Knowledge Management System Practices in Naac Accredited Engineering Colleges in Tamil Nadu

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***Abstract*—This study seeks to examine the practices of knowledge management systems in NAAC Accredited Engineering Colleges in Tamil Nadu. The authors employed a descriptive research strategy in their study. The researcher has employed a combination of primary and secondary sources. The population for this study consists of faculty members employed at NAAC Accredited Engineering Colleges in Tamil Nadu. A random selection procedure was used to encompass a sample size of 132 faculty members. The researchers have created a self-designed questionnaire and distributed it to gather data on the demographic characteristics and behaviour related to knowledge management systems among faculty members. To comprehend the practices of knowledge management systems, a 5-point Likert scale approach was employed. Secondary data was acquired from published articles, books, journals, and online sources. This study utilised MS-Excel software to input primary data and conducted several statistical procedures including percentage analysis, mean score, standard deviation, ANOVA, correlation analysis, multiple regression analysis, and Henry Garrett Ranking Technique using SPSS 22.0 software for analysis. Based on the analysis, this study assumes that faculty members who are between the ages of 41-50, female, hold a Ph.D. or Post Ph.D. qualification, are associate professors, have more than 15 years of work experience, and actively share knowledge among department staff and improve library resources, perceive a high level of knowledge management system practices.**

***Index Terms*—Knowledge, Management, System, practices, KMS, Higher, education, Engineering College, faculty members, NAAC Accredited, etc.**

1. INTRODUCTION

Knowledge management is a nascent discipline that is gaining prominence in the academic sphere. There are several forthcoming conferences and seminars at both the national and international level that focus on the topic of Knowledge Management. Several international universities are actively engaged in knowledge management (KM) activities and conducting research in this field. The increasing popularity of the Education profession is driven by the necessity to reveal the intellectual capacity inside institutions for the purpose of exchanging experiences. The education industry stands to benefit significantly from the immense potential of this. Acquiring information is a cumulative process, where previous experiences and events serve as a foundation for developing new knowledge. Human efforts are the primary source of knowledge development, achieved via performing effective educational and research activities, as well as producing novel concepts in specific fields of interest. Organisations involved in knowledge generation, such as companies, research and development centres, and higher education institutions ranging from colleges to universities, actively seek new concepts within their respective fields and contribute to knowledge through different methods. They are regarded as "repositories of knowledge" where professors impart information to pupils and new knowledge is generated. The information produced is encompassed in many formats and origins, such as books, journal articles, theses or dissertations, technical reports, fact-finding reports, case studies, patents, the creation of test techniques and standards, and diverse academic communications.

A knowledge management system (KM System) is a system in organisations that facilitates the creation, acquisition, storage, and distribution of information. The objective of a knowledge management (KM) system is to provide faculty members with convenient access to the organization's repository of information, resources, and remedies. According to a typical claim supporting the creation of a KM system, an engineer

would possess knowledge about the metallurgical composition of an alloy that reduces noise in gear systems. Universities and engineering institutions leverage knowledge to establish and sustain a competitive edge. Universities recognise that their lack of knowledge may serve as both a strategic advantage and a vulnerability. Therefore, it is imperative for all colleges to effectively oversee knowledge as a valuable asset for the institution. The engineering college is now endeavouring to manage knowledge in a more systematic and efficient manner. Higher education institutions utilise knowledge management (KM) to facilitate the generation and dissemination of knowledge. This practice is believed to improve productivity, creativity, competitiveness, and interpersonal interactions inside these organisations. Additionally, it leads to optimal learning, problem-solving, and decision-making results. KMS procedures are to the management of information, making them a specific type of information system that can incorporate or make use of other sources of information. Applying knowledge management strategies and technology in higher education is equally crucial as it is in the corporate sector. Dependence on the specialised expertise of certain persons might impede the adaptability and agility of any enterprise. When institutions start knowledge management projects, they might get insights from their counterparts in the private sector.

2. REVIEW OF LITERATURE

Mohammad Jamalzadeh (2012) posited that there exists a direct and significant correlation between the components of knowledge management and organisational learning. Furthermore, a strong correlation was observed between the chosen variables, such as the acquisition of knowledge and the learning organisation, the application of knowledge and the learning organisation, the elements of knowledge exchange and the learning organisation, the elements of knowledge evaluation and the learning organisation, and the creation and confirmation of knowledge and the learning organisation. In their 2020 study, De-Graft Johnson Dei and Thomas Bingle van der Walt found that although universities have a strong understanding and appreciation for knowledge management practices, and have established formal and informal platforms for managing and protecting knowledge, the influence and significance of Communities of Practice (CoPs) in knowledge management at these Universities were minimal. This was attributed to a lack of comprehension on the concept of CoPs, not being a member of a CoP, and a deficiency in tools and processes to facilitate CoPs at the universities. The research conducted by Shikha Aggarwal et al. (2020) revealed that a knowledge management system primarily consists of five fundamental core activities: identification, creation, storage, sharing, and application. Additionally, critical success factors encompass dimensions such as human resources (including people, leadership, and culture), technology (including infrastructure and application tools), management processes (including strategy or goals and control), and organisational structure and processes. In their study, Hamza Inbaya and Sellappan Palaniappan (2022) found that academics believed that collaborating with experienced colleagues would help them in their work by enabling them to get valuable knowledge from professionals in their field. The second prototype of the system was highly praised for its capacity to improve learning cooperation, resource sharing, resource searching, and communication among academic professionals. The research conducted by Krishna Prasad Paudel in 2023 revealed that the general speed of knowledge management (KM) was fast, with the exception of the knowledge-generating process specifically in the context of higher education. Moreover, it resulted in variations in the development of knowledge compared to other aspects of knowledge management, as a result of human disparities and the organisational environment, culture, and technology infrastructure.

Nawaz et al. (2020) shown a considerable distinction in terms of Knowledge Gathering (KG) and Knowledge Retention (KR). Furthermore, there were no notable disparities seen across the higher education institutions in terms of Knowledge Perception (KP), Knowledge Creation (KC), Knowledge Sharing (KS), and Knowledge Diffusion (KD). Faradillah et al. (2019) categorised the obstacles to implementing knowledge management (KM) in private universities in Palembang into four main factors: organisational factors (such as a lack of policies and rewarding mechanisms, heavy workload, mistrust, fear, and crab mentality), technology factors (including weak industry-academia linkage and limited access to data and databases), infrastructure factors (such as a lack of

adequate infrastructure), and environmental barriers (such as a lack of a knowledge sharing culture). In their 2020 study, Esther Funmilayo Zinzou and Teresita Rubang found that the majority of the staff in higher education institutions (HEIs) believed that knowledge management (KM) was still in its early stages, with some considering it to be in a growth stage. The staff rated their institutes' KM practice as ranging from adequate to very good. Additionally, the staff confirmed the existence of knowledge generation, storage, sharing, and transfer through numerous means. According to Galgotia and Lakshmi (2022), AI-based KM systems can offer a significant amount of necessary information and assistance in handling interdisciplinary knowledge. These systems can also facilitate the collaboration of educators and subject matter experts from various multidisciplinary fields such as social sciences, psychology, management, law & regulations, medical, anthropology, and other knowledge domains. Furthermore, private institutions exhibited more robust knowledge management methods, particularly in relation to knowledge top management. Dickson P. Caringal (2023) found that key elements of knowledge management techniques, such as organisational culture, information technology, and staff motivation, were consistently and highly rated across all campuses of the university system. Furthermore, there was a notable correlation between the essential elements of knowledge management practices and the knowledge management process, as well as between the essential elements of knowledge management practices and the outcomes of knowledge management performance. Additionally, a correlation was seen between the knowledge management process and the results of knowledge management performance.

3. STATEMENT OF THE PROBLEM

Currently, knowledge management is more important. Knowledge management is essential as it enhances an organization's ability to make good decisions. KM enhances the ability of educational institutions to collect and disseminate information and knowledge, which can then be utilised for problem-solving and to facilitate research and ongoing improvement efforts. Implementing effective knowledge management system practices is crucial for facilitating decision-making and strategy development among faculty members in Engineering Colleges. Transferring knowledge into action does not always occur, despite its importance. However, faculty members encounter various challenges when implementing a knowledge management system, including complex processing, inadequate IT infrastructure, lack of trust among faculty members, inappropriate institutional guidelines for KMS practices, and limited awareness of the importance of KMS practices. The researcher's objective is to analyse the practices of knowledge management systems at NAAC Accredited Engineering Colleges in Tamil Nadu.

4. OBJECTIVES OF THE STUDY

- To present the demographic profile of the selected faculty members in NAAC Accredited Engineering Colleges in Tamil Nadu.
- To examine the knowledge management system practices among selected faculty members in the study area.

5. HYPOTHESIS OF THE STUDY

H01 : There is no significant mean difference in knowledge management system practices with regard to age of the faculty members.

H02 : There is no significant mean difference in knowledge management system practices with regard to designation of the faculty members.

H03 : There is no significant mean difference in knowledge management system practices with regard to the working experience of the faculty members.

H04 : There is no significant mean difference in knowledge management system practices with regard to sources used mostly for KMS practices of the faculty members.

H05 : Selected variables are positively associated with knowledge management system practices.

H06 : There is a significant relationship with knowledge management system practices among selected variables.

6. RESEARCH METHODOLOGY

This study has examined the practices of knowledge management systems at NAAC Accredited Engineering Colleges in Tamil Nadu. This study employs a descriptive research approach. The researchers employed the random sample approach to choose the faculty members at Engineering Colleges. The sample size comprises 132 faculty members employed at NAAC Accredited Engineering Colleges in Tamil Nadu. The researchers have created a self-designed questionnaire and disseminated it throughout the community to get information on their demographic profile and habits related to knowledge management systems. The questionnaire uses a 5-point Likert scale approach. This study utilised many statistical procedures, including percentage analysis, mean score, standard deviation, ANOVA,
Correlation analysis, Multiple regression analysis, and the Henry Garrett Ranking Technique, through the use of SPSS 22.0 software.

7. RESULTS AND DISCUSSION

7.1 Demographic Profile and Knowledge Management System Practices

The following table discusses the demographic profile of the selected faculty members and their knowledge management system practices.

Table 1: Demographic Profile and Knowledge Management System Practices

No.	Variables Name	Frequency	%	Mean	**SD**
1	Age				
	• Upto 30 years	43	32.6	3.82	0.52
	• 31-40 years	53	40.2	3.75	0.36
	• 41-50 years	22	16.7	4.13	0.51
	• Above 50 years	14	10.5	3.75	0.42
	Total	132	100.0		
2	Gender				
	• Male	70	53.0	3.79	0.40
	• Female	62	47.0	3.89	0.53
	Total	132	100.0		
3	Educational Qualification				
	• Master Degree	86	65.2	3.82	0.47
	• Ph.D. / Post Ph.D.	46	34.8	3.85	0.46
	Total	132	100.0		
4	Designation				
	• Assistant Professor	92	69.7	3.68	0.49
	• Associate Professor	40	30.3	3.90	0.35
	Total	132	100.0		
5	Working Experience				
	• Upto 5 years	38	28.8	3.89	0.40
	• 6-10 years	52	39.4	3.70	0.43
	• 10-15 years	25	18.9	3.86	0.54
	• Above 15 years	17	12.9	4.10	0.48
	Total	132	100.0		
6	Types of KMS practices involved				
	• Involvement in creativeness	35	26.5	3.80	0.47

	• Participation in knowledge finding	25	18.9	3.76	0.42
	• Involvement in work improvement	49	37.2	3.80	0.45
	• Sharing knowledge among department staff	23	17.4	4.03	0.50
	Total	132	100.0		

No.	Variables Name	Frequency	%	Mean	SD
7	Sources used mostly for KMS practices				
	Conducive knowledge sharing environment	20	15.2	3.86	0.45
	• Enhancing library resources	41	31.1	3.93	0.54
	• E – Resources	30	22.7	3.83	0.46
	• Conferences and Seminars	17	12.9	3.58	0.29
	• Academic Information System	24	18.2	3.84	0.39
	Total	132	100.0		

- From the above table, it is revealed that 32.6% of the faculty members are belong to upto 30 years of age group, 40.2% of the faculty members are belong to age category of 31-40 years, 16.7% of the faculty members are belong to 41-50 years and 10.5% of the faculty members are belong to above 50 years of age category at NAAC Accredited Engineering Colleges in Tamil Nadu.
- It is displayed that 53.0% of the faculty members are male and 47.0% of the faculty members are female.
- It is mentioned that 65.2% of the faculty members are qualified master degree and 34.8% of the faculty members have qualified Ph.D. or Post Ph.D. at NAAC Accredited Engineering Colleges in Tamil Nadu.
- It is depicted that 69.7% of the faculty members are assistant professors and 30.3% of the faculty members are associate professors at NAAC Accredited Engineering Colleges in Tamil Nadu.
- It is explored that 28.8% of the faculty members have experience of up to 5 years, 39.4% of the faculty members have 6-10 years of experience, 18.9% of the faculty members as 10-15 years and 12.9% of the faculty members have experience of above 15 years at NAAC Accredited Engineering Colleges in Tamil Nadu.
- It is surmised that 26.5% of the faculty members involve in creativeness, 18.9% of the faculty members are participate in knowledge finding, 37.2% of the faculty members are involved in work improvement and 17.4% of the faculty members share knowledge among department staff at NAAC Accredited Engineering Colleges in Tamil Nadu.
- It is pointed out that 15.2% of the faculty members used conducive knowledge sharing environment, 31.1% of the faculty members are enhancing library resources, 22.7% of the faculty members utilized e-resources, 12.9% of the faculty members as conferences and seminars and 18.2% of the faculty members used academic information system most for KMS practices at NAAC Accredited Engineering Colleges in Tamil Nadu.

7.2 KNOWLEDGE MANAGEMENT SYSTEM PRACTICES

This study investigated the practices of knowledge management systems among faculty members recruited from NAAC Accredited Engineering Colleges in Tamil Nadu. The researchers have formulated eight assertions pertaining to the practices of knowledge management systems for the aim of this study. The investigation reveals that the Cronbach Alpha value for the assertions of knowledge management system procedures is 0.896. This study suggests that the knowledge management system practices are very reliable and suitable for analysis. Among the factors of knowledge management system practices, a majority of faculty members expressed the opinion that 'Knowledge management practices should be
mandatory in every educational institution'. This

opinion was supported by a mean score of 4.31 and a standard deviation of 0.97. The second most common opinion was that 'Knowledge management practices help me perform my job to satisfaction', with a mean score of 3.95 and a standard deviation of 0.98.

TESTING OF HYPOTHESIS (ANOVA)

7.3 Relationship between Demographic Profile and Knowledge Management System Practices

This section has investigated the relationship between the demographic profile and knowledge management system practices of selected faculty members at selected Engineering Colleges in Tamil Nadu. In order to analyse the relationship between selected independent variables and knowledge management system practices, a hypothesis has been developed and tested by using ANOVA.

Age and Knowledge management system practices

H01 : There is no significant mean difference in knowledge management system practices with regard to age of the faculty members.

Table 2: Age and Knowledge management system practices

	Sum of Squares	df	Mean Square	F	'p' value
Between Groups	2.307	3	0.769	3.807	0.012**
Within Groups	25.853	128	0.202		
Total	28.160	131			

Note: ** - Significant at 5% level

From the analysis, it is illustrated that the 'p' value is less than 0.05 therefore the null hypothesis is rejected. Hence, there is a significant mean difference in knowledge management system practices with regard to the age of the faculty members.

Designation and Knowledge Management System Practices

H02 : There is no significant mean difference in knowledge management system practices with regard to designation of the faculty members.

Table 3: Designation and Knowledge management system practices

	Sum of Squares	df	Mean Square	F	'p' value
Between Groups	1.322	1	1.322	6.406	0.013**
Within Groups	26.838	130	0.206		
Total	28.160	131			

Note: ** - Significant at 5% level

From the analysis, it is justified that the 'p' value is lesser than 0.05 then the null hypothesis is rejected. Hence, there is a significant mean difference in knowledge management system practices with regard to designation of the faculty members.

Working Experience and Knowledge management system practices

H03 : There is no significant mean difference in knowledge management system practices with regard to working experience of the faculty members.

Table 4: Working Experience and Knowledge management system practices

	Sum of Squares	df	Mean Square	F	'p' value
Between Groups	2.294	3	0.765	3.784	0.012**
Within Groups	25.866	128	0.202		
Total	28.160	131			

Note: ** - Significant at 5% level

From the analysis, it is mentioned that the 'p' value is less than 0.05 then the null hypothesis is rejected. So, there is a significant mean difference in knowledge management system practices with regard to working experience of the

faculty members.

Sources used mostly for KMS practices and Knowledge management system practices

H04 : There is no significant mean difference in knowledge management system practices with regard to sources used mostly for KMS practices of the faculty members.

Table 5: Sources used mostly for KMS practices and Knowledge management system practices

	Sum of Squares	df	Mean Square	F	'p' value
Between Groups	2.429	4	.607	2.997	0.021**
Within Groups	25.732	127	.203		
Total	28.160	131			

Note: ** - Significant at 5% level

From the analysis, it is observed that the 'p' value is less than 0.05 therefore the null hypothesis is rejected. Hence, there is a significant mean difference in knowledge management system practices with regard to sources used mostly for KMS practices of the faculty members.

7.4 Degree of Relationship between selected variables and Knowledge Management System Practices (Correlation Analysis)

The following table is developed to examine the association between the selected variables and knowledge management system practices among selected faculty members at NAAC Accredited Engineering Colleges in Tamil Nadu by applying correlation analysis.

H05 : Selected variables have positively associated with knowledge management system practices.

Table 6: Degree of Relationship between selected variables and Knowledge Management System Practices (Correlation Analysis)

No.	Variables	Age	Educational Qualification	Working Experience	Knowledge Management System Practices
1	Age	1.000			
2	Educational Qualification	0.142 (0.103^{NS})	1.000		
3	Working Experience	0.410 (0.000*)	0.120 (0.171^{NS})	1.000	
4	Knowledge Management System Practices	0.482 (0.000*)	0.029 (0.742^{NS})	0.334 (0.000*)	1.000

Note : * - Significant at 1% level; ** - Significant at 5% level; NS - Not Significant

The correlation analysis noticed that the variables age and working experience have positive association with the knowledge management system practices among the selected faculty members. On the other hand, the variable educational qualification not have any correlation with the knowledge management system practices among the selected faculty members. The result from analysis pointed out that whenever age and working experience increases knowledge management system practices among selected faculty members also increases.

7.5 Relationship of Knowledge management system practices

The relationship of knowledge management system practices among selected respondents is evaluated in the below table.

H06 : There is significant relationship with knowledge management system practices among selected variables.

Table 7: Relationship of Knowledge management system practices (Multiple Regression Analysis)

No.	Variables	Coefficient	SE	't' value	'p' value
	(Constant)	3.767			
1	Age	0.029	0.006	4.833	0.000*
2	Educational Qualification	0.076	0.090	0.839	0.403^{NS}
3	Working Experience	0.067	0.017	3.941	0.000*
	R Value	0.845			
	R^2 Value	0.714			
	F Value	82.918*			

Note: * - Significant at 1% level; NS - Not Significant

From the above table, it is indicated to be statistically fit as R^2 is 0.714 that shows the present model has good fit. The regression coefficient value of age (2.9%) and working experience (6.7%) are related significantly positive with the knowledge management system practices among the selected faculty members at NAAC Accredited Engineering Colleges in Tamil Nadu.

7.6 Challenges in Practicing Knowledge Management System (Henry Garrett Ranking Technique)

An attempt has been made to know the challenges in practicing knowledge management system among the faculty members at NAAC Accredited Engineering Colleges in Tamil Nadu. For this study purpose, it has been classified into five categories as showed in the below table.

Table 8 : Challenges in Practicing Knowledge Management System

S.No.	Factors	Total Score	Mean Score	Rank
1	Knowledge management system processing is complicated	7541	57.1	I
2	Unsupportive IT infrastructure	6320	47.9	IV
3	Deprived trust among faculty members	6520	49.4	III
4	Inappropriate institutional guidelines for KMS practices	6798	51.5	II
5	Less awareness about importance of KMS practices	5906	44.7	V

It is observed from the analysis that major challenges in practicing knowledge management system as 'Knowledge management system processing is complicated' which is ranked first with the Garrett score of 7541 points. It is followed by the second and third ranks are assigned to 'Inappropriate institutional guidelines for KMS practices' and 'Deprived trust among faculty members' with the Garrett scores of 6798 and 6520 points respectively. The fourth and fifth ranks are assigned to 'Unsupportive IT infrastructure' and 'Less awareness about importance of KMS practices' with the Garrett scores of 6320 and 5906 points respectively.

8. FINDINGS

- It is mentioned that most (40.2%) of the faculty members are belong to 31-40 years of age group at NAAC Accredited Engineering Colleges in Tamil Nadu. The analysis indicated that a high level of knowledge management system practices is perceived by the faculty members who belong to the age segment of 41-50 years.
- It is obtained that most (53.2%) of the faculty members are male at selected Engineering Colleges in Tamil Nadu. The analysis confirmed that high level of knowledge management system practices is perceived by the female faculty members.
- It is measured that most (65.2%) of the faculty members have qualified master degree at selected Engineering Colleges in Tamil Nadu. The analysis illustrated that a high level of knowledge management system practices is perceived by the

faculty members who belong to Ph.D. / Post Ph.D.

- It is identified that most (69.7%) of the faculty members are assistant professors at selected Engineering Colleges. The analysis inferred that a high level of knowledge management system practices is perceived by the associate professors.
- It is divulged that most (39.4%) of the faculty members have 6-10 years of experience at selected Engineering Colleges. The analysis determined that high level of knowledge management system practices is perceived by the faculty members who have working experience of above 15 years.
- It is proved that most (37.2%) of the faculty members involve in work improvement at NAAC Accredited Engineering Colleges in Tamilnadu. The analysis cleared that high level of knowledge management system practices is perceived by the faculty members who share knowledge among department staff.
- It is evaluated that most (31.1%) of the faculty members are enhancing library resources at selected Engineering Colleges. The analysis illuminated that high level of knowledge management system practices is perceived by the faculty members who enhance library resources.
- It is depicted from mean score analysis most of the faculty members opined as 'Knowledge management practices can be made mandatory in every educational institution' and 'Knowledge Management practices help to execute job to satisfaction' among factors of knowledge management system practices with the mean score of 4.31 and 3.95 respectively.
- The 'F' test confirmed that there is a significant mean difference in knowledge management system practices with regard to age of the faculty members at NAAC Accredited Engineering Colleges in Tamil Nadu.
- It could be assumed ANOVA that there is a significant mean difference in knowledge management system practices with regard to designation of the faculty members at selected Engineering colleges.
- It is displayed from 'F' test that there is a significant mean difference in knowledge management system practices with regard to working experience of the faculty members.
- The result from ANOVA confirmed that there is a significant mean difference in knowledge management system practices with regard to sources used mostly for KMS practices of the faculty members in selected Engineering Colleges.
- The correlation analysis mentioned that whenever age and working experience of the faculty members increases knowledge management system practices also increases at selected Engineering Colleges.
- From the regression analysis, it is noticed that the coefficient value of age (2.9%) and working experience (6.7%) are related significantly positive with the knowledge management system practices among the selected faculty members at NAAC Accredited Engineering Colleges in Tamil Nadu.
- It is asserted from the Henry Garrett Ranking Technique that majority of the faculty members faced main challenges in practicing knowledge management system as 'Knowledge management system processing is complicated' and 'Inappropriate institutional guidelines for KMS practices'.

9. SUGGESTIONS

- The findings mentioned that high level of knowledge management system practices is perceived by the faculty members belong to age segment of 41-50 years. Hence, it is suggested that knowledge sharing and learning among faculty members needs to change from traditional face to face or partial dependence on application to the utilization of fully interactive applications to share knowledge and enhance learning among young faculty members.
- It is assumed from the study that a high level of knowledge management system practices is perceived by the faculty members who belong to master's degree. Therefore, the selected engineering colleges should motivate all the faculty members to upgrade their qualifications to sustain in a competitive world all educational institutes should implement effective tools for a

knowledge management system practices.

- The analysis revealed that a high level of knowledge management system practices is perceived by the faculty members who share knowledge among department staff. So, the selected engineering colleges should enhance the ability of faculty members to collaborate, interact and share knowledge and learning resources in numerous ways that meet the requirements of academicians.
- The analysis shows that a high level of knowledge management system practices is perceived by the faculty members who enhance library resources. Thus, engineering colleges should ensure the infrastructure of library resources with digital resources and should encourage the usage of technology by informing their faculty members about available technologies and how to use these resources so the faculty members can enhance their knowledge management system practices.
- The engineering colleges should have well-established hard and soft KMS infrastructure and ensure the effective promotion of practices among faculty members to raise awareness of KMS practices.

10. CONCLUSION

The objective of this study is to analyse the practices of knowledge management systems at engineering colleges accredited by NAAC in Tamil Nadu. A knowledge management system is built upon the principles of capturing, storing, changing, and sharing the knowledge inside an organisation. On the other hand, higher education serves as a hub for the creation, delivery, and acquisition of knowledge for the benefit of society. This study has provided evidence that there is a substantial difference in the average level of knowledge management system practices among faculty members at NAAC Accredited Engineering Colleges in Tamil Nadu. This difference is influenced by variables such as age, designation, working experience, and the sources primarily used for knowledge management system practices. In order to facilitate a constant exchange of information in engineering colleges, it is essential to include effective knowledge management strategies in the everyday routines of faculty members.

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