CHAPTER – 6

FINDINGS, CONCLUSION AND SUGGESTIONS

In the twenty first century, the workplace dynamics will undergo a sea change and Human Resource in colleges will be required to set standards of increased productivity, improved performance and management of self-learning process in new and innovative ways. The rules determining the success of a college shall be entirely different in future from those of the present. Though the final countdown of the twenty first century has begun, KM will continue to remain an important force for the educational sector in future. As KM practitioners create rather than merely respond, they will look for greater leverage and more productive ways to help teachers, teams, and individuals to change their own Human Resource practices.

Today, a tremendous amount of information is flowing into the colleges. Personal computers and networking facilities have dramatically influenced the educational practices of acquiring, deploying and delivering technology, and the way the colleges face the global competition. These factors have resulted in changing work roles, and thereby paving the way for new sets of competencies to meet these roles in order to build and sustain the competitive advantages by developing new product and services capabilities, creating revolutionary changes, improving core capabilities and enhancing collaborative capabilities.
There is an increased need for Self-financing engineering colleges to deal with the ambiguity of global competition i.e. cooperation and competition simultaneously. Unlike the other resources, Human Resources can be developed and improved to an unlimited extent. KM has the potential to improve an individual’s quality of work life. The key role of KM in colleges is to create, sustain and intellectualize a learning of organisational environment that serves as a foundation to any training and learning within an organisation.

Self-financing Colleges in India find themselves in a piquant situation dealing with strong competitive markets and fast changing technologies. In response, their strategies focus on improving the organisational flexibility. Human Resources are regarded as a key to competitiveness. The role of KM professionals is changing from trainer to consultant. Their strategic role makes KM inseparable from business; their practical role is to provide learning opportunities for teachers. The execution of KM activities in colleges is a shared responsibility of KM professionals, teachers and teachers.

Self-financing engineering colleges have to develop the workforce capable of taking up the challenges thrown by the new economic environment. To tackle this challenging situation, both Self-financing engineering academics, and practitioners have advocated the adoption of the concept of KM. The adoption of professionalised KM practices in India is a recent phenomenon, but has gained the momentum in the
past ten years. Colleges are now looking upto KM departments for innovative approaches and solutions to improve the productivity and quality of work life, while adequately coping with an environment changed with high uncertainty and intense global competition. Changing workforce demographics, competing in global economy, eliminating the skills gap, need for life long learning and organisational learning are some of the challenges that KM facing in Colleges.

Changing business conditions and changes in organisational structures in Indian educational sector have compelled KM function to constantly shift its perspectives on its role and function. For organisational effectiveness, KM must become a strategic tool for achieving business goals and objectives and its present and future needs and justify its present role as a value added function. KM programmes involve more than training focused on competences, gender, and role. KM involves socialization of work force to suit the cultural requirements of the organisation. It assumes a greater significance in view of the fast changing organisational environments and needs of the organisation in adopting new techniques in order to be productive to the environmental changes.

Developing human resources in a service-oriented organisation like colleges is not only significant and crucial but also the need of the hour in view of the transitions in Indian Educational institutions and
particularly in self-financing engineering colleges consequent upon the opening up of Indian economy to the global competitors. Developed human resources enable the organisation to develop change, meet the competition, carry out innovations, and grow.

A careful review of the studies conducted on the KM practices in various colleges reveal that attempts have been made to study the implementation of KM practices limiting them to particular self-financing engineering colleges and to a particular aspect of KM. Further, it seems that almost the entire review is based on the personal experience of the self-financing engineering college’s executives rather than the findings of an empirical study. Therefore, it has become imperative to take up a comprehensive, integrated outlook based on an empirical study on the KM in Colleges, and thus, the study establishes its credibility. Hence, the present study was undertaken to analyze the KM practices in Colleges, KM Climate, KM Outcomes, and Organisational Effectiveness. The study also has examined the association between KM Practices, KM Climate, KM Outcomes, and Organizational Effectiveness in select Self-financing engineering colleges.

The study has identified 180 variables of Need for KM, Genesis of KM Practices, KM Mechanisms, KM Climate, KM Outcomes, Organizational Effectiveness and Knowledge Management Process Capability.
The pilot study was conducted with a sample of 50 questionnaires covering select 8 Self-financing engineering colleges in and around Chennai City. The statements included in the questionnaire are subjected to the test of reliability using Cronbach’s Alpha Criterion and found to be highly reliable. The final five-point scale reliability is also tested using Cronbach’s Alpha Criterion in respect of Need for KM, Genesis of KM Practices, KM Practices, KM Climate, KM Outcomes, and Organisational Effectiveness and the results have proved that the instruments are highly reliable.

The primary data collected are analyzed by using the SPSS Package version 15.00, and the following statistical tools are used to obtain torrent of results regarding the objectives of the study. They are Factor Analysis, Cluster and Discriminant Analysis, One-Sample t-test, and Karlpearson co-efficient of correlation.

6.1. FINDINGS

- All the one hundred and eighty variables of Need for KM, Genesis of KM Practices, KM Practices, KM Climate, KM Outcomes, and Organizational Effectiveness of Self-financing engineering colleges are classified into fort four major factors.
- The overall conclusion establishes that the self-financing engineering colleges have initiated measures for the effective implementation of knowledge management practices. They concentrate primarily on the imperatives to join the main
stream of liberalization. The innovative changes in management have emerged in the form of quality of service through the increased knowledge of teachers. The process of restructuring in self-financing engineering colleges helps to attract maximum number of students towards their service domains.

- In self-financing engineering colleges, the main genesis of knowledge management practices is identified as strategies to revamp the existing process to create a favorable work environment. It also targets the individuals to improve their personality for their successful discharge of duties. The top-level management teaches their teachers for the collective team building.

- Through performance planning, the appraisal data are used as inputs for recognition and encouragement of high performers. The innovative methods have been insisted in the Performance appraisal system of self-financing engineering colleges by means of reviewing the key responsibility areas.

- The Career planning and development policies of self-financing engineering colleges signify its future employment needs and the related career opportunities. Career advancement in self-financing engineering colleges, helps the teachers latch on to their commitment to their organization. With career planning, the self-financing engineering colleges will be able to develop the teachers so that when situation demands there will be an
adequate supply of the right types of skills and abilities to empower the engineering colleges to achieve its desired objectives.

- It is evident from the factor analysis that the self-financing engineering colleges are creating a conducive training infrastructure for the betterment of their teachers. To add more to this, the self-financing engineering colleges assess the training needs periodically; and the teachers returning from training are given adequate time to reflect. It is therefore concluded that Training and Development are needed to facilitate life-long learning of teachers that will characterize the business in future.

- Job rotation in self-financing engineering colleges aims at expanding skills, knowledge of teachers and infuses new concepts and ideas (Orientation). Job rotation in self-financing engineering colleges acts as an Internal Check i.e. preventive vigilance measure against frauds, mistakes, and procedural lapses like non-maintenance of course file, attendance record of students etc. The accommodative approach adopted by self-financing engineering colleges is more beneficial in this regard.

- Self-financing engineering colleges are providing ideal welfare measures and reward systems to their teachers. Teachers are also accountable to their organization. For the self-financing
engineering colleges, welfare measures and reward system lead to higher morale and productivity.

- It is identified that the self-financing engineering colleges are flexible in imbibing relevant knowledge management sub-systems to improve the quality of work life of their teachers. In fact the top management has special concentration on creating competency among the teachers. It is also realized that the administration of self-financing engineering colleges employs an unblemished management techniques for perfect transparency in their administration.

- On the part of the employer, resistance to accept change and resistance to take risk are some of the problems and difficulties in implementing of knowledge management practices in the case of self-financing engineering colleges. On the part of the teacher, the engineering colleges’ Internal Defects i.e. lack of transparency, lack of management support & lack of proper Human Resource Information Systems are some of the problems and difficulties in implementing knowledge management practices.

- Internal Orientation, Modern Techniques, and External Learning are some of the suggestions adopted by the self-financing engineering colleges for the effective implementation of knowledge management practices. It unravels that the teachers in self-financing engineering colleges demand technological
augmentation and more unique learning’s to meet the various exigencies in their administration.

- It is derived analytically that the knowledge management practices inflate the domain of working environment with positive cultural changes. It also enlightens their teachers to have constructive potentiality to meet the risks involved in their official path. An optimal level of “Developmental Climate” is essential for facilitating knowledge management.

- Improvement in profitability and productivity of engineering colleges and enhancing customer service are some of the accomplishments achieved by self-financing engineering colleges. Finally it is observed that utilizing human resources properly and to the maximum is the final outcome of knowledge management mechanism. It is also inferred that the knowledge management practices in self-financing engineering colleges have achieved a casket of useful administrative results and college goals.

- Profitability, Public image, customer service, working environment, communication channel, motivation and commitment level of teachers are some of the perceptive advantages to measure the impact of knowledge management practices and knowledge management climate on Organizational Effectiveness. Self-financing engineering colleges are capable of reengineering their operations and capable of adoption of new technology.
• The teachers in Self-financing engineering colleges have deep acquaintance with the Pre-requisites, Work Environment, and Personality Development. Team building abilities and their guiding values have emerged popular among the teachers. They are enthusiastic in their career advancement and affirming their loyalty with required internal orientation.

• Modern techniques and empowerment are considered as fruitful KM outcomes in their organization.

• The respondents of Self-financing engineering colleges are reluctant to express their opinion towards internal defects and accept the changes without any resistance fearing reprimand.

• The respondents of Self-financing engineering colleges have admitted that the genesis of KM and its practices are essential to build up an encouraging KM climate.

• A favorable climate in the Self-financing engineering colleges creates a workable domain promising optimistic outcomes. In fact, it is realized by an effectiveness required for the development of the organization.

• It is ascertained that there are two groups of cluster formed based on the perception of the respondents of Self-financing engineering colleges about the factors of ‘KM Needs and Objectives’. It is observed that 72% of the respondents are found in cluster one and 28% of respondents are included in the second cluster.
- In the Self-financing engineering colleges, the factors of KM Practices and Climate have a positive relationship in a maximum way. It is also ascertained that the factors ‘Awareness’ and ‘Cultural Changes’ have a reciprocal relationship.

- It is also found that the factors Risk Management, Empowerment, Orientation, KM Mechanism Climate, and Training Mechanism remain as uncorrelated factors for KM Climate.

- Most of the factors of KM Practices and KM Climate affect the factor KM Outcomes and Accomplishment.

- The factor KM Outcomes is not at all predicted by the factor Awareness.

- In the Self-financing engineering colleges, the respondents have the benefit of achieving organisational effectiveness sequentially through the factors of KM Practices, Climate and their respective Outcomes. Microscopically it is found that the factors Loyalty, Work Culture, Guiding Value, Commitment, Accommodative Approach do not emerge as Organisational Effectiveness.

- The correlation analysis reveals that the KM practices in Self-financing engineering colleges aim at their targeted outcomes in the form of developmental activities. In particular, the spirit of team-building objective is not satisfactorily achieved in their organization.
Work Culture of Performance Appraisal asserts a significant relationship with the factors Cultural Changes, Knowledge Management Mechanism Climate, Empowerment and Risk Management. This prompts a conclusion that the evaluation of Performance Appraisal with more promptitude and sharpness would induce the authenticated responsibility among the teachers to meet various exigencies of administration in future, whereas it does not have significant relationship with General Climate. This shows that the teachers in self-financing engineering colleges are highly responsible and open minded in realizing their responsibilities without expecting any appreciation from the top management. They have the nerve for sustained hard work to meet out the risk involved in their assignments.

Futuristic Strategy has positive correlation with General Climate, Knowledge Management Mechanism Climate and Empowerment. The prudential strategies of top-level management in self-financing engineering colleges ensure a favorable atmosphere among the teachers to create an optimistic environment to fight against the dire consequences of negations of the service. The knowledge management practices are dedicated to extract a maximum performance from the teachers within the short span of time. But, the factor Futuristic Strategy does not have significant relationship with Cultural Changes and Risk Management. This implies that the futuristic
strategies are not massive enough in self-financing engineering colleges to make radical changes in the culture of the teachers and their risk taking abilities.

- Guiding value has positive correlation with General Climate and Knowledge Management Mechanism Climate. This shows that a transparent Performance Appraisal exercised diligently in self-financing engineering colleges enlightened the teachers in accepting the proper and constructive knowledge management climate in the self-financing engineering colleges. This leads to the conclusion that the Performance Appraisal System and its implementation strengthen the knowledge management policies of self-financing engineering colleges to produce an optimistic climate. The Guiding Values and their influences conspicuously create a mechanism visibly workable for promotions and pragmatic approaches of top-level management, whereas it does not have significant relationship with the factors Cultural Changes, Empowerment, and Risk Management. The teachers of self-financing engineering colleges possess an opinion that a strict Performance Appraisal leads to dejections and uninteresting approaches in the work environment.

- The factor Review is positively correlated with the factors Cultural Changes, General Climate, and Knowledge Management Mechanism Climate of knowledge management Climate survey. The frequent reviews of Performance Appraisal make the teachers more responsible, loyal, and trustworthy in
the formation of the conducive knowledge management Climate. The relationship between the factor Review with Empowerment and Risk Management of knowledge management Climate survey is not significantly correlated.

- Feedback is positively correlated with all the factors of knowledge management Climate Survey. Therefore, it is concluded that the identification of training needs relating the measure of performance of teachers are useful in creating a good work environment in self-financing engineering colleges.

- The factor Teachers Commitment has positive relationship with the factors Cultural Changes, General Climate and Knowledge Management Mechanism Climate of knowledge management Climate Survey. Therefore, it is concluded that the unstinted devotion of teachers towards their responsibilities is useful for the self-financing engineering colleges to implement the measures towards goal achievement and ultimatum. There is no significant relationship between Teachers Commitment and the factors Empowerment and Risk Management of Knowledge Management Climate Survey. Since the teachers are adequately committed in self-financing engineering colleges they do not require the empowerment and they are not accessible to any risk-taking processes.

- Awareness is positively correlated with the factors knowledge management Mechanism Climate and Empowerment. It is also inferred that the factor Awareness of Career Planning and
Development is not significantly correlated with factors General Climate and Risk Management. The teachers in self-financing engineering colleges can ascertain their career opportunities and they have positive impact on the customer service and other important responsibilities of the engineering colleges. They also understand that their career advancement does not have any influence in an environment free from risk and knowledge management practices. There is negative correlation between Awareness and Cultural Changes. Therefore, it is concluded that the teachers in self-financing engineering colleges have certain amount of doubt that the cultural changes in their environment would hamper their career advancement.

- Career Advancement is significantly correlated with all factors of knowledge management Climate. There is a positive correlation between career advancement of Career Planning and Development and Cultural Changes, General Climate, knowledge management Mechanism Climate, Empowerment and Risk Management of knowledge management Climate Survey. The top-level management of the self-financing engineering colleges is enthusiastic in materializing the theoretical aspects of knowledge management practices to create an optimistic knowledge management climate to attract their teachers magnetically to join the torrent of career advancement.
• Training Mechanism is not at all correlated with the factor ‘Cultural Changes, whereas it is positively correlated with the factors General Climate, Knowledge Management Mechanism Climate, Empowerment, and Risk Management of knowledge management Climate Survey. Therefore, it is concluded that the main objectives of Training Mechanism in self-financing engineering colleges are to improve the climate rather than making any significant radical changes in their culture. They are very firm in their ideology of extracting maximum potential from their teachers.

• All the factors of knowledge management Climate Survey are having significant relationship with the factor Training Infrastructure. This shows that the training infrastructure is well planned in the self-financing engineering colleges to employ multifarious strategies in making their teachers suitable elements to catalyze the knowledge management practices in their working environment.

• One of the factors of Training & Development is Inductive Training in self-financing engineering colleges. It has positive relationship with the factors Knowledge Management Mechanism Climate, Empowerment, and Risk Management of knowledge management Climate Survey. However, it has no correlation with Cultural Changes and General Climate. The exposure of the teachers to the inception of training makes them experience their personal strength to fight against
indomitable administrative errors and risk involved in their day-to-day proceedings.

- Orientation does not have any correlation with all the factors of knowledge management Climate Survey. This shows that Job Rotation is incompatible with the improvement of knowledge management climate. It is considered as a tool of innovation to produce increased knowledge among the teachers of self-financing engineering colleges.

- The factor Accommodative Approach is significantly correlated with Knowledge Management Mechanism Climate and Empowerment. Moreover, there is no correlation between Accommodative Approach and Cultural Change, General Climate and Risk Management. The propensities of the top-level management of self-financing engineering colleges for consulting their teachers during postings increase their responsibilities to practice knowledge management to increase the college efficiency and the individual efficiency.

- Internal Check is positively correlated with the factors General Climate, Empowerment, and Risk Management. Job rotation creates awareness among the teachers about their limitations and made them think twice in materializing their administrative decisions. In fact, this is considered as a climate with decency and decorum to suppress corruptions and malpractices at the work place. However, there is no correlation between Cultural Change and Knowledge Management Mechanism Climate with
the factor Internal Check. The internal check amplifies the administrative capacities of the teachers and in no case it clears the way to create a collective situation for the betterment of the organization.

- Ideal Welfare Measures and Accountability factors are positively correlated with all the factors of knowledge management Climate Survey. It is found that the management of the self-financing engineering colleges identifies that both welfare measures and accountability energize the teachers to have more internal strength to create an optimistic climate for the development of their private engineering colleges.

- Another factor Loyalty is positively correlated with the factors General Climate, Knowledge Management Mechanism Climate and Risk Management, but it has no significant relationship with the factors Cultural Changes and Empowerment of knowledge management climate survey. It is also understood that loyalty and trustworthiness of the teachers are imperative to create an honest climate in the college. It leads to more pious and holistic approach of the teachers towards the administration of the private engineering colleges. The teachers of the self-financing engineering colleges know too well of the indispensability of their loyalty and honesty.

- Quality Management is having significant relationship with all the factors of knowledge management Climate Survey. The management of the self-financing engineering colleges desires
quality of service in the midst of tangible practices of knowledge management.

- Participative Management has positive correlation with Cultural Changes and does not have any correlation with other factors of Knowledge Management Climate Survey. This shows that the teachers’ participation compose them to obtain the responsibility of renewing the errors and mistakes in their proceedings.

- Work Culture, Futuristic Strategy, Guiding Value, Feedback of Performance Appraisal System, Teachers Commitment, Career Advancement of Career Planning and Development, Training Mechanisms, Training Infrastructure, Inductive Training of Training and Development, Ideal Welfare Measures, Accountability, Loyalty of Teacher Welfare and Reward System, Quality Management of Other Knowledge Management practices, General Climate, Knowledge Management Mechanism Climate, Empowerment and Risk Management of knowledge management Climate survey are positively correlated with knowledge management Outcomes. This implies that the knowledge management practices & knowledge management Climate in self-financing engineering colleges produce positive knowledge management outcomes in the form of productivity and profitability.

- All the factors (except Loyalty) of Knowledge Management Practices, Knowledge Management Climate and Knowledge
Management Outcomes are significantly correlated with the factor reengineering of organizational effectiveness. This implies that all the factors of Knowledge Management practices, Knowledge Management Climate and Knowledge Management Outcomes wheel the process of reengineering; they eventually give organizational effectiveness to self-financing engineering colleges. However, the factor Loyalty is not having any correlation with Reengineering. The loyalty of the teachers helps the management to implement all the required processes sanely its time but it may not help them to transform their entire culture. The reshaping of their organizational optimistic culture depends on assistance of suitable knowledge management practices and favourable outcomes.

- There is no significant relationship between the factors Work Culture, Guiding Value, Review, Teachers Commitment, Awareness, and Perceptive Advantage of organizational effectiveness. This shows that the knowledge management practices have no immediate effect on the developmental processes of self-financing engineering colleges. They eliminate the administrative errors in the passage of time.

- The Accommodative Approach is not at all correlated with the Perceptive Advantage, whereas it is correlated with Reengineering. This shows that the top-level management of self-financing engineering colleges is trying to fit in the teachers
in a situation to make a radical change for the efficient administration.

- There is no significant relationship between the factors Loyalty and Reengineering. It is already found that loyalty is philosophical but not a phenomenal. This shows that the loyalty among the teachers would not help the administration to revamp their qualitative approach. The variables included in the factor Loyalty are not active to bring the process of reengineering in self-financing engineering colleges to organizational effectiveness.

- There is significant relationship between the factors such as Futuristic Strategy, Feedback of Performance Appraisal System, Career Advancement of Career Planning and Development, Training Mechanisms, Training Infrastructure, Inductive Training of Training and Development, Orientation, Internal Check of Job Rotation, Ideal Welfare Measures, Accountability of Teacher Welfare and Reward System, Quality Management, Participative Management of Other Knowledge Management practices, Cultural Change, General Climate, Knowledge Management Mechanism Climate, Empowerment and Risk Management of Knowledge Management Climate survey, and Knowledge Management Outcomes and Accomplishment of Knowledge Management Outcomes, with Perceptive Advantage of Organizational effectiveness. This shows that the knowledge management sub-systems and the climate derived through its
effects aim at removing the difficulties of the administration. The main notion of the management of the self-financing engineering colleges is to maximize the possible outcomes from the teachers for their desired benefits.

- Work Environment and Personality Development of objectives of knowledge management practices are having significant relationship with Knowledge Management Outcomes. It is concluded that the teachers in the self-financing engineering colleges are sufficiently aware of the objectives of knowledge management practices and their consequences. They are able to ascertain that the practices of knowledge management subsystem would enable them to achieve better performance and efficiency. This implies that Work Environment and Personality Development are contributing much to the self-financing engineering colleges in the form of knowledge management Outcomes.

- The factors Work Environment, Personality Development and Team Building are not at all correlated with the factor Accomplishment. The work environment in self-financing engineering colleges is not much advanced to reach their desired accomplishments. The team building abilities and personality development of the teachers are also not directly related to the accomplishments of the self-financing engineering colleges. This clearly shows that these factors do not have any kind of direct relationship with accomplishing improved
customer service in self-financing engineering colleges, improving productivity and profitability of the engineering colleges and proper utilization of human resources.

- There is no significant correlation between the factors Team Building of objectives of Knowledge Management practices and Knowledge Management Outcomes. The Team Building actually helps the teachers to coordinate themselves to enjoy a pleasant atmosphere of cooperation but it has limited effects on the real outcomes of knowledge management practices. This clearly shows that the factor Team Building is not contributing much to the development of the college in the form of higher work accomplishment and greater job involvement.

6.2. CONCLUSION

Indian educational system has entered the new era of technology-enabled and customer-centric education. It is bracing itself to catch up with the global trends in education – in the matter of upgradation of service quality standards, provision of multiple delivery channels, newer innovations in products and services and provision for financial services beyond the traditional boundaries of education. Whilst pursuing these endeavours, Indian education continues to readjust itself to the demands and compulsions of involving global prudential standards. In this journey, the educational sector is supported by a robust supervisory system.
While reforms in the matter of finance, technology, and supervisory system have been pursued with vigour in the last ten years and they have taken deep roots; the concept of KM in education has been lagging behind. In the past few years, Indian educational has witnessed radical transformation in the way it operates. This is only the beginning of the journey. For successfully operating in the new educational order, they need to build new capabilities.

In tune with the paradigm shift in Indian educational sector, the HR function in the colleges has to extricate itself from the mode in which it found itself over the last four to five decades. As the market has changed, the customer too has changed, customer expectations have taken new forms, and people policies also have to change, as it is the people who will be the key differentiators in the new era. Human capital together with financial capital and technology capital, would contribute to the capabilities of the educational organisations to adjust to the new educational order.

- The success of self-financing colleges depends on Profitability.
- The profitability depends upon its products (students) and marketing policy (rank, placement etc.).
- Marketing of products depends upon improved customer service (knowledge impartation).
- Best or improved customer service depends on human resources (faculty members).
To meet the challenges of the changing business scenario, the college teachers also have to undergo significant changes. The teachers, especially in the higher cadre, need to update their knowledge and skills constantly, and consciously. Technology is changing the world at a frightening speed. Therefore, the ongoing process of training and learning should not only be based on sound and proven theories and concepts, but also laced with practical aspects and implementation. Ultimately, these concepts should be practiced and demonstrated by the teachers in their day to day functioning in the colleges.

Therefore managing human resources is the key to success of self-financing engineering colleges. The behavioural aspects and personal qualities have to be taken care of in KM. Various case studies have proved that proper KM can only ensure a commitment to total quality, meet responsibilities to customers, can encourage open communication, can make possible the team work and team development. The dedicated teachers are given recognition for their contribution to the institution. Overall, the KM enables the teachers to make a long-term commitment to all the managerial values narrated above and to build a good employer-employee relationship. This is a win-win situation both for the Colleges and Teachers.
To become world-class colleges, it is therefore clear that Self-financing engineering colleges have to embrace and enthusiastically implement world-class KM practices. With India emerging as a dominant knowledge power, it is only in the fitness of things that Indian Colleges too should accord high value to human capital and take momentous steps forward to reach world class HR capital adequacy.

6.3. SUGGESTIONS

Based on the findings emerged from the analysis of the data collected through questionnaires and interactions with the self-financing engineering colleges officials of the select colleges, the following suggestions are offered to improve the KM Practices, which are prevalent in colleges. The following suggestions are made to the Self-financing engineering colleges.

1. In the Self-financing engineering colleges, KM programmes may be accelerated through effective implementation of change management techniques and restructuring the basic environment to increase the individual and organisational efficiency. Work environment needs to be totally revamped in all the Self-financing engineering colleges in order to develop the personality of teachers to attain maximum efficiency within the limited resources.
2. Training infrastructure in Self-financing engineering colleges may be revamped to meet the present innovative technological requirements of the customers. The Teachers of Self-financing engineering colleges should be trained adequately to be able to use state of the art technology. Separate training and development wing may be created to discuss the technological developments and innovations in human relations and their career developments. It is necessary to make training cost effective and link it to business strategy and goal.

3. The performance appraisal system in Self-financing engineering colleges must be sound enough, so as to aid the process of counseling, self-development, and career development. The format of the KM should be modified to facilitate further refinements and improvements in tune with the changes in the organisational structure, systems and procedures, work technology, information technology and other environmental factors. Incentive and reward systems based on individual and team achievement need to be introduced.

4. Since the respondents of Self-financing engineering colleges are well acquainted with KM prerequisites, internal orientation and external learning, they may be further enlightened through both internal and external training programmes to achieve their desired goals in their organizations.
5. Periodic motivational programmes and clinics by the top management may be conducted to interact with all the self-financing engineering colleges respondents individually. It would enable them to express their opinion about the present scenario of the organization and developmental activities.

6. It is found that respondents do not distinguish themselves in the perception of KM needs and objectives. So, the KM department in Self-financing engineering colleges must be constituted and allocate different types of KM sub-systems suitable for different designations. This idea may increase the responsibilities of respondents in different assignments.

7. The KM mechanism in Self-financing engineering colleges is affected by the impact of job rotation on different levels of respondents. So, the top level management may be careful enough in assigning different jobs to their respondents.

8. In the wake of computerization and various technological developments, it is necessary for Self-financing engineering colleges to frame a strategy towards deployment and redeployment of the manpower to elicit optimum output from the current workforce.

9. In Self-financing engineering colleges, there should be free flow of internal communication at all levels with adequate feedback. All efforts must be continuously made by Self-financing
engineering colleges to develop an overall KM climate at all levels.

10. KM climate is to be made effective to maximize the KM Outcomes and Organizational Effectiveness in Self-financing engineering colleges. The KM initiatives undertaken by Self-financing engineering colleges under study will be effective only when a transparent climate in an organization is established.

11. The top-management of the Self-financing engineering colleges should encourage their teachers’ to be innovative and encourage them to contribute their constructive ideas for the development.

12. Refresher/Orientation programme should be conducted by Self-financing engineering colleges from time to time in the light of emerging new educational services.

13. In Self-financing engineering colleges, the KM strategy for twenty first century should be bold in conception, encourage risk taking with huge urge for success.

6.4. SCOPE FOR FURTHER RESEARCH

This study is an attempt to examine the perception of the respondents in respect of KM practices in select colleges in Chennai City. The study has identified various dimensions like Need and genesis of KM, KM Practices, KM Climate, KM Outcomes and Organisational Effectiveness. The study has also identified that KM
practices play a vital in providing conducive KM Climate and Outcomes that lead to organisational effectiveness. The area of study is a broader one and gives ample scope for further research topics which are outlined as follows:

- Scientific studies of competency requirements of teachers at various levels.
- A study about the extent of teacher’s participation in the KM practices implementation in colleges.
- Role of other employees (non-teaching) in implementation of KM Practices.
- Role of KM in customer service in the educational institutions.
- KM practices and Information Technology.
- Managing change in colleges through KM.
- Strategic KM practices in Indian Educational Sector
- Business Process Reengineering in Colleges through KM Practices.
- Total Quality Management for effective implementation of KM practices in Indian educational sector.