APPLICATION OF KNOWLEDGE MANAGEMENT IN EDUCATION INDUSTRY

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In a competitive market place where price is not a differentiator, customers are easily lost through in different services (Oracle, 2002). Customers are becoming harder to please. They are smarter, more price conscious, more demanding, less forgiving, and they are approached by many more competitors with equal or better offers (Kotler, 2007). The goal of customer relationship management is to reach out to the customers who are spread across the length and breadth of the world and provide them satisfactory services in order to boost the economic status of the banks and other organisations. Iran is one of the developing nations of Middle Eastern Region which has got a large number of banking institutions. The practice of CRM is widely acknowledged as an important component of marketing management and corporate communication management processes in Iranian banks but unfortunately applications of CRM is not favourable.

1. INTRODUCTION

Education industry is facing the technological changes and challenges. The industry never faced such situations earlier. The industry is trying to fulfill the demand of new generation. The implementation of knowledge management will drastically enhance the subject delivery. The only irreplaceable capital an organization possesses is the knowledge and ability of the people - The industrial giant, Andrew Carnegia. The productivity of that capital depends on how effectively people share their competence with those who can use it. The major concern in this matter is intellectual property issue.

2. KNOWLEDGE MANAGEMENT

This is, as the word implies, the ability to manage "knowledge". We are all familiar with the term Information Management. This term came about when people realized that information is a resource that can and needs to be managed to be useful in an organization. From this, the ideas of Information Analysis and Information Planning came about. Knowledge Management is the collection of processes that govern the creation, dissemination, and utilization of knowledge. In one form or another, knowledge management has been around for a very long time. Practitioners have included philosophers, priests, teachers, politicians, scribes, Liberians, etc.

Organizations are now starting to look at "knowledge" as a resource as well. This means that we need ways for managing the knowledge in an organization. The main part of this process is "knowledge". This knowledge is with all the experienced and senior people. They have the vast storage of knowledge within themselves. The most disappointing thing is that this knowledge is not documented anywhere. It is kept with the owner itself. When people grow rich in experiences, these experiences then transform into knowledge. Now it's the real time to use all these knowledge from the experts to make the things better.
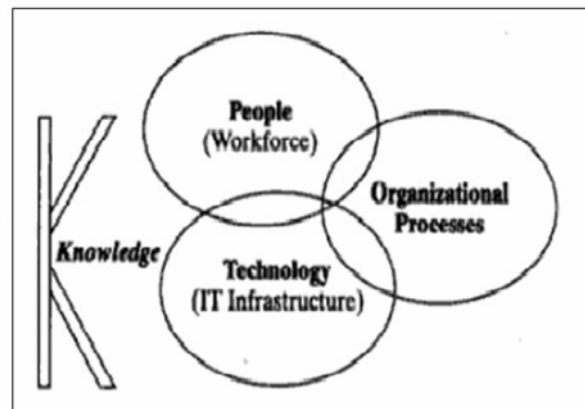

Figure 1: Interaction (Source: Knowledge Management Awad)

3. INSIGHTS OF EDUCATION INDUSTRY

The business landscape is changing rapidly. Every educational institution requires staying current and relevant. To achieve the desired goal, core competency in Knowledge Management will help. All the knowledgeable individuals working in the institutions are rich in experience and filled with knowledge. These experts are the brand ambassadors for the institution. Their experiences, their way

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of facing the challenges, problematic situations, different ways of handling situation and many more are kept only in their mind it is in a tacit form. The aim of my study is to convert this tacit information into Knowledge Management so as to improve the subject delivery. Once the information is converted in to knowledge using various formats, only updating is require.

4. STUDENT'S EXPECTATION

Students today are growing up in a world overflowing with a variety of high-tech tools, from computers and video games to increasingly sophisticated mobile devices. And unlike adults, these students don't have to adjust to the information age-it will be all they've ever known. They expect to learn the curriculum with practical implementation. They expect teaching combination of all teaching aids, audio-video tools and effective presentations and live projects. Sometimes use of case study to understand the potential problem.

5. FUTURE OF STUDENT ASSESSMENT

Technology, however, has the potential to do more than just make our current approach to testing more efficient. A growing number of testing and learning experts argue that technology can dramatically improve assessment-and teaching and learning. Several new research projects are demonstrating how information technology can both deepen and broaden assessment practices in elementary and secondary education, by assessing more comprehensively and by assessing new skills and concepts. These new technology-enabled assessments offer the potential to understand more than whether a student answered a test question right or wrong. Using multiple forms of media that allow for both visual and graphical representations, we can present complex, multi-step problems for students to solve, and we can collect detailed information about an individual student's approach to problem solving. This information may allow educators to better comprehend how students arrive at their answers and learn what those pathways reveal about students' grasp of underlying concepts, as well as to discover how they can alter their instruction to help move students forward. Most importantly, the new research projects have produced assessments that reflect what cognitive research tells us about how people learn, providing an opportunity to greatly strengthen the quality of instruction in the nation's classrooms.

6. APPLICATION OF KNOWLEDGE MANAGEMENT IN INSTITUTION

Knowledge is a fluid mix of framed experience, values, contextual information and expert insight that incorporating new experiences and information. Wisdom is more than just knowledge. All teaching experts can encourage transferring

their information into some formats. Following is the format of session plan is given. This format can be used to transfer the information of any particular subject in to the knowledge Management. The usability depends upon the wisdom. The format of session plan is as follows:

Table 1
Session Plan

Format of Session Plan		
Details	Description	Time required
Topic		
Chapter Name		
Unit Name		
Motivation(any 3 questions from the last session		
Teaching Methodology		
Case Study		
Activity		
Exercise		
Learnings		
Importance		
Questions		
MCQ's		
Conclusion		

The additional format we call it as a Format #1 developed to keep the information regarding the study material referred and developed while teaching and studying the particular subject. All the possible details can be keep in the format and the additional details like presentations, the activities designed, Multiple Choice Questions if developed everything can be save in addition to the format. The data bank can be created at the starting of the academic session and handover it to the higher authorities for proper sharing and assistance.

The format # 2 which experts need to update further at their end and can make necessary change to fulfill the subject as well as institution requirements.

All these developed formats will surely help the teaching professional to give justice to each and every topic and help for the proper distribution of all the activities. The balance of all other supportive course material apart from the regular study material is required. While filling the formats individuals will come out with many innovative ideas.

This study will definitely help in the effective subject delivery which will ultimately reduce the student affliction rate, which indirectly helps in growth of the institution.

Once the things are made, only updating is required.

Table 2
Development Details

Format No #1

Subject					
	Books	Material Developed			Details of
Topic	Refered	ppt	exercise	MCQ	Case Study

Table 3
Problem and Solution Matrix

Format No #2

Subject			
Topic	Problems occure during subject delivery	Remedy	Details of Handling Situation

7. CONCLUSION

Knowledge Management is helpful for education sector. If the intellectual property issue is handled carefully then this study will definitely make a remarkable gain. It will not only improve the subject delivery but will reduce the student affliction rate. But technology alone cannot transform assessment. Fundamentally changing our approach to testing in our public education system would not be easy. Logistical and funding challenges that often impede efforts to maintain, administer, and update institution's technological infrastructure would have to be overcome. New assessment models must not erode efforts to promote high expectations for all students; nor should they disadvantage low-income institutions and students with currently limited access to technology. And new approaches to assessment would have to be aligned with standards, curricula, professional development, and instruction to be successful. Still, the convergence of powerful new computer technologies and important new developments in cognitive science hold out the prospect of a new generation of student testing that could contribute to significant improvements in teaching and learning in the nation's classrooms.

ACKNOWLEDGMENTS

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