INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT & MANAGEMENT

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5.   **KEYWORDS**: Abstract must be followed by a list of keywords, subject to the maximum of five. These should be arranged in alphabetic order separated by commas and full stops at the end.

6.   **MANUSCRIPT**: Manuscript must be in **_BRITISH ENGLISH_** prepared on a standard A4 size **_PORTRAIT SETTING PAPER_**. It must be prepared on a single space and single column with 1" margin set for top, bottom, left and right. It should be typed in 8 point Calibri Font with page numbers at the bottom and centre of every page. It should be free from grammatical, spelling and punctuation errors and must be thoroughly edited.

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9.   **MAIN TEXT**: The main text should follow the following sequence:

    INTRODUCTION

    REVIEW OF LITERATURE

    NEED/IMPORTANCE OF THE STUDY

    STATEMENT OF THE PROBLEM

    OBJECTIVES

    HYPOTHESES

    RESEARCH METHODOLOGY

    RESULTS & DISCUSSION

    FINDINGS

    RECOMMENDATIONS/SUGGESTIONS

    CONCLUSIONS

    SCOPE FOR FURTHER RESEARCH

    ACKNOWLEDGMENTS

    REFERENCES

    APPENDIX/ANNEXURE

    It should be in a 8 point Calibri Font, single spaced and justified. The manuscript should preferably not exceed **_5000 WORDS_**.

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- All works cited in the text (including sources for tables and figures) should be listed alphabetically.
- Use (**ed.**) for one editor, and (**ed.s**) for multiple editors.
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- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
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CONTRIBUTIONS TO BOOKS
- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES
- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS
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KNOWLEDGE MANAGEMENT & MOBILIZING KNOWLEDGE IN EDUCATION BY FOLLOWING CASE STUDY OF YU;GI-OH WORLD

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THANE

ABSTRACT

Knowledge Management is an important field that promotes the creation, capture, sharing & application of organizations knowledge. The most vital resource of today's enterprise is the collective knowledge residing in the minds of employees ,customers, &vendors.Knowledge management is fast becoming a commercial necessity for many educational institutes, & organizations, for managing their intellectual assets and geting competitive advantage. Individual and organizational knowledge is difficult to value and therefore difficult to manage. Knowledge Management (KM) is an important sector of human resource management. Knowledge management is the process of transforming information and intellectual assets into enduring value. It connects people with the knowledge that they need while taking decisions. In the corporate sector, managing knowledge is considered key for breakthrough competitive advantage, better decision making, improving cycle time, accelerating innovations and increase in profits. The paper tries to focus on the need of KM. in the non-profit sector-educational institutes as these are 'knowledge centers'. Therefore, efficient and successful knowledge management may improve the performance of institutes. The paper also emphasizes on the implementation of important technique of KM used in YU;GI-OH WORLD which gives importance to the mobilization of Knowledge required in Education Institutes also.

KEYWORDS
Knowledge ,Knowledge management, Knowledge Mobilization.

KNOWLEDGE MANAGEMENT
Knowledge management is the process of transforming information and intellectual assets into enduring value. It connects people with the knowledge that they need to take action, when they need it.

In the corporate sector, managing knowledge is considered key to achieving breakthrough competitive advantage and increases their profits. The non-profit sector-educational institute also needs knowledge management because they are 'knowledge center'. Therefore, efficient and successful knowledge management may improve the performance of institutes.

CLASSIFICATION OF KNOWLEDGE MANAGEMENT
Most literature on KM classifies knowledge into two main categories: explicit knowledge and tacit knowledge.

EXPLICIT KNOWLEDGE
Explicit knowledge is documented information that can facilitate action. It can be expressed in formal, shared language. Examples include formulas, equations, rules, and best practices.
Main Features of Explicit knowledge is:

- Packaged   ● Communicable
- Transferable   ● Easily codified

TACIT KNOWLEDGE
Tacit knowledge is know-how and learning embedded within the minds of the people in an organization. It involves perceptions, insights, experiences, and craftsmanship.
Main Features of Tacit knowledge is:

- Personal   ●Difficult to formalize   ●More difficult to transfer
- Context-specific   ●Difficult to communicate

Most educational activities require the guidance of both explicit and tacit knowledge**.**
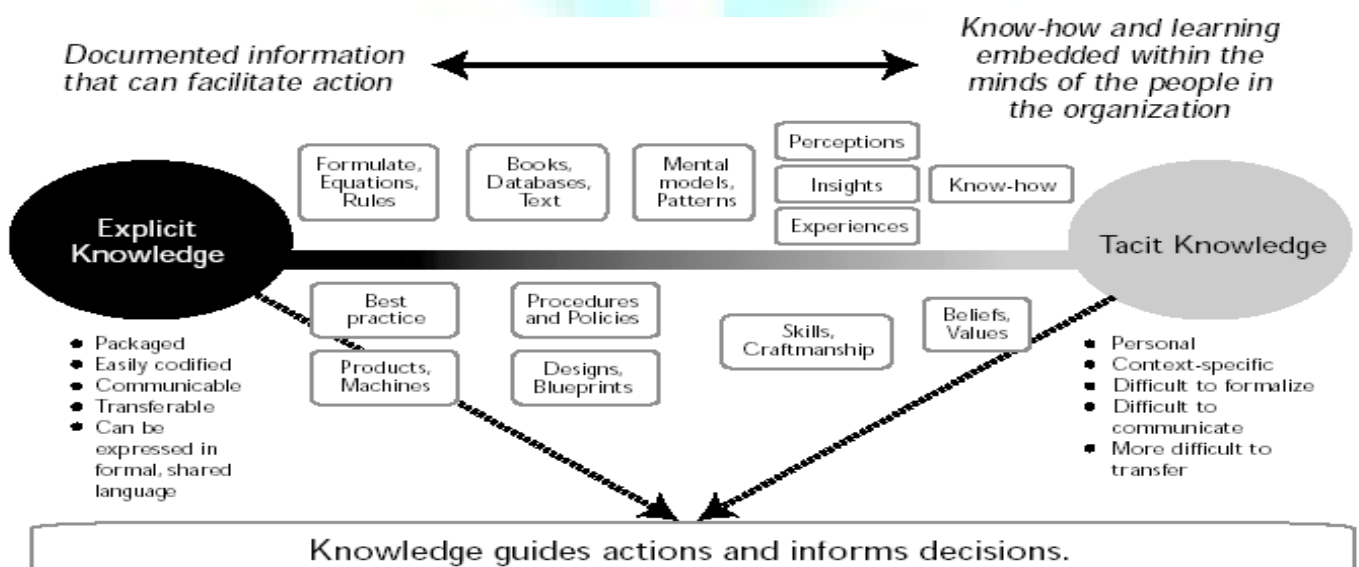
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KNOWLEDGE MANAGEMENT IN EDUCATION

Are the concepts of knowledge management (KM) applicable to colleges and universities? Some would argue that sharing knowledge is their job duty &right. If that is the case, then the education sector should be replete with examples of institutions that leverage knowledge to spur innovation, improve customer service, or achieve operational excellence. However, although some examples exist, they are very few. Knowledge management is a new field, and experiments are just beginning in education. We believe there is tremendous value to higher education institutions that develop initiatives to share knowledge to achieve business objectives. This paper outlines the basic concepts of mobilization of knowledge management as it is applied in the corporate sector, considers trends, and explores how it might be applied in education and whether education is ready to embrace it.

HOW DOES KNOWLEDGE WORK IN ORGANIZATIONS?

Knowledge originates in individuals, but it is embodied in teams and organizations. In an organization, examples of explicit knowledge are strategies, methodologies, processes, patents, products, and services. Examples of tacit knowledge in an organizational context are skills and competencies, experiences, relationships within and outside the organization, individual beliefs and values, and ideas. Knowledge also is embedded in work. processes, and it exists in all core functions of an organization as well as in its systems and infrastructure. Effective knowledge management programs identify and leverage the know-how embedded in work, with a focus on how it will be applied. The challenge in knowledge management is to make the *right* knowledge available to the *right* people at the *right* time.

APPLYING KM IN EDUCATION

Using knowledge management techniques and technologies in education is as vital as it is in the corporate sector.If done effectively, it can lead to better decision-making capabilities, reduced" product" development cycle time (for example, curriculum development and research), improved academic and administrative services, and reduced costs .Consider the number of faculty and staff who possess institutional knowledge.

For example, what if institution does not have a faculty member who has led successful curriculum revision task forces? Department staff who know how to navigate the complex proposal development or procurement processes? Or a special assistant to the chairman who has generated useful reports that principal or department head could use to develop their own strategic plans? Relying on the institutional knowledge of unique individuals can hamper the flexibility and responsiveness of any organization. The challenge is to convert the information that currently resides in those individuals and make it widely and easily available to any faculty member, staff person, or others. An institution wide approach to knowledge management can lead to exponential improvements in sharing knowledge—both explicit and tacit and the subsequent surge benefits. Knowledge management applications could benefit a number of institute processes and services: the research process, curriculum development process, student and alumni services, administrative services, and strategic planning.

Is education ready to embrace knowledge management? A key ingredient in an institution's readiness to embrace knowledge management is its culture—the beliefs, values, norms, and behaviors that are unique to an organization.

Informally, it is the unwritten rules or "how things really get done."Education is moving from the old culture that considers, "What's in it for me?" to a new culture that says, "What's in it for our customer?" And it is developing a culture that is ready to embrace knowledge management. As institutions launch knowledge management initiatives, they can learn lessons from their counterparts in the corporate sector. Some key points to remember are:

• *Start with strategy*. Before doing anything else, determine what we want to accomplish with knowledge management.

• Organizational infrastructure—human resources, financial measurements of success, and information technology—should support knowledge management. *Think of technology as an enabler, and measure the impact of KM* in financial terms, such as cost reductions, customer satisfaction, and speed to market.

• *Seek a high-level leader for the initiative*—someone who believes in its benefits and who can advocate as needed.

• *Select at project for knowledge management*—ideally one with high impact on the organization but of low risk to build credibility for knowledge management. If possible, make the project that participants will enjoy and find rewarding.

• *Develop a detailed action plan for the projectt* that defines the process, the IT infrastructure, and the roles and incentives of the project team.

• After the project *assess the results and refine the action plan.*

APPLICATION AND BENEFITS OF KM FOR THE CURRICULUM DEVELOPMENT PROCESS

Benefits

• *Enhanced quality of curriculum and programs by identifying and leveraging best practices and monitoring outcomes.*

• *Improved speed of curriculum revision and updating.*

• *Enhanced faculty development efforts, especially for new faculty.*

• *Improved administrative services related to teaching and learning with technology.*

• *Improved responsiveness by monitoring and incorporating lessons learned from the experiences of colleagues, student evaluations, and corporate or other constituent input.*

• *Interdisciplinary curriculum design and development facilitated by navigating across departmental boundaries.*

Knowledge Management Application

• *Repository of curriculum revision efforts that includes research conducted, effectiveness measures, best practices, lessons learned, and so forth.*

• *Repository of content modularized and arranged to facilitate interdisciplinary curriculum design and development.*

• *Portal of information related to teaching and learning with technology, including facultydevelopment opportunities, outcomes tracking, lessons learned, best practices, technology overviews, and so forth.*

• *Information in each disciplinary area, including updated materials, recent publications, applicable research, and so forth.*

• *Repository of pedagogy and assessment techniques, including best practices, outcomes tracking, faculty development opportunities, and research.*

• *Repository of analyzed student evaluations updated each semester for lessons learned and best practices for all faculty.*

• *Portal for new faculty with guides for developing curriculum, working with senior faculty ,establishing effective teaching styles, advising do's and don'ts, supervising PhD students,and so forth.*

• *Repository of corporate relationships to identify curriculum design advisory task forces, guest speakers, adjuncts, case study sites, and so forth.*

APPLICATION AND BENEFITS OF KM FOR STUDENT AND ALUMNI SERVICES

Benefits

• *Improved services for students.*

• *Improved service capability of faculty and staff.*

• *Improved services for alumni and other external constituents.*

• *Improved effectiveness and efficiency of advising efforts (to integrate fragmented efforts undertaken by faculty ,academic support staff, student services staff.*

Knowledge Management Application

• *Portal for student services for both students and for faculty and staff at the institution so that they are well informed to advice students. Infor mation could include policies and procedures related to admissions, financial aid, registration, degree audit, billing, payment process, advising and tutoring, housing, dining, and other services.This portal could be personalized for individual schools or student groups to customize service offerings.*

• *Portal for career placement services (potentially part of a large portal for all corporate connections) to provide a one-stop service center for students, but also for faculty and staff to ensure they are informed.*

• *Repository of student affairs services for faculty and staff to ensure all constituents understand existing services and can provide proper advising.*

• *Portal for alumni and development services to minimize redundant efforts; capture contact reports;and link to research, curriculum, and career development efforts.*

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• Portal for information on outreach constituents to integrate efforts and minimize redundant efforts.service to research. Knowledge managementshould not strike higher education institutions as a radically new idea; But implementing knowledge management practices wisely is a lesson that the smartest organizations in the corporate and not-for-profit sectors are learning all over again.

CHALLENGES TO IMPLEMENTING KM

There are obvious challenges to the implementation of KM. The Knowledge Management magazine IDC survey (Dyer and McDonough, 2001) documents the following:

--Employees have no time for KM (41.0%)
--Current culture does not encourage sharing (36.6%)
--Lack of understanding of KM and benefits (29.5%)
--Inability to measure financial benefits of KM (24.5%)
--Lack of skill in KM techniques (22.7%)
--Organization's processes are not designed for KM (22.2%)
--Lack of funding for KM (21.8%)
--Lack of incentives, rewards to share (19.9%)
--Have not yet begun implementing KM (18.7%)
--Lack of appropriate technology (17.4%)
--Lack of commitment from senior management (13.9%)
--No challenges encountered (4.3%)

LIST OF TECHNIQUES

1. **On site observation**: Onsite observation gives the knowledge to the students within the working world of the expert, in the form of visuals and live exposures.
2. **Brainstorming:** Brainstorming is an unstructured approach to generate ideas about a problem for a creative solution. E.g.: group discussions, meetings.
3. **Delphi method**: It is a survey of experts. A series of questionnaires are used to pool the expert's responses in order to solve a difficult problem. E.g.: Need based curriculum of MSBTE.
4. **Decision Tree**: It is an alternative solution in the decision making graphic tool used to evaluate each alternative solution in the decision-making
5. **Protocol Analysis**: Sometimes the experts may or may not be able to deliver the knowledge to satisfy the knowledge seeker, then the best method is to adopt the alternative ways. E.g.: Synchronization of theory and practical sessions.
6. **Decision making techniques**: It identifies and selects a course of action to deal with a specific problem. E.g.: Organization of an event such as competitions, conferences and training programs.
7. **Consensus decision-making**: Involves making a choice from available or generated alternatives. E.g.: In a meeting, the consensus of all the members of the committee don't come to the same conclusion, because of differences, but commitment of the members to the implementation of the solutions is assured.
8. **Nominal group technique (NGT):** An alternative to consensus technique the nominal group technique provides an interface between consensus and brainstorming. E.g.: Governing body committee, Board of studies of autonomous polytechnics.
9. **Concept mapping**: It is unique tool to represent the knowledge in graphs. This tool helps in designing complex structures to design large websites. It consists of nodes and links. Nodes represent a concept and a link represents the relationship between the concepts. E.g.: figure showing the relationship between explicit and tacit knowledge.
10. **Black boarding**: Bringing a group of experts together in a room to solve a problem using the blackboard as their workspace. The essence of this technique is the independence of expertise in an atmosphere that discourages compliances or intimidation.
11. **Problem solving**: It is an important skill, which determines whether a problem is solved properly or not. This also depends on the individuals ego state. This skill is required at all levels-institute heads, staffs, supervisors, students at different categories in engineering and non engineering sections.

CASE STUDY-V.P.M'S POLYTECHNIC AS KNOWLEDGE CENTER

V.P.M's polytechnic is a well renowned self-financed polytechnic in educational sector in Maharashtra. This institute works with the mission of **"Imparting creative learning through innovative methodologies to expose the talents"** since from its inception (1983).

The knowledge workers (seekers) and knowledge seekers had together developed a good KM system.The perception of Knowledge Management among academic staff is that their work involves managing knowledge. So they are the managers of their own knowledge and hence are already involved at some level in KM. The different recipes are to be used to transform ignorance into knowledge. Faculty use al technology and tools   to transfer the knowledge to students. Environment developed in the institute not only helps in knowledge transaction but also provides all opportunities to manage and develop knowledge to each individual.

Certain techniques adopted by the institution are…

1. Conductive and friendly environment helps to develop good relationship among staffs and between staffs and students. This provides a path for smooth transaction of knowledge.
2. Each individual operates in his or her own empowered space and establishes a bond with others through a strategic vision of the institute.
3. Provision of electronic tools-Internet, Intranet, Wi-Fi connection, Open source operating system (Linux system) administration along with good infrastructure. Dynamic website provides easy access to databases and e-journals.
4. Library which is an 'Information center also promotes relationship in and between libraries and between library and user, to strengthen knowledge sources.
5. Sustaining the synergic relationships with all stakeholders of the institute –DTE, MSBTE, Management, industries, parents etc.
6. Developing learning resources like lab manuals, question banks, note to improve the quality of output through MIPP by adopting Concept mapping.
7. On site observations provides exposure to practical field-Industrial visits, training programs, workshops are arranged for the students on the upcoming field of engineering.
8. By encouraging training programs, industrial training programs and workshop opportunities are provided to update the teacher's knowledge.
9. For effective teaching theory sessions are synchronized with practical sessions thereby adopting Protocol Analysis tool and Black boarding.
10. For development of soft skills-Paper presentation, quiz, debate, competitions and cultural activities are conducted.
11. Activities of Professional societies such as ISTE students and staff chapters, Computer Society Of India provides good exposure to students as well as staffs.
12. Enhancements of knowledge and performance platforms created through National seminars, conferences.
13. Brain storming technique and Decision making techniques adopted on departmental monthly meeting helps to generate ideas about a problem and to get a creative solution.
14. Institute successfully organizes events such as national seminars, competitions, conferences and training programs are as Decision making techniques are adopted by individual/groups.(Nominal group techniques.
15. In spite of consensus of members, each committee will assure to the implementation of the solutions(Consensus decision-making)
16. Self-appraisal and Feedback technique adopted helps to improve each individual to excel in his work.
17. Rewarding of good performance of staff as well as students encourages KMS members.

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18. Social responsibilities-Energy park, Synergy group, Blood donation camps etc.
19. Knowledge workers are in very long service that helps to sustain goals and objectives of the institutes.
20. Continuing education programs such as Ad. Dip. in Industrial safety, Ad. Dip. in Computer software. Ad. Dip. in Energy management and audit, etc. International Collaboration with Northern College, Canada provides continuing education in Canada as well as placements.
21. Strong bond of Alumni leads to participation in institutional activities-placement, projects and expertise lectures.
22. Advancement e-tool such as Video conferencing facility in the institute helps to arrange guest lectures of global faculty.

BENEFITS OF KNOWLEDGE MANAGEMENT IN POLYTECHNIC

BENEFITS FOR INSTITUTION
Generating academic experts
Good results
Recognition state wise and global wise.
Sponsorships and financial aids.
Better industry-institute interaction
Loyal services.
Improved administrative services.

BENEFITS FOR FACULTY
Enhanced faculty development efforts for new faculty.
Improved service capability of faculty and staff.
Improved teaching methodologies.
Introduction of new engineering fields.
Opportunities for leader qualities.
Improved responsiveness by experiences of colleagues.
Recognition in the society

BENEFITS FOR STUDENTS
Improved services for students.
Development of soft skills.
Exposure to e-tools.
Improved responsiveness from the experiences of alumni.
Opportunity to learn from guest lectures of global faculty
Recognized students of reputed institution.

CHALLENGES FOR IMPLEMENTING KM IN POLYTECHNIC

Challenges observed by V.P.M'S Polytechnic during the implementation of KM. Some of them are following:
- Staffs and faculty lack time for KM due to academic activities.
- Competitive environment does not encourage sharing
- Constraints in understanding KM and its benefits.
- Inability to measure financial benefits of KM
- Lack of skill/.hesitation to develop in Km techniques.
- Limitation in funding
- Lack of incentives, rewards to share.
- Some faculties are satisfied with short term goals.
- Lack identification of opportunities for KM.

V.P.M's Polytechnic as an educational institute is striving to overcome these challenges in order to reap the benefits of KM for the growth and to sustain the vision "Ensuring quality technical education to society".

As institutes find innovative ways to overcome these unique challenges, the success stories of these knowledge centers will redefine the way knowledge is managed in businesses.

KNOWLEDGE MOBILIZATION

"Many of us practice knowledge mobilization in some form every day – we just don't realize it." – In an era of shrinking funds and increased demand for research. This holds true for an academic researcher or a community non-profit organization. It is necessary to learn methods to enhance knowledge mobilization, a key component of any KM application.

EVOLUTION OF KNOWLEDGE MOBILIZATION (KMB)
Knowledge mobilization, or KMb, can be defined as the complex process of making what we know, ready for service or action to deliver value. Another commonly used definition is "getting the right information to the right people in the right format at the right time so as to influence decision making" .

The current evolution of knowledge mobilization goes beyond knowledge as a thing. Knowledge is now viewed as a flowing between and among various individuals and networks. Knowledge management incorporates many concepts.

Today's knowledge management initiatives are part of the job, not just an "add-on" to the current workload of employees. The top reasons why KMb is important are as follows:

1. A greater sense that the value of the knowledge that is produced must be shared with others
2. The changing nature of expertise - there are more people in more places who are specialists
3. The growing demand for collaboration and co-creation – a greater sense that the value of the knowledge that is produced must be shared with others
4. New generational norms
5. An inflation of expectation of results
6. Granting agencies require it

Knowledge mobilization can take many forms. Tools for knowledge mobilization include events; publications; meta tools such as needs assessment studies, experimental projects, and developing reference materials; sustainability approaches such as advisory boards, discussion forums and expert networks; and KMb and learning, which includes collaborative exploration, distance learning, and   co-op arrangements. At the core of choosing appropriate KMb methods is determining the ones that are complementary, gives the most value, and thus are more useful for the recipient of the knowledge. Appropriate KMb methods will take into account the message that is being delivered and should reflect not only the type of new knowledge, but also the audience for that knowledge.

In the beginning of the process, KMb included a list of traditional activities such as   workshops ,bulletins and conferences. However, this evolved into a commitment to share new knowledge among partners rather than have one group produce the knowledge, and others receive it. The team recognized the importance of establishing trust, and made sure KMb was an integrated underlying thrust of the final project, not just a required section of the application.

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Discovery Workshops help determine research priorities for each community. Knowledge syntheses distill current academic literature into practical tools understood by those of varying backgrounds. Case studies highlight success stories that provide examples of business practices that can benefit others, and annual conferences inform a wide range of practitioners, policy makers, and academic researchers about innovative approaches to community economic development.

MOBILIZING KNOWLEDGE IN A WAY OF YU;GI-OH WORLD

The paper emphasizes on the techniques adopted for mobilization of KM in *Yugioh*, a *manga* (comic) and *anime* series that relies on a blend of the real and virtual, and the interpenetration of the other world of multi referential fantasy with the everyday social lives of children. In this paper, I describe how the fantastic and other worldly characters and narratives of the *Yugioh* pantheon are part of the everyday constructions of identity and social relations among children, adult fans, and media industries. **Yugioh ties together people, commodities, and images in a complex media mix**. In this *Yugioh* KM networks extend beyond the texts themselves, the creators of the texts, develops the consumers, to include a wide range of social actors that repackage, appropriate, and perform *Yugioh* in often unexpected ways. Yugioh successfully implemented km techniques .It is a great achievement for company that through mobilization of KM at various stages i.e from cards development, serial production on T.V.,various product development,rules formats preparation, connectivity between various formats such as cards, T.V., video games, application at various stages, that company could get commercial success.This successful implementation of KM with effective mobilization of knowledge at various stages with such diverse products & customers that gave commercial success to the company has been main reason for selecting this case study as an example for following in other organizations.

YUGIOH

Yugioh was the most popular media mix content among elementary age boys in Japan in the years from 2000-2002. The *Yugioh* manga series has also spawned a television animation, its own immensely popular card game, over ten different video game versions, and character goods ranging from T-shirts to pencil boxes. One survey in 2000 of three hundred students in a Kyoto elementary school indicated that by the third grade, every student owned some *Yugioh* cards (Asahi Shinbun 2001). The *Yugioh* animation was released in the US in 2001, and now the card game has overtaken *Pokemon* in popularity.

Yugi representing one pole of kindness and fraternity and Kaiba representing an opposing pole of ruthless individualism.

The series focuses on a card game Magic and Wizards,..In the *manga* and animation, players engage in lengthy duels where they pit monster, magic and trap cards against each other in dramatic play, often involving technologies that render the dueling monsters in 3D.These fantastic creatures are rendered in the everyday world with more and more fidelity through advancing virtual reality technologies. The series began by **mapping a contact point between the** world of the monsters and the human characters in the threat of psychological horror;

YAMI

Yugi's special powers could hurl his opponent into a 'world of darkness' inhabited by the monsters depicted in the playing cards. Eventually, the (fictional) creators of the card game develop technologies that render the monsters in fully-interactive 3D, inflicting real-life pain as their monsters attack each other and the players. The *anime* depicts real and virtual worlds in constant and dynamic contact. **Human players in the *manga* mobilize monsters in their everyday world, and kids in "real life" mobilize these same monsters in their play with trading cards and game boys. The activities of children in our world thus closely mimic the activities and materiality's of children in Yugi's world.** They collect and trade the same cards and engage in play with the same strategies and rules. Scenes in the *anime* depictYugi frequenting card shops and buying card packs, enjoying the thrill of getting a rare card, dramatizing everyday moments of media consumption in addition to the highly stylized and fantastic dramas of the duels themselves.

Just as in the *anime*, the focus of dramatic action for kids is moments of card play. Most owned versions of the game boy game, read the *manga* at least periodically, and watched the TV show. Some participated in Internet groups that exchanged information and *Yugioh* goods. But the most popular is the card game. All of the boys had some kind of collection of cards that they treasured. They exploit gaps in dominant systems of meaning and mainstream commodity capitalism, mobilizing tactics that are a thorn in the side of those relying on mass marketing and distribution. Card *otaku*, who buy and sell cards through alternative networks, even to the extent of creating counterfeit or original cards, are considered a threat to normalized capitalist relations.

Yugioh cards have been released in a variety of forms, including ready-to-play packs, vending machine versions, and limited release versions packaged with game boy software, in books, and distributed at trade shows. The most common form of purchase is in five card packs costing ¥150. A new series of these five card packs is released every few months. When purchasing a pack of cards, one doesn't know what one will get within the fifty or so cards in a series. Most card packs have only "normal" run of the mill cards, but if you are lucky you may get a "rare," "super rare," "ultra rare," or perhaps even an "ultimate rare" card in one of your packs.One kind of *otaku* knowledge is known as *sa-chi* "searching" which are methods with which card collectors identify rare card packs *before* purchase. Collectors meet with each other on rounds of convenience stores sharing tips and techniques. Now these tips are posted on numerous web sties soon after the new packs hit the shelves. These web sites post detailed photos highlighting and describing minute differences in packaging such as the length of the ridges along the back of the card pack, or slight differences in printing angle and hue.

The salesperson is amused but slightly annoyed, and it takes some negotiating to get him to open all three boxes. My companions pride themselves on their well trained fingertips that enable them to identify the key card packs. They teach me a few tricks of the trade, but clearly this is a skill born of intensive practice. After identifying all the rare, super rare, and ultra rare cards in the store, they head out to clear the other neighborhood shops of rarecards before daybreak, when run of the mill consumers will start purchasing.Single cards, often purchased in these ways, are sold at card shops and on the Internet. In city centers in Tokyo there are numerous hobby shops that specialize in the buying and selling of single cards, and which are frequented by adult collectors as well as children. These cards can fetch prices ranging from the equivalent of pennies to hundreds of dollars for special edition cards. Street vendors and booths at carnivals will also often have a display of single-sale *Yugioh* cards that children flock to. The Internet, however, is probably the site that mediates the majority of these player-to-player exchanges. The total volume is extremely large. One collector purchases about 600 packs of cards in each round of searches and could easily make his living buying and selling *Yugioh*cards.

Some of these adult traders are in it for that money.The Internet sites for these *Yugioh* teams are the primary site for affiliating, with chat rooms, bulletin boards, card trade areas, and virtual duel spaces. Konami makes their business out of selling card packs to regular consumers in mainstream distribution channels. At the same time, Kona mi is plays to multiple markets by mobilizing mass oriented strategies as well as fodder for *otaku* and entrepreneurial kids. They have both an official and unofficial backchannel discourse. They continue to generate buzz and insider knowledge through an increasingly intricate and everchanging set of rules and the release of special edition cards and card packs. The market for media mix content is becoming organized into a dual structure, where there are mainstream, mass distribution channels that market and sell to run of the mill consumers, and an *otaku* zoneof exchange which blurs the distinction between production and consumption, children andadults.

KM IN EDUCATION THROUGH YUGIOH WORLD

They were not just playing cards nor videogames but the experiences of watching daily tv show ,playing with videogames, dueling with each other using card decks. &downloading the latest sheets & facts about monsters from the internet were all interconnected. At the heart of the commercial **success of the YU;GI;OH was the companies ability to mobilize &integrate diverse knowledge resources that reside in the heterogeneous communities in order to design & deliver experiences in a such a unique &multilayered manner.**

YU;GI-OH world,the **ideal of creating an organization in which knowledge flows freely from one corner of the organization to another in order to create new & novel products &solutions that delivers unique &powerful experiences to customers** .

EXPERIENCE

First, thing that defines the experience economy is a shift from products to experiences as the main source of value creation. As in the case of the Yu-Gi-Oh! example, what distinguishes a product is not just its physical and material features but how the product is used to create unique experiences. Philosopher J6hn Dewey (1934) puts it, "Experience occurs, continuously, because the interaction of live creature and environing conditions is involved in the process of living" (p.

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35). Experiences, then, are to be understood in terms of interaction between an individual and products. Similarly in education its an **experience** which students as a product get while studying in an institute that creates good repute of any institute which is very vital for attracting new students to the institute.

INTERACTIONS

In the industrial economy, the primary goal of organizations was to produce better products with lower cost compared to their competitors (Porter, 1980). To the contrary, in the experience economy, the key is not to have a better product but to create unique and powerful experiences using the products. In such cases, what companies focus on is not the products themselves but what customers do with them. An experience, hence, is not some thing that is designed ahead of time and handed over to the customers. Instead, it emerges from the interactions between the products and the customers (Heskett, 2002).

In education also its necessary to have positive interactions with the students, alumni, parents, & other stake holders frequently. There is need to have strong interconnectivity, cooperation, mobilization of KM between diploma, degree college ,industries while designing the curriculum .through the entire process & delivery of education

SEAMLESS CONNECTIONS

Third, the value of connections overshadows the value of possessions in the experience economy. As users are more concerned about experiences than products, the ability to identify and connect to the resources that are essential to the experiences becomes more important than the mere ownership of the resources. For example, in the case of Yu-Gi-Oh! It was the seamless connections of several different facets of experiencing the trading card game that created its own unique experiences. Similarly, the users of the internet derive its value not by owning Web pages that contain useful information but by being able to connect to the site. The advancement of network technology has enabled organizations and consumers alike to access knowledge resources that are not owned. by them. Furthermore, digitized resources can be easily disintegrate, modified, and reintegrated with other digitized resources, opening up the possibilities of novel experiences. Organizations can create new value by connecting activities and knowledge resources that were previously separated. So, the key to successful innovations is not so much about the possession of knowledge resources but the ability to bring their connections to bear for seamless consumptions by the users.

Similarly for students possessing knowledge is not sufficient it is necessary to find how this knowledge is being applied in the actual work related problems. Hence it is very important to find, study & analyze the opportunities, carrier options, jobs responsibilities offered, salary package payable, their further progress cycle after their education.

CONCLUSION

Knowledge management in educational institutions is still a relatively new area. The benefits of KM to these institutes will undoubtedly acquire greater visibility in the recent future.

Polytechnics have different opportunities to apply knowledge management practices to support every part of their mission—from education to public service. Knowledge management should not strike higher education institutions as a radically new idea; rather, it is a rising challenge in the path of future. But implementing knowledge management practices wisely is a lesson that the smartest organizations in the corporate and not-for-profit sectors should learn. In addition to the problematic conceptualization of tacit knowledge, KM raised several other challenges that tried to implement it. First, it was much easier to create demand for knowledge than supply. Second, the use of powerful incentive systems led to information overload and employees struggled to find the knowledge that could really help them solve their problems (Hansen and Haas, 2(01). Knowledge resides in a community of practice and thus, institutes need to nurture and support communities of practice in order to leverage the knowledge resources in the organization.The importance of identity, language, and work practices are essential elements of sharing knowledge.

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