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Title: Knowledge Management Intervention to Improve Quality of Higher Education in Selected Indian Technical Institutions

KM practices require long term strategies and commitments in order to fully realize the benefits for educational institutions which have tentatively begun to incorporate KM strategies, as they will benefit from gaining a better understanding of the current limitations of the recent approaches to KM in the business sector, such as the narrow focus on seemingly easier –to-address solutions for example, creating a data warehouse from which to extract student data.

Research objectives of the research study are to examine the KM interventions that relate to the implementation of KM practices in higher education development especially for India's higher education systems. Moreover, the Indian higher education though one of the best in world, needs continuous improvisation to meet the needs of changing corporate landscape.

Studies have been carried out by blending the theoretical framework and data analysis based on literature review, surveys by questionnaires administered on academicians, case studies and judgment reviews and personal interviews with relevant people in order to arrive at logical conclusions. The data collected has been edited, coded and tabulated and the research propositions have been tested using various statistical tools. Cross Tabulation, Measure of Central Tendency e.g. Mean, Standard Deviation, ANOVA, Krushkal Wallis test, Mann Whitney test, N Par test, Cluster analysis, Factor analysis have been used to analyze the data. More specifically, descriptive statistics has been used to test the research propositions to find the polarization of the perception and concentrations. One-way ANOVA has been used to examine the significant differences in the opinions across the respondent

on question specific parameters/options with classifying variable as Role of the respondent in the sample. Factor analysis has been conducted to extract important factors on a particular issue.

The thesis covers the analysis of knowledge management interventions, capture and acquisitions and impacts. It provides an insight into challenges and problems faced by Indian higher education system and the continuous improvisation to meet the needs of changing economic landscape.

The results indicate certain positive responses as well as some weak areas, which need to be addressed. Positive features of Knowledge Management interventions in Indian higher education system are that KM use in the academics can certainly reap benefits for institutional R & D, curriculum development, institutional administration and students affairs. Problem areas in the KM interventions practices in Indian higher education system are the lack the overall structure and infrastructure of the institutions and universities also the technological up-dating and evaluation of knowledge are moderately effective for the KM interventions. Thus, there should be an effort to be made in latest technological developments in the area of education and faculties should be given hands on training for technological skills development as well as usage of technology for better knowledge management interventions. UGC is aware of the problem of poor information technology infrastructure and also the institutions are not fully equipped of handling the processes of KM. it has further been noted that If an integrated system of IT infrastructure could be provided to these institutes, it will be great success in the area of knowledge management, since it will help them in establishing knowledge management practices in technological terms.

Thus, the study offers many suggestions for promotion of knowledge sharing activity in knowledge-based institutions, as it is very much essential to create an environment based infrastructure, which is people-oriented, rather than technological oriented.