An Investigation On Awareness And Method Of Knowledge Management In Various Educational Institutions In City Of Nawabs- Lucknow

Rishi Agarwal[1*], Dr Sushil Pande[2]

[1*]Research Scholar, Department of Management, Babu Banarasi Das University, Lucknow, Uttar Pradesh, rishi@tims.edu.in
[2]Dean, Department of Management, Babu Banarasi Das University, Lucknow, Uttar Pradesh, pandesushil@rediffmail.com

*Corresponding Author: Rishi Agarwal
*Research Scholar, Department of Management, Babu Banarasi Das University, Lucknow, Uttar Pradesh, rishi@tims.edu.in

Abstract

Purpose: As a result of the study, a deeper comprehension of knowledge management would be provided at different educational institutions in the city of Nawabs-Lucknow. To achieve this goal, the study profiles current literature in order to better comprehend the factors of knowledge management as well as research practices, theories, and potential prospective research possibilities.
Design/methodology/approach: The study follows Descriptive, ANOVA, and Correlation techniques to meet its objectives. In this study, an average of 23 reports released in peer-reviewed journals over the previous decade were evaluated and examined utilizing a well-recognized literature review technique, which was developed after a thorough examination of the existing literature and the use of relevant academic-based research databases.
Findings: The implemented descriptive research discovered that there are restricted contributions in investigating knowledge management in educational institutions when evaluated with other segments. The result part revealed that there is correlation between the Knowledge management and Strategic management, Innovations knowledge and Knowledge growth they all are statistically significantly correlated between the Knowledge management and Strategic management, innovations knowledge and knowledge growth. The review proposes a number of possibilities for upcoming research involving technological, cultural, organizational, and behavioral aspects at distinct levels.
Originality: This research drew on the work of Osama Al-Kurdi et al. (2018), who provided a thorough evaluation of knowledge sharing in the area of secondary education institutions. The study provides some practical and theoretical observations into what help to understanding the factors influencing academic knowledge sharing practices.

Keywords Knowledge management, Knowledge understanding, Education Organization/Institutions, Knowledge growth, Strategic Knowledge, and Innovations Knowledge.

1. Introduction

Knowledge management is no longer a fresh concept. Although it is ancient and has been researched by academics, theorists, and practitioners for years, the knowledge management notion first emerged in the early nineteenth century. Knowledge is essential in the twenty-first century for all business disciplines. Why? Since information is like a light, weightless, and ethereal substance that can easily go to any corner of the globe, enlightening the lifestyles of individuals worldwide and empowering knowledge humans. In recent years, the globe has gotten more intellectual in all aspects of the industry, particularly higher education. Higher education processes demand the highest quality education to match this competition. As a result, higher education colleges should serve as a focal point for science, art, technology, and research, as well as a location for ongoing learning and lifetime learning. The effectiveness of higher education may be used to gauge a country's production and wealth. Only via high-quality higher education can the country's environment, including social, governmental, technological, and financial reformation and changes, be improved. A modern concept of higher education is built on knowledge-based advanced discoveries at all stages of the learning method. In today's information environment, knowledge management makes it easier for discoveries to thrive. Knowledge management is a well-defined framework for providing learning, invention, and knowledge exchange to meet an institution's business objectives. Furthermore, the primary goal of knowledge management is to turn personal knowledge into corporate knowledge via obtaining, exchanging, storing, distributing, exploiting, and innovating information. It guarantees that the organization performs at its optimum and maintains a strategic advantage over its rivals. The majority of businesses have acknowledged knowledge management as an asset. Knowledge management, from a theoretical standpoint, comprises the steps of knowledge recognition, knowledge gathering, information organization, knowledge exchanging, knowledge application,

knowledge evaluation, knowledge use, and knowledge development. Knowledge management is primarily focused on the collection, storage, exchanging, reusing, and creation of knowledge in order to improve the institution's knowledge resources and meet the purpose, aims, and targets.

Knowledge management in education organizations is fairly able to upsurge student longevity and graduate rates by analyzing the profitable utilization of technology, increasing registration, transforming established transaction-based systems to deliver information, and competing in surroundings where organisations connect national and state boundaries to fulfil student necessities constantly whenever and wherever. Universities must be continually changing, inventing, studying, evaluating, anticipating, and reacting to possibilities and dangers in today's dynamic knowledge society. All businesses collect, acquire, and disseminate information in their own manner; the distinguishing aspect is how knowledge capital is used to add worth to the goods and services they supply. Universities must resist engaging in irrelevant knowledge operations, and their personnel must understand and adapt to their evolving position in a knowledge-based society. Universities must manage the procedures connected with the generation of their knowledge resources intentionally and clearly, and they must acknowledge the importance of their mental capital to their continued position in the community and in the international market for education (Kok, A, 2007).

Education organizations face numerous difficulties in the knowledge economy, including the need to replenish financial and societal systems, expand knowledge and specialized abilities, be successfully involved in knowledge production, be linked to industry, research centers, and other organisations, and generate top graduates (Kok, *et. al., 2007*), (Abdullah, *et. al., 2007*). Colleges are society's principal tools for the never-ending quest for knowledge. In educational institutions, knowledge management must provide issues for connecting people (students, professors, investigators, business and industry outside organizations) to technological operations. It further considers how organisations may support methods and practices that assist various actors in sharing, managing, and using their knowledge (Yeh, *et. al., 2005*). People can differentiate two viewpoints of knowledge management in education institutions (Yeh, *et. al., 2005*), (Kok, *et. al., 2007*): a) educational knowledge, which is derived from educating and learning operations and is the main intention of universities; b) organizational knowledge, which is derived from knowledge of an organization's whole business: its advantages, vulnerabilities, strategies, crucial factors of achievement, connections with research institutes, and so on.

Knowledge management tasks such as implementation knowledge development (research), diffusion (teaching), and conservation (libraries, repositories). However, without a plan and a culture of producing, exchanging, and cooperation among all stakeholders. The advantages of knowledge management in education may be divided into 5 criteria: research, curricular creation, student and ex-students services, admin services, and tactical planning (Kidwell, *et al., 2000*). In addition to staff improvement, research and curriculum creation, student teaching and learning procedures may be improved using knowledge management methods. Strategic planning can also gain from knowledge management strategies. To guarantee that teaching learning procedures generate an atmosphere favorable to innovation and creativity, it is vital to apply knowledge management strategies in curriculum creation (Agarwal S., *et al., 2008*).

Research, which is one of an organization's core responsibilities, is the medium for knowledge generation and dissemination. Higher Education Institutions educate students with the knowledge, as well as maintain and preserve current information for subsequent reference. Inspiring and motivating the academic institution, which includes teachers, workers, students, and parents. The ability to exchange and participate to higher education institutions is a major facilitator for effective knowledge management in these organizations. The enablers for successful implementation of the knowledge management approach, as well as organizational approach, are perspective, excitement, and actions. Technology also helps with knowledge transmission by facilitating the efficient sharing of implicit and explicit information.

Most universities have their personal information platforms. It will link academics and students globally. Digital communities/organizations, Personal digital assistant, mobile devices, and digital communities/organizations are some of the technologies used by higher education institutions to store and distribute knowledge to employees and students (Learning management systems). Knowledge is divided into 2 categories: "Tacit knowledge" (TK) and "Explicit knowledge" (EK). Tacit knowledge is learned via performing. Tacit knowledge assumes "we know more than we can express." Comprehension of information generates innovative intuitive thought and intuitive understanding, which may frequently solve difficult situations. Learners are motivated to achieve their institution's mission via tacit knowledge growth (KG).

Explicit knowledge is meticulously organised and kept in databases, and it is accessible using sophisticated information systems. This form of knowledge has the benefit of being readily available to others. As a result, it is recycled to solve similar situations. Explicit knowledge is information that has been recorded and may be used to support conceptual assumptions. It is simple to codify, communicate, and convey to learners (LK). It may be stated in a formal, common language using various techniques (MK) to transfer application knowledge (AK), such as formulae, equations, regulations, concepts, and best procedures. Tacit and explicit knowledge create knowledge outcomes (OK) and guide humans from crude knowledge to strategic knowledge (SK) via various techniques and applications.

Innovations Knowledge of Knowledge Management Strategic knowledge has diffused (KD) into "advanced strategic knowledge" (ASK), which has been divided into 2 criteria: I) "procedural knowledge" (PK) and II) "metacognitive knowledge" (MCK). Procedural knowledge expresses how to accomplish something, inquiry procedures, and formulas

for utilizing abilities, procedures, strategies, and processes. Furthermore, subject-based basic abilities and procedures, understanding of subject-based basic approaches and methodologies, and formula for selecting when to utilize relevant processes are required. Strategic knowledge, information about intellectual activities, comprising suitable conceptual and contextual knowledge, and self-knowledge imbedded to implement, analyze, and assess comprise metacognitive knowledge.

To remain competitive, higher education institutions should guarantee that their outputs are of excellent quality and that their students have a positive educational encounter, which may be done if scholarly knowledge, capital, infrastructure, and inventions can be readily shared between schools. As a result of globalization and marketization, higher education institutions are being forced to reconsider how they educate, do research, and manage their organizations and their different stakeholders. Analysts have been arguing for 4 decades that emerging nations must focus state spending on fundamental education because it provides the best societal benefits. According to World Bank research from 2003, increasing expenditure in higher education prioritizes knowledge economy involvement. It necessitates the capacity to continuously refresh economy and society system, to broaden knowledge and specialized abilities, to successfully participate in knowledge creation and an academic system, to be publicly sensitive, to maintain tight ties with industry, and generate top-notch graduates.

1.1 Knowledge management in research and universities

Knowledge-based institutions encourage great knowledge workers characteristics, such as conceptual, administrative, and practical attributes. Knowledge workers engage in knowledge-gathering activities such as collecting information from a variety of sources, sharing information, disseminating information, preserving information, reusing information, and developing new information. As a result, higher education institutions must foster and support students to pursue research-oriented courses. Higher education institutions that include this process into their curricula will be able to develop knowledge workers. The knowledge workers provide higher education institutions the underlying characteristics:

i.   Knowledge professionals exhibit strong critical thinking, management abilities, and analytical strength, which translates into inventive and creative abilities.
ii. Knowledge workers engage in constant learning, raise knowledge of potentially altering environmental demands, and execute solutions that help organisations stand and thrive.
iii. Knowledge workers instilled confidence in their coworkers and promoted teamwork, interaction, and synchronization.
iv. Knowledge workers analyze risks and are prepared to confront them, as well as being emotionally sophisticated individuals.

1.2 Advantages of Knowledge Management

The underling advantages to education organizations are facilitated by knowledge management:

i.   It enhances services to students, employees, teachers, alumni, and other inner and outside stakeholders.
ii.   It reduces the time required for investigation tasks to be completed.
iii. It promotes the institution to engage in multidisciplinary research.
iv.   It improves reactivity and efficiency in research applications, funding, partnerships, and fresh commercial prospects.
v.   It concentrates on the excellence of research at the organizational level in order to develop emerging researchers.
vi.   It improves the research scholar's efficiency and reactivity.
vii. It cuts down on research time and lowers operational costs.

2. Review of Literature

The basis of the above-prescribed introduction about "*An investigation on awareness and method of knowledge management in various educational institution in city of Nawabs- Lucknow*" It shows that this topic is the subject of discussion from the perspective of the multi-level approach of review regarding developing a conceptual framework. The part of the review of literature is categorized into the following sections:

i. Knowledge management definition

According to Pathirage et al. (2008), knowledge has become one of the most important organizational assets in the corporate world. If a company wants to grow, it needs to invest in knowledge management. According to Yeh (2005), knowledge management comprises the following parts of an organization: selecting knowledge, collecting knowledge, storing, organizing, sharing, and communicating. There are 2 forms of knowledge: tacit and explicit. In the case of explicit, it refers to recorded information, whereas tacit refers to subjective knowledge Harris, *et al,* (2008), Plessis, *et al,* (2007). All of the procedures connected with the identification, exchanging, and expansion of knowledge are integrated in management. This demands mechanisms for constructing and preserving knowledge repositories, as well as nurturing and assisting knowledge exchange and organizational learning. Organizations that best in knowledge management are more probably to consider knowledge as a useful asset and to build organizational norms and values that nurture knowledge

progress and exchange, Plessis, (2007) Chong, (2008). Individual knowledge and organizational knowledge, when it comes to the contribution of competitive advantages, are primarily differentiated by the level or categorization of knowledge. Individual information is entirely contained inside the brain of the individual worker in these sorts of knowledge, whereas institutional knowledge is divided into two categories: explicit and implicit knowledge. Individuals need communicate and exchange implicit (tacit) and explicit knowledge in order to acquire and obtain fresh knowledge, Kamasak, *et. al.,* 2010), Plessis, *et. al.,* (2007). Explicit knowledge may be documented and shared via information technology, but tacit knowledge is held in the minds, attitudes, behaviors, and perceptions of individuals. A vast number of firms are becoming information-driven in this knowledge era in order to obtain, retain, or succeed at a highly competitive benefit. Knowledge management, corresponding to (Elias M Awad *et al.,* 2008), is an efficient method of obtaining, distributing, utilizing, renewing, and modernizing knowledge in order to achieve a company's objectives. According to Petrides et al., (2003), knowledge management consists of the following key elements: fresh knowledge production, knowledge distribution, knowledge implementation, organizational culture, and technology tools. Humans are using these tools to give high-quality education. The term "knowledge management" encompasses a wide range of methods, practices, dissemination, methodologies, systematic, flawless methodical, formal, and informal procedures. Bennet, *et. al.,* (2008) describe the knowledge management practice as being linked to knowledge development, knowledge retention, information sharing, and usage, as well as finding the appropriate knowledge sharing technologies to encourage academicians to collaborate.

ii. Awareness of knowledge management

The primary goal of education is to enable people to behave oneself in life and engage with their own humans in the kindest manner feasible. As a result, the educational institution must adjust a few of the procedures that, although required at the time of Humboldt, are now ineffective for the same growth. Educational institutions and community never coexist; consequently, if the knowledge society claims to be such, it must start opening. The primary goal of perpetual education should be to maintain this constant link between knowledge and social behaviors (lvarez-Cedillo, et al, 2020). Knowledge management implications, stated by Thorn (2001), are a very wide field those educational institutions must comprehend. As a result, the "National Knowledge Commission" (NKC) has recognized the significance of "knowledge management," and the Indian authority has formed the "National Knowledge Commission." To address the existing and prospective issues of community, the National Knowledge Commission must address these aspects of higher education policies: financing, legal structures, syllabus, corporate sector engagement, educational norms, and research. Nevertheless, using information technology and knowledge management to gain marketplace share is a huge problem for the corporate sector. To develop a successful learning environment, educational authorities and instructors have begun using knowledge management. It broadens their expertise in order to better assist their objective.

iii. Knowledge management in Higher education

Higher education institutions face numerous obstacles in the knowledge economy, including the need to replenish societies and economies, expand knowledge and specialized skills, participate efficiently in "knowledge production," collaborate with business, research labs, and other organizations, and generate high-quality graduates (Kok, *et. al.,* 2007), (Abdullah, *et. al.,* 2007). Academies are society's principal tools for the never-ending quest of knowledge. In educational organizations, knowledge management must give a collection of issues for connecting individuals (students, professors, investigators, corporate and industry, exterior bodies) to technological methods. It also considers how organizations may support methods and practices that assist various actors in sharing, managing, and using their knowledge (Yeh, *et. al.,* 2005). In higher education institutions, there are two approaches on knowledge management, (Yeh, Y, 2005), (Kok, A, 2007), i) The major objective of universities is to produce academic knowledge as a result of studying and teaching activities. ii) Organizational knowledge means understanding an institution's general operations, including its strengths, limitations, strategies, essential success factors, links with research centers, and so on. Discovering or acquiring knowledge (research), disseminating or sharing knowledge (teaching), and preserving application knowledge are all examples of knowledge management activities (libraries, repositories). On the other hand, if the organization does not have an approach and a culture of producing, sharing, and cooperation among the numerous players within the company, these challenges will be overlooked, (Suciu, M., Piciorus, L., et al, 2012), (Fritzche, A., Germany,C). Benefits on i) strategic planning, ii) student and alumni services, iii) research processes, iv) curriculum creation processes, and v) administrative services may all be classed as knowledge management methods in higher education (Kidwell, J.J., et al, 2000). Faculty growth, research, curriculum advancement, student teaching and learning procedures, total control of institutional procedures such as enrolment, and tactical forecasting including such organization marketing, placements functionality, and so on can all benefit management learning organizations. It is becoming essential to use knowledge management methods in curriculum advancement to meet the rising demand for program design and delivery to fulfil the alike objectives of significance and quality in human resource progress, as well as to guarantee that instructional learning procedures generate an atmosphere favorable to innovation and creativity (Agarwal S., et al, 2008). Knowledge management implications, according to Thorn (2001), are an extremely broad field those educational institutions must

comprehend. As a result, the "NKC" has recognized the significance of knowledge management, and the Indian authority has formed the "NKC." To address the existing and future issues of society, the National Knowledge Commission must address the following facets of higher education policies: financing, regulatory frameworks, curriculum, private sector engagement, educational guidelines, and research. However, using information technology and knowledge management to gain market share is a huge problem for the corporate sector. To develop an effective learning environment, educational administrators and instructors have begun implementing knowledge management. It broadens their expertise in order to better assist their objective.

iv. Higher education in the knowledge economy

According to Birgenean (2005), higher education institutions have faced several obstacles in this quickly shifting worldwide context. Birgene (2005) stated that education organizations are increasingly intimately linked with the globe in the twenty-first century, and that these universities may obtain the finest of knowledge, imagination, and invention, which are fundamental parts of thriving civilizations. Bloch (in Duderstadt, 2005) described the globe as being in a "modern era of knowledge," in which "the fundamental strategic asset required for success has become knowledge altogether, requiring trained individuals to innovate." Higher education institutions will face various and increased outside pressures as a result of globalization now and for the future, and higher education institutions have been under pressure to adapt to this worldwide unification for years. Bloom (2005) and Scott (2005) identified two fundamental characteristics of what authors referred to as "21st-century globalization.") The 'knowledge society' tendencies have picked up speed. The growth of knowledge and interaction technology, which was followed by a cultural revolution, is one of these tendencies. Uncertainty may be evident in the classification of a person into gender roles, occupations, social affinities, and professions owing to the accelerated process and development.

3. Objectives

i. To find out the difference between the education qualification and their knowledge management of institutions.
ii. To analyze the relationship between the knowledge management and strategic management.
iii. To study the relationship between knowledge management and Innovations Knowledge.
iv. To analyze the relationship between the knowledge management and knowledge growth.

4. Methodology: Strategy for Collection and Analysis of Data

The research is established on quantitative primary data, which was accumulated across field visits in Lucknow's sample areas. Primary data is acquired from 265 educational institutions in Lucknow's sample regions using random sampling procedures. Furthermore, the research focuses on the analysis of secondary data from earlier studies in order to investigate knowledge management in India. Both primary and secondary data support the paper's goals for bettering the interpretation of results. As a consequence, both primary and secondary data provide a more accurate picture of awareness and knowledge management in Lucknow's educational institutions.

Analytical Statistical Tools for Primary Data

Primary data is analyzed by descriptive statistics about the awareness and method of knowledge management in an educational institution in Lucknow as well as objectives of the study are justified by the Correlation and Descriptive and ANOVA statistical test (Table I)

Table I: Analytical Framework of Objectives

Sr. N.	Objective	Used Statistical Test	Description
1.	To find out the difference between the education qualification and their knowledge management of institutions.	Descriptive	In a research study, descriptive statistics are utilized to define the primary aspects of data.
2.	To analyze the relationship between the knowledge management and strategic management.	Correlation	Correlation is a statistical concept that describes how closely two variables move together.
3.	To study the relationship between knowledge management and Innovations Knowledge.	Correlation	Correlation is a statistical concept that describes how closely two variables move together.
4.	To analyze the relationship between knowledge management and knowledge growth.	Correlation	Correlation is a statistical concept that describes how closely two variables move together.

As a result, the study's methodological approach provides a foundation for examining knowledge management awareness and methods in educational institutions in Lucknow. Because the research effort is mostly focused on quantitative techniques owing to the nature of the study, there are certain limits to the study due to the number of sample populations and data gathering methodology. As a result, the goal of the study is wide and include concerns such as knowledge management awareness and methods at educational institutions in Lucknow.

5. Results and Interpretations

The section on results and interpretations emphasizes the knowledge management in various educational institution (Table II):

Table II: Descriptive Table

Descriptive

Knowledge management

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Diploma	125	16.2640	6.21412	.55581	15.1639	17.3641	6.00	30.00
Graduation	56	13.0000	2.52982	.33806	12.3225	13.6775	8.00	18.00
Post-graduation	30	17.0000	2.49136	.45486	16.0697	17.9303	12.00	20.00
Others	54	15.6481	4.67897	.63673	14.3710	16.9253	9.00	22.00
Total	265	15.5321	5.13897	.31568	14.9105	16.1537	6.00	30.00

Descriptive table II contains some extremely helpful descriptive data, such as the mean, standard deviation, and 95 percent confidence intervals for the dependent variable for each individual group (graduate, postgraduate, diploma, and others) and when all groups are combined (Total). These statistics will come in handy when the researcher require to explain your statistics.

Table III: ANOVA Table

ANOVA

Knowledge management

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	491.375	3	163.792	6.597	.000
Within Groups	6480.603	261	24.830		
Total	6971.977	264			

Table III exhibits the outcomes of the ANOVA analysis as well as whether or not there is a statistically significant difference between our group means. The researcher can observe that the significance value is 0.000, which is less than 0.05, indicating that there is a significant difference in the mean length of time to finish the spreadsheet problem between educational qualification and institutional knowledge management.

Table IV: Correlation Table

Correlations

		Knowledge management	Strategic management	Innovations Knowledge	Knowledge growth
Knowledge management	Pearson Correlation	1	.860**	.542**	.425**
	Sig. (2-tailed)		.000	.000	.000
	N	265	265	265	265
Strategic management	Pearson Correlation	.860**	1	.733**	.629**
	Sig. (2-tailed)	.000		.000	.000
	N	265	265	265	265
Innovations Knowledge	Pearson Correlation	.542**	.733**	1	.969**
	Sig. (2-tailed)	.000	.000		.000
	N	265	265	265	265
Knowledge growth	Pearson Correlation	.425**	.629**	.969**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	265	265	265	265

**. Correlation is significant at the 0.01 level (2-tailed).

The above table IV defines the correlation between the Knowledge management and Strategic management, innovations knowledge and knowledge growth they all are statistically significantly correlated between the Knowledge management and Strategic management, innovations knowledge and knowledge growth because the sig value is >0.000, (i.e., sig value is more than 0.05).

6. Discussion and Conclusion

The management of investigation by education organisations/institutions is getting more strategic by the day. In order to thrive and prosper in a challenging worldwide economy, educational institutions should concentrate on generating and nurturing knowledge workers. As a result, educational institutions should determine the knowledge aspects required to deliver high-quality research-based courses that prepare students to become knowledge workers. So as to maintain and develop their knowledge capital, educational organizations also require students and teachers who are devoted to constant learning. In addition to educate knowledge workers, educational institutions must focus on strategically knowledge, procedure and improvement of metacognitive knowledge, and the procedure of comprehending, implementing, analyzing, and developing thoughts. Those who possess these abilities will always be in demand. The researcher looked at the effects of knowledge management on different educational institutions. Currently, educational qualifications have a huge influence on knowledge management. The influence of educational qualifications on knowledge management was demonstrated through statistical research, as shown in Table 5. Because the sig value is >0.000, there is a statistically highly significant correlation between Knowledge management and Strategic management, innovations knowledge, and knowledge growth (i.e., sig value is less than 0.05). The descriptive table 3 includes some incredibly useful descriptive statistics for each individual group, such as the mean, standard deviation, and 95 percent confidence intervals for the dependent variable (graduate, postgraduate, diploma, and others). The outcomes of this investigation are supposed to promote to the growing area of literature on knowledge management in different educational institutions, especially in terms of its negative effects on educational qualification. Many knowledge learners are poorly structured in respect to their studies' varied curricula, and the link between the several knowledge facts to which they may have access is not well described. The other 2 sections of knowledge management, namely the construction of a knowledge environment and the acknowledgement of knowledge as a form of management innovation, pose a bigger difficulty, albeit there is still room for significant advancement.

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