

## Exploring Knowledge Management Applications in B-Schools

\*Pooja.S.Kushwaha

\*\*Sunil Kr. Pandey

\*Assistant Professor, Jaipuria Institute of Management Indore

\*\*Assistant Professor, Jaipuria Institute of Management Jaipur

### Abstract

“Knowledge is power” by Sir Francis Bacon. Now we are living in a digital society and knowledge economy where knowledge is considered as an asset for any organization. All sort of organizations including services and manufacturing have realized that they not only use technology for smooth conduct of their routine activities but at the same time overall growth is not possible without acquiring, storing and comprehending knowledge. Knowledge sharing is most important component of all types of work places and educational institutes are not the exception. Educational institutions play a key role in knowledge creation. The research knowledge that academic staff creates or gains that will constitutes the knowledge warehouse of an educational institution. There is phenomenal change in education sector in India now work is not solely teaching it also includes research, consultancy and mentoring. In an educational set up, effective knowledge management would help to develop academics to the fullest. In this context, this paper is a sincere attempt to comprehend and understand the concept of Knowledge management and focusing the valuable contribution made by various researchers in this area with enlightening focus on Knowledge management contribution in B-Schools.

**Keywords:** Knowledge Sharing, Tacit Knowledge, Knowledge Management, Mentoring, Knowledge Based Economy

### Introduction

Higher Education in India is monitored by an apex body and indirectly controlled by the Ministry of Human Resource Development. The engineering education and business schools are monitored and accredited by the All India Council for Technical Education (AICTE), medical education is accredited by Medical Council of India (MCI). The first full-time MBA in India started in 1957, and the two IIMs in Calcutta and Ahmedabad appeared in 1961 and 62, respectively now we are total 13 IIMs.

In terms of MBA graduates, it will be about 3,78,907 this is quiet huge number of MBA production in any country. Over 2 lakh students write the CAT in 2015 and almost double the number would wrote other national admission tests to get into A Tier or B Tier business school. The growth of industries in the country, just after independence, also demanded the need for qualified professionals in fields such as Business Management, Architecture, Hotel Management, Pharmacy etc. The massive growth of Business Schools in India has brought in its wake some serious problems and the most important problem seen for a special mention was the shortage of faculty and this is a universal problem for all type of management institutions including IIMs. This shortage is mostly met by visiting or adjunct faculty, retirees from industry. The only fault out is that in the faculty list the number with Ph.D. qualification will not be more than 40 percent. As a consequence, the research thrust is somewhat weak in most of the B-Schools. In spite of this limitation, we are happy to say that Indian Business education has done well in the last three-four decades, and Indian industry generally sees Business Schools as partners in their progress.

We all are aware about the role of technology is indispensable for any organization whether it is an educational institute or big corporate house. The basic working of any system starts with the data and end up with some useful information. Research in the area of education proves that institutional culture is the main reason for the failure of information technology implementation. (Levine, 2001; Friedman and Hoffman, 2001). KM incorporates organized approaches to discover, recognize, and practice knowledge in order to create value (Probst, Raub and Romhardt, 2000; O’Leary, 1998; Mikulecký and Mikulecká, 1999). The role of knowledge workers is deliberated in (Martin and Metcalfe, 2001). The results of these studies can be associated with management education. The educational institutes have been making significant investments into technologies to fulfill their goals and at the same time to increase the effectiveness of the system. Most of the good management institutions are using the information about their students to gain insights about issues like students’ admissions, performance and placements. The regulatory bodies like AICTE, MHRD etc. accreditation bodies like NBA etc. are looking for more information in order to measure and evaluate the quality of the institutes. Unfortunately the management institutions are giving less importance to the culture and because of which we have the JNU incident though the JNU is the one of the best institution of the country as far as quality, teaching and placements are concern. Knowledge Management helps in effective resource allocation and cost effectively improves the productivity.

Following objectives are addressed in paper:

1. Understand the concept of Knowledge sharing.
2. Understand the concept of Knowledge management and its usability in different organizations.
3. Understand and classifying literature specifically in context of knowledge management.
4. Comprehend the role of Knowledge Management in B-Schools

In order to address these objectives, a complete review of literature is made. Several papers were reviewed from various National and International Journals of Emerald, Science Direct, and EBSCO were used for this study and Table 1.1 presents year wise break-up of the papers reviewed.

<b>Year of Publication</b>	<b>Nos. of research papers reviewed</b>	<b>Year of Publication</b>	<b>Nos. of research papers reviewed</b>
		2004	3
		2003	8
2015	1	2002	5
2011	5	2001	3
2010	11	2000	5
2009	6	1999	2
2008	14	1998	3
2007	10	1997	0
2006	9	1996	2
2005	11	1995	2

Table 1.1: Year wise break up of articles reviewed (Author’s Records)

Starting from the definition of knowledge management, attempt is made to identify some of its characteristics features and differences from organizational perspective to academic institute perceptive. By this detailed review of literature we can identify the gap in the literature related to knowledge management application in B-Schools.

### **The Literature Classification**

For the present problem, the literature is categorized in three main heads:

- 1) Studies on Knowledge Sharing
  - a) Requirement , Importance and Applications in Knowledge management
- 2) Studies on Knowledge Management
  - a) Definition and Importance
  - b) Models & Applications
- 3) Studies on Current scenario of B-Schools
  - a) Growth of B-Schools
  - b) Technology usability in B-Schools
- 4) Studies on application of Knowledge Management for B-Schools

### **Knowledge Sharing**

We all moves towards a knowledge economy and the new economy is characterized by the knowledge as the main component of economic growth and success. The success of this type of economy lies how we are going to create, capture, share and store the knowledge. In the present scenario the business is characterized by fast, volatile, high-value competition. To survive in this competitive environment the organizations must be proactive, assertive and flexible. Organizations try to capture knowledge as well as employ knowledge management initiatives for quality improvement, innovation, efficiency, improved decision-making, change management and fulfilling the customer needs. Knowledge sharing is now treated as vital activity in all types of organizations, but it is not much prevalent in education institutions since the majority of the employees are involved in knowledge creation and we call them as knowledge workers. There are two types of knowledge explicit and the tacit exists. In case of education set up explicit knowledge is easily stored in databases like result, placement details etc. but tacit knowledge that academic staff creates or gains are embedded in their minds and constitutes the knowledge warehouse of an educational institution's intellectual capital. Normally knowledge sharing is the key activity of any educational institute. The seminars, conferences and publications are more common in academic institutions as compare to other organizations that helps in knowledge sharing.

But story is not so simple it is having U-Turn. In place of knowledge sharing now a day's knowledge holding or hoarding is more common in academic institute. Like other traditional resources, i.e. land, labour and capital, to a certain extent, once it is distributed and shared, knowledge becomes a public good. On the one hand, once created, knowledge needs to be distributed quickly .As we all know knowledge is the "power", holding knowledge is similar to holding the competitive power of the new economy. The problems of knowledge sharing and hoarding is prevalent in all organizations irrespective of the type.

In educational institutes academic staff publishes research papers, attend conferences and seminars, conduct Management Development Programs and also

provide consultancy services to different organizations. All these activities involved lots of funds and commitment from the institute's side, in favor of that the educational institutes expects knowledge acquired by the employees on the job has to belong to the organization rather than the individual and it has to be shared. But many employees do not buy this thought.

In any organization employees gain wealth of information and it develops them more efficient and productive. But when we talk about knowledge sharing they are not interested at all. Faculty having certain critical knowledge will often protect it as if it were their own property. Faculty does not share their lecture materials with their students in order to show their importance throughout the academic year. There are many reasons to hide that the knowledge like interpersonal and that includes circumstances when people feel that an injustice has been done to them, they are distrustful towards management, unsure about own capabilities also lead to hiding of information, organization culture also promotes hiding, sometimes hiding of important information by an employee from his or her peer group member gives sense of power and importance. There are many institutional loopholes which equally contribute to the knowledge holding activity like poor technology support in maximum academic institutes in fact they all claim Wi-Fi campus but in reality they do not have even an official email account for their faculty members so this is a problem related to lack of technological infrastructure. Secondly many faculty members have *Kiasuism* attitude means afraid to lose mentality the main reason for that is insecurity in job but we cannot completely remove this attitude but by creating good culture we can only reduce this.

But hiding of information is not universal truth for any organization some of the employees are more than willing to provide job knowledge to people they trust. Now education institutes often promote their employees to build databases of knowledge, but still requires some sort of willingness from employee's side too hence knowledge sharing requires more personal interaction than person-to-computer links. To promote knowledge sharing among teaching fraternity educational system must develop culture and must incorporate motivating factors like rewards, incentives and also develop certain metrics for appraisal on the basis of knowledge sharing. Incentive can be monetary in the form of increment or some sort of rewards Academic institutions must use information-handling skills of their employees and turn these into knowledge management capabilities.

There are few barriers of knowledge sharing like:

- Lack of rewards and recognition systems that would motivate people to share their knowledge.
- Lack of formal and informal activities to cultivate knowledge sharing in universities/colleges.
- Existing universities/colleges culture does not provide sufficient support for sharing knowledge.
- There is no system to identify the colleagues with whom to share knowledge.
- Staff in universities/colleges does not share knowledge because of the fear of it being misused by taking unjust credit for it.
- It is difficult to convince colleagues on the value and the benefits of the knowledge that they may possess.
- Staff in universities/colleges does not share knowledge because they think 'knowledge is power'.
- Staff does not share the knowledge because of poor verbal/written communication and interpersonal skills.

But we should remove these barriers by encouraging knowledge sharing.

- Knowledge sharing can become a culture in the organization if top management regularly displays and reinforces the theme that 'knowledge is the lifeblood of an organization'.
- Technology plays a significant role in promoting Knowledge Sharing
- The university/college should encourage the staff to publish their knowledge on the university/college website or pool it in the library from where others could access it.
- The university/college should use its newsletter or other similar tools to disseminate knowledge and encourage knowledge sharing among the staff
- Non-monetary rewards (such as appreciation, recognition) shall be more effective in encouraging knowledge sharing than monetary rewards.
- Knowledge sharing can be encouraged if there is a designated knowledge officer in the university/college.
- There should have knowledge repositories (database) in organization.

### **Requirement, Importance and Application in Knowledge Management**

Several researchers have given importance of knowledge sharing which would helpful for knowledge management. Table 1.2 depicts selected summary of research work of various researchers on knowledge sharing which is going to help us to formulate the concept of knowledge management.

S.No.	Researcher(Year)	Definitions
1.	Christopher Wolfe and Tina Loraas (2008)	To promote knowledge sharing, our results suggest careful monitoring of perceived incentive sufficiency, especially in the case of nonmonetary incentives, and a culture that directs employee competitiveness between teams.
2.	Mark Harris and Dr. Terry Clark (2007)	Knowledge sharing is widely recognized as a key driver of organizational professional learning and development. The need for effective sharing of knowledge and business wisdom is required for workforce capability development.
3.	Prof. Dr. Kamal Kishore Jain, Manjit Singh Sandhu, Gurvinder Kaur Sidhu (2007)	Knowledge sharing is vital in knowledge-based organizations such as universities, since the majority of the employees are knowledge workers. In an educational set up, effective knowledge sharing ensures that academics are able to realize and develop their potential to the fullest. Educational institutions play a key role in knowledge creation.
4.	Allan H.K. Yuen and Will W.K. Ma (2004)	In response to the challenges of the knowledge society, many organizations understand the importance of knowledge sharing among their employees. They are eager to introduce knowledge management paradigm to facilitate the sharing of knowledge in their organizations.
5.	Richard McDermott and Carla O'Dell (2001)	Culture is often seen as the key inhibitor of effective Knowledge sharing. A study of companies where sharing knowledge is built into the culture found that they did not change their culture to match their knowledge management initiatives. They adapted their approach to knowledge management to fit their culture. They did this by: linking sharing knowledge to solving practical business problems; tying sharing knowledge to a preexisting core value; introducing knowledge management in a way that matches the organization's style; building on existing networks people use in their daily work; and encouraging peers and supervisors to exert pressure to share.
6	Jeffrey Cummings (2003)	The study of knowledge sharing, which is the means by which an organization obtains access to its own and other organizations' knowledge, has emerged as a key research area from a broad and deep field of study on technology transfer and innovation, and more recently from the field of strategic management. Knowledge sharing involves extended learning processes rather than

		simple communication processes
7.	By Daniel Z. Levin, Rob Cross, Lisa C. Abrams and Eric L. Lesser (2002)	Much of the academic and business literature, and personal experience, suggests that having employees work together over an extended period of time can lead to successful knowledge sharing. Without understanding the linkage between regular, ongoing employee interactions and effective knowledge sharing, managers often don't know what they can do to foster valuable knowledge exchanges.
8.	Wikipedia (searched on 24 <sup>th</sup> August 2011)	Knowledge sharing is an activity through which knowledge (i.e. information, skills, or expertise) is exchanged among people, friends, or members of a family, a community or an organization. Organizations have recognized that knowledge constitutes a valuable intangible asset for creating and sustaining competitive advantages Knowledge sharing activities are generally supported by knowledge management systems. However, technology constitutes only one of the many factors that affect the sharing of knowledge in organizations, such as organizational culture, trust, and incentive. The sharing of knowledge constitutes a major challenge in the field of knowledge management because some employees tend to resist sharing their knowledge with the rest of the organization.

Table 1.2: Selected definitions of Knowledge Sharing (Author's Information)

From the above inputs on knowledge sharing by different researchers we can derive that knowledge sharing is key ingredient to accelerate the process of knowledge management which leads to overall development of any kind of organization.

### **Definitions of Knowledge Management**

There are two types of knowledge implicit and explicit. The latter presents the beliefs, presumptions and experiences that are shared typically within a cultural group (nation, company, family, etc.) and are not commonly expressed as they are assumed to be familiar to all. These types of implicit knowledge are functionally distinct from explicit knowledge. Explicit knowledge comprises of books, manuals, printed procedures and guides that express information clearly through language, images, sounds, or other means of communication. For instance, Nonaka and Takeuchi mention Taylorism and rational management theory of Herbert Simon (1945, March & Simon, 1958) as examples of how explicit knowledge and procedures can be used to govern an organization.

### **Importance of Knowledge Management**

Several researchers have given various explanations related to Knowledge management. Table 1.3 presents selected contributions in the field of Knowledge Management.

S.No.	Author(Year)	Contribution
1	Allee(1997),Davenport (1998) and Alavi and Leidner (2001)	KM is managing the organization’s knowledge through a systematically and organizationally specified process for acquiring, organizing, sustaining, applying, sharing and renewing both the tacit and explicit knowledge of employees to improve organizational performance and create value
2.	Gupta et al. (2000)	KM is a process that helps organizations to discover, select, consolidate, distribute, and transfer important information and expertise necessary for activities in the organization.
3.	Bhatt (2001)	KM is a process of knowledge creation, validation, demonstration, dissemination and application
4.	Holm (2001)	KM is like democracy delivering right information to the right people at the right time. Help people to create knowledge and sharing the same.
5.	Horwitch and Armacost (2002)	KM is the creation, extraction, transformation and storage of the correct knowledge and information in order to design better policy, modify action and deliver results
6.	The online Media Access Group (www.media-access.com/main.html)	Knowledge Praxis defines knowledge management as a business activity with two primary aspects: Treating the knowledge component of business activities as an explicit concern of business reflected in strategy, policy, and practice at all levels of the organization. And making a direct connection between an organization’s intellectual assets — both explicit [recorded] and tacit [personal know-how] — and positive business results.
7.	Jashapara (2004)	KM as: “the effective learning processes associated with exploration, exploitation and sharing of human knowledge (tacit and explicit) that use appropriate technology and cultural environments to enhance an organization’s intellectual capital and Performance.”

Table 1.3 Selected Contributions on Knowledge Management (Author’s Information)

**Models and Applications of Knowledge Management**

Various models and application of knowledge management are developed by different researchers. Developing a Knowledge Management Model for Educational Quality Assurance in Faculty of Education, Mahasarakham University by ChalardChantarasombat (2010).In this study researcher’s study the



implementation of knowledge management (KM) for educational quality assurance (QA), specifically in the divisions of the Faculty of Education, and to identify the factors of success of KM for QA. Knowledge management in academic institutions by Dev Raj Adhikari (2010). In this conceptual paper author wants to explain the importance of knowledge management (KM) to achieve quality education. Knowledge management (KM) is one of the components of good management in the knowledge-based society. In the twenty-first century managing knowledge would be the main reason for growth and sustainability of any organization.

Service Delivery through Knowledge Management in Higher Education by Viju Mathew (2010). Paper highlights some of the issue interlinking knowledge management with higher education service development suggesting a framework for adopting KM in higher education providing some of the KM based solution for higher education institution. The KM model indicates giving understanding about the approach to use appropriate development for providing service delivery and development in higher education.

Knowledge Management in Pharmaceutical Marketing: Theoretical Models by M Sadika Sultana and L Manivannan (2009). This paper attempts a review of handling and sharing of knowledge or electronic data that is available to pharmaceutical firms and the need for introducing Knowledge Audit (KA) in these firms. Methods to achieve the same have also been suggested. The study concludes by suggesting certain methods to identify the areas which are required for effective gathering and managing information, and then converting it to a knowledge base. The strategies can be implemented, not only in marketing department of pharmaceutical firms, but also in other departments of pharmaceutical manufacturing firm.

Model for Knowledge Management in Small Companies: Case Study by Ana Carolina Manfrinato Pimentel and João Pedro Albino (2009). They explained that to manage the information and knowledge that circulate every day in the companies, it is necessary to create a system that allows their storage, retrieval and reuse. This process should be supported by the use of technology, to help capture, distribute and share knowledge through the organization, bounding human specialists with documented knowledge in a unique and integrated system.

Knowledge Management and Academic Libraries in IT Era: Problems and Positions by Md. Wasim Raja, Md. Zubair Ahmad, Arun K. Sinha (2009). The paper explains the role of information technology and related automated systems that can support librarians in the implementation of knowledge management system for the library. They have identified various factors responsible for implementing effective knowledge management strategy like budgetary support, professional training and a pro-active outlook. Libraries, with limited budget and manpower, should use the current management structure and technology to implement Knowledge Management, either bottom up or top-down. With the use of information technology will help librarians to increase operational efficiency and also cater the increasing needs of the clients. The librarian's roles is much bigger than the repositories of information, they have to acquire skills to keep themselves updated in order to fulfill the demand more intelligently and effectively. Librarians should train themselves and their support staff to develop the appropriate knowledge management systems and use information technologies to equipped libraries to provide better, faster and accurate services to its clients/ users.

Understanding the Conceptual Framework of Knowledge Management in Government by Xinhua Zhang (2008). This presentation paper tries to present a comprehensive conceptual framework of knowledge management. It starts with a

concise topology of the basic concepts, followed by a detailed discussion of the various dimensions and processes, and ends up with the discussion of some key points towards capacity building and integration of back-office with front-office in government organizations in order to transform from e-government to k-government.

Impact of information technology in academia by Jayanthi Ranjan (2008) the purpose of this paper is to study the provisions of information technology (IT) for development of academic resources and examines the effect of IT in academic institutions for sharing information. The paper provides useful suggestions for colleges and universities, in order to recognize their demands of IT ventures beyond physical locations that include remote or distance learners, part-time students, collaborations with industry and consortia of other institutions. The construction of a unified IT infrastructure should be developed to fulfill the needs of all the users of academia.

Knowledge Management System for Academics by HeeraBarpujary (2008). The study is an effort to gear up the momentum of academic institutes with the use of new technologies like KMS. Further, the development of a fully-fledged KM portal will facilitate knowledge storing and dissemination and contributes to the enhancement of capabilities of academicians and students of an academic institute, resulting in organizational effectiveness.

Knowledge management for Indian Business Schools by Rajesh K. Pillania (2008). Author tries to emphasize that India is increasingly being hyped as an emerging economy. There are various predictions which shows that India will be one of the leading economies in the global knowledge. The knowledge economy, which is increasingly dominated by services sector, needs and depends on knowledge workers. Institutions of higher learning, like business schools (B-Schools), have a critical role in creation of knowledge. This paper explains how KM in B-Schools can be an effective tool for competing in the emerging global scenario.

A Critical Review of the Impact of Knowledge Management on Higher Education by Dionysia A. Alexandropoulou, Vasilis A. Angelis, and Maria Mavri(2008). This paper reviews the impact of knowledge management on higher education institutions and it investigates aspects such as missions of universities and knowledge management, the benefits for universities when adopting knowledge management.

Knowledge Sharing in Knowledge-based Institutions by Jessica Sze-Yin Ho, Dr. Cheng Ming Yu, Lau Pei Mey(2008). This paper examines the knowledge sharing behavior among academics. In many ways, knowledge sharing is reported as a natural activity of academic institutions. The number of seminars, conferences and publications by academics helps in knowledge sharing. Paper concludes that if employees are not willing to share and pass along the knowledge across the organization, the effort of knowledge management will fail. So, knowledge sharing is a people- process. More consideration should be given to understand how individuals react to internal as well as external factors.

Value Creation Role of Knowledge Management: a Developing Country Perspective by Khusro P. Malik and Sobiah Malik (2008). This paper highlights the importance of developing and managing the intangible assets and intellectual capital of organizations to create distinctive and sustainable value. To maintain their competitive edge, organizations need to build their intellectual capital and mushroom their knowledge management initiatives. These initiatives require an enabling environment that encourages employee involvement in social processes of knowledge creation.

Assessing Success Factors of Knowledge Management Initiatives of Academic Institutions – A Case of an Indian Business School by Bhaskar Basu and Kalyan Sengupta (2007). This paper is an exploratory study that tries to explain the factors influencing the success of knowledge management initiatives in a business school to distinguish itself in the academic market place. The effective knowledge management is considered to play an increasingly important role in creating competitive advantage. Authors have designed a generalized model has been constructed highlighting possible antecedents and consequences of a business school in its mission for becoming a learning organization.

Organizational Knowledge Transfer: Turning Research into Action through Learning History by Robert Parent and Julie Béliveau Université de Sherbrooke (2007). This paper provides an overview of the learning history methodology in studying knowledge transfer activities. Organizational learning and knowledge management experts are searching for more appropriate research tools to tackle the difficult concepts of organizational learning and knowledge. This paper surveys the learning history literature to determine the roots, benefits and challenges of this research method and then demonstrates the advantages of using this approach to studying organizational knowledge transfer by presenting a case.

Intellectual Capital Management as Part of Knowledge Management Initiatives at Institutions of Higher Learning Andrew Kok (2007) explains that human capital, structural capital and customer capital are important variables of the whole intellectual capital management program, which forms part of the knowledge management initiatives of institutes of higher learning. He discussed skills and expertise of university staff as a part of human capital. He designed the model and from the empirical work done at this institution he found that it can be used with to fulfill organizational goals.

Digital Repository for knowledge Management by Gayatri Doctor (2007) .In this paper author explains that scholarly publications and research contents like - articles published in magazines; papers published in journals; case studies etc. represents the intellectual output of the faculty, research staff are knowledge intensive and is imperative that this knowledge is collected, preserved, indexed and made available, so that it can be utilized by other faculty in the future. The author describes the implementation of an institutional repository of IBS Ahmedabad using open source Dspace institutional repository software and the implementation of digital repository for the Summer Internship projects by using Open Source Greenhouse Digital Library Software to enable knowledge sharing and learning.

A Framework for Designing Nursing Knowledge Management Systems by Tzyh-Lih Hsia and Li-Min Lin (2006). They provide importance of KM in health care industry for utilizing knowledge management systems (KMS) to manage medical information. They propose a conceptual framework that integrates nursing process, KM activities, and enabling information technology (IT) for designing such a nursing KMS. The framework indicates the critical knowledge management activities in nursing process and the enabling IT based on the task/technology fit theory. With this framework, KMS developers can work with nursing to easily identify the suitable IT associated with the nursing process when developing a nursing KMS.

A Framework for Knowledge Management System Implementation in Collaborative Environment for Higher Learning Institution by Rusli Abdullah, Mohd Hasan (2005). In this paper, authors analyze the KM concept, system and architecture; then they propose a framework of KM system implementation in collaborative environment for Higher Learning Institutions (HLI). They also discuss various issues involved in this field that will help organizations to increase productivity and

quality as well as to achieve return on investment (ROI). Issues that are highlighted in this paper include how best to acquire and disseminate knowledge; how to determine the best way for approaching and acquiring knowledge effectively including motivating people to share and access knowledge through the system; how to determine metrics for evaluating KM efficiency; how to identify how people create, communicate and use knowledge; and how to create more inclusive and integrated KMS software packages.

Capturing intellectual capital with an institutional repository at a business school in India by Gayatri Doctor (2005). In this paper author analyses that the digital repositories are emerging technologies for knowledge sharing and management in academic institutions. Digital repositories collect, store, preserve, index and share the intellectual capital of faculty and research staff, namely their scholarly publications and teaching material. In a developing country like India, capturing this intellectual capital is becoming important and unavoidable for business schools. Creation of a digital archive for scholarly and teaching material is a growing requirement and is feasible assuming faculties use digital resources for their creation and ready to share them.

Knowledge Management by Alamelu (2005) in this paper he states Knowledge Management refers to policies, procedures and technologies user for operating a continuously updated linked pair of networked databases. This knowledge can be readily shared throughout an institution, instead of failing in the department where it was created inaccessible to other readers. Knowledge management combines indexing, searching, and push technology to help institutions organize data stored in multiple sources and deliver only relevant information to users. KM techniques and technologies can help institutions to examine their processes and improve their services to readers.

Knowledge Management in Technology Education by Diptendu Dutta, Sourav Chakraborty, Piyal Sarkar (2005). In this paper authors explain that Knowledge management is a new field, and experiments are just beginning in education and the use of KM in education is the exception rather than the rule. Knowledge Management (KM) principles are important for organizations to "knows what they know." Colleges and universities have significant opportunities to apply knowledge management practices to support every part of their mission—from education to public service to research.

Knowledge management in Education Defining the Landscape Lisa Petrides and Thad Nodine (2003) they explain that by applying knowledge management in education improves the efficiency of school systems, colleges and universities enhance their decision making capacity and ultimately increase their overall effectiveness. He gives emphasis that organizations can promote sharing environment among their staff by using proper policies and practices.

Higher education in India Issues, concerns and new directions Recommendations of UGC golden jubilee seminars (2003), held at eleven universities in India. There are large numbers of recommendation which support role of ICT in Higher Education like All the examination processes should be computerized and recent advances in ICT should be exploited to make the process automated and efficient, in the continuous evaluation based on objective-type questions, measuring the higher mental ability of students should be adopted and ICT may be effectively used to set and evaluate such papers computerized database may be created in each discipline. Quality of higher education can improve considerably through an extensive and optimal use of audio-visual technologies and Internet and the courses should be so designed to make good use of these modern developments.

Knowledge Management in Education Settings by Barbara Friehs (2002) in his paper he explains that to fully use all the benefits of knowledge management we have to do certain cultural changes in every organization. He also highlights the general consideration for innovations in educational settings and the implementation for knowledge management in Universities.

Data Mining and Knowledge Management in Higher Education-Potential Applications by Jing Luan (2002). This paper introduces a brand new and powerful decision support tool, data mining, in the context of knowledge management. A real life project presents the work of data mining in predicting the possibility of returning to school for every student currently enrolled at a community college in Silicon Valley. They explained various application of Data mining in higher education institutional research. They range from marketing, alumni fund raising, to survival analysis, persistence and many others.

New functions of higher education and ICT to achieve education for all By Bikas C. Sanyal (2001). This paper aims to explain that on use of new ICT in education explains that putting computers in class rooms and wiring up colleges does not of itself creates new learning situations. They explained the power of online learning. We are learning to create content, design interfaces and provide services that encourage continuous learning. By combining online content with online services and by providing access everywhere and all the time, will be able to address the need for lifelong learning-everywhere all the time”.

Is higher education ready for knowledge management? By Jennifer Rowley (2000) in his paper he explains by considering the challenges associated with the creation of a knowledge environment in higher education, and explores the opportunities offered by viewing knowledge as an asset. Concludes by noting that although knowledge based organizations might seem to have the most to gain through knowledge management, effective knowledge management may require significant change in culture and values, organizational structures and reward systems.

Knowledge Communication in Academic and Research Environment by D. S. Thakur (2000) the paper focuses on the transfer of knowledge through communication across the organization and it highlights different approaches of knowledge communication adopted to communicate in educational organizations. He explains that every organization identifies key approaches to communicate and share the existing knowledge across the organization to achieve the desired goals. Interaction and knowledge communication give a new dimension to the existing knowledge and ongoing projects. It also highlights barriers in communication of knowledge among experts and decision makers.

### **Growth of B-Schools**

Management Education in India by J. Philip (2008) in his paper he explained the growth of Management Education in India. The first full-time MBA in India started way back in 1957, and the two IIMs in Calcutta and Ahmedabad appeared in 1961 and 62, respectively. Many other B-Schools emerged in the 60's and 70's, but the real growth was from 1991 (the year of liberalization in India).

Business Schools in India: Current Challenges, Future Opportunities by Vijay R. Kannan, *Decision Line*, (2008). He explained that there is tremendous opportunities are available for Indian B-School students' in business as well as in academics. Increased opportunities is because of growth of information technology sector, entrepreneurial private sector, availability of knowledge-based labor, and escalating domestic market. Foreign companies including Hyundai and Cisco are making significant expansions to their Indian operations, while others including Wal-Mart

and Proctor and Gamble are expanding their reach in Indian market. One of the challenges of this growth is the need to train the next generation of Indian business leaders. These responsibilities are solely on the academic sector and in particular B-Schools.

### **Technology Usability in B-Schools**

Usage of electronic resources in Business Schools in India by Arun Kumar (2009). As a librarian he explained how technology is required in library sciences. He explains the overall growth of management schools in India, we have over 1800 institutions offering management education in the country, and this number is growing each day. Management education started in the early fifties and the pioneering effort came from the government in setting up the Indian Institute of Management (IIM). The focus of management education underwent a change in the mid-eighties after the National Policy on Education (1986) was announced.

Evaluating and Comparing the Usability of Web-based Course Management Systems by Zafer Unal and Asli Unal (2011). They explained the use of different software to manage different courses. Course Management Systems (CMS) are an increasingly important part of academic systems in higher education. When choosing a Course Management System for an educational institution, the usability of the system is the key to the effectiveness and efficiency of the online courses that are to be implemented.

Technology as a Management Tool in the Community College Classroom: Challenges and Benefits by Daniel P. Stewart (2008). In this paper the challenges and benefits of utilizing technology as a tool in classroom management are examined from the perspectives of both students and educators. Special focus is given to community colleges and their unique student population. The author of this paper reflects on perceptions of these challenges commonly encountered during the introduction of computers in the classroom in the 1980s. Finally, this paper discusses the role of technology for the benefit of both students and teachers.

Enhancing the quality and accessibility of higher education through the use of Information and Communication Technology by Ashish Hattangdi and Prof. Atanu Ghosh (2007). In this paper authors explained the economic and social fundamentals changes contribute in the transformation of the skills, capabilities and attitudes of the masses. The purpose of this paper is to promote integration of Information and Communication technologies (ICT) in higher education for improved accessibility, affordability and imparting quality inputs in the higher education leading to the economic growth of the country. ICT increases the flexibility of delivery of education so that learners can access knowledge anytime and from anywhere. It can influence the way students are taught and how they learn as now the processes are learner driven and not by teachers. It can improve the quality of learning and provides several tangible and intangible benefits for all stakeholders involved in the economic growth of the country. The paper also explores the factors related to policy, planning, technical requirements as well as the training required for the stakeholders for the successful implementation of ICT in an education system.

The Electronic Paradigm for a Knowledge-Based Economy in India by Indrajit Bhattacharya & Kunal Sharma (2007). This paper makes a strong case for investing in information technologies for increasing the human resource capital in order to strengthening our economy. In a country of more than one billion people, economic development can only be reached through utilization of ICT tools in learning. Authors have reviewed various e-learning aspects including the

technologies and projects to facilitate e-learning, and have proposed some suggestions for improving the management of e-learning. Academic bodies such as the University Grants Commission, the Knowledge Commission, the Institutes of Information Technology, and software companies should work together to establish knowledge processing techniques to help teachers and students to learn, and thus contribute to long-term economic development.

### **Studies on Application of Knowledge Management for B-Schools**

Importance of Knowledge Management in the Higher Educational Institutes by Sangeeta Namdev Dhamdhare (2015). In this paper she explains that every academic institution is working as a knowledge repository, but it was observed that there is no proper place to compile this knowledge. Usually knowledge management concept in the academic institute information can be managed more efficiently and effectively. To maintain proper recording of institutional tacit and explicit knowledge we must use ICT, web technology along with digital tools. KM in educational institute will surely help in various researchers, strengthening alumni association, improving employability of students and helps to improve industry academia collaboration.

Information and Knowledge Management at Higher Education Institutions by Richard Pircher, Attila Pausits (2011). In this paper researcher explained that the higher education institutions (HEIs) are organizations having experts in all sorts of fields who contribute their expertise and experience to the endeavor of producing and preserving knowledge. The paper explains some of the strategic applications of information management at HEIs in addition to proposing a basic structure for IT-services if they are to provide support systems for knowledge management.

National Knowledge Commission – A Step towards India's Higher Education Reforms on India's Higher Education by Kareena Bhatia, Manoj Kumar Dash (2010). This paper describes the initiative by former Prime Minister of India, Dr. Manmohan Singh to reform the Indian economy into Knowledge Economy by making renovation in higher education of India. The Knowledge Commission has come forward with creative and innovative ideas to promote the 'knowledgebase' of Indian economy and to exploit the vast potential. The aim is to make India on the top of the world economy in knowledge by enhancing access to knowledge, reinventing institutions where knowledge concepts are imparted, creating a world class environment for creation of knowledge, promoting applications of knowledge for sustained and inclusive growth and using knowledge applications in efficient delivery of public places.

Developing a Framework for Managing Tacit Knowledge in Research using Knowledge Management Models by Niedderer, Kristina and Imani (2008). This research investigates whether and how selected models from Knowledge Management (KM) can be used to devise a framework for building logical and accurate methodologies for research in the creative and practice-led disciplines (CPD). The proposed research builds on previous studies by the authors into the role and relationship of different kinds of knowledge in research (Niedderer, 2007a, 2007b), and into how knowledge management (KM) and creative disciplines complement each other in order to manage and transfer knowledge.

### **Observations on Review of Literature**

The paper reviewed systematically the knowledge sharing, role of Knowledge management in Management Institutes and current scenario of Management Institutions in India.

Following are the salient observations on the review of literature:

- a) Various authors covered the aspect of defining Knowledge Management from different perspective, but it seems that the focus of these definitions surrounds the technology aspects and more on information focused rather than implementation focus.
- b) Numerous researchers explored the process of Knowledge Management and how it is better as compare to traditional manual information system but very less explained about infrastructure support required for knowledge management implementation.
- c) Ample of studies have explored for understanding about knowledge management and its role in different organizations but very little studies are there for educational institutions.
- d) Most of the researchers have focused on information sharing aspect rather than, other attributes like internet, database software in order to explain implementation of Knowledge Management.
- e) There are very large studies are available but very few Indian context studies are available which addressees the role of knowledge management for the growth of organization.
- f) Very few studies on the model development for Knowledge Management for Management Institutions.

Thus, it seems there is large scope for the research on Knowledge Management for management institutions.

## References

- Abdullah, Rusli, et al(2005). "Collaborative knowledge management systems for learning organizations." *Journal of Information & Knowledge Management* 4.04 (2005): 237-245.
- Agarwal, S., & Chintrashi, J. (2008). Faculty perceptions of business communication skills and needs of management students. *Electronic Journal of Knowledge Management*, 7(3), 297-312.
- Alexandropoulou, D. A., Angelis, V. A., & Mavri, M. (2008). A critical review of the impact of knowledge management on higher education. In *The Open Knowledge Society. A Computer Science and Information Systems Manifesto* (pp. 416-421). Springer Berlin Heidelberg.
- Basu, B., & Sengupta, K. (2007). Assessing success factors of knowledge management initiatives of academic institutions—a case of an Indian business school. *The Electronic Journal of Knowledge Management*, 5(3), 273-282.
- BHATTACHARYA, Indrajit, and Kunal SHARMA (2008). "The Electronic Paradigm for a Knowledge-Based Economy in India." *Asian Journal of Distance Education*.
- DHAMDHARE, Sangeeta NAMDEV (2015). "Importance of Knowledge Management in the Higher Educational Institutes." *Turkish Online Journal of Distance Education* 16.1.
- Friehs, B. (2003). Knowledge management in educational settings UGC golden jubilee seminars (2003)
- Gayatri Doctor, (2008) "Capturing intellectual capital with an institutional repository at a business school in India", *Library Hi Tech*, Vol. 26 Iss: 1, pp.110 - 125
- Hattangdi, A., & Ghosh, A. (2008). Enhancing the quality and accessibility of higher education through the use of Information and Communication Technologies. In *International Conference on Emergent Missions, Resources, and the Geographic*



- Locus in Strategy as a part of the 11th Annual Convention of the Strategic Management Forum (SMF), India 2008(Vol. 2011, pp. 1-14).
- Hsia, T. L., Lin, L. M., Wu, J. H., & Tsai, H. T. (2006).A framework for designing nursing knowledge management systems. *Interdisciplinary Journal of Information, Knowledge, and Management*, 1(1), 13-22.
- Kannan, V. R. (2008). Business Schools in India: Current Challenges, Future Opportunities. *Decision line*, 13.
- Kareena Bhatia, Manoj Kumar Dash (2010).National Knowledge Commission – A Step towards India’s Higher Education Reforms on India’s Higher Education.
- Kok, A (2007) “Intellectual Capital Management as Part of Knowledge Management Initiatives at Institutions of Higher Learning” *The Electronic Journal of Knowledge Management* Volume 5 Issue 2, pp 181 – 192.
- Kumar, A. (2009). Use and usage of electronic resources in Business Schools in India: FIIB. In *International Conference on Academic Libraries* (Vol. 46, pp. 573-578).
- Levine, L. (2001) ‘Integrating Knowledge and Processes in a Learning Organization’, *Information Systems Management*, Vol.18, No.1, pp.21-33.
- Luan, J. (2002). *Data Mining and Knowledge Management in Higher Education-Potential Applications*
- Malik, K. P., & Malik, S. (2008). Value creation role of knowledge management: a developing country perspective. *The Electronic Journal of Knowledge Management*, 6(1), 41-48.
- Niedderer, K., &Imani, Y. (2009).Developing a framework for managing tacit knowledge in research using knowledge management models.
- Parent, R., &Béliveau, J. (2007).Organisational knowledge transfer: Turning research into action through a Learning History. *The Electronic Journal of Knowledge Management*, 5(1), 73-80.
- Petrides, L. A., &Nodine, T. R. (2003). *Knowledge Management in Education: Defining the Landscape*.
- Pillania, R. K. (2007). Knowledge management for Indian business schools.*Journal of Services Research*, 7(2), 183.
- Pircher, Richard, and Attila Pausits(2011).“Information and knowledge management at higher education institutions.” *Management Information Systems* 6.2 (2011): 008-016.
- Rowley, J. (2000). Is higher education ready for knowledge management?*International journal of educational management*, 14(7), 325-333.
- Sanyal, B. C. (2001). New functions of higher education and ICT to achieve education for all.
- Stewart, D. P. (2008). Technology as a management tool in the Community College classroom: Challenges and Benefits. *Journal of Online Learning and Teaching*, 4(4).
- Thakur, D. S., & Thakur, K. S. (2005).Approaches to knowledge management in higher education. *Annals of library and information studies*, 52 (4), 115.
- Unal, Z., &Unal, A. (2011). Evaluating and comparing the usability of web-based course management systems. *Journal of Information Technology Education*, 10, 19-38.