Proposing management of the courses of higher educational institutions in the knowledge management era

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Abstract: The manuscript proposes managing courses in higher educational institutions (HEIs) in the knowledge management (KM) era. Further, the prime of the proposal emerged from research conducted in circumstances such as unstable public policy and directions in HEIs that in some cases observed to damage the values of courses. Accordingly, the present research conducted a grounded theory development technique, which discovered the management of courses in the KM era from the result of the research. Further, the discovery took team spirit kind of management concepts into the discovery. Besides, the collaborative concern of such management concepts with the grounded theory development discovered the extension to the discovery of the postgraduate revelation as the management of the courses in the KM era. As such, the present investigation proposes the result as the management of the courses in the KM era.

Biographical notes: S. Jeyarajan has won BSc (Honours) in Computer Science. He has been exposing to teaching in computer science and engineering and research in knowledge management for more than 20 years. Further, the exposal is not just limited to local university but also extended European University and international research groups such as Centre for Information System, University of Coimbra, Portugal and Extended Data Management through open source software development group.

1 Introduction

The present revelation recognised the management of the courses in the knowledge management (KM) era where a postgraduate study researched those management concerns of higher educational institutions (HEIs) such as the unprecedented growth of the courses in the context and their quality. As such, the present research got belief in the accommodation of managing the courses in postgraduate study. Accordingly, the current

study intended to compose such the discovery of the postgraduate revelation as the management of the courses in the KM era.

The present composition used the method of deriving theories (Strauss and Corbin, 1998; Carlsen and Ralund, 2022) as a method of discovery. Besides, the result of the postgraduate investigation has also been derived using the theory development technique. Further, the postgraduate study discovered the existence of KM Practices and the reason behind their existence in their contexts. Besides, the present study researched the composition of the existences and the reason behind the existences using the ground theory development techniques.

Strauss and Corbin (1998) present the theory development as an exploitation of phrases concern through dimensions for a merger. Further, the presentation of computational grounded theory (Carlsen and Ralund, 2022) brings further concepts regarding the grounding theory as confinement, which comes from pattern discovery, pattern refinement, and pattern confirmation. Accordingly, the present investigation composed the grounded theory development technique as building confinement through exploiting phrases from its dimension for a merger. As such, the present research developed its inquiry into the postgraduate result toward the management of the courses in the KM era. Resultantly, the composed ground theory development technique discovered the result of the postgraduate investigation as relevant to the management of the courses in the KM era. Accordingly, the publication proposes the present discovery as managing courses in the KM era.

The present research investigated the postgraduate result within the context of managing courses using the present grounded theory development technique. Further, the current research investigated the KM Practices and the reason behind their existence to reveal the KM era. Furthermore, the existence of the practices is the result of the postgraduate investigation (Jeyarajan, 2016). Besides, the present study recognised as the postgraduate revelation includes different management concerns of HEIs. Furthermore, the postgraduate revelation recognised direction from the KM base as facing issues in the KM era. Accordingly, the postgraduate revelation collected the KM Practices from different researchers such as Jing (2012) and Sharimllah et al. (2009). Further, the collection of the KM Practices led the postgraduate revelation into an industrial study to see the existence through a qualitative paradigm. Accordingly, the result of the postgraduate study became a generalised result.

The present study investigated the generalised result to reveal management concerns about the courses. Further, current revelation used the techniques behind the composing theory (Strauss and Corbin, 1998) from the generalisation and ideas of confinement as computation-grounded theory (Carlsen and Ralund, 2022). Accordingly, the current revelation researched the KM Practices where the technique such as electing prominent phrases and merging the elected phrase through those dimensions such as property and subcategory in regards to the management of Course. Further, these concerns of the grounded theory development technique accommodated the concept of confinement and helped the present revelation to discover the practices of KM relevant to the management of the courses. Besides, the present discovery interacted with the corresponding reason behind the existence of the KM Practices in further concern to ground the relevance to the management of the courses.

Meantime, the present revelation recognised the application of the theory development technique (Strauss and Corbin, 1998) to the question and answers of the postgraduate analysis that is found to have bought the reflection of the data. Besides, the

theories proved the evidence of the literature based on KM Practices at an acceptable level in the industry, specific KM Practices of the industry, and the reason behind the existence of those KM Practices in the industry. Meanwhile, the postgraduate finding incorporated management concerns such as inspiring a team to aspire to goals and objectives (Jeyarajan, 2021). Accordingly, the present revelation intended to bring those management concerns of the courses of the HEIs in the KM era from the result of the postgraduate study.

The current investigation took KM as a theory and practice to manage multidisciplinary resources of institutions, whereas Rodney and Sandra (1999) present KM as a theory and practice regarding multidisciplinary resources based on different definitions of KM. Further, Hull (1999) brings the KM practices as explicitly performing functional activities of KM or additional dimensions of KM. Meanwhile, the present revelation developed a working model of KM Practices in the HEIs based on different KM models such as the category model, intellectual capital model, and socially constructed model.

The present model concerned HEIs adopted the concern of UNESCO-IBE (2010), which gives HEIs as Institution awards degrees or Institution conduct courses for a degree. Further, the present model concerns HEIs as a regional or national hub for realising strategies (Yıldırm et al., 2023). As such, the present revelation developed its bases on the KM practices of the HEIs as an additional dimension or extension of multidisciplinary resources of the regional or national hub of realising native strategies in its conduct of the courses for undergraduate study or award degrees to undergraduate readers.

The KM Practices of HEIs are given in Sharimllah et al. (2009, 2013) and Jing (2012) on different bases, different categorisations of institutions, and internal and external environments of the HEIs. Besides, the present research traced the discovery of those KM Practices within the above bases to discover relevant management of the courses such as bringing concerns in national budget proposals into the management of the courses and benchmarking practices as the management of the courses. Further, such factors of the courses are found in those KM Practices of HEIs under different KM processes such as knowledge generation, codification, and transfer (Sharimllah et al., 2009).

The present revelation shows the KM bases of the postgraduate revelation emerged from the concern of theory development presented in Strauss and Corbin (1998), which presents a data analysis as the interplay between data and analyst, who has knowledge about the concerned industry and method as simultaneous conduct of decoding the data using methods called Open, Axial and Selective coding. Further, the open coding extracts labels out of Data. The axial coding relates labels through different concerns such as similarities and differences. Finally, Selective coding derives theories from the Data. Further, Carlsen and Ralund (2022) present computationally developing grounded theory and adds to the development as a reflection and confinement. Accordingly, the current investigation showed the development of those KM bases in the postgraduate development as theories behind data through the strategic gathering of different concerns of the data, which were derived into specially developed frameworks (KM process and KM practice (the literature based). Further, the present study reviewed such a base of postgraduate development through technological views such as reflection and confinement of the place that realises regional strategies under acquisition, conversion, application, and protection.

The present revelation shows the development of the KM base as a technological base to see the existence of KM Practices in its industry. Accordingly, the current investigation shows the technological perspective of the KM bases. Further, the current study took the proposal of technological perspectives of the KM bases from the evaluation of the KM process in the small and medium enterprises (SMEs) in the biotechnological industry (Bloem and Salimi, 2022). Besides, the prime concerns are acquisition, conversion, application, and protection.

The present investigation reviewed the results of the postgraduate study by adding above such concerns of the KM base and confirmed the usage of the KM Practices for the betterment of the HEIs in managing courses to face the developing/developed KM era. Accordingly, the present study reviewed the result of the postgraduate revelation under the so-called KM base and toward the management concern of the innovative KM process and theory development.

The present investigation concerned the KM Practices and the reason behind the existence of the frame of the KM bases for developing the management of the courses through the inspiring team to achieve aspiration to the goal kind of management concerns. Accordingly, the present study discovered those KM practices of the postgraduate study as the management of the courses of the HEIs in the KM era.

2   Bases of development

Jeyarajan (2016) researched a recognising potential for HEIs from emerging/emerged KM. Further, the present study intended for extending the research of Jeyarajan (2016). Besides, the current investigation took the sustainable management of the courses in the HEIs to face the challenges of the KM era.

Yıldırm et al. (2023) bring HEIs as regional or national hubs that realise strategies of it through managing courses. Furthermore, the HEIs compete to attract students in different ways, which are primed in managing courses. Meanwhile, Jeyarajan (2021) presents management as the management of an institution as directing and controlling a team to work on goals and objectives set out by an individual or a team. Accordingly, managers of HEIs, in developing that skill, energise the individual skills of their team, which are primed in managing courses. Further, Jeyarajan (2016) presents different concerns over the management of the courses such as damages to courses through reducing the cost associated with it and practising unethical competition in providing courses. As such, the present investigation intended that Jeyarajan (2016) dealt with the management of the courses in those above areas.

The current revelation concerned the KM base through technological concern into the traditional concern of it. Further, the concern took the present research to review the KM under the computational perspective of grounded theory development (Carlsen and Ralund, 2022) and stages of KM such as acquisition, conversion, application, and protection. Further, Jeyarajan (2016) show such the KM for the theory development is exploiting the phenomena in concern of grounding theory for a merger from the dimension of that individual phenomenon. Besides, the consideration followed the research to develop the management of the courses from the KM base of the postgraduate study. Accordingly, the current study presents the management of the courses from the KM Practices and the reason behind the existence of HEIs.

The KM is presented in critiques of the KM model (Rodney and Sandra, 1999) as a theory and practice of the organisation. Further, the presentation of KM took different management concerns of the KM such as bringing concerns of the external environment into organisational dynamics and management of exploiting internal dynamics.

The present study took the definition of the KM practices (Hull, 1999) as explicitly performing the function of KM or believing to have additional functions of the KM such as framing the institution into industrial dynamics. Further, Sharimllah et al. (2009) give basic KM Practices such as knowledge generation, codification, and transfer practices.

HEIs are defined in UNESCO-IBE (10) as degree-awarding institutions or courses conducted institutions for a degree in its publication on world data on Education. Further, the present study is concerned HEIs with the reflection of nation/region. The HEIs are placed, where the realisation of different strategies and roles of the nation/ region (Yıldırm et al., 2023).

The present revelation conceptualised the working model of KM practices of HEIs as an additional dimension or extension to the theory and practices of institutions that award degrees for reading undergraduate courses or conduct courses for undergraduate studies, which concern the realism of strategy and role of the nation/region.

Jing (2012) gives KM practices of HEIs in different categories such as practices specific to the nation versus international and private versus public as factors affecting those institutions, such as concerning foreign mentality of those people for Higher Education and aligning the management of the courses toward government factors.

In evaluating the service quality of HEI, the present research considers consumers (Hill, 1995) as parts of the production in service institutions. Accordingly, the practices of service institutions adopt their consumers. As such, the present revelation believes to find the result of the postgraduate study contributes to the management of the courses in the KM era.

Hill (1995) continues that KM practices exist in institutional processes. Accordingly, the present research concerns the KM processes of HEIs, such as Knowledge creation, Knowledge capture, Knowledge organisation, Knowledge storage, Knowledge dissemination, and Knowledge application of studies (Sharimllah et al., 2013). Besides, the present study took the KM process into concerns of acquisition, conversion, application, and protection (Bloem and Salimi, 2022). Accordingly, the present study intended to take the KM bases for revealing the management of the courses from the result of the postgraduate study.

As such, the present study shows the practices of KM and the reason behind its existence through its production of governance for institutions (Jeyarajan, 2021). Accordingly, the present revelation approached the postgraduate study based on the KM bases for discovering the management of the courses. Consequently, the current study investigated the KM bases to discover the management of the courses in the KM era.

Further, the present revelation analysed the KM bases of the postgraduate study using the techniques of grounding theory as identifying relevant categories to make the merger between those identified categories through its dimension (Strauss and Corbin, 1998). Besides, the current investigation adds the concept of 'confine' to those coding methods (Carlsen and Ralund, 2022). Accordingly, the present investigation builds the management of the courses in the KM era from the result of the postgraduate study.

3   Source and development

The present research method is a method of building theory. Further, the current investigation used the proposal of reflecting the source as building theory (Strauss and Corbin, 1998; Carlsen and Ralund, 2022). Besides, the reflection used the concepts of exploiting and confining. Accordingly, the current investigation sourced the data in a way to develop the management of the courses in the KM era using the theory of reflection and confinement from the postgraduate revelation.

The present development is to investigate generalised results that used a similar technique to investigate the data collected from diversified sources of the HEIs (Jeyarajan, 2016). As such, the present revelation composed the management of the courses in the KM era through the application of the grounded theory development technique on the generalised result.

The current revelation collected the KM bases of the postgraduate study (see a sample of the collection in Table 1). Accordingly, the present investigation applied the theory development technique on the KM bases to discover the relevant KM bases regarding the management of the courses in the KM era.

Consider a production of managing courses in analysis. Further, the production of the management of the course conducted between a KM base and conceptualisation of the management such as considering the analytical scenario that confirms the KM Practice of "conducting exhibition to improve students and institutional competition" as the management of the courses. Besides, the conducting exhibition is a team spirit that emerges from the inherent concern of management. Accordingly, the present analysis developed a dimension to the KM practice as an 'inherent skill'. Besides, the conceptualisation of the management brings the KM base as an inherent skill of a manager that energises the skills of their team (Sucha and Sienkiewicz, 2020). As such, the present investigation discovered the KM practice as a management of the courses by discovering the merger (confinement) of the KM practices with the conceptualisation of the management. In detail, the analysis initiated the discovery by identifying the category from the phrases in concern where the phrase 'inherent skill' is a developed dimension of KM practices. Besides, the conceptualisation of management is also bringing the phrase 'inherent skill'. Accordingly, the present analysis developed the integration/relation between the KM practice and the conceptualisation of the management. As such, the investigation discovered the KM practices as a management of the courses in the KM era (Strauss and Corbin, 1998; Carlsen and Ralund, 2022).

Consider another scenario of the analysis that discovered the KM practice of "benchmarking best practices to be a competitive industry" as another management of the courses in the KM era from the result of the postgraduate study.

The benchmarking activity is the teamwork of an organisation. Besides, an Organisation is under the control and direction of an individual or group (Sucha and Sienkiewicz, 2020). Accordingly, the present analysis took the KM practice as a management of the courses in the KM era.

Consider an enhancement to the analytical scenario. Further, the scenario bought the reason behind the existence to make the match between the KM practice and the conceptualisation of the management concepts. The KM practice is "running a website to facilitate stakeholder through awareness from enhanced market share". Accordingly, the present analysis could not identify a dimension from the KM practice of 'running a website' in regards to the conceptualisation of the management. Consequently, the

analysis looked at the corresponding reason behind its existence. The phrase enhances the market share of an Organisation and contributed to the present analysis to relate the KM base to the conceptualisation of the management.

Table 1   The KM practices and corresponding reason behind the existence

KM practices	The reason behind the existence
attending conferences	Develop academic-related shareholders
Hiring new staff	Fulfil course plan in the way of upgrading institutional knowledge through new/different knowledge
Building alliances	Get more academic resources and marketplaces as standard and recognition
Conducting exhibition	Improve students and institutional competition.
Organising career guidance events	Give up-to-date carrier detail to students and courses
Conducting curriculum committee meetings	Ensure applicability of the curriculum through discussion, tailor-made and by bringing students' expectations
Mixing research output in teaching	Take subject areas close to industrial dynamics to enhance career opportunities as well as into subjects to enhance subjects areas

Source: Jeyarajan (2016)

Accordingly, the technique of theory development contributed to the present analysis to discover relevant KM bases, as it contributes to the management of the courses in the KM era. As such, the present investigation proposes the KM base from the discovery of the postgraduate revelation as the management of the courses in the KM era.

4   Conclusions

The present revelation proposes the management of the courses in the KM era. Furthermore, the current discovery is based on a postgraduate disclosure, which concerned the damages to the courses in its discovery. Accordingly, the present review explored the result of the postgraduate study within the concept of management such as team spirit and aspiring goals. Further, the present discovery composed its research method as building theory as merging/confining phrases. Accordingly, the application of the building theory recognised the course management in the KM era from the result of the postgraduate study. As such, the present discovery extended the discoveries of the postgraduate result and its consequence of the publications such as the proposal of governance for institutions in the KM era.

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