

**Knowledge Management In Higher Education: An Assessment Of Knowledge Management Practices In Arts And Science College Professors**

\* Dr. ARUL R,

\*\* PAVITHRA S

**ABSTRACT**

According to **Rabindranath Tagore** “A Teacher can never truly teach unless still learning himself” .Education is a humanizing Process. Knowledge Management (KM), being an successful tool of attractive managerial performance, was widely implemented and evaluated in business organizations. But with regard to sectors like education where broadcasting of knowledge is highly important, the scope of Knowledge Management is not seriously explored, especially in developing countries like India. This study performs an assessment of Knowledge Management Practices in Arts and Science College Professors to identify the key factors of KM in Higher education in Tiruchirappalli. Out of the seven factors identified, Knowledge Dissemination, Knowledge Creation, Knowledge Application, Knowledge Up gradation are the Knowledge Processes and factors such as Shared Culture, Leadership support and Technology are Knowledge Enablers. The study further analyzed the perceptual differences of teachers about these factors based on their experience. It was observed that very young Professors and highly experienced Professors were more positive and enthusiastic about the Knowledge Management practices in colleges. This experimental study clearly specifies the areas of Knowledge Management that could be focused better to enhance the academic performance of Higher Education.

**Keywords:** Knowledge Management, Higher Education, Perception, College Professors, Tiruchirappalli.

*\*Assistant Professor and Research Advisor, PG Department of Commerce Computer Application, St.Joseph's College (Autonomous),Affiliated to Bharathidasan University, Tiruchirappalli-620002, Tamilnadu, Mobile:9025055335, [arulfriends2005@gmail.com](mailto:arulfriends2005@gmail.com).*

*\*\*Ph.D Research scholar (Full Time), PG and Research Department of Commerce, St.Joseph's College (Autonomous), Affiliated to Bharathidasan University, Tiruchirappalli-620002,Tamilnadu,Mobile:7402247338 ,[research.pavithra@gmail.com](mailto:research.pavithra@gmail.com).*

**INTRODUCTION**

According to **Rabindranath Tagore** “ A Teacher can never truly teach unless still learning himself” .Education is a humanizing Process. A group of Workers in New York declared in 1829, Next to life and liberty, we consider education as the greatest blessing best owed upon mankind. Julius Nyerere once Said, “Education is not a way to escape poverty it is a way of fighting it” Education plays an important role in human empowerment and development. It also plays a very significant role in promoting economic progress, social cohesion and good governance. A teacher’s Job is noble and comprehensive that it cannot be performed by anybody else. A teacher is a guide and source of reference for the entire business of education.

A teacher is primarily a moral person who has learned to live with the necessity of things and one who has come to terms with the limitations of the human conditions. Only one who is well-adjusted to the realities of Social Life and one who has mastered testes are able to guide others. A teacher is a Master of Science of humanity. By Science of Humanity, we mean, an understanding of human nature its process of development, its passions, its inclinations and its potentialities. In his relationship with students, the teacher lets the students find himself out. The development of students considerably depends on the teacher’s influence on the students. An ideal teacher is a culture carrier and a guide. He/She gives leadership in learning and understanding. Therefore, it would not be an exaggeration to state that the success of the educational Process completely rests on the teachers.<sup>1</sup> In simple term “Knowledge is the currency of this Century”. Managing knowledge has become very important in this century because this is an era of information overload, i.e. everyone is bombarded with so much of information that a separate system needs to be developed to manage the knowledge. Knowledge Management plays a vital role in education as the industry deals with knowledge at each step of their operations. If this sector is not able to manage the knowledge it will result in sub-standard quality of teaching learning process as a whole. This process of gathering, altering, distribution and utilization of knowledge is labeled as Knowledge Management. KM is about making the right knowledge available to the right people<sup>1</sup>. In this respect, the present research focuses on the level of knowledge management by the professors in colleges. Although a few researches are available which is examined this phenomenon. The present study attempts to identify and rank the knowledge sources of college teachers and how they are managing them.

**STATEMENT OF THE PROBLEM**

Universities and colleges generate more quantities of knowledge and innovation but in many ways they struggle to keep pace with the digital revolution. Many universities seek creative and innovative ways to enhance their knowledge translation, access and usability. Universities have begun to recognize knowledge as their most important strategic asset and product. The need to manage and incorporate a constantly growing pool of information, technology and human expertise creates unique challenges for faculty, staff, administrators and students. Academia needs to understand where expertise is embedded across departments and colleges but requires better tools for the purpose. Community is also regarded as the model for dynamic, productive knowledge creation and sharing in education. Lave & Wenger argue that all learning involves enculturation in communities. Though the content may differ, the form of academic communities is much like other communities. However, our Indian Education System is presently confronted with a great paradox. The major objective of the

study is to discover the process, strategies or models are to be taken to improve their level of knowledge.

### **OBJECTIVES**

1. to identify the factors influencing the knowledge acquisition and management among the professors
  - a. knowledge dissemination
  - b. shared culture
  - c. knowledge creation
  - d. knowledge application
  - e. knowledge up gradation
  - f. leadership support
  - g. technology
2. to study the accessibility of infrastructural amenities and its influence on knowledge management.
3. to analyze the perception of college professor on the various knowledge management practices followed in College Education.
4. to find out the problems involved in the knowledge management and suggest measures to enhance the knowledge management system

### **SCOPE OF THE STUDY**

Knowledge Management is essential for any association of nature and size, the present study is confined to study the role and significance of Knowledge management in educational institutions. The selection of educational institution has significance and the first being; knowledge sharing is primary function of any educational institution. Further, every teacher ought to be aware of each and every source of knowledge gaining and also to be aware of the usefulness value of each of these sources. They should also know the best means of storing and sharing the knowledge gathered.

### **Research Methodology**

There are 24 arts and science colleges in Tiruchirappalli District. The total number of teaching faculty employed in all these 24 Arts and Science College is 2862. This study is designed to collect primary data from a sample size of 173 respondents which is 6 percent of the universe. The respondents are selected by stratified simple random sampling technique.

### **REVIEW OF LITERATURE**

This literature review which provides basic idea and background of the research problems, supported by previous research literatures. Its main goals are to situate the current study within the body of literature and to provide context for the particular reader. Knowledge management is a set of relatively new organizational activities that are aimed at improving knowledge, knowledge-related practices, organizational behaviors and decisions and organizational performance. Knowledge management focuses on knowledge processes – knowledge creation, acquisition, refinement, storage, transfer, sharing and utilization. These processes support organizational processes involving innovation, individual learning, collective learning and collaborative decision making. The “intermediate outcomes” of knowledge management are improved organizational behaviors, decisions, products, services, processes and relationships that enable the organization to improve its overall performance<sup>1</sup>

Knowledge is the conveyance of knowledge from one place, person or ownership to another. Successful knowledge transfer means that it results in successful creation and application of knowledge in organization. The process of knowledge transfer has been described by many researcher using models (**Liyanage et al, 2009**). Knowledge transfer does not mean that the knowledge has to be in exactly same structure. Transfer of knowledge does not denote a full replication of knowledge in the receiving unit. Indeed, knowledge is often modified in the receiving unit. The key element in the knowledge transfer is not the underlying (original) knowledge, but rather the extent to which the receiving subsidiary receives potentially useful knowledge and utilizes this knowledge in its own operations (**Wilkesmann et al, 2009**)<sup>2</sup>

**Petrides and Nodine (2003)** reminded us that formal and informal administrative procedures, curriculum development processes, information sharing patterns, information silos, salary incentives, award schemes and many other work practices affect information flow within every organization. Knowledge management initiatives help to establish robust processes that enable people to get the information they need when they need it, as well as to share it with others who may benefit from it. Knowledge management can help to promote those processes that lead to a more informed decision making.<sup>3</sup>

## **IMPORTANCE OF KNOWLEDGE MANAGEMENT**

**1. Reusing ideas, documents, and expertise:** It helps how to solve a common problem, know how tackle in innovative way of approaches, or have invented a new ideas, you want that same solution, service, and product to be replicated as much as possible. Just as the recycling of materials is good for the environment, reuse is good for institutions because it minimizes rework, prevents problems, saves time, and accelerates progress.

**2. Taking advantage of existing expertise and experience:** Teams benefit from the individual skills and knowledge of each member. The more complementary the expertise of the team members, the greater the power of the team. It becomes more difficult for each individual to know about everyone else. So even though there are people with knowledge who could help other people, they don't know about each other. Knowing what others know can be very helpful at a time of need, since you learn from their experience and apply it to your current requirements.

**3. Promoting standard, repeatable processes and procedures:** If standard processes and procedures have been defined, they should always be followed. This allows employees to learn how things are done, leads to predictable and high-quality result.

**4. Providing methods, tools, templates, techniques, and examples:** These are the building blocks supporting repeatable processes and procedures. Using these consistently streamlines work, improves quality, and ensures compatibility across the organization.

**5. Promote innovation and cultural change:** Enable and encourage the sharing of ideas, collaboration and access to the latest information. Knowledge management enables individuals to stimulate innovation and the cultural changes needed to evolve the organization and meet changing business needs.

**TABLE:01**  
**CLASSIFICATION OF THE RESPONDENTS ACCORDING TO THEIR**  
**KNOWLEDGE ACQUISITION FROM BOOKS**

Books	Government Colleges		Government Aided Colleges		Self-Finance Colleges		Total	
	N=24	%	N=102	%	N=47	%	N=173	%
Below 1 Hour	14	08	22	13	24	14	60	35
1-2 hours	05	03	29	17	13	08	47	27
2-3 hours	03	02	39	23	06	03	48	28
Above 4 hours	02	01	12	07	04	02	18	10
<b>Total</b>	<b>24</b>	<b>14</b>	<b>102</b>	<b>59</b>	<b>47</b>	<b>27</b>	<b>173</b>	<b>100</b>

Source: Field data

The above *Table 01* clarifies that 08 per cent, 13 percent and 14 percent of respondents from government, aided and self financing colleges respectively spent less than one hour per day in acquiring knowledge from books. Respondents 03 percent, 17 percent, 08 percent respondents from government, aided and self financing colleges respectively spent 1-2 hours per day in acquiring knowledge from books. 02 percent, 23 percent, 03 percent, respondents from government, aided and self financing colleges respectively spent 2-3 hours day in acquiring knowledge from books. 01 percent, 07 percent, 02 percent respondents from government, aided and self financing colleges respectively spent above 4 hours per day in acquiring knowledge from books.

It is inferred that a maximum of 23 percent of respondents from aided college respondents spent 2-3 hours per day for knowledge acquisition from books.

**TABLE:02**  
**CLASSIFICATION OF THE RESPONDENTS ACCORDING TO THEIR**  
**KNOWLEDGE ACQUISITION THROUGH INTERNET**

Internet	Government Colleges		Government Aided Colleges		Self-Finance Colleges		Total	
	N=24	%	N=102	%	N=47	%	N=173	%
Below 1 Hour	06	03	25	14	18	10	49	28
1-2 hours	07	04	27	16	15	09	49	28
2-3 hours	09	05	33	19	09	05	51	29
Above 4 hours	02	01	17	10	05	03	24	14
<b>Total</b>	<b>24</b>	<b>14</b>	<b>102</b>	<b>59</b>	<b>47</b>	<b>27</b>	<b>173</b>	<b>100</b>

Source: Field data

The above *Table 02* clarifies that 03 per cent, 14 percent and 10 percent of respondents from government, aided and self financing colleges respectively spent less than one hour per day to get knowledge acquisition through internet. 04 per cent, 16 percent and 09 percent of respondents from government, aided and self financing colleges respectively spent 1-2 hours per day to get knowledge acquisition through internet. 05 per cent, 19 percent and 05 percent of respondents from government, aided and self financing colleges respectively spent 2-3 hours per day to get knowledge acquisition through internet. 01 per cent, 10 percent and 03 percent of respondents from government, aided and self financing colleges respectively spent above 4 hours per day to get knowledge acquisition through internet.

It is ascertained that a maximum of 19 percent of respondents from aided college respondents spent 2-3 hours per day for knowledge acquisition through internet.

TABLE:03  
**CLASSIFICATION OF THE RESPONDENTS ACCORDING TO THEIR KNOWLEDGE ACQUISITION FROM JOURNALS AND MAGAZINES**

JOURNAL & Magazines	Government Colleges		Government Aided Colleges		Self-Finance Colleges		Total	
	N=24	%	N=102	%	N=47	%	N=173	%
Below 1 Hour	16	09	21	12	33	19	70	40
1-2 hours	04	02	31	18	06	03	50	29
2-3 hours	03	02	26	15	03	02	30	17
Above 4 hours	01	01	24	14	04	02	23	13
<b>Total</b>	<b>24</b>	<b>14</b>	<b>102</b>	<b>59</b>	<b>47</b>	<b>27</b>	<b>173</b>	<b>100</b>

Source: Field data

The above *Table 03* clarifies that 09 per cent, 12 percent and 19 percent of respondents from government, aided and self financing colleges respectively spent less than one hour per day to get knowledge acquisition from journals and magazines. 02 per cent, 18 percent and 03 percent of respondents from government, aided and self financing colleges respectively spent 1-2 hours per day to get knowledge acquisition from journals and magazines. 02 per cent, 15 percent and 02 percent of respondents from government, aided and self financing colleges respectively spent 2-3 hours per day to get knowledge acquisition from journals and magazines. 01 per cent, 14 percent and 02 percent of respondents from government, aided and self financing colleges respectively spent above 4 hour per day to get knowledge acquisition from journals and magazines.

It is found that a maximum of 19 percent of respondents from aided college respondents spent less than one hour per day for knowledge acquisition from journals and magazines.

TABLE:04  
**CLASSIFICATION OF THE RESPONDENTS ACCORDING TO THEIR TIME FOR E RESOURCE IN SUBJECT RELATED WEBSITES**

Subject Related Websites	Government Colleges		Government Aided Colleges		Self-Finance Colleges		Total	
	N=24	%	N=102	%	N=47	%	N=173	%
Below 1 Hour	15	09	30	17	13	08	58	33
1-2 hours	03	02	37	21	18	10	59	34
2-3 hours	04	02	22	13	11	06	37	21
Above 4 hours	02	01	13	08	05	03	20	12
<b>Total</b>	<b>24</b>	<b>14</b>	<b>102</b>	<b>59</b>	<b>47</b>	<b>27</b>	<b>173</b>	<b>100</b>

Source: Field data

The above *Table 04* clarifies that 09 per cent, 17 percent and 08 percent of respondents from government, aided and self financing colleges respectively spent less than one hour per day to their time for e-resource in Subject Related Websites. 02 per cent, 21 percent and 10 percent of respondents from government, aided and self financing colleges respectively spent 1-2 hours per day to time for e-resource in Subject Related Websites. 02 per cent, 13 percent and 06 percent of respondents from government, aided and self financing colleges

respectively spent 2-3 hours per day to time for e-resource in Subject Related Websites.01 per cent, 08 percent and 03 percent of respondents from government, aided and self financing colleges respectively spent above 4 hour per day to time for e-resource in Subject Related Websites..

It is observed that a maximum of 21 percent of respondents from aided college respondents spent 1-2 hours per day to time for e-resource in Subject Related Websites.

TABLE:05  
RESPONDENTS' KNOWLEDGE ACQUISITION FROM TRAINING

Training	Government Colleges		Government Aided Colleges		Self-Finance Colleges		Total	
	N=24	%	N=102	%	N=47	%	N=173	%
Very poor	02	01	15	09	03	02	18	10
Poor	03	02	17	10	05	03	24	14
Medium	07	04	23	13	08	04	39	23
High	08	05	20	12	29	17	54	31
Very High	04	02	27	16	02	01	38	22
<b>Total</b>	<b>24</b>	<b>14</b>	<b>102</b>	<b>59</b>	<b>47</b>	<b>27</b>	<b>173</b>	<b>100</b>

Source: Field data

The above *Table 05* clarifies that 01 per cent, 09 percent and 02 percent of respondents from government, aided and self financing colleges have very poor knowledge acquisition from training.02 per cent, 10 percent and 03 percent of respondents from government, aided and self financing colleges have poor knowledge acquisition from training. 04 per cent, 13 percent and 04 percent of respondents from government, aided and self financing colleges have medium knowledge acquisition from training.05 per cent, 12 percent and 17 percent of respondents from government, aided and self financing colleges have high knowledge acquisition from training .02 per cent, 16 percent and 01 percent of respondents from government, aided and self financing colleges have very high knowledge acquisition from training.

It is understood that a maximum of 17 percent of respondents from self finance colleges have high knowledge acquisition from training

TABLE:06  
CLASSIFICATION OF THE RESPONDENTS ACCORDING TO THEIR KNOWLEDGE ACQUISITION FROM GROUP DISCUSSION

Group Discussion	Government Colleges		Government Aided Colleges		Self-Finance Colleges		Total	
	N=24	%	N=102	%	N=47	%	N=173	%
Very poor	02	01	09	05	07	04	18	10
Poor	03	02	16	09	05	03	24	14
Medium	07	04	22	13	10	06	39	23
High	08	05	29	17	17	10	54	31
Very High	04	02	26	15	08	05	38	22
<b>Total</b>	<b>24</b>	<b>14</b>	<b>102</b>	<b>59</b>	<b>47</b>	<b>27</b>	<b>173</b>	<b>100</b>

Source: Field data

The above *Table 06* clarifies that 01 per cent, 05 percent and 04 percent of respondents

from government, aided and self financing colleges have very poor knowledge acquisition from Group Discussion.02 per cent, 09 percent and 03 percent of respondents from government, aided and self financing colleges have poor knowledge acquisition from Group Discussion. 04 per cent, 13 percent and 06 percent of respondents from government, aided and self financing colleges have medium knowledge acquisition from Group Discussion.05 per cent, 17 percent and 10 percent of respondents from government, aided and self financing colleges have high knowledge acquisition from Group Discussion .02 per cent, 15 percent and 05 percent of respondents from government, aided and self financing colleges have very high knowledge acquisition from Group Discussion

It is inferred that a maximum of 17 percent of respondents from aided college have high knowledge acquisition from Group Discussion

**TABLE:07**  
**CLASSIFICATION OF THE RESPONDENTS ACCORDING TO THEIR GOOD RECORD MAINTENANCE**

Maintenance Good Record	Government Colleges		Government Aided Colleges		Self-Finance Colleges		Total	
	N=24	%	N=102	%	N=47	%	N=173	%
Written Record	06	03	26	15	26	15	58	34
Print Record	11	06	33	19	11	06	55	32
Books	05	03	25	14	07	04	37	21
Handout	02	01	18	10	03	02	23	13
<b>Total</b>	<b>24</b>	<b>14</b>	<b>102</b>	<b>59</b>	<b>47</b>	<b>27</b>	<b>173</b>	<b>100</b>

**Source: Field data**

The above *Table 07* clarifies that 03 per cent, 15 percent and 15 percent of respondents from government, aided and self financing colleges maintenance written records.06 per cent, 19 percent and 06 percent of respondents from government, aided and self financing colleges maintenance print record. 03 per cent, 14 percent and 04 percent of respondents from government, aided and self financing colleges maintenance books.01 per cent, 10 percent and 02 percent of respondents from government, aided and self financing colleges maintenance Handout.

It is ascertained that a maximum of 19 percent of respondents from aided college’s maintenance Print record.

**TABLE:08**  
**CLASSIFICATION OF THE RESPONDENTS ACCORDING TO METHODS OF THEIR STORAGE OF KNOWLEDGE**

Storage	Government Colleges		Government Aided Colleges		Self-Finance Colleges		Total	
	N=24	%	N=102	%	N=47	%	N=173	%
E.Mail	06	03	16	09	09	05	31	18
LapTop	13	08	36	21	16	09	65	38
External Storage	03	02	42	24	19	11	64	37
Mobile	02	01	08	05	03	02	13	08
<b>Total</b>	<b>24</b>	<b>14</b>	<b>102</b>	<b>59</b>	<b>47</b>	<b>27</b>	<b>173</b>	<b>100</b>

**Source: Field data**

The above **Table 08** clarifies that 03 per cent, 09 percent and 05 percent of respondents from government, aided and self financing colleges store their knowledge through Email .08 per cent, 21 percent and 09 percent of respondents from government, aided and self financing colleges store their knowledge through Lap Top. 02 per cent, 24 percent and 11 percent of respondents from government, aided and self financing colleges store their knowledge through External Storage.01 per cent, 05 percent and 02 percent of respondents from government, aided and self financing colleges store their knowledge through Mobile.

It is found that a maximum of 24 percent of respondents from aided college their knowledge through External Storage.

**TABLE:09**  
**CLASSIFICATION OF THE RESPONDENTS ACCORDING TO THE FREQUENCY OF KNOWLEDGE SHARING**

Knowledge Sharing	Government Colleges		Government Aided Colleges		Self-Finance Colleges		Total	
	N=24	%	N=102	%	N=47	%	N=173	%
Regularly	07	04	60	35	20	12	87	50
Periodically	10	06	26	15	18	10	54	31
Occasionally	05	03	09	05	06	03	20	12
Rarely	02	01	07	04	03	02	12	07
<b>Total</b>	<b>24</b>	<b>14</b>	<b>102</b>	<b>59</b>	<b>47</b>	<b>27</b>	<b>173</b>	<b>100</b>

Source: Field data

The above **Table 09** clarifies that 04 per cent, 35 percent and 12 percent of respondents from government, aided and self financing colleges regularly share their knowledge .06 per cent, 15 percent and 10 percent of respondents from government, aided and self financing colleges periodically share their knowledge. 03 per cent, 05 percent and 03 percent of respondents from government, aided and self financing colleges occasionally share their knowledge.01 per cent, 04 percent and 02 percent of respondents from government, aided and self financing colleges rarely share their knowledge.

It is understood that a maximum of 35 percent of respondents from aided college regularly share their knowledge

**TABLE:10**  
**CLASSIFICATION OF THE RESPONDENTS ACCORDING TO THEIR PUBLISHING BOOKS TO SHARE KNOWLEDGE**

Publishing Books	Government Colleges		Government Aided Colleges		Self-Finance Colleges		Total	
	N=24	%	N=102	%	N=47	%	N=173	%
Not at all	08	05	36	21	06	03	50	29
Some Time	10	06	39	23	08	05	57	33
Often	02	01	20	12	12	07	34	20
Very often	03	02	04	02	19	11	26	15
All the time	01	01	03	02	02	01	06	03
<b>Total</b>	<b>24</b>	<b>14</b>	<b>102</b>	<b>59</b>	<b>47</b>	<b>27</b>	<b>173</b>	<b>100</b>

Source: Field data

The above **Table 10** clarifies that 05 per cent, 21 percent and 03 percent of respondents from government, aided and self financing colleges not at all publishing books to

share knowledge .06 per cent, 23 percent and 05 percent of respondents from government, aided and self financing colleges sometime publishing books to share knowledge. 01 per cent, 12percent and 07 percent of respondents from government, aided and self financing colleges often publishing books to share knowledge.02 per cent, 02 percent and 11 percent of respondents from government, aided and self financing colleges very often publishing books to share knowledge. 01 per cent, 02 percent and 01 percent of respondents from government, aided and self financing colleges all the time publishing books to share knowledge.

It is inferred that a maximum of 23 percent of respondents from aided college sometime publishing books to share knowledge.

**TABLE:11  
CLASSIFICATION OF THE RESPONDENTS ACCORDING TO THEIR  
SHARING KNOWLEDGE IN PREPARING STUDY MATERIAL**

Preparing Study Material	Government Colleges		Government Aided Colleges		Self-Finance Colleges		Total	
	N=24	%	N=102	%	N=47	%	N=173	%
Not at all	02	02	09	05	05	03	16	10
Some Time	06	03	27	16	09	05	42	24
Often	07	04	32	18	10	06	49	28
Very often	05	03	25	14	08	05	38	22
All the time	04	02	09	05	15	09	28	16
<b>Total</b>	<b>24</b>	<b>14</b>	<b>102</b>	<b>59</b>	<b>47</b>	<b>27</b>	<b>173</b>	<b>100</b>

**Source: Field data**

The above *Table 11*.clarifies that 02 per cent, 05 percent and 03 percent of respondents from government, aided and self financing colleges not at all share their knowledge in preparing study material .03 per cent, 16 percent and 05 percent of respondents from government, aided and self financing colleges sometime publishing share their knowledge in preparing study material. 04 per cent, 18percent and 06 percent of respondents from government, aided and self financing colleges often share their knowledge in preparing study material.03 per cent, 14 percent and 05 percent of respondents from government, aided and self financing colleges very often share their knowledge in preparing study material. 02 per cent, 05percent and 09 percent of respondents from government, aided and self financing colleges all the time share their knowledge in preparing study material

It is observed that a maximum of 18 percent of respondents from aided college often share their knowledge in preparing study material.

**Findings:**

1. It is inferred that a maximum of 23 percent of respondents from aided college respondents spent 2-3 hours per day for knowledge acquisition from books.
2. It is ascertained that a maximum of 19 percent of respondents from aided college respondents spent 2-3 hours per day for knowledge acquisition through internet.
3. It is found that a maximum of 19 percent of respondents from aided college respondents spent less than one hour per day for knowledge acquisition from journals and magazines.
4. It is observed that a maximum of 21 percent of respondents from aided college respondents spent 1-2 hours per day to time for e-resource in Subject Related Websites.

5. It is understood that a maximum of 17 percent of respondents from self finance colleges have high knowledge acquisition from training
6. It is inferred that a maximum of 17 percent of respondents from aided college have high knowledge acquisition from Group Discussion
7. It is ascertained that a maximum of 19 percent of respondents from aided college's maintenance Print record.
8. It is found that a maximum of 24 percent of respondents from aided college their knowledge through External Storage.
9. It is understood that a maximum of 35 percent of respondents from aided college regularly share their knowledge
10. It is inferred that a maximum of 23 percent of respondents from aided college sometime publishing books to share knowledge.
11. It is observed that a maximum of 18 percent of respondents from aided college often share their knowledge in preparing study material.

### **SUGGESTIONS**

The teaching faculties can bring up to date their knowledge by making use of the various multi-sources available to them because in this spirited education world only the multi talented capable personnel will survive than the qualified human resources. While the teaching faculties are updating their knowledge it should be adaptable, not only related to the particular subject matters because this up-and- coming education field is expecting more material from the teaching members particularly in college level.

### **CONCLUSION**

This study helps to improvement of the teaching-learning process in educational institutions by using knowledge management. It covers almost every part of an educational organization which is very important to improve the quality of education. Knowledge management systems in top institutions can improve their policies, enhance their strategies, and improve the quality of the management system. A knowledge society is achievable once the knowledge management systems are implemented in all the educational institutions. By taking this as the background the study will analyze the knowledge management techniques used by the professors in Trichy.

### **REFERENCES**

1. [http://www.uky.edu/~gmswan3/575/Knowledge\\_management\\_and\\_OL.pdf](http://www.uky.edu/~gmswan3/575/Knowledge_management_and_OL.pdf) accessed on 21.5.2019 at 10.54am
2. R.Krishnaveni and R. Sujatha, "Communities of practice: An influencing factor for effective knowledge transfer in organization", IUP journal, Volume X, January (2012),
3. <http://www.knowledge management el-journal.org/ojs/index.php/online-publication/article /viewFile/36/85...>