getting things finished and delivering crisp quality. Not express learning. In any case watching how learning is acclimatized and how we can relate learning whether inferred or unequivocal to achieve a certifiable result that satisfies business necessities that is a changed and extremely critical issue (Rahimi, 2012; Serban and Luan, 2002).

3. Knowledge Management

KM standards if connected to management education will upgrade the quality of academic learning process (Awad and Ghaziri, 2004). The term ‘Knowledge Management’ (KM) is utilized to portray everything from the utilization of new innovation to tackling of the scholarly capital of an association (Sallis and Jones, 2002). However as believed the most acceptable definition of KM is offered by (Davenport 1994) that still widely accepted as a common definition, ‘Knowledge management is the process of capturing, distributing, and effectively using knowledge’.

Rowley (2000) depicts the term KM as ‘Knowledge management is concerned with the exploitation and advancement of the information resources of an association with a perspective to encouraging the association's targets. The information to be overseen incorporates both explicit, documented knowledge, and unsaid, subjective knowledge. Management involves those forms connected with the distinguishing proof, sharing, and formation of knowledge. This requires frameworks for the creation and maintenance of knowledge stores, and to develop and encourage the sharing of information what's more, authoritative realizing. Associations that succeed in information administration are liable to view learning as a benefit and to create authoritative standards and values, which bolster the creation and sharing of knowledge’ (Rowley, 2000). On the other side, as defined by Koenig (2012), ‘Knowledge Management, (KM) is a concept and a term that arose approximately two decades ago, roughly in 1990. Quite simply one might say that it means organizing an organization's information and knowledge holistically, but that sounds a bit wooly, and surprisingly enough, even though it sounds overbroad, it is not the whole picture’.

From an authoritative context, it has gotten to be in vogue to downplay the significance of an association's data handling and correspondence capacities for the achievement of KM (Cross and Baird, 2000). It is surely genuine that KM's notable issues go far beyond the foundation of data frameworks (King, W.R., Marks, P. and
McCoy, S., 2002). A few structures on hierarchical learning have been suggested (Akgun et. al, 2003; King, 2005). Researchers stress on enhanced levels of authoritative performance (Eisenhardt, 1989; Zollo and Winter, 2002). Again, researcher’s insight on the idea of explanatory programming for high performance in hierarchical learning becomes relevant (Kim and Street, 2004). Despite the fact that advances in computer and telecom innovations have connected individuals together, geology does make a difference in the new knowledge economy according to the proof from research (Hansen et. al, 1999; Hildreth et al, 2000). Davenport and Prusak (2000) offer examples on knowledge working society in any organization. In the late years an extensive variety of business methods, including execution management, quality certification and total quality management, have had an immediate or backhanded effect on education, and KM is set to do likewise (Cole, 1998; Sallis and Jones, 2002).

KM builds the capacity to gain from its surroundings and to fuse adapting so as to learn into the business forms to new devices and innovations (Liautaud and Hammond, 2001). It is by and large comprehended that a robust innovative framework assumes an essential part in helping instructive organizations assemble and break down information to enhance results. The hindrances to fruitful innovation and data frameworks usage (Oblinger and Rush, 1997) in educational institutions can be credited to a slender comprehension of exactly how these frameworks and innovations show themselves inside of organizations. KM gives the right information to upgrade learning; it must comprehend the worth and uses of the new knowledge created; it must store this information and make it promptly accessible for the right individuals at the right time; and it should persistently survey, apply and refine it. Therefore, the process of KM starts with the requirements and necessities of an organization for the smooth conduct of work, gathering of data related to that requirement is the second step towards KM, the collection and consolidation of data is the next step finally to make the outcome. Through the help of communication the institution have the whole knowledge at one place to move ahead for the finalization of the decisions of their further action plan.
4. Knowledge Management Practice

According to Wigg (1997), the very basic and original idea of KM is that it involves management of knowledge is similar areas. Such management includes the organisation, sharing and applying knowledge for value creation and attaining competitive benefits for a selected organisation. Takeuchi (2001) argued that since the time of Socrates and Plato, knowledge remains the core debatable topic of epistemology and philosophy. Thus, one of the relatively newer management ideas is to capture knowledge as attained by individuals that actually spreads both personally and organizationally.

McElroy (2003) distinguishes the development of KM into two separate generations. One generation accommodates codification, capture and share of knowledge. From objectivist perspective, this generation is commonly known as the ‘supply side’. The example as offered by (Davenport, 1998) is relevant in this regard that shows Dow Chemicals distribute and protect their IC by codification of knowledge in patents form. On the other side, the second generation is more focused with creating and sharing of knowledge by people utilization. From practice-based perspective, this generation is known as the ‘demand side’. The example given by Leornard-Barton (1995) becomes appropriate in this circumstance with Chaparral Steel. This is one of the leading business organizations offering unique apprenticeships for its all production workers with on-job training and classroom based training. Out of these two distinct generations, the first one concentrates more on IT approach, while the latter focuses on ‘people initiatives’ as team working and
collaboration. Still, both of the generations outlines management aspects and emphasize on patterns of organizational knowledge management. As per understanding of (Wigg, 1997), these two generations thus highlights KM views as meant as a process involved with using, developing, renewing and applying knowledge.

Still Carlucci and Schiuma (2006) opined that, as an extension of KM concept, another development took place having concerns with value creation. This development has been basically involved to assess, evaluate or measure KM practices. Following this development, KM literature experienced an increased number of contributions with some new concepts. (IC) appeared as an emerging and basic concept for analyzing and evaluating KM practices. In addition to this, a good number of models have also been developed for assessing KM practices. Among these models, the Intangible Asset Monitor (Sveiby, 1997), Intellectual Capital Index (Edvinsson and Malone, 1997), Skandia Navigator (Roos, J.,et.al. 1997) and the balanced scorecard (Kaplan and Norton, 1992) are mentionable. The generic feature of such models is that they are very often seen as non-financial models. On the other side, many conventional measurement models are shown in balance sheets and financial statements. These models also have huge dependency on financial values. One of the main reasons for this is that, this becomes very difficult for economists and accountants from time to time for allocating an orthodox value to knowledge. According to Bontis (1990), knowledge as an intangible object very often does not have exchange value. Also, knowledge does not have a firm value’s direct representation (Mouritsen, 2004). The statement of Johnson and Kaplan (1987:2002) is mostly relevant here as ‘A company’s economic value is not merely the sum of values of its tangible assets, whether measured at historic cost, replacement cost, or current market prices. It also includes the value of intangible assets: the stock of innovative products, the knowledge of flexible and high quality-production processes, employee talent and morale, customer loyalty and product awareness, reliable suppliers, efficient distribution network, and reported earnings cannot show the company’s decline in value when it depletes its stock of intangible assets’.

However, this is very often questionable that all of these measurement models are able to grasp the optimum values of knowledge that results from KM practices. Also, a type of complexity exists that result from core features of knowledge. The main reason for this is that there is a general understanding that value originates from measurement process. However visibly, business organizations very often struggle for understanding impacts or added values of KM initiatives making them difficult for justification (Chong et al., 2000; Skyrme and Amidon, 1998). This is very common that there are no undemanding links between business performance and KM, rather a relatively more complex relationship exists (Carlucci and Schiuma, 2006). Different types of KM initiatives with different forms exist making such complex relationship further complicated. These range from purely
concentrated technological contexts to those emphasizing on human perspectives. These lead to multidimensional implications. Thus, the identification and understanding for a link between KM practices and implications can assist for explaining the added value to an organization. However, this is very relevant to understand the ways KM can add value to an organizations like HEIs.

5. Knowledge Management in Higher Education Institution

Higher education performs an imperative part in the knowledge-based economy. As learning associations, they will have the capacity to broaden learning aptitudes, produce top quality graduates, improve advancement and imagination and contribute adequately to the learning creation and innovation advancement. KMS interfaces individuals with the knowledge that they have to make a move, when they require it. In the corporate segment, overseeing information is the key towards competitive advantage. KMS systems and practices can recognize learning knowledge, and consequently empower individuals to get the data they require and urge them to impart it to others, in some cases making new learning and enhanced choices (Joseph, 2001; Petrides and Nguyen, 2006).

According to Kok (2007) Higher Education Institutions (HEI) face numerous difficulties in the knowledge economy: reestablish economic and social systems, extend knowledge and master aptitudes, connect with successfully in knowledge generation, be interconnected with industry, research centers, and different institutions, and produce top quality graduates. Abdullah and Selamat (2005) highlighted that universities are the primary instruments of society for the steady quest for Knowledge. KM in educational institutions ought to give a set of issues to connecting individuals (students, educators, analysts, business and industry stakeholders), procedures and advances. Yeh (2005) additionally focuses on how associations can advance procedures and practices that offer the diverse on-screen characters to share some assistance with managing and apply their insight.

Researchers found that HEI could utilize KMS to enhance their associations’ central goal (Kidwell, et.al. 1997). Martin (1999) contended that KMS could support the conservation of organizational resources by improving the learning inside the organization, empowering an information creation process and using that information for educating and learning. Tajuddin (2008) expressed that, the first demonstration of KMS is to redesign the instructive educational modules towards a more human and sympathetic situated techniques that would advantage the more prominent masses. Sallis and Jones (2002) demanded that there is as highly requirement for KMS in Higher educational institutions. Researchers upheld that HEI are suitable spots to apply KMS practices to support their useful and operational procedures.
(Bernbom, 1999; Kidwell et al., 2004). Stewart and Carpenter (2001) and Townley (2003) arrange beneficial KMS as far as the initiative's capacity to direct staff toward the university's vision for versatile change. Bimbaum (2000) proposed that working a KMS program in a HEI ought to serve the goals of the academic system arrangement created by the administration where an unmistakable vision, objectives and targets are verbalized for a reasonable KMS program. Fireston (2003) upheld that KMS is valuable for the game plan forms (catch, codification, sharing, and dispersion of information) and dealing with the learning creation forms (learning making, information creation, and learning disclosure). Different advantages of executing KMS is additionally seen to have enhanced execution, an approach to enhance powerful obtaining, sharing and use of data inside of associations, an approach to lessen research costs and defers, an approach to end up a more creative association, and an approach to catch best practices. Chan and Chau (2005) entwined KMS and HEI and gave the HEI an upper hand by giving an establishment of putting away and utilizing data. KMS empowers the creation, conveyance, and abuse of learning to make and hold awesome quality for center business abilities. KMS is a procedure where foundations figure approaches to perceive and document resources that got from the workers or academics of different offices or resources, and in some cases, even from different foundations or associations having comparable zones of interest.

Figure 2: Three Key Pillars of KM in Higher Education (source: the authors).

6. Role of Universities in Knowledge Management

According to Nahapiet and Ghosal (1998) organizational learning is the capacity or process inside of an association to keep up or improve performance in light of experience. The traditional functions of colleges are instructing and research. In their
showing exercises, colleges give the professional preparing to abnormal state occupa-
tions, and additionally the education essential for the advancement of the personality. College research expanded the collection of hypothetical information and additionally its application to practical issues. There are likewise numerous great practices that support the imperative part of the college as an institution for basic speculation where learning is developed and spread generally all through the organization as a wellspring of quality creation. The knowledge administration framework can be executed in the working environment without much translation of continuous exercises. According to Metaxiotis and Psarros (2003) ‘By its nature university surroundings is suitable for the use of information administration standards and methods, because colleges for the most part have modern information’s base, learning sharing with others in normal for instructors and the craving of students is to get information from available sources as fast as conceivable’. By, three noteworthy missions of colleges are:

- **Instructing** – to get ready understudies to end up successful if long learners;
- **Research** – to grow the outskirts of human knowledge and to advance inventive-
ness;
- **Administrations** – to serve on groups and in leadership positions inside of the college and in professional organization, and to take an interest in effort activities that serve the nearby, national, and international communities.

With the quick changing monetary environment, the role of colleges or advanced education establishments as knowledge suppliers has been investigated and challenged by the different partners, including the public. To answer this test, knowledge management thoughts and standards have been proposed to be utilized by colleges with the end goal of doing fundamental and connected examination, showing suitable curricular program, use of learning for management choice backing to enhance internal document administration and misuse to build the level of information dispersal, and use of information for subjective change in the educational.

Another imperative part of the university is as a learning organization, for example, to encourage the learning prepare and use this figuring out how to the benefit of the organization, through having a hierarchical situation which energizes experimenta-
tion, hazard taking and open dialogue. According to Kidwell, Vander and Johnson (2000), knowledge management applies methodical ways to deal with discover, comprehend, and utilize learning to make esteem. Another intriguing perspective about university execution is given by Sallis and Jones (2002) ‘Universities work like renaissance quartets taking into account live exhibitions. Be that as it may, symphonies and artists have discovered approaches to acquire money related prizes through reusing the substance they produce. University needs to do likewise’. Daven-
port and Prusak (2000) expressed that the information resources and the learning
The limit of an association are seen as the fundamental wellspring of aggressive advantage. It is simple for the universities to embrace information administration standards and methodologies since universities for the most part has a present day foundation, to secure information from open source should be possible fastly and effortlessly, sharing information is characteristic in universities. Furthermore, accessibility of trustful climate at universities is more when contrasted with whatever other association. In addition as cutting edge colleges are all that much additionally business associations with a great deal of business exercises on the ‘instructive business sector’, any technique for expanding their upper hand may be exceptionally valuable and intriguing for them; learning administration is one of the developing methodologies which can perform a key part to raise their standard. It is likewise vital that every officer in a college must go about as a learning laborer (i.e. somebody whose work is essentially savvy, innovative and non–routine in nature, including both usage and making of knowledge). There are really three fundamental conceivable outcomes how Universities can abuse the KM thoughts and standards:

- To show them in a suitable study program;
- To utilize it for its administration choices, backing to enhance the interior record administration and abuse, to expand the level of data and information dispersal;
- To make utilization of it for a subjective change in the instructive process.

Therefore, it is prudent for universities that up to conceivable degree they ought to consider all the above depicted headings of the information administration application. A learning environment has a social dimension (the social connection); a socio-intellectual measurement (the interpretive setting); an individual measurement (the knower); and a circumstance in which these procedures are found. University authorities need to adjust the procedures in connection to these measurements. It is essential for University administrators to make trust commendable environment in the university. University authorities need to adjust their methodologies in connection to these measurements. It is imperative for universities authorities to make trust commendable environment in the university on the grounds that the key converter from accumulating learning to sharing information is trust, which must be the principal need of each organization. Trust alludes to the conviction that individuals have about the imaginable conduct of others, and the supposition that they will respect their commitments. A trusting relationship depends on a desire of correspondence or common advantage. It is additionally vital for university administration to make a situation which enhances the hierarchical responsibility among the university since this feeling of passionate connection that individuals feel to the associations they work for, which might reflected in worth arrangement and basic objectives.
7. Knowledge Management in Indian Higher Education Institution

The last recent decade has experienced a complex development in higher education in India. With the expansion in the quantity of institutions, competition has expanded. The weights of rivalry have constrained higher educational institutions to begin thinking like profit making organizations (Brown and Duguid, 2000). Education frameworks are getting to be market oriented from its essential law based and decentralize framework. Universities and educational institutes are thought to be responsible for students' accomplishments in a democratic, contemporary and adaptable educational institution. In return they get certain remuneration for their exertion and obligation, so student's learning abilities, talents to be safeguarded in the information base. It helps them to make new knowledge. In institute's staff, researchers, faculties, students contribute routinely to learning/knowledge base by producing new ideas. Every educational institute creates and utilizes knowledge. The question is that what value is added to the offerings they convey by the viable utilization of this knowledge resource (Milam, 2001). KM can transform hierarchical new levels of viability, proficiency, and extent of operation, utilizing propelled innovation, information and data made accessible to users for viable efficiency. KM is constantly finding hierarchical implied learning. It is additionally valuable for building knowledge for critical thinking and decision making. The educational institutes need to adjust themselves to create techniques for improved arranging and advancement of procedures and exercises. This requires institutions must have the capacity to respond auspicious to the dynamic innovations and expanding demands of stakeholders (Nagad and Amin, 2006). For this, the knowledge in the institutions should be recognized, transformed, put away and spread viably. This makes ready to perceive the pressing requirement for KM activities which is a key resource.

An approach of KM in higher educational institutions is a complex combination of every human asset and academic and administrative procedures for obtaining, organizing and sharing of institutional knowledge. Accentuation is required on sharing of learning at the institutional level and not the individual level (Ranjan and Khalil, 2007). Rowley (2000) in the study on KM in higher education said that KM challenges lie in the making of a learning domain and the acknowledgment of knowledge as intellectual capital. Viable KM in higher education requires huge change in the way of life and qualities, authoritative structures and compensates frameworks.

Higher educational institutions in India are confronting the pressures for improved execution for the reasons contended by Ashish (2006) as:
• Increasing rivalry among higher instructive foundations;
• Growing mindfulness about interchange opportunities and quality for cash among the understudies and folks;
• Accountability to partners and the accreditation and affiliating bodies;
• Increasing industry requests as businesses for enrollments of graduates and post graduates;
• Industry desires for industry-organization associations.

Nagad and Amin (2006) presumed that successful KM might require huge change in society and value, authoritative structures and remunerate frameworks. So as to apply KM, learning and aptitude must be promptly available, reasonable and retrievable.

This paper is inspired by the above related exploration to investigate the knowledge management situation concerning higher educational institutions in India. Higher education in India is offered by an assortment of institutions – central universities, state universities, affiliation universities, private universities, deemed universities, vocational universities and affiliated colleges. The higher education framework in India has turned out to be exceptionally unpredictable because of the squeezing desires of a creating and dynamic democracy system. To take care of this developing demand, while the quantity of colleges and universities have expanded tremendously, services offered by the higher educational institutions has missed the mark regarding the desires. The elements adding to the gap between the desires and achievements are as under (prepared by the authors) are:

• Lack of centered institutional planning;
• Slow in implementation of the resolutions of the meetings;
• Shifting of responsibility form one level to another level to safeguard our self which is again time taking;
• Fear to get stuck in the government processes;
• Lack of innovation in teaching methodology;
• Lack of resources to do the work through information technology;
• Lack of research and consultancy;
• Unhealthy political practices in the institutions;
• Out dated educational programs because of absence of timely correction;
• Non-presence of industry-academic collaborations;
• Preference to the manual work at the Indian Universities likewise filing, note sheet working etc.;
• Low consistency in decision making;
• At times many individuals are engaged more with their own work rather than the institutional work;
• Slow pace of procedure conveyance;

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Lack of community engagement;

Stakeholders like parents of the students are never contacted for knowing their exceptions from the Universities. The only interaction is happens when parents came for the admission that too optional.

In perspective of the weights from the stakeholders and the present situation in higher educational institutes it gets to be relevant to search for arrangements which will have an effect on the current frameworks. A mix of KM and IT methods can offer a fitting apparatus to meet this challenge (Kumar and Kumar, 2005). Internationalization of higher education needs to share the hierarchical commitment/knowledge. Knowledge management gives strategies to capturing implied information covered up in specialists/individual personality and practices and records it for future use. At the time of degree of the gradation institution's performance all inferred and unequivocal knowledge of past years can make accessible at one spot with seeking facility.

8. Inputs of Different Government Organizations for developing KM in Indian Higher Education

In the light of development of knowledge management Government of India has taken many initiatives. Promote fair competition among states and educational institutions to address different concerns with respect to quality, exploration and development. The criteria for authorizing the different grand they solicited to share the data of their institutes identified with students and educators, their examination work, community oriented work, and so forth.

The National Assessment and Accreditation Council (NAAC), India was established in 1994 as an autonomous institution of the University Grants Commission (UGC). The mandate of NAAC as reflected in its vision statement is in making quality assurance an integral part of the functioning of Higher Education Institutions (HEIs). NAAC in the institutional accreditation Manual Self Study Report of Universities (NACC, 2016) under the criteria 4 regarding the Infrastructure and learning resources and criteria 5 Student Support and Progression includes the key issues for the Universities and Colleges who wants the accreditation which clearly reflects the importance of Knowledge Management in the Universities and Colleges such as:

- The library gathers feedback from users and consolidates the suggestions for its improved working;
- The institution frequently updates its IT facility and has most recent hardware and software computing facilities;

• The resources are given with the essential facilities to readiness of computer
  aided learning material;
• The institution is associated with the National Knowledge Network and other
  such facilities;
• Budget provision is made for purchase, upgrading and maintenance of comput-
  ers;
• The institution has an independent system for student support and mentoring (for
  universities).

• Information about the institution is publicly accessible;
• The institution has an international student cell to cater to the requirements of
  foreign students (for universities).

The 12th plan of the ‘Rashtriya Uchchatar Abhiyan’ (National Higher Education)
was formulated for the advancement of state higher education system for guaran-
teeing access, value and quality. Among the numerous targets of RUSA the follow-
ing are much identified with knowledge management and sharing:

• Ensure governance, academic and examination (and assessment) changes and
  build up in reverse and forward linkages between school education, higher edu-
  cation and the occupation market.
• Grow the institutional base by making extra limit in existing institutions and set-
  ting up new foundations in un-served and underserved ranges by method for up
  gradation and solidification.
• Ensure satisfactory accessibility of quality faculty in all higher educational insti-
  tutes and ensure capacity building at all levels.
• Make an empowering culture in organizations to encourage research and develop-
  ment.

National Knowledge Network (NKN) project is aimed at establishing a solid and
robust Indian network which will be fit for giving secure and trustworthy connec-
tivity (NKN, 2016). Comprehensively, frontier research and development are mov-
ing towards multidisciplinary and cooperative worldview and require significant
 correspondence and computational power. In India, NKN with its multi-gigabit ca-
 pacity plans to interface all universities, research institutions, libraries, labs,
 healthcare and agricultural institutions across the nation. The network design de-
pends on a proactive methodology that considers the future prerequisites and new
 potential outcomes that this framework might develop, both as far as utilization and
 perceived advantages. This will achieve a knowledge revolution that will be instru-
 mental in changing society and advancing comprehensive development. NKN has
 been built up remembering the accompanying components:
• Building up a rapid spine availability which will empower knowledge and data/information sharing;
• Empowering community oriented exploration, research and innovation;
• Facilitating advanced distance education in specialized fields such as engineering, science, medicine etc.;
• Encouraging a ultra-fast spine for e-Governance;
• Encouraging coordination of various sector networks in the field of research, education, health, commerce and governance;
• Connection to Global Networks to team up with the research communities over the globe.

The NKN website as observed by the researchers on February of 2016, a total of 1574 Indian institutions is connected with the National Knowledge Network. Among these, 43 central universities and 241 state universities are connected with NKN. It was observed that 10 state universities are connected from the state of Rajasthan only. It has been also observed in India maximum Universities are focused now on adopting the KM. Despite of the efforts of the Government, UGC and other organizations who are promoting KM the educational institutions were not able to apply the Knowledge management practices on all levels.

9. Conclusion

The aim of this paper is to outline diverse aspects of KM with particular reference to Indian HEIs. In order to outline the existing patterns of KM, theoretical explanations have been performed from critical perspectives. This conceptual paper has effectively linked concepts of KM and arguments. The study brought together concepts and examples to create the ground of theoretical explanation sand then involves critical arguments making the entire study more acceptable and understandable to both general and academic audiences. In this paper we demonstrate that knowledge is the most vital resource of the university and its legitimate application is important. Universities need to satisfy desire of society at large, so as to accomplish the more elevated amount of engaging quality of universities. One of the most encouraging courses is to make utilization of their insight assets as per the interest of the time. The capacity to skillfully deal with the different sorts of information utilized by both scholastic and non-academics in a specific choice making, is pivotal for the feasible change in the execution of the university in general. KM is concerned a scope of practices utilized by institutions to create, store and scatter learning for reuse, especially in examination, instructing, choice making and others. The part of universities especially in India ought to be similar to that to utilize KM
standards and ways to deal with enhance their guidelines furthermore goes about as learning vaults for corporate, by doing as such universities can enhance their execution at national and international level. Thus, the study clearly demands the upgradation of KM practices by Indian HEIs and universities. This is important not only to upgrade the quality of KM and knowledge sharing, but also to bring them on the similar stages of leading HEIs of the world. This research is designed on theoretical underpinnings and that is the reason for which empirical evidences are missed throughout. Inclusion of mindset and opinions of both stakeholders and beneficiaries could possibly enhance scope of the study making it more acceptable to academics and researchers. Thus, further research should incorporate empirical opinions with concepts to justify the relevant aspects of KM in the specific context of HEIs.

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