International journal of basic and applied research
www.pragatipublication.com
ISSN 2249-3352 (P) 2278-0505 (E)
Cosmos Impact Factor-5.960

A Study on Knowledge Management Practices in Management education with special reference to Bangalore- based Business Schools

V.R. Shivashankari
Assistant Professor in Commerce
Government First Grade College, Bidadi

Received: 10 April Revised: 18 April Accepted: 26 April

Abstract

Demarest (1997), Knowledge management involves activities such as creating knowledge, embodying it (i.e., embedding knowledge in a suitable container), disseminating it through the value chain and applying knowledge to generate value. Major intention of this research is to create an awareness about knowledge management concept in business school and also to know what are the main factors contributing to knowledge creation, knowledge dissemination and knowledge application in the business school and to find out how these factors contribute to holistic learning in business school.

Key words: - Business-School, Knowledge management (KM), Knowledge creation, Knowledge Dissemination and Knowledge application.

"The basic economic resource—the means of production—is no longer capital, nor natural resource, nor labour. It is and will be Knowledge". By Peter Drucker.

Introduction

Due to globalization of economy, rapid growth in information technology, increase in knowledge-based work and competition pressure, the concept of Knowledge Management (KM) has gained momentum in recent years.

Knowledge management involves activities such as creating knowledge, embodying it (i.e., embedding knowledge in a suitable container), disseminating it through the value chain and applying knowledge to generate value Millar et al. (1997)

In today's world knowledge possessed by the human resources in an organisation is required to be managed the process of doing so in simple term means Knowledge Management (KM).

Knowledge Management (KM) is making a direct connection between an organization's intellectual assets both explicit (recorded) and tacit (personal know-how) and positive business results.

Knowledge Management (KM) is the systematic leveraging of information and expertise to improve organizational and operational innovation, responsiveness, productivity and competency.

International journal of basic and applied research
www.pragatipublication.com
ISSN 2249-3352 (P) 2278-0505 (E)
Cosmos Impact Factor-5.960

Management education being a professional education plays a vital role in moulding the future entrepreneur and managers. They contribute by providing talent, knowledge and skill sets; breakthrough research works and models for the companies to develop strategies and plans. It is a place where students developed understanding of strategic thinking and planning in a globally competitive world. Management education provides those skills which are very important to narrow the gap between corporate expectation and that of what is taught in the business school.

Knowledge management and Technology are not only restricted to be used in business organisation but are also found in equal proportions in B-schools which are learning centres for the future managers and entrepreneurs. B- Schools provide a platform where future managers and entrepreneurs are trained to face the changing market challenges.

Research Design

1. Title of the Study

"Knowledge Management Practices in Management education with special reference to Bangalore- based Business Schools".

2. Statement of the Problem

Knowledge Management (KM) is the organized leveraging of information and expertise to increase organizational and operational innovation, responsiveness, efficiency and competency. KM is more about people, practices & procedures. In involves learning and sharing knowledge, which means that for KM to be successful, involvement of one all across the board is required

KM acts as a significant factor in the present and rapid changing business environment, institutions and universities which are preparing managers and entrepreneurs for the future world cannot remain static. Knowledge is treated as asset especially in management schools and related educational institutions which focus on knowledge transfer and management by treating knowledge without depreciation.

There is a paradigm shift in the current methodology of teaching when compared to the traditional method which concentrated on classroom lecture and syllabi- oriented teaching.

There is a need for good quality management specialists in this competitive world, business schools and management institutions must now operate in a global network with the advent of globalization. These institutions offer a big list of specialization catering to the current market demand when compared to the past.

Global alliances and faculty participation among various business schools will synergize the input given to students and help to bring out excellent output. In this context Management- Schools must be dynamics and expand flexible and innovative learning and teaching procedures.

International journal of basic and applied research
www.pragatipublication.com
ISSN 2249-3352 (P) 2278-0505 (E)
Cosmos Impact Factor-5.960

Some of the core reasons for a genuinely focused management practice at B-schools are: -

- ✓ Ever-changing economy and business landscape because of globalization.
- ✓ Explosive development in science and technology.
- ✓ Cut- throat competition.
- ✓ Increasing demand and expectations of customers.
- ✓ Need for preserving intellectual capital of Management-Schools.
- ✓ The idea of developing the b-school as learning organisation.

The students who come out of Management-Schools must fit into the requirements of the corporate world. Therefore, the knowledge required by the corporate houses must be taught and assimilated to the student in order to face the competitive world.

The knowledge imparted by the B-Schools must have the elements of the practical corporate world. B-Schools must be converted into learning organisations where there is constant creation, identification, capturing, transferring, improving and re-use of knowledge, otherwise the education at b-schools would become irrelevant to the changing competitive world.

KM practice requires a long-term (forever) commitment and strategies. Universities should learn lessons from the business sectors and constantly assimilate in their curriculum and there should also have a continuous review to fill the gap between the university and the current market.

India is progressively being celebrated as a developing economy and there are different expectations which show India will be one of the main economies in the worldwide Knowledge economy. The knowledge economy, which is progressively overwhelmed by administrations area, needs and relies upon knowledge workers.

Institutions of higher learning, like business schools (b-schools), have a critical role in creation of knowledge and supply of knowledge workers. B-schools are going to face a lot of challenges and opportunities in the global knowledge economy. The big issue is -how to compete in this changed scenario and take advantage of emerging opportunities. To take advantage of these opportunities and fight the competition Knowledge Management (KM) could be the best tool for b-Schools. Knowledge Management (KM) is globally accepted tool for creating sustainable competitive advantage. This research study tries to emphasis how KM in B-Schools can be an effective tool for competing in the emerging global scenario.

Establishments of higher learning, similar to business schools (b-schools), have a basic job in formation of knowledge and supply of knowledge workers. B-schools are going to confront a ton of difficulties and openings in the worldwide knowledge economy. The huge issue is - how to contend in this changed situation and exploit developing chances. To exploit these chances and battle the challenge Knowledge Management (KM) could be the best instrument for b-Schools. Knowledge Management (KM) is comprehensively acknowledged device for making practical upper hand. This research attempts to accentuation how KM in B-Schools can be a powerful device for contending in the emerging global environment and situation.

International journal of basic and applied research
www.pragatipublication.com
ISSN 2249-3352 (P) 2278-0505 (E)
Cosmos Impact Factor-5.960

Therefore, research in this field will help in understanding the corporate requirement from Management-school and how the universities are nurturing the future manager to become Knowledge Management (KM) workers.

3. Objective of the study

1. To study the different types of KM practices prevailing in Management-schools.
2. To study what are different Knowledge Creating practices in Management Institution.
3. To understand the different Knowledge dissemination practices in Management Institution.
4. To also know what are the various Knowledge Application practices in management Institution.
5. To analyse how Knowledge Management Practices, contribute to holistic learning in Management Institutions.

4. Scope of the study

The Knowledge Management (KM) centers around the attributes and processes through which it empowers B-Schools to create, share and use the knowledge. The Knowledge Management (KM) offers wide based programs, communications, and assets that empower members to extend their abilities in executing Knowledge Management (KM) in B-Schools.

There is enormous significance of Quality Management-Schools in current world. With growing business and communication due to globalization, liberalization and privatization, more and more companies pursued after world class equipped knowledgeable managers that have good experience and knowledge before, they enter an organization. This is merely because companies do not want to waste their time training individuals. They need managers who can give output to the organization directly from day one. Hence a Management-school requires to be dynamic in order to meet the growing corporate need.

The study is exclusively conducted to know about the Knowledge Management (KM) system at the management schools. The study is confined to the city of Bangalore which is one of the fastest growing cities in India having a broader base for management education with many Indian and Foreign management schools assuring good career opportunities.

5. Research Methodology

Type of study: Exploratory Research and Descriptive

This research examination is a combination of both exploratory and descriptive. It is Exploratory because perception of faculty towards Knowledge Management are analysed. It is Descriptive as the sample taken for study is education service or university. Major intention of this research is to create an awareness about knowledge management concept in business school and also to know what are the main factors contributing to knowledge creation, knowledge dissemination and knowledge application in the business school and to find out how these factors contribute to holistic learning in business school.

This type of research helps in deeper understanding of the problem. The research design is more dynamic and flexible compared to other methods of research.

International journal of basic and applied research
www.pragatipublication.com
ISSN 2249-3352 (P) 2278-0505 (E)
Cosmos Impact Factor-5.960

B-schools can be considered to be greatly knowledge intensive organisations and ideal for empirical studies on Knowledge Management (KM). There is a growing consciousness of the importance of information and knowledge in B-schools. In this context, an initiative has been taken to evaluate current practices followed by knowledge workers in B-school in the current scenario. A survey method was adopted for data collection, from the city of Bangalore the IT hub of India.

A probability random sampling would be adopted to choose the target population. A sample size of half of the management schools would be selected taking the number to be around 25 (i.e., 75% of total).

1. **Population of the study**

The population taken up for the present study consist of the faculty members of Management institutions in Bangalore who are aware about the knowledge management practices. The perceptions of such faculty member about the various knowledge management practices in their institutions are measured using a well-structured questionnaire. Such faculty members were completely aware about the phenomena being investigated and they wilfully cooperated in filling up the questionnaire. For purposes of the existing research, data was collected from Management institution/B-school who were assessed and graded by NAAC committee under UGS. which were Government, Government aided, Autonomous, University Departments, Deemed University Private institution and Cluster University in nature. Questionnaire was answered by faculty members from the above-mentioned institutions. Such Staff members included Assistant professor, Associate professor and Professors and very few Adjunct Professors.

2. **Sampling**

a. Sample determination

The issue of sample size is the number of elements to be included in the study. A detailed review of literature revealed different perspectives on the appropriate sample size. However, experts are unanimous in their view that SEM like any multivariate technique is sensitive to sample size.

Hinkin (1995) has recommended an item-respondents ratio of 1:6, Hair et al (2007) argue that Maximum Likelihood Estimation (MLE) is the most common estimation procedure is 'too sensitive' thus making goodness-of-fit measure indicate poor fit as the sample size becomes large (exceeding 1000) they recommend a critical sample size of 200.However, Hair et al (2006) argue for a much higher item-respondent ratio for performing Confirmatory Factor Analysis (CFA) While 1:5 is considered 'adequate', a more stringent view is that the ration should be 1:6. So we have chosen a stringent sample of 1:6 ratio in our research study. Hence, in all 276 respondents selected for the study. 300 questionnaires were administered out of which 279 responded and around 28 members did not fill the questionnaire completely.

b. Sample Size

Sample size selected for this research includes 300 faculty members from all over Bangalore city were selected for the study and questionnaire were administered to them using personally and using google form through emails. Out of 300 sample 279 faculty

members who were assistant professor, associate professor and professor responded but around 28 faculty members did not fill the questionnaire completely. Therefore, the finally the completed questionnaire was 251.

c. Sampling Technique

For the research purpose Stratified random sampling method was used. It is a method of sampling where by the entire population is divided into smaller groups known as strata. Each stratum is homogeneous in nature. Here the homogenous group is faculty member from Management institution and the strata includes Government and aided colleges, Private colleges, University department, Autonomous Colleges.

d. Sampling Process

The questionnaire was neatly structure using the google form and hard copy of the same was also prepared then questionnaire was administered through email using google form and personally face to face copies were also administered.

8. Data Sources

This research has made use of both primary and secondary data. The details of which are discussed below as follows: -

Primary Data

First hand information's for the research purpose were obtained through structured questionnaire for this research purpose a well formatted Google form of the questionnaire was designed and it was sent to the respective email id's and few of the respondents were directly contacted for getting the questionnaire filled. The questionnaire is broadly divided into two one is the demographic variable and Core variable. The second one being Core variable part of the questionnaire, in which 5-point Likert's scale was used, where the respondents were being asked to mark the extent to which they agreed or disagreed with the statements with which they are presented. The data collected were imported to excel and was later the data was analysed using various statistical tool using SPSS and PLSM Software.

In Core variable part of the survey 5-point Likert's scale was utilized, where the respondents were being approached to demonstrate the degree to which they concurred or couldn't help contradicting the announcements with which they are displayed. The information gathered were imported to exceed expectations and was later the information was examined utilizing different factual device utilizing SPSS and PLSM Software.

❖ **Secondary Data**

- ✓ Business Publication {latest} magazines, journals, periodicals, business newspaper.
- ✓ Websites (Google scholar, Shodganga)
- ✓ Published previous research works.
- ✓ Also, in- house publications of different Management – Schools.

9. Techniques of Analysis

The questionnaire was constructed, based on the two main sections. The first section of the questionnaire contained questions relating to Core data with had four Parts

International journal of basic and applied research
www.pragatipublication.com
ISSN 2249-3352 (P) 2278-0505 (E)
Cosmos Impact Factor-5.960

1. PART A included questions relating to Knowledge Creation.
2. PART B included questions relating to Knowledge Dissemination
3. PART C included questions relating to Knowledge Application.
4. PART D included General questions regarding Knowledge Management Practices

The second segment of the questionnaire included the name of the Management Institution, Gender, Years of experience, Education qualification, Ownership, Reason for joining the institute.

Data Analysis for the research is analysed in the following sequence where various test and tools of statistics were used

- Reliability Test
- Sample Adequacy test: Kaiser-Meyer-Olkin (KMO) Test
- Descriptive Statistics
- Correlation analysis
- Regression Analysis
- ANOVA
- PLSM - Modelling

10. Hypothesis

1. **H_0 = There is no Significant relationship between various dimensions of Knowledge variables across Knowledge creation.**
   H_1 = There is Significant relationship between various dimensions of Knowledge variables across Knowledge creation.
2. **H_0 = There is no Significant difference between various dimensions of Knowledge variables across designation of the faculty respondents.**
   H_1 = There is Significant difference between various dimensions of Knowledge variables across designation of the faculty respondents.
3. **H_0 = There is no Significant difference between various dimensions of Knowledge variables across the years of experience of the faculty respondents.**
   H_1 = There is a Significant difference between various dimensions of Knowledge variables across the years of experience of the faculty respondents.
4. **H_0 = There is no Significant difference between various dimensions of Knowledge variables across the educational qualification of the faculty respondents.**
   H_1 = There is a Significant difference between various dimensions of Knowledge variables across the educational qualification of the faculty respondents.
5. **H_0 = There is no Significant relationship between various dimensions of Knowledge variables across Knowledge Dissemination.**
   H_1 = There is Significant relationship between various dimensions of Knowledge variables across Knowledge Dissemination.
6. **H_0 = There is no Significant relationship between various dimensions of Knowledge variables across Knowledge Application.**
   H_1 = There is Significant relationship between various dimensions of Knowledge variables across Knowledge Application.
7. **H_0 = There is no Significant relationship between Holistic Learning and Knowledge Creation, Knowledge dissemination, Knowledge Application.**

International journal of basic and applied research
www.pragatipublication.com
ISSN 2249-3352 (P) 2278-0505 (E)
Cosmos Impact Factor-5.960

H_1 = There is Significant relationship between Holistic Learning and Knowledge Creation, Knowledge dissemination, Knowledge Application.

11. Limitations of the study

1. It is a qualitative study so it would be subjected to changes at different situations.
2. The study is limited to management schools in Bangalore city.
3. The Primary response would be obtained human factor which also change from time to time.

12. Chapter Scheme

The Research thesis consists of Six Chapters which are mentioned below as follows: -

Chapter – I Knowledge Management - A Comprehension

The above chapter includes the fundamental concepts of Knowledge Management, KM Practices, Management education, and Knowledge management in Management Institution. Basically, the in the first chapter consists of a complete understanding about Knowledge management practices in business education.

Chapter – II Education Industry – An Overview

This Chapter consists of an outline of the Education system, higher education, Management education in India, Knowledge management in management education, UGC and AICTE Regulation.

Chapter – III Review of Literature

This chapter shows an overview of the past studies both empirical and conceptual and highlights the Gap in the study.

Chapter –IV Research Design

This chapter contains Title, Statement of the problem, objectives and scope of the study, Population of the study, Sampling, Data source, Technique of Analysis, Limitation, Hypothesis and Chapter scheme.

Chapter – V Analysis and Interpretation

This chapter consist of detailed analysis of the data**.** This is the main chapter and the most vital part of the study. It explains us thorough analysis of the data collected using structured questionnaire with relevant Statistical tools. The objectives of the study were importantly considered while doing the analysis. This is chapter has Two main section and second section consists of four main parts. They are as follows: -

- **Section –- 1 Demography analysis**
- **Section – 2 Core Data Analysis**
- **Part A - Knowledge Creation.**
- **Part B - Knowledge Dissemination.**
- **Part C - Knowledge Application and**
- **Part D - Holistic Learning.**

International journal of basic and applied research
www.pragatipublication.com
ISSN 2249-3352 (P) 2278-0505 (E)
Cosmos Impact Factor-5.960

Chapter – VI Summary of Finding, Conclusion and Suggestion

This chapter condenses the entire study by presenting in brief summary of the findings made through analysis. The appropriate conclusions and suggestions have been made as to what kind of Knowledge management (KM) practices can be accepted for the holistic learning in the Management institutions.

Review of the literature

Demarest (1997), Knowledge management involves activities such as creating knowledge, embodying it (i.e., embedding knowledge in a suitable container), disseminating it through the value chain and applying knowledge to generate value.

O'Dell and Grayson (1998) notes that there is a synergistic relationship between knowledge management and information technology, a relationship that derives increasing returns with increasing sophistication on both fronts.

Fireston (2003) also supported the idea that knowledge management is not only useful for the arrangement processes which refer to the capture, codification, sharing, and distribution of knowledge but the managing knowledge production processes, which are knowledge making, making creation, and knowledge discovery.

Jayanthi Ranjan and Saanikhalil (2007) have shown that, how knowledge management has been implement and ensures quality of knowledge sharing. The study strongly highlights that a good IT infrastructure is an inevitable precondition for any successful introduction of knowledge management approaches, methods, as well as tools into a business school environment. A workflow system for electronic preparation, sharing, storing and intelligent retrieval of relevant.

Aurilla Aurelie Bechina Arntzen, Lugkana Worasinchai and Vincent M.Ribie're have shown through their research as to how knowledge management has impacted the educational community by increased communication and cooperation between students and staff, and also has through creating an environment that supports efficiently the cross-organizational learning and knowledge-sharing processes. It focused not only on the human strategy adopted by the university but also on how the use of ICT could support some of knowledge processes such as knowledge sharing and capitalization

Bhaskar Basu and Kalyan sengupta(2008) have examined knowledge management success by validating the potential success factors suggest by Jennex and olfman at IBS, Kolkata (IBS – K). The study has shown that the current state of KM awareness of a business school and provides a direction for enhancing KM activities to create a learning environment in the business school. It further highlights that knowledge organization must become a learning organization, so that the entire firm learns while it works, and is able to adopt quickly to market changes as well as to other environmental perturbations.

International journal of basic and applied research
www.pragatipublication.com
ISSN 2249-3352 (P) 2278-0505 (E)
Cosmos Impact Factor-5.960

Knowledge Management and Mgt- education
KM in Higher education

Mallik.M (2005) [1] In the research the author identifies two main roles of universities that is, creating knowledge and disseminating knowledge. Where research has been a main way of creating knowledge and teaching being the main way for disseminating knowledge. In the present fast changing economic environment universities are facing great challenges. Knowledge management can create a relationship or linkage between work and education. It can also aid the students in matching their talents with the current demand in the workplace. KM can contribute in assimilating new knowledge with the existing knowledge and also reconnecting learning with experience. In doing so the curriculum will reflect the real time, real place and real problems. The author points the importance of work knowledge in the university's curriculum through Knowledge management.

Brown & Duguid,(2000),Garrissonetal.,(2003)[2] The authors have found that in the recent development in a learning culture and knowledge management the education establishments will shift from classroom culture of information dissemination to a more vigorous knowledge environment which has features like amalgamating of content into context, reflection and action independency and collaboration and also responsibility and control.

(Bartlett,2000)[3] during the year 2000 IBM Institute performed a study of 40 managers who were from accounting background in order to find the source of information people used in the organisation where IBM institute already had well developed knowledge management system and infrastructure the result of this Infrastructure study showed that people first approached people in order to find information, make decisions and solve problems it is clearly evident that in an organisation like IBM where Kim infrastructure is the best and it is ranked 4th also people prefer to contact another person for the source of information.

Jennifer Rowley (2000) (1) In her study titled "Is Higher education ready for knowledge management," examines the applicability of knowledge management concepts in higher education system such as knowledge repository, knowledge access, knowledge environment and knowledge assets. It identifies the existing systems which could contribute to knowledge management in higher education in the United Kingdom. The study also examines the challenges associated with knowledge creation and discovers the opportunity of investment in knowledge management as Asset. The study concluded that change is required in the cultural system, value system and reward system of the higher education system which is knowledge-based organizations.

[1] Malik, M. (2005). Improvement in higher education through KM.
[2]Alrawi, K., & Jaber, K. H. (2007). Virtual classrooms and the flexibility of e-learning in the Gulf universities. Journal of knowledge Management Practice, 8(3).
[3] Bartlett, J. (1998). Year 2000 computing problem: implications for business and society. Engineering Management Journal, 8(2), 93-97.

(Petrides and Guiney, 2002).[4]According to these authors in the internet error and the world of rapid changing technology there are many avenues opened up in the education world the author specifies that in addition to the technical circumstance and huge competition between the universities It has let them to redefine knowledge as their new strategic assets which is the basis of growth for both private and public institutions.

The authors Lugkana Worasinchai et al (2006)[5] in 'An innovative Knowledge Management approach in higher education: a case study of Bangkok University' suggest developing a generic Knowledge Management framework specifically adapted for higher education. Many academic institutions have been involved in the development and the use of computer supported cooperative work systems or e-learning systems. However, the sudden increase of available teaching and learning material at the campus has raised other type of requirements. Those are related to the methods and technologies on how to acquire, store, organize, disseminate, search, index and retrieve efficiently and successfully the available knowledge. Another identified challenge is how to make sure that end-user will use effectively the systems in their daily routines

(Mellander 2001)[6]The author states that the firm which effectively and efficiently manages knowledge will be considered as a ''learning organisation''.

Davenport and Prusak (2000)[7] Another set of author defines knowledge as a smooth mix of frame experience, values, contextual information and export inside which offers a frame for evaluating and incorporating new experiences and information.

(Robson et al., 2003)[8].Educational environs are often involved in huge duplication efforts the author says that the faculty are often involved in constantly reinventing existing teaching materials, instead of spending more time with students or doing research work. The study emphasis the Educational institution to find new ways to work and to interact with all the academic stakeholders and there is a need to re-designed or to take different shapes. Hence, the implementation of knowledge management concepts provides a holistic approach, which in turn contributes in defining socio-technical framework for fostering the E-knowledge campus.

[4]Petrides, L. A., & Guiney, S. Z. (2002). Knowledge management for school leaders: An ecological framework for thinking schools. Teachers College Record, 104(8), 1702-1717.
[5] Worasinchai, L., & Bechina, A. A. (2006). An innovative Knowledge Management Approach in higher education: a case study of Bangkok University. ASIHL-Thailand Journal, 9(1), 71-88.

[6]Mellander, K. (2001). Engaging the human spirit: a knowledge evolution demands the right conditions for learning. Journal of Intellectual Capital, 2(2), 165-172.
[7] Davenport, T. H., & Prusak, L. (1970). L.(2000). Working Knowledge: How Organizations Manage What They Know.
[8] Robson, R., Norris, D., Lefrere, P. and Mason, J. (2003), ''Share and share alike: the e-knowledge transformation comes to campus'', EDUCAUSE Review, September/October.

International journal of basic and applied research
www.pragatipublication.com
ISSN 2249-3352 (P) 2278-0505 (E)
Cosmos Impact Factor-5.960

(Wong and Aspinwall, 2006)[9] The main research question where were investigate in this research was the knowledge management practices at BU and centred on their experience to define, a generic structure that could be applied to other educational institutions. It not only concentrated on the human strategy adopted by the university but also on how the use of ICT could support some of knowledge processes such as knowledge sharing and capitalization. The research points out that how knowledge sharing is very vital in the academic domain considering that knowledge is the most important asset for colleges and universities.

Anantatmula (2005)[10] ; Firestone, (2001)[11] This research shows that there is no generic knowledge management output. It differs in the business or academic context. The innumerable expected KM results defined by the researcher or practitioners substantiates this fact.

Aurelie Bechina Arntzen, A., Worasinchai, L., &Ribière, V. M. (2009)[12] This research aims to present how Bangkok University (BU) embarked on its knowledge management journey by investigates how knowledge management processes could contribute to improve the educational environment by providing new styles of teaching and by increasing the relationships between faculty, students and staff. The initial overall benefits emerging from the early stage of KM at Bangkok University are encouraging. The educational community has improved not only through the communication and cooperation between students and staff, but also through creating an environment that supports efficiently the cross-organizational learning and knowledge-sharing processes.

(Kidwell, Vander Linde & Johnson 2000; Williams et al. 2004)[13]. Yet another research in KM practices shows that higher education are targeting at improving the internal flow of knowledge and use of information through knowledge acquisition and knowledge sharing for the effectiveness of the institution.

Koenig (2003)[14] Recognises the flow of information in the up down and across direction in the organisation as the sources or sign of improvement in the functional productivity. Like wise the author says that flow if knowledge requires a conducive work environment that can foster and accelerate knowledge sharing.

---

[9] Wong, K.Y. and Aspinwall, E. (2006), ''Development of a knowledge management initiative and system: a case study'', Expert Systems with Applications, Vol. 30 No. 4, pp. 633-41.

[10] Anantatmula, V. (2005), ''Outcomes of knowledge management initiatives'', International Journal of Knowledge Management, Vol. 1 No. 2, pp. 50-67.

[11] Firestone, J.M. (2001), ''Key issues in knowledge management'', Knowledge and Innovation: Journal of the Knowledge Management Consortium International (KMCI), Vol. 1 No. 3.

[12] Aurelie Bechina Arntzen, A., Worasinchai, L., & Ribière, V. M. (2009). An insight into knowledge management practices at Bangkok University. Journal of Knowledge Management, 13(2), 127-144.

[13] Kidwell, J.J, Vander Linde, K.M & Johnson, S.L., 2000, 'Applying corporate KM practices in higher education', Educause Quarterly 4, 28–33.

[14]Koenig, M., 2003, 'Knowledge management, user education and librarianship', Library Review 52(1), 10–17. http://dx.doi.org/10.1108/00242530310456979.

International journal of basic and applied research
www.pragatipublication.com
ISSN 2249-3352 (P) 2278-0505 (E)
Cosmos Impact Factor-5.960

Summary of finding, conclusions and suggestion

This chapter is a bird's eye view about the analysis which took place in the previous chapter. The data was collected using structured questionnaire using google form and personally. Once the data was collected it was analysed using statistical tool such as Reliability test, KMO sampling adequacy test, Descriptive statistics, Correlation Analysis, ANOVA, Regression, Partial Least Square modelling. While analysis the data objectives of the study was kept in mind. The concrete finding of the analysis is list below: -

Demographic Analysis

- **Gender**
  Majority of the respondents were Female are 60.4% and male respondents were lesser that is 39.6%.

- **Designation**
  75.2% were Assistant professor followed by 20% with Associate professor and 4.8% are professors who responded for the survey.

- **Years of Experience**
  It is found that majority of the respondents are having 5-10 years and 10-20 years of experience and few respondents have more than 20years of experience.

- **Educational Qualification**
  32.7% of them have completed M.Phil. and 19.5 percentage have completed their Doctorate degree (Ph.D.) and similar 29.9 percentage have completing their M.com and remaining 17.9 percentage of the respondents have MBA degree.

- **Reasons which attracted the respondents to join the current institute**
  It can examine that majority of the respondent say that position (32.7) and location (31.5) are the main reason for selecting the current institution, next reason was others (25.5) which included healthy work environment, career growth, brand and student quality, Role and responsibilities given, diversity in work place etc., and very few (8.9) felt renumeration was the reason to join current institution of work.

  - **Ownership of Management School**
    It can be inferred that Majority of the respondent belong to Private university and few belonged to Government and aided institution and Autonomous Institution and very few were university department and others.

    Main Variable Analysis using PLS

International journal of basic and applied research
www.pragatipublication.com
ISSN 2249-3352 (P) 2278-0505 (E)
Cosmos Impact Factor-5.960

Table no: 5.45

Showing Reliability Test relating to various dimensions of Holistic Learning

Dimensions	Cronbach's Alpha Values	No of items
Holistic Learning(Main Dependent)	.891	7

Interpretation

The reliability analysis was conducted by computing the Cronbach's alpha (α) for each moderating variable. The Cronbach alpha for 7 items or independent variables used to measure Holistic Learning (Main Dependent Variable) was 0.891.

Inference

The above reliability test value indicating that the measures are acceptable and has internal consistency amongst them.

Main Analysis – Holistic learning with PLS software.

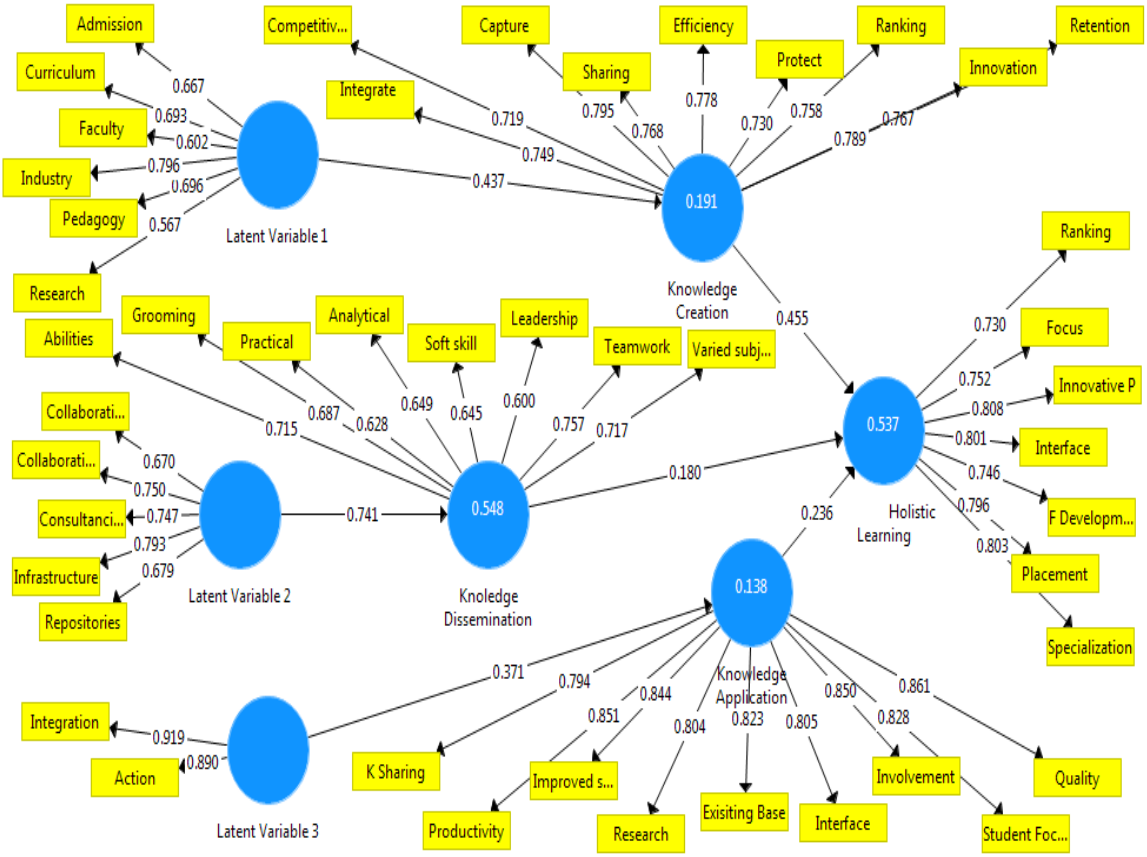
Hypothesis

H_0 = There is no Significant relationship between various dimensions of Knowledge Creation, Knowledge Dissemination and Knowledge Application and Holistic Learning.

H_1 = There is Significant relationship between various dimensions of Knowledge Creation, Knowledge Dissemination and Knowledge Application and Holistic Learning.

The three constructs of the study that is Knowledge creation, Knowledge Dissemination and Knowledge Application are conceptually related to each other by the structural model as shown in the Figure below:-

International journal of basic and applied research
www.pragatipublication.com
ISSN 2249-3352 (P) 2278-0505 (E)
Cosmos Impact Factor-5.960



Summary of the above PLS Model

The above PLS Model shows Three main paths, out of the three paths used to connect the measures in the structural model, all the three paths were supporting the hypothesis that is Knowledge Creation, Knowledge Dissemination, Knowledge Application has a direct positive influence on the Holistic Learning for a Management Institution or Business- School.

The first main variable is Knowledge creation, It has the impact of Latent variable-1, which includes research culture and student research (0.567), Pedagogy (0.696), Curriculum (0.693), Faculty progression (0.602), Industry academic Interface (0.796), Admission Criterias (0.667). The PLS Model shows that the Latent Variable -1 have a positive impact on Knowledge creation at 0.437. Further the model also shows that Knowledge creation due to Latent variable -1 leads to Integrating Knowledge (0.749), Competitive advantage (0.719), Capturing and Use of Knowledge (0.795), Sharing and Transfer of Knowledge (0.768), Increase the efficiency (0.778), Protect Management school from loss of knowledge (0.730), secures better ranking (0.758), Increases Knowledge workers innovation (0.789) and Improves Knowledge workers Retention (0.767). These are dependent variables of Knowledge creation.

International journal of basic and applied research
www.pragatipublication.com
ISSN 2249-3352 (P) 2278-0505 (E)
Cosmos Impact Factor-5.960

The second main variable is Knowledge Dissemination has the impact of Latent variable – 2 which includes Collaboration with other B-school (0.670), Collaboration with other functional areas (0.750), Consultancy (0.747), Infrastructure (0.793), Knowledge Mapping and Repositories (0.679). These Latent variables-2, together impact Knowledge Dissemination at 0.741. Further Knowledge dissemination also leads to enhancing and developing various skills of the students at Management Institution. The skills include Organization Abilities (0.715), Grooming Skills (0.687), Practical Knowledge (0.628), Analytical skills (0.649), Soft skill (0.645), Leadership skills (0.600), Teamwork (0.757), Knowledge of varied subject (0.717). These were the dependent variable of Knowledge Dissemination.

The Third Main Variable is Knowledge Application this has the impact of Latent variable – 3 which includes Integrations of current Research in class room teaching (0.919) and Action taken from the Research findings (0.890), these two Latent Variable – 3 has a direct impact on Knowledge Application at 0.371. Further Knowledge Application leads to Improving knowledge share at 0.794, Increases the productivity at 0.851, Improve the skill of the faculty at 0.844, Improves research among faculty members at 0.804, Improves the knowledge base at 0.823, Increases interface with the industries 0.805, Increase involvement of Faculty members at 0.850, Improves students' focus at 0.828, Improves the quality in delivery at 0.861.
To sum up PLS (Partial Least Squares) model: - the Latent variable – 1 impact Knowledge Creation at 0.437 which further impacts the Holistic learning at 0.537, next Latent variable – 2 impacts Knowledge dissemination at 0.741 which further impact Holistic learning at 0.180, and last Latent variable – 3 which impacts Knowledge application at 0.371this further impact Holistic learning at 0.236. Overall the PLS model show a positive impact of all the three main variable on Holistic learning in a Management institution or Business school, But Knowledge creation shows the highest impact 0.537, followed by Knowledge application at 0.236 and finally Knowledge dissemination at 0.180.

Conclusions

Management education for a long have been involved in creating, dissemination and application of knowledge. Which are the most important ingredients in the knowledge management process. Education per say places a very vital role in the transformation of society and the economy at large.

(Boulton and Lucas, 2008)[15] points "it is a place where students look for every kind of knowledge." He identifies universities as a place to serve, to educate, to participate in research, to innovate, to interact on different levels with the public. University have a great role to play; their functions are pertinent, but in reality, universities can only contribute to the process of creating a successful knowledge economy

The research work was taken up to find out the significant role of Knowledge Management Practices in the Holistic learning in Management Institution/ Business schools, based on the analysis and finding it can be concluded that majority of the Business schools follow different types of Knowledge Management Practices in their institution, which have greater impact on their performance and functions.

[15]Boulton, G., & Lucas, C. (2008). WhatAre Universities For.

International journal of basic and applied research
www.pragatipublication.com
ISSN 2249-3352 (P) 2278-0505 (E)
Cosmos Impact Factor-5.960

When it comes to Knowledge creation the major factors like Research culture and Student research, Pedagogy, Curriculum, Faculty progression, Industry Academic interface and Admission criteria have a significant impact on the creation of Knowledge in the management institution.

With regards to Knowledge dissemination criteria major contributors were Collaboration with other B-school, Collaboration with other function area, consultancies, Physical Infrastructure and knowledge repositories and knowledge mapping also had a great impact on the knowledge dissemination process in a business school.

In the knowledge application process only two major variables were identified such as Integrations of current research in class room teaching and Action taken from the research findings which also showed a substantial contribution in knowledge application process.

Finally, with respect to Holistic learning the analysis showed that knowledge creation, knowledge dissemination and knowledge application all the factors have a considerable impact on the Holistic Learning in the management Institution. Higher impact on holistic learning was shown by Knowledge Creation followed by Knowledge application and then Knowledge Dissemination.

The research also shows that by diligently following Knowledge Management Practices a Management institution can have a holistic growth which in turn contribute to Ranking of the Management institution, improving students focus, Innovations in Pedagogy used in class room, Industry Institution interface, faculty development, Good placements and specialization offered.

Suggestions & disscussion

To increase awareness of KM, management staff at Management institutions of higher learning should have well-established hard and soft KM infrastructure and ensure the effective promotion of KM practices among staff.

In the National conference on Indian Management Education: Time To Transform at XIME Bangalore. Dr. Anil Sahasrabudhe AICTE chairman said India alone supplies 30% of Management Graduates to the world and also stressed on the quality of management education.

As such, there was a need to increase the investment in cultivating knowledge management practices and in training/retraining of staff to react to real-time multifaceted problems.

The study found that staff at must acknowledge knowledge management practices as a significant practice to ensure that knowledge is treated as an intellectual asset in an institution as well as in knowledge society, top management in institutions of Business school should put in place both soft and hard structures to support knowledge management. Institutions of higher learning should also take initiatives at ensuring that there are knowledge management practices in place.

International journal of basic and applied research
www.pragatipublication.com
ISSN 2249-3352 (P) 2278-0505 (E)
Cosmos Impact Factor-5.960

Knowledge creation suggestion

- In a study taken by (Davenport and Pruskar 2000)[16] the study shows that there are six ways for Knowledge creation in Business school which are Creating, adaptation, networking, collaborations, leasing/ rental, acquisitions.

- As the study on knowledge creation by Pillania (2006), (2007) (2005), show that the research is a long term investment, Bhattacharya (2001), Business school must have well outlined research strategy and the research should focus on niche areas Hernard(2008), using research as a yardstick to create institution value Ghosal (2005), Lorange (2008), states that purpose of research is create new knowledge, and add to constant learning and keeping student update with the current information, theories and concepts , AACSB 2008 report recommended the significance of basic research using scientific approach and methods. There is main study which points out the importance of research as a factor of knowledge creation in Business school.

- Networking and adopting research which is stated in Pillania (2007) that Business school must use activity such as networking or adapting for knowledge creation rather that collaborative which will reduce save resource and time in taking up research.

- Globalization of research is yet another suggestion for Business school (Pillania 2005) in the present business world where corporates are going global to bring about quality in their business activity. Business school must also take up global research in order bring quality and values into the research.

- Industry academia interface which is an important factor for knowledge creation. (Bhatthacharya 2004) states that industry linkage with business school is weak. The corporates look at business school as recruitment ground rather than taking them as an advisor to solve problems except completely technical problem, the main reason being the ownership of structure of management is not developed in India. Another reason being lack of expertise in business school. Therefore, it is suggested that business school take up research in a more quality manner and change the corporate perception about research quality in business school.
- Faculty development (Nelson 1983) , (Centra 1989) has viewed development of faculty members as an significant factor and suggests that faculty must be developed with four-level skills like Individual development skill (social relation, professional knowledge and work-life balance) Pedagogical development skills., Managerial development skills, Skill development (includes goal related to teaching, research and co-curricular could be achieved) (Kumar's 2011) says that the faculty members of best B-schools are not world - class and therefore he suggests that business school must become temples of learning and faculty member as knowledge creators.
- Pedagogy with regards to this variable, there are umpteen number of researches Motiwalla, L., & Tello, S. (2000) say that web-based learning in this explorative study reveals that student had a positive response and had maximum satisfaction using this

[16] Davenport, T. and Prusak, L. (2000). Working knowledge: How organizations manage what they know, Harvard Business School, Mc Graw-Hill, New York.

technology. (Andrews and Tyson 2004) states that business school must go further than passive learning to application of practical knowledge by focusing on skills and attributes which are action oriented. As per (Mintzberg 2004) Business schools must well equipped as it training the course which is specialized and general education. (Dayal 2001) says that the is inadequacy in the pedagogy used for solving practical management programme. (Wren, D. A., Halbesleben, J. R., & Buckley, M. R. (2007) highlights on practical oriented teaching rather theoretical aspects.

Garrison &ClevelandInnes, 2003; Swan, 2001 focus on the importance of Internet and success of blended learning experiences which is positive as it has possibility of interactive capabilities. Blended learning is a blend of classroom face to face interaction with online learning experience.

- Mehra, P., & Mital, M. (2007) says use of technology enabled constructive pedagogy in teaching like ICT Information and communication tool for teaching. Internet and data base were most preferred teaching aid. LCD to some extent was used and new technologies like Video conferencing and E grouping was less preferred. It is suggested that more practical and application-oriented pedagogy used by business school will aid in proper knowledge creation.

- Curriculum is another area of knowledge creation in business school. (Hofstede, 2007; Khatri, Tsang, & Begley, 2006) are of the view that Indian management education do not have a curriculum which is flexible and change as per the requirement of industrial need. AICTE (2004)committee report says that the is a need for globalisation of management education. In order to have better exposure and suit industrial need the curriculum must have globalisation outlook. (Andrew and Tyson 2004) emphasise on more option and flexible curriculum which is customer driven. He also states that students should get the advantage of learning outside the tradition curriculum and students should be allowed to specialise on a specific industry. (Rozanski and Cohen 2003) have condemned business school for not having ethical, moral and human values in the curriculum. It is suggested that based of the past research that business school curriculum must be flexible and dynamic and change according to the industry requirement and also to ethics, moral and human value must be integrated as the part of the curriculum. Flexible Curriculum/ Curriculum with global accreditations.
- (Kathawala and Abdou, 2001) for working professional and managers they prefer online blended programme whereby they can improve and balance their career and education both while working for a corporate.
- Admission criteria is yet another important area of knowledge creation in business school not many researches are carried in this field the (Pillania 2007) state that there is a requirement to carry out research on what attributes to be tested while selecting MBA candidates. (Hedlund, J., Wilt, J. M., Nebel, K. L., Ashford, S. J., & Sternberg, R. J. (2006) suggest to two approaches while selecting MBA candidate one knowledge-based approach another skill based to measure practical intelligence.

The above factor such as Research, Pedagogy, Industry academia interface, curriculum, Admission criteria and Faculty development all these factors as a contributor to knowledge creation are validated in the research and suggested that theses factor

contribute positively towards knowledge creation and Business school must consider these factors for knowledge creation in their respective institution.

- Knowledge dissemination
- Collaboration with other Business school
- This process of knowledge dissemination as given by (Pillania 2007) say that Collaboration with different function Areas. Where by business school needs to focus on multifunctional approach in the course or programme which will lead to better knowledge dissemination and learning. Leidner, D. E., & Fuller, M. (1997) have found in their empirical research that student working in collaborative learning environment have contributed to increased students' understanding and has increased their performance compared to when they work individuallyCollaboration with other B-school here the author (Pillania 2007)

  Alavi, M., &Dufner, D. (2005) This research shows a optimistic motivational learning outcomes of collaborative learning in higher education. The research also states that internet and WWW also supports collaborative learning. (Wells & Brook, 2004) This research shows a positive and successful implementation of communication and collaboration using software called Learning Management System Software. (Wenger et al., 2002) points out that collaborative learning as contributed to find new ideas, find new solutions and build innovation. It can be found that collaborative learning creates a conducive environment for better learning and knowledge dissemination. This has been validated in the research.

- It is suggested that business school must have seminar with Industry Integration.
- Establishment of Incubation Centres in the business school. XLRI has a incubation for start-ups which is headed by its own Alumni student have a large corporate experience.

- Faculty to be trained in diverse areas – AICTE website has Course for faculty under the link SWAYAM where faculty can take up course and get certified.

- Volvo offers internship for faculty members where by practical work knowledge can be assimilated.
- Make Entrepreneurship important aspect of the curriculum.

International journal of basic and applied research
www.pragatipublication.com
ISSN 2249-3352 (P) 2278-0505 (E)
Cosmos Impact Factor-5.960

Bibliography

- Alrawi, K., & Jaber, K. H. (2007). Virtual classrooms and the flexibility of e-learning in the Gulf universities. *Journal of knowledge Management Practice*, *8*(3).
- Anantatmula, V. (2005), ''Outcomes of knowledge management initiatives'', International Journal of Knowledge Management, Vol. 1 No. 2, pp. 50-67.
- Aurelie Bechina Arntzen, A., Worasinchai, L., &Ribière, V. M. (2009). An insight into knowledge management practices at Bangkok University. *Journal of Knowledge Management*, *13*(2), 127-144.
- Bartlett, J. (1998). Year 2000 computing problem: implications for business and society. *Engineering Management Journal*, *8*(2), 93-97.
- Boulton, G., & Lucas, C. (2008). WhatAre Universities For?
- Davenport, T. and Prusak, L. (2000). Working knowledge: How organizations manage what they know, Harvard Business School, Mc Graw-Hill, New York.
- Davenport, T. H., &Prusak, L. (1970). L.(2000). Working Knowledge: How Organizations Manage What They Know.
- Firestone, J.M. (2001), ''Key issues in knowledge management'', Knowledge and Innovation: Journal of the Knowledge Management Consortium International (KMCI), Vol. 1 No. 3.
- Kidwell, J.J, Vander Linde, K.M & Johnson, S.L., 2000, 'Applying corporate KM practices in higher education', Educause Quarterly 4, 28–33.
- Malik, M. (2005). Improvement in higher education through KM.
- Mellander, K. (2001). Engaging the human spirit: a knowledge evolution demands the right conditions for learning. *Journal of Intellectual Capital*, *2*(2), 165-172.
- Petrides, L. A., & Guiney, S. Z. (2002). Knowledge management for school leaders: An ecological framework for thinking schools. *Teachers College Record*, *104*(8), 1702-1717.
- Robson, R., Norris, D., Lefrere, P. and Mason, J. (2003), ''Share and share alike: the e-knowledge transformation comes to campus'', EDUCAUSE Review, September/October.
- Wong, K.Y. and Aspinwall, E. (2006), ''Development of a knowledge management initiative and system: a case study'', Expert Systems with Applications, Vol. 30 No. 4, pp. 633-41.
- Worasinchai, L., & Bechina, A. A. (2006). An innovative Knowledge Management Approach in higher education: a case study of Bangkok University. ASIHL-Thailand Journal, 9(1), 71-88.