


The Challenges and Coping Strategies of KM Implementation in HEIs: An Empirical Investigation

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ABSTRACT

The pace of competition has increased in every sphere of the economy, and to face such high level of competition, organizations look for sustainable competitive edge. Knowledge as a tool of competition has been found to be highly sustainable as compared to physical resources and even technology, so organizations look for managing knowledge with strategic focus. This paper attempts to assess the knowledge management practices of a top Indian B-School, to identify the challenges faced by the B-School in the domain of knowledge management implementation and the coping strategies adopted by the school vis-à-vis the challenges. The study adopts for itself a descriptive framework and bases the enquiry on both primary as well as secondary data. For carrying out the investigation, case study method of research was applied. The findings show that though the B-School under study practices most of the selected parameters of knowledge management, managing knowledge as a strategic tool for developing and maintaining sustainable competitive edge is yet to be recognized.

KEYWORDS

Competitive Edge, HEIs, IIM Bangalore, Knowledge, Knowledge Management, Strategic Focus

INTRODUCTION

The pace of technological change and growing integration of the world economy are resulting in an entirely new economic order and reshaping the landscape of competition. The rates, magnitude and complexity of environmental changes require an organization to introduce new modes of enterprise management (Chaudhary, 2005:01-03) and that has led to the emergence of Knowledge Management (KM). Over the last few decades business have recognised the importance of managing their intangible assets especially in knowledge based organizations (Jingyuan Zhao, 2011; John M. Carrol, 2003 and Khatun et al, 2021). In a knowledge based organization like B-School, knowledge is the most important asset for developing and sustaining competitive advantage (Kambil, 2009; Sung Jung Jo, 2011, Neumann & Eduardo, 2011).

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Rechberg and Syed (2014) revealed in their study that current knowledge management activities can be strengthened by putting more emphasis on the function of persons (an individual-centered approach) in organizational design and implementation of knowledge management. This study found that greater heedfulness to the people element is necessary in order to improve the effectiveness of knowledge management in organizations. Knowledge management studies to determine the degree of consideration paid to the position of persons and their potential connotation for knowledge management efficacy. This reveals that in existing frameworks to knowledge management, people are a significant source of implicit and overt types of knowledge which are not properly addressed, a condition that can be corrected by implementing an individual-centered approach.

With regard to the approaches to be used Ribiere and Tuggle conducted a study in 2005 and stated that improper organizational cultural continues to be a crucial obstacle to the achievement of KM success. Their empirical research study, carried out involving data from 97 companies involved in Knowledge Management, examined the relation between the degree of organizational trust and the utilization of knowledge management methodologies, in general the utilization of knowledge management methodologies for codification and knowledge management methodologies for customization. These findings indicated that the utilization of knowledge management by organizations with higher level of trust is much more effective than those with low level of trust.

It is found that, much of the existing work has concentrated on either people or technology often to the exclusion of the other two elements. Particularly, a process element is paid insufficient attention. Process here means the business process of the organization, not only the KM processes because KM process has to be integrated with the business processes. So it is said that in KM the way things are done is more important than what is done i.e., process is more important than content (Edward, 2011). Chiang adds that prior researchers about KM excessively stressed the operational and technological aspects of KM; however, people management is the approach that truly contributes to KM (Chiang, 2011). There is no doubt that higher education institutions are the knowledge intensive organizations since they are involved in knowledge creation, dissemination and learning but managing knowledge with prime focus in higher education has become crucial since the inception of Liberalization, Privatization and Globalization in early 1990s due to the increased competition among the institutions of higher education but little work has been done on it (Tarnekar, 2017:383; Vashisth et.al., 2010:21; Shukla, 2012:24 and Khatun & Dar, 2019).

In this backdrop, this research was undertaken with an attempt to analyze the knowledge management practices of a premiere Indian B-School. The aim of the research was to identify the issues & challenges faced by the school in the domain of knowledge management and the coping strategies adopted by the School vis-à-vis the challenges.

Knowledge Defined

Man's engagement with knowledge dates back to the era of emergence of human civilization. The question that- what conditions are to be met by something for its being seen as "knowledge"-has of course remained by and large unresolved with scholars and thinkers often assuming divergent positions of their own.

One of the simplest definitions of knowledge is the one that is defined in the context of hierarchy of data, information and knowledge (Hislop, 2005). The definition says that data is the raw numbers, images, words and sounds which can be derived from observation or measurement. When data is organized in a meaningful pattern and some intellectual input has been added, it becomes information. Knowledge on the other hand, can be seen as information with a further layer of intellectual analysis added, where it is interpreted, meaning is attached and is structured and linked with existing systems of beliefs and bodies of knowledge. In short, knowledge can be understood to emerge from the application, analysis and productive use of data and information. Knowledge, therefore, provides

means to analyze and understand the data/information and also the basis to guide meaningful actions (Hislop, 2005; Davenport and Prusak, 2000:06). Davenport and Prusak, 2000:12 in this reference said that, “knowledge unlike information, is about beliefs and commitment. The power of knowledge to organize, select, learn, and judge comes from values and belief as much as, and probably more than from information and logic”.

The hierarchical relationship between data, information and knowledge is shown in Figure 1.

The conceptualization of knowledge from data and information is shown in Figure 2.

Figure 2 shows that representation, collection and processing of events leads to generation of data; the manipulation, presentation and interpretation of data leads to information, while the testing, validation and codification of this information leads to creation of knowledge.

It might be worthwhile at this stage to have a look at some of the definitions of knowledge given in the context of knowledge management. Sveiby, (1996) the father of knowledge management defined knowledge as the capacity to act. He identified the four characteristics of knowledge as (i) tacit, (ii) action oriented, (iii) supported by rules, and (iv) constantly-changing. Knowledge means human ability to understand the world we inhabit and to discern the foundations, reasons, processes, and limits or boundaries of our existence (Geisler and Wickramasinghe, 2009). It is acquired by learning and experience and created from thinking, reasoning and abstraction. It is stored within brain and shared through human interaction and also through different channels and media (Chatterjee, 2014:25).

Figure 1. The Knowledge Pyramid (Source: Adapted from Shiroor, 2010:07)

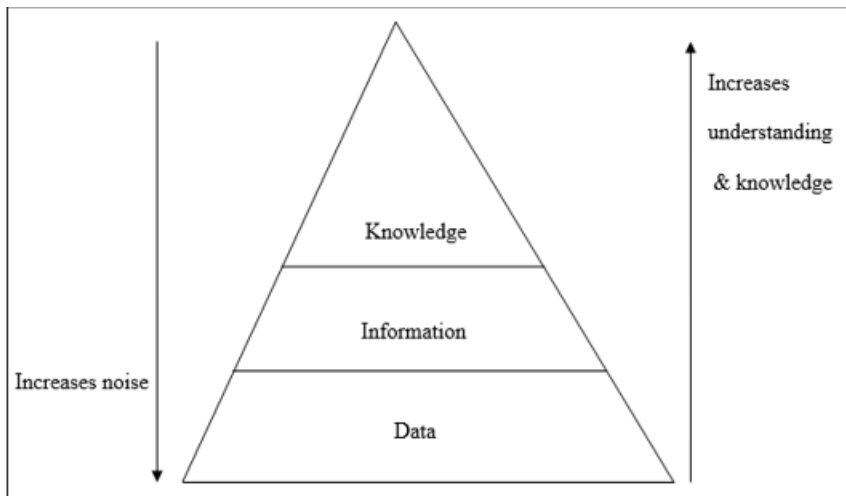
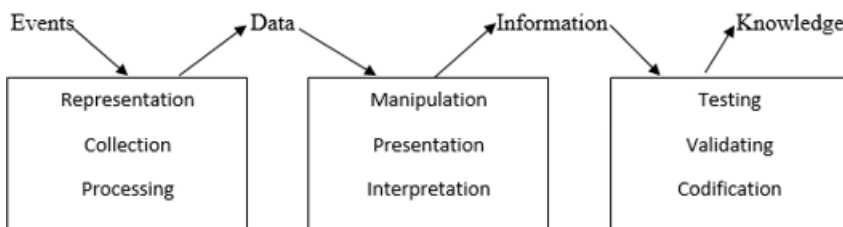


Figure 2. Conceptualization of Knowledge (Source-Shiroor, 2010:08)



Knowledge Management

Knowledge management is “a process of creating a supportive environment in the organization for identifying, acquiring, generating, storing, sharing, disseminating and applying knowledge effectively by the people in the organization and integrating the same with the business process in the organization for enhancing competitiveness”. Sveiby also opined that knowledge focused managers do not manage knowledge (it is impossible) nor people (it is less and less possible), but the environment in which knowledge is created. The ultimate scarce resource in a knowledge based economy is an organization’s ability to create new knowledge. Unlike the conventional tangible assets, knowledge grows when it is shared. Each time a flow of knowledge sharing between people takes place the resource is doubled. Knowledge management is about leveraging knowledge, reusing existing knowledge and creating new knowledge. Sveiby says the coffee machine is recognised as a catalyst of creative encounters, so it should be placed in the centre with ample social space in the organization (Sveiby, 2015:01-02). Such environments attract the best people and can be the beginning of a virtuous cycle. Thus, it is evident that knowledge management is a process and hence, it consists of certain steps. According to Davenport (2007) the steps are –creating a setting for sharing knowledge, eliminating communication filters, prioritizing the task and keeping time budgets.

Knowledge management has two models, technology focused and human focused (Choi, 2002 and Roy et al., 2012:207). Technology focused model is that model which emphasizes on technical tools as component of knowledge management whereas human focused model is that model which emphasizes the human element of knowledge management system and realizes the fact that it is people not technology which can create value in the organization. Hansen et al., (1999:02) also discussed about two strategies of knowledge management viz., codification and personalization which are similar to the above mentioned models. Codification is similar to technology focused model in which organizations automate knowledge management and personalization is similar to human focused model in which organizations rely on their people to manage and share knowledge through more traditional means. The author says that emphasising the wrong approach or trying to pursue both at the same time-can quickly undermine the business.

Sveiby supported personalization strategy of knowledge management and said that human beings, and not IT systems, are at the core of value creation (Lelic, 2002:02). He said knowledge is an activity rather than an object and hence, knowledge management is defined as the art of creating value from intangible assets (Sveiby, 1996; Liebowitz, 1999; Sinha, 2014:123; Madan and Khanka 2010:388; Sajeva and Jucevicius, 2010:83; Neumann & Tome, 2011:76). However, Sveiby dislikes calling this as knowledge management as he feels knowledge is a human faculty, not something which can be managed except by the individual himself/herself. He prefers to call this as “knowledge focused” or “knowledge creating” (as used by Nonaka). Carrion (2006) also stated that knowledge management emphasizes the human side of knowledge i.e., people. Knowledge is produced in human brain and only the right organizational climate can persuade people to share it. Knowledge is the insights, understandings and practical know-how that people possess. It is the fundamental resource that allows people function intelligently. The author opines that having a knowledge management program that enables the sense of the importance of people is very important to organizational success (Omotayo, 2015:04). Vashisth and Mehta (2013:19) also defined knowledge management as essentially about people-how they create, share and use knowledge and said that knowledge management tool does not work effectively if it is not applied in a manner that is sensitive to the ways people think and behave. Thakur and Sinha (2013:10) claimed that one of the primary reasons why many knowledge management initiative fails is because too much emphasis has been placed on explicit knowledge and IT solutions.

Thus, the models or the strategies mentioned above shows that there are two elements in knowledge management process that is people and technology but Edwards, (2011:297) and Brelade

and Harman, (2006) said that there three vital elements of knowledge management process and they are-people, process and technology. Edwards (2011:297 and Khatun & Dar, 2019) stated that these three elements are equally related to each other. People help to design and operate the processes and processes define the roles of and the knowledge needed by people. Technology helps people to operate the processes and thus, technology though should not be over emphasized as is done by many of the organizations but should be given due importance as without technology the implementation of knowledge management system is difficult (Edwards, 2011:299).

Omotayo, (2015:03) added knowledge as another element and said that knowledge basically refers to a collection or a body of information. This could mean that the information is embedded in the form of theories, processes, systems, or it could be voiced in form of opinions, theories, ideas and analysis. This definition thus, emphasises the people and process element of knowledge management. Raman (2003:16) however, said that knowledge management is about connecting people to people and people to information to create competitive advantage. Similarly, Sharp (2003:37) described that integration of IT and human resource is all that knowledge management requires in today's world. Maheshwari (2016:66) also agreed on this integration aspect and said that knowledge management practices serve not only to preserve past legacies but also to learn new things and initiate new situations for both individuals and organizations in the present and future. Vast amounts of knowledge needed for innovation are spread across, various sources, structured and unstructured and the ability to acquire such knowledge becomes crucial and holds the success (Mageswari et. al., 2016:07). Arora (2002) said that it is not the technology that is holding the organization back but a failure to integrate knowledge management into the organization's day to day operations and its culture and hence, emphasising the process element.

Research Design

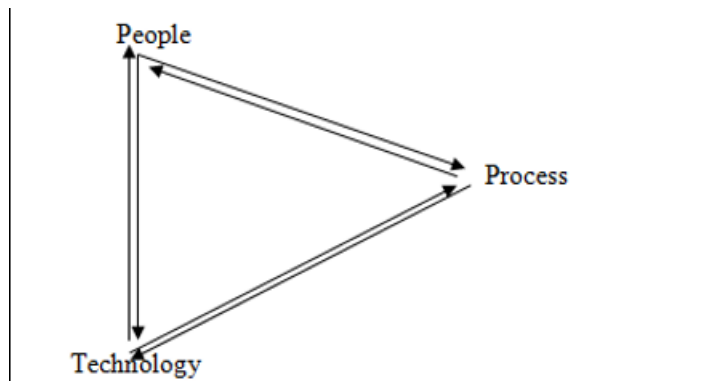
For carrying out the investigation, case study method of research was applied. Hence, the study involved in-depth and detailed examination of the selected B-School and of its contextual conditions and modus operandi.

At the first stage, the basic information about the selected B-School was collected from secondary sources including the websites of the concerned B-School and the school's published Information Brochures among others.

For collection of primary data, the respondents were taken from the following two constituencies:

1. The B-School Management (comprising mainly the Director and the Deans).
2. The Fulltime faculty members.

Figure 3. Relationship between the Three Elements of KnowledgeManagement (Source-Edwards, 2011:299)



While the information from the director and the Deans were collected by arranging prolonged face to face interview with the help of a structured interview guide and for collecting the responses of the faculty members in the schools structured questionnaires were administered.

The collected data consisted of both qualitative and quantitative information were accordingly processed and analyzed for deducing the findings of the enquires.

A premiere B-School which is one of the top 3 B-Schools in India according to NIRF Govt. of India ranking was selected as the unit of the study in this research.

Research Gap

Higher Education in India is going through a paradigm shift. Review of literature suggests that a number of studies have been carried out to study the various knowledge management practices adopted by the organizations and institutions. However, the latitude of most of the prevailing studies is limited to either a single category of organization or cover limited geographical regions, particularly developed countries. Moreover, there are very few or almost no studies on knowledge management practices being adopted by higher education institutions in India. As the Indian higher education sector is experiencing a significant growth, a comprehensive study on understanding the issues and challenges while incorporating knowledge management practices becomes important. The huge potential for studying knowledge management practices in higher education in the country needs to be properly utilized by adopting an effective managerial approach in sourcing, identifying and implementing knowledge management practices in India. This study aims at filling the existing research gap in an emerging potential market of higher education regarding the implementation of knowledge management practices in a developing country like India.

Content Validity

A questionnaire was prepared after exploring underlying reasons about the challenges and coping strategies of knowledge management practices in the select B-School. On the basis of that, key variables and constructs were defined. Five point Likert scale was used where 1 denoted “poor” 2 “average”, 3 “good”, 4 “very good” and 5 “excellent” for qualitative questions based on pilot study. Expert reviews from the industry and academia were taken for the construct validity of the questionnaire.

THE B-SCHOOL UNDER STUDY

Profile of the Institute

The B-School was set up in 1973 with a special focus on public sector management. The institute’s brochure claims that it believes in building leaders through holistic, transformative and innovative education. It is constantly ranked in top 10 B-Schools in India and top 20 in Asia.

The institute maintains a teacher-student ratio of 11:1. In addition the institute has 14 visiting faculties giving a ratio of 7:1 of fulltime vs. par-time faculty. The institute maintains a well equipped library which has a rich collection of knowledge resources. As on 4th April, 2018, the library had 158657 books, 951 e-books, 8,525 international and 155 Indian journals, 1268 Theses, 12,926 projects reports, 5,519 working papers, 41,165 bound volumes, 13,578 audio-visual resources, 98 databases, 20 regular subscription of news papers, 100 newsletters and 20,018 micro documents.

The institute offers various courses like Doctoral Program, Pre-Doctoral Program, Masters Program in Management, Diploma in Management both part time and fulltime, various short term as well as long term Executive Education and Massive Open Online Courses (MOOCs). The institute engages 30 per cent of the total of students in classroom learning comprising mainly of case study discussion and the rest of the time is engaged in field based learning like internship, Dissertation, workshops, talk series and field visits among others. The internship program is mandatory for students who have work experience less than 34 months. Students of all the Post Graduate Programs are provided

with the scope of exchange program along with rural immersion program which is basically based on interaction with rural people and observation of rural life. However, the full term foreign exchange program is limited to selected students and the rest of the students are sent only for a few days.

It has seven self dependant Centers of Study/Research which includes Centre for Entrepreneurial Learning, Centre of Public Policy, Centre of India- Japan Study, Centre of Israel Study, Centre of Corporate Governance & Citizenship, Centre of Management Communication and Teaching-Learning Centre. In addition, there are seven industry-academia joint forums instituted by industry. They are -Airbus Chair, Canara Bank Chair in Banking and Finance, Hewlett-Packard Chair in ICT for Sustainable Economic Development, IPR Chair on IP Management (MHRD), Jamuna Raghavan Chair in Entrepreneurship, Mphasis Chair for Digital Accessibility & Inclusion and RBI Chair in Economics. The institute also has various research laboratories like the Behavioral Lab, Finance Lab and Real Estate Lab among others.

The opinion of the administrators as well as the faculty members were collected with respect to the various dimensions of knowledge management and the same has been highlighted below one by one.

Management Perspective

- Lack of sufficient research grants and greater emphasis on case study development was reported as one of the major causes behind the inadequate number of research projects undertaken by the faculty members of the institute.
- About faculty, the institute is able to attract quality faculty from all over the country, but faces difficulty in drawing sufficient faculty from abroad due to the compensation structure which is regulated by the Government of India.
- The students' progress is assessed on regular basis. The institute conducts student feedback survey from time to time and arranges for remedial classes as and when required.
- On curriculum development, it was reported that the course modules and program contents are reviewed and updated every year by the Academic Council. The delivery modes and channels are decided by the Teaching & Learning Centre (TLC). The mode of updating the course modules, program contents and delivery modes is through research undertaken by TLC in collaboration with other leading learning centers across the world and based on this research report the Academic Council updates course modules and program contents. On involvement of stakeholders in curriculum development it was revealed that the entire process is initiated, planned and carried forward by the members of the concerned Council/Centre who has members from academia as well as industry.
- On the domination of students from engineering stream in various courses in the school, the administrators felt that the engineering students generally enjoy edge over others in entrance examination. IIMs of late have modified the structure of entrance examination called CAT for making it more comfortable for the students of non-engineering streams.
- To provide in-depth industry-student interaction the institute creates small groups comprising of five to six students in each group based on the area of study and the groups are guided and mentored by the assigned faculty members.
- On performance evaluation of faculty members it was reported that the performances of the faculty members are evaluated annually in the school. The criteria emphasized in performance evaluation are teaching quality, research output and contribution towards management of the institute among the others. The institute has a system of rewarding the best faculty through recognition in kind as well as cash. The cash benefits include special research grants, financial assistance to attend Seminar/Conference held abroad in addition to the regular grants made to each of the faculty members, whereas benefits in kind include recognition and appreciation. The faculties who perform better are recognized and are given charge of various challenging and rewarding assignments/jobs.

- Periodic deputation of the faculty members in industrial organizations is not yet practiced by the school. However, it was reported that the faculty members interact with the firms as and when required.
- The practice of faculty exchange program in the school was found to be irregular.
- On relatively low global ranking of Indian B-Schools, the administrators' opined that there is need for creating appropriate thrust for quality research by faculty members and provide adequate support to conduct such research.

Faculty's Perspective

In the school, of the ninety-nine fulltime faculty members, responses of eighty-eight faculty members could be collected. The profile of the respondents is described below.

Out of the total respondents 52 per cent of the respondents were Professors, 26 per cent were Associate Professors and 22 per cent were Assistant Professors. 78 per cent of the respondents were male and 22 per cent were female. All the faculty members at the institute had PhD degree. With regard to the distribution of faculty members in terms of area of specialization/teaching it was found that 19 per cent of the faculty members were in Finance and Accounts, 12 per cent in Marketing Management, 15 per cent in Decision Science and IT, 10 per cent in Strategic Management, 12 per cent in Economics and Social Science, 10 per cent in Human Resource Management, 8 per cent in Production & Operations Management, 7 per cent in Public Policy, 4 per cent in Entrepreneurship Management and 1 per cent in Management Communication.

The summary of the ratings assigned by the respondents is shown in Table 1.

Let S_{ij} be the rank given by the j^{th} faculty to the i^{th} statement. Let μ_i be the average rank that is obtained for the i^{th} statement across all the faculty members of the concerned institution from whom the data is collected. Let σ_i be the standard deviation of the ranks that is obtained for the i^{th} statement. Then assuming that the values of S_{ij} for all j (i.e. across all faculties), follows normal distribution with mean μ_i and standard deviation σ_i , there is only 16% chance that a faculty shall provide a rank of more than the value of $\mu_i + \sigma_i$ in the i^{th} statement (following the normal probability law). Similarly, there is only 16% chance that a faculty shall provide a rank of less than the value of $\mu_i - \sigma_i$ in the i^{th} statement. Thus, faculties providing ranks more than $\mu_i + \sigma_i$ can be considered to have ranked his/her institution much higher than average in the i^{th} statement and likewise, faculties who have ranked his/her institution less than $\mu_i - \sigma_i$ in the i^{th} statement can be considered as a much lower rank than average. Such faculties, who rank their institution either lower or higher than $\mu_i - \sigma_i$ or $\mu_i + \sigma_i$ in the i^{th} statement can be further investigated to find out the actual reason of their extreme level of rating. Also the number of such faculties can be taken as a parameter of the number of people who think differently from others which may arise due to difference in aspirations of the faculties or difference in treatment from institute's administration.

Table 1 shows that there are five specific areas where the institute scored more than the score of Mean plus Standard Deviation which includes learning ambience, quality of work life, campus environment, infrastructural support and freedom to decide mode of teaching with a Mean score of 4.88, 4.86, 4.87, 4.93 and 4.87 respectively which indicates that the performance of school has significant improvement level in terms of knowledge management practices incorporated for faculty members. When further investigated to know the reason behind such high scoring of the above mentioned five parameters it was found that the senior faculty members has an edge over the above mentioned parameters.

In the second category there are eleven parameters which scored in between 4.85 and 2.69 i.e., Mean plus Standard Deviation value and Mean minus Standard Deviation value. The parameters include-leave, availability of resources for quality teaching and learning, faculty-industry interaction, faculty development program, financial support to attend FDP/Seminar/Conferences, compensation structure, internal financial support/guidance in getting research grants from external sources,

Table 1. Faculty-members' Rating of the Status of Selected Aspects of KM in the school

Sl. No.	Selected KM aspect (parameter)	Mean of the ratings by 88 Faculty- members	Standard Deviation	Mean \geq 4.85 ^{@@}	Mean \leq 2.69 ^{@@@}
1	2	3	4	5	6
Research and Development					
1	Infrastructural support for R & D	4.93	0.253	4.93	-
2	Technical support	3.82	0.397	-	-
3	Administrative support and guidance	3.20	0.397	-	-
4	Leave, when needed	4.78	0.413	-	-
5	Internal financial support for R & D	3.58	0.496	-	-
	Total (Out of 25)	20.31	-	-	-
Industry-institute interface					
6	Faculty-industry interaction	3.02	0.660	-	-
	Total (Out of 5)	3.02	-	-	-
Faculty development					
7	Faculty development program	3.56	0.640	-	-
8	Financial support to attend FDP/ Seminar etc	3.06	0.510	-	-
9	Quality of work life	4.86	0.356	4.86	-
10	Faculty exchange program	1.43	0.639	-	1.43
	Total (Out of 20)	12.91	-	-	-
Teaching-learning and evaluation process					
11	Learning ambience	4.88	0.319	4.88	-
12	Availability of resources for quality teaching and learning	4.68	0.537	-	-
	Total (Out of 10)	9.74	-	-	-
Institutional structure and values					
13	Teamwork at the institute	1.60	0.797	-	1.60
14	Campus environment	4.87	0.332	4.87	-
15	Compensation structure	3.07	0.474	-	-
16	Freedom to choose area of teaching	3.76	0.413	-	-
17	Freedom to experiment new ideas on work	3.81	0.413	-	-
18	Freedom to decide mode of teaching	4.87	0.376	4.87	-
	Total (Out of 30)	21.98	-	-	-

Source: Field survey

@@: Mean of the obtained means of Faculty members' ratings (as shown in Col.3) plus Std. dev.

@@@: Mean of the obtained means of Faculty members' ratings (as shown in Col.3) minus Std. dev

Mean total=67.78

Mean of the Means=3.77

Standard Deviation (aggregate) =1.08

Mean plus Standard Deviation=4.85

Mean minus Standard Deviation=2.69

administrative support, technical support, freedom to choose area of teaching and freedom to experiment new ideas on work with the corresponding Mean score of 4.78, 4.68, 3.02, 3.56, 3.06, 3.07, 3.58, 3.20, 3.82, 3.76 and 3.81 respectively. The Mean score clearly signifies that the performance of the school shows moderate level of improvement in terms of knowledge management practices incorporated for faculty members. So there is a scope of improvement in implementing knowledge management practice in the select school regarding the above mentioned parameters.

The third category includes two parameters namely faculty exchange program and team work at the institute with a Mean score of 1.43 and 1.60 respectively which is less than the score of Mean minus Standard Deviation i.e., 2.69. This indicates that the school is performing relatively poor in these two areas. When further investigated to know the reason behind such low scoring of these two parameters it was reported that the faculty exchange program scored low because of lack of regularity in exchange program and team work scored low because of non-availability of institutional norm for team-work as well as lack of interest from the faculty members to work in teams.

In terms of the variation in response against each of the eighteen parameters it was found that some parameters had relatively high variance and some low. The parameters have been accordingly classified into two groups as shown in Table 2.

Table 2 shows that the parameters including teamwork at the institute, faculty-industry interaction, faculty development program, faculty-exchange program, availability of resources for quality teaching & learning and financial support to attend FDP/Seminar scored relatively high variance in response by the faculty members. The reasons behind such high variance in response, was reported as the differences in performance and level of seniority.

With respect to participation in informal forums/communities of practice by the faculty members it was found that 85 per cent of the respondents practice informal forums and out of the rest 15 per cent five faculty members do not practice due to lack of time and eight faculty members do not find interest in practicing such forums.

Table 2. Classification of Parameters based on Degree of Variance

Parameters with relatively low variance		Parameters with relatively high variance	
Parameters	Std. Deviation score from 0.00 to 0.50	Parameters	Std. Deviation score from 0.51 to 1.00
Internal financial support	0.496	Teamwork at the institute	0.797
Compensation structure	0.474	Faculty-industry interaction	0.660
Leave, when needed	0.413	Faculty development program	0.640
Freedom to choose area of teaching	0.413	Faculty exchange program	0.639
Freedom to experiment new ideas	0.413	Availability of resources for quality teaching and learning	0.537
Administrative support and guidance	0.397	Financial support to attend FDP/ Seminar.	0.510
Technical support	0.397	-	-
Freedom to decide mode of teaching	0.376	-	-
Quality of work life	0.356	-	-
Campus environment	0.332	-	-
Learning ambience	0.319	-	-
Infrastructural support	0.253	-	-

DISCUSSION AND CONCLUSION

The findings show that the B-School/institute under study practices most of the selected parameters of knowledge management. Along with providing the basic facilities like library, computer laboratory, research laboratory and the like the institute provides its students the academic freedom to grow and expertise in their area of interest through making independent study of their own choice up-to 6 credit apart from the Summer Internship Projects. It sends its students to abroad under student exchange program to enhance their international outlook. It often invites faculty members from world class institutions and other leaders including movie stars, business leaders, and social activists among others for interacting with the students. Along with foreign immersion it sends its students to rural areas to sensitize them towards rural issues.

The school along with students gives priority to faculty development. It grants financial assistance to each one of the faculty members to attend one seminar/conference abroad every year. It extends more such grants to the faculty members who are specially recognized for their performance. Organization of various events on regular basis like seminar, conferences, faculty development program and talk series among the others was also reported. The institute sponsors selected research projects to be carried out by the faculty members in addition to the sponsorships received from external sources. The faculty members are allowed to enjoy high degree of academic freedom including freedom to decide mode of teaching and freedom to experiment new ideas on work among others. The faculty members are provided with recreational facilities to maintain a healthy and balanced life.

However, the status of the school in two parameters namely faculty exchange program and team work was found to be relatively poor. In addition, the full term exchange program of student was found limited to a selected number of students. It was found that the major issues in the school revolve around lack of autonomy in designing compensation structure and hence, difficulties in recruiting and retaining world class faculty members, inadequate research grants and irregularity in faculty exchange program among others.

Based on the study-findings the following hypotheses are proposed for future investigation on a larger scale:

1. No formal knowledge management (KM) system prevails as yet in the B-Schools in India; the approaches to KM are piecemeal and are practiced by default.
2. Although the B-School-managements attach importance to different aspects of management of knowledge, KM is yet to be institutionalized as a strategic tool for developing and maintaining the organizations' sustainable competitive edge.

Theoretical and Practical Contribution of the Study

This study will definitely make significant contribution in the literature of knowledge management as it has explored and listed the parameters of knowledge management for the B-Schools for the first time through systematic review of literature. Moreover, the study has developed two important hypotheses which can form the base for future research on a larger canvas.

Improvement Strategies

As the institute does not get autonomy with respect to designing compensation structure for its employees it may apply some alternative strategies including extra payment for taking classes in executive program, granting institute sponsored research projects to the new entrants too, arrangements of guest lecture for its the faculty members in other reputed B-Schools which will not only help to assure extra earning for the faculty members but also fulfill the requirements of acquiring world class faculty members in other B-Schools as well.

Strengthening the network to get research grants from external sources may be by engaging some dedicated staffs for this purpose specifically and also by providing training to the faculty members for enhancing research skills and developing attractive research proposals.

Exchange program of faculty members should be enhanced. The exchange program should be made a norm of the institution. The management should frame some strategies to motivate the faculty members to go for the same as many faculty members hesitate to go outside leaving their families in India. The students' exchange program should also be enhanced. All the students should get the opportunity to go for exchange program for a full term.

With respect to strategy of students' evaluation system the institute should have more practice based evaluation system and provision for reseating within a specific time from the date of declaration of final result is also required.

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