“Knowledge Transmission and Knowledge Management with special reference to IT Faculty members of Colleges under University of Pune for Pune Region”.

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CHAPTER 1
INTRODUCTION

1.1. Introduction of Knowledge Management

Right from the birth, every human being keeps on learning something. We learn many things from our gurus or teachers. Many-a-times, our teacher may be Mother, Father, brothers, sisters, friends and relatives. Self-learning may be a way to learn, provided teacher teaches you the right way. During the education we learn from teachers, eventually the role changes from teachers to faculty members or guru. Every human being needs to have at least one guru or a teacher or a guide. Following the footstep set by these gurus or teachers, we never face any difficulties because students have faith in teachers.

Most of the teachers or faculty members came from different school and colleges, with these challenges in their early life. It is with this perception (directly or indirectly) faculty member teaches the subject. In the past whatever difficulties he/she has faced, tries to smoothen the way of career path. Teachers or faculty members in a way are mentors for students.

In the educational environment, teacher transmits the knowledge to the students. Exploring the knowledge of a teacher helps to understand and learn new and challenging
activities. A Faculty member keeps on searching for new opportunities and subjects to be explored. To know and study the experience shared by these teachers in their day-to-day life, it is understood that they teach these subjects out of zeal and zest.

Generally, the definition of Faculty member refers to the academic staff of a university: senior teachers, lecturers, and/or researchers. Faculty members generally consist of professors of various ranks like assistant professors, associate professors and professors. They make them observe the outcome and ask them to learn from the past for their better future.

The teachers and faculty members need to keep on selecting new avenues and opportunities he/she has gained by reading. It may be in the form of reading or writing. For testing he/she needs to practice on computers, by writing the research papers and presenting them in Seminars, by attending the Seminars, conventions, interacting with other faculty members, attending the Faculty Development Program (FDP), asking questions to one another (i.e. probable questions or queries that might be asked by the students), referring the magazines and bulletins on the issues. The new things happening around, the faculty member plays a vital role in their self-development. Thus, the faculties adapt to the changes and gain knowledge from such activities.

Knowledge keeps on changing as it is transmitted from one generation to another. In Academics, every new idea gives birth to new innovations. It depends on the interest by which a faculty member teaches his/her subject and at the same time takes that particular subject as a challenge. The increasing capability of new methods of learning acts as an important factor for the betterment of subject deliveries.
In higher education, the prevalence of iterated learning acts as a medium of cultural transmission. Repeated teaching in every academic year leads the faculty member gain mastery over the particular subject.

Researcher has made use of the word ‘Transmission’. In digital era, the word ‘Transmission’ works as an act or process of sending electrical signals to the radio, television, computer, etc. In the process of knowledge transmission, a faculty member could be used as a source for knowledge communication or transfer. Transmission is used because a faculty member makes the concept simple and teaches the subject consistently to the students.

Computer Technology has led to certain changes in today’s educational system. With the use of innovative concept and new ideas for learning the role of faculty member is changing. The changes in the method of learning gave rise to new innovative ideas because of which many textbooks often have web-based links to websites that include assessments, animations, additional materials, videos, and other materials.

Knowledge transfer or knowledge transmission is often used as a synonym for research activity. This is with respect to the faculty member who keeps on instructing the students. Information should not be messed up with knowledge. Faculty members share their experience and make "transfer" of experiential knowledge to student or colleagues. Every faculty member works in education as a transmitter (his/her own way of transmitting the facts) and can be thought of as an act of data; however, knowledge has to do with flexible and adaptable skills. Faculty members, have a unique ability to exercise and apply information. This study verifies how knowledge has been transferred and mitigates the communication challenges.
The faculty members are concerned with the education and the knowledge they are possessing and with that the students’ learnedness and achievements in education have been appreciated. With globalization, new avenues are open. From ancient times, we always look teachers or faculty members as a source of knowledge. Institution, expects their faculty members to do research work in the area they have selected on the media and modes of learning for improved information.

To meet the challenges educational institutions are judging themselves by asking certain questions about the accountability. Educational institutions keep providing different facilities to the faculty members who seek to understand how they can be more effective in collecting, spreading and sharing faculty member’s knowledge and understand how to transform that knowledge into effective decision making and actions to ensure improvements.

1.2. Role of Knowledge Management in Education

Educational institutes are committed to accomplish the mission and other number of educational objectives, the role of school, colleges and institution is quite important and this can be achieved primarily by the faculty members. Educational institutions face the challenges on how to share the knowledge among people within the organization. The challenges faced by these faculty members are the central focus of the thesis.

The primary concern of knowledge management is, dispersing the curriculum or syllabus. Unless and until faculty members are committed, the same curriculum cannot be given to the students. Knowledge could be delivered to students by the faculty
members. Thus, knowledge management requires gaining, retaining, accessing (as and when required) and delivering to the students by the faculty members.

Knowledge management shapes upon a human-centered approach with variety of faculty members from the colleges and institutions, facing the challenge of transmission of knowledge.

Knowledge starts as data with raw facts and numbers, which the faculty members teach the students, and thus gain the knowledge. It is concerned with the knowledge or data and expects the students to get Information. This information could be a curriculum that has established and readily captured itself as a Course semester subject.

When curriculum or syllabus is designed, faculty members put their mutual efforts with experience, share well-planned curriculum, capability and judgment, etc. Knowledge of faculty members can be considered with high priority. In order to cope up with the industries, University of Pune is modifying the syllabus. The changes in syllabus are carefully studied by faculty members and ensured that the change has been transmitted to the students.

Faculty members can make use of different delivery techniques and tools to help other members to set standards. Knowledge is shared between teachers and students while conducting the lectures or sessions. Knowledge management in education can be thought of as a framework or an approach. Faculty member enables to take action that improves the quality of service.

In educational institutions, the whole promise of knowledge management lies in faculty member’s opportunities for improving student exertions. The ultimate benefit of
this is to the students, educators and the education community as a whole. The critical change in educational institutions is to improve quality of education.

To meet such challenge the practice of knowledge management are particularly helpful. Knowledge management practices are the best option to address the question on how to create and transfer quality knowledge.

Faculty members may put quiz questions to check whether the concept has been understood by the students or not. To understand the student’s efforts in knowledge acquisition, the faculty member, assessment of skill is generally used. By testing student performance and by periodically reviewing, colleges / institutes may decide about the performance of faculty member. Frequently, assessment also motivates faculty and administrators to reconsider their policies and practices related to curriculum development conclusions.

An Effort has been made to understand the faculty member’s knowledge and Knowledge management practices can also be focused on knowledge process cycle. Researcher feels that, there is a need to have continuous internal assessment rather than completing each session quizzes and conducting tests. It provides timely feedback to the teacher to know whether a student has gained the knowledge or not. Faculty members can find out curriculum and assignments that are most appropriate. To improve students’ learning it is suggested and appreciated that faculty members can adapt pedagogy and content. The knowledge is gained and shared amongst other faculty members who allow them to determine different ways to improve student learning. Faculty members may organize students groups and keep track of group performance and accordingly adapt different methods of teaching.
Knowledge management practices help educators and faculty members to collect data and share information, and more preferred by different groups of students in environments. A faculty member needs to maintain consistent teaching styles and help all the students execute within them. Sometimes depending on the requirement, faculty members may revise teaching styles to suit the student’s requirements in the class. The knowledge management process promotes participation, interaction and most importantly student knowledge.

Role of a faculty member is vital in the promotion of knowledge management. The practices of knowledge management are particularly promising and appropriate.

The sharing of information encourages people at every level to contribute, to participate, to interact, to grow and finally, to learn. Imparting what one learns and knows to others, especially the students; make a sense of information that are necessary for success as a vital step which is more difficult and rewarding. Faculty members may understand the student’s community and sometimes cracks jokes but without aiming at students.

1.3. Impact of knowledge management practices on learning.

Knowledge is the circumstance or situation of knowing something with acquaintance gained through experience or association with educational institute. Knowledge is an idea or understanding which an entity possesses that is used to take effective action to achieve the entity’s goal. When there is a need, there is innovation, such innovation expects research and such research is considered as knowledge. Knowledge is specific to the entity that is created or invented.
In education, knowledge transfer takes place from one part of the group to another (or all other) part(s) of the group e.g. Faculties to Students or Lecturer to other colleagues. Knowledge Transfer pursues to organize, create, capture or distribute knowledge and ensure its availability for future users.

Consequences are usually expressed as knowledge, skills, or attitudes which can be developed among students by faculty members.

Knowledge is a dominant feature with distinct elements. Therefore, gaining and understanding different types of knowledge existing within an organization may allow them to socially adapt themselves.

Tacit knowledge is particular to a faculty member and comprehensive understanding of the human mind. Tacit knowledge has limited representation towards learners since it is difficult to articulate and codify in documents. Also educators try hard to apply narration, animation and commentary to represent individual knowledge as effective as possible. A truly effective knowledge management system must address both the creation and transfer of explicit as well as tacit knowledge.

These two guiding research questions present the structure and parameters for the investigation that places an emphasis on the knowledge management practices on the quality of students gained knowledge.

1.4. Purpose of the Study and Research Questions

The study aims at applying knowledge management practices in helping lecturers or faculty member as well as students to gather and share knowledge, and to promote participation, interaction and most importantly, learning. The primary focus of this study is to understand and create quality knowledge through the learning environment which is
positively related to students’ perceptions of their learning knowledge. This includes the investigation of the presumed relationship between the management of information quality and student learning of knowledge. A literature review provided the basis for the development of the research model. The model identified four specific aspects of information quality (soundness, dependability, usefulness, and usability) and the student learning outcomes.

The study would include the analysis of the knowledge of faculty members, which they have gained in the past and how they make aptly use of this knowledge. Some faculty members always get good feedback from the students.

The researcher finds out no research carried out till date regarding the faculty member’s knowledge gaining in order to deliver and update knowledge. Researcher seeks to understand the methods used whether to be effective and/or efficient.

Knowledge management practices could be implemented by the faculty members with their focus on the knowledge process cycle. When the knowledge is learned as a student and is stored in the mind, we access it, test it during the practical, review them and apply them during the tests. The educator will come to know students’ trend assessment information and helps to maintain feedback from the students and faculty members. Once the faculty members are provided with this information, they can adapt their pedagogy and content in ways that make sense to the students helping them improve their knowledge. If they have access to a collaborative team discussing these issues college-wide, then the knowledge is gained and is shared amongst other educators, which allows them to determine ways to improve student learning outcomes. For educators,
faculty members as well as students, the knowledge management process promotes participation, interaction, and most importantly, student learning.

**Knowledge Life Cycle**

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Figure 1.1: Knowledge Growth Chart
1.5. Chapter Scheme

The chapter scheme for this thesis is as follows:-

<table>
<thead>
<tr>
<th>Chapter No.</th>
<th>Name of Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>Review of Literature</td>
</tr>
<tr>
<td>3</td>
<td>Knowledge Management in Education</td>
</tr>
<tr>
<td>4</td>
<td>Impact of Knowledge Management for IT Faculty members</td>
</tr>
<tr>
<td>5</td>
<td>Research Methodology</td>
</tr>
<tr>
<td>6</td>
<td>Data Analysis and Interpretation</td>
</tr>
<tr>
<td>7</td>
<td>Observations and Findings</td>
</tr>
<tr>
<td>8</td>
<td>Conclusions</td>
</tr>
<tr>
<td>9</td>
<td>Suggestions and Scope for Further Research</td>
</tr>
</tbody>
</table>

Appendices

Bibliography