

## ALTERNATIVE KNOWLEDGE FORMATION

By

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### Introduction

“Knowledge is power”, knowledge management helps us to share, learn and regenerate the new knowledge. Knowledge is the most important asset and greatest competitive advantage of many organizations today. Simultaneously, it can be observed that many organizations realize it is highly problematic and complicated to collect, store, retrieve, find, disseminate and reuse knowledge in modern fast changing organization.

Knowledge and information is expressed in commonly accepted idea, information arguably becomes knowledge. Knowledge is intuitive, hard to communicate and difficult to express in words and chunk of its is not stored in database but in the minds of people who work in formation of new knowledge.

It is supported by formal process and structures for its acquisition, sharing and utilization. The role of information, knowledge and digital technologies that manipulate them, have become the crucial factors in the economy. Hence, in the plan and policies, activities of every organization require familiarity with basics of information and knowledge.

### Knowledge formation.

One of the basic problems is understanding the characteristics of “ Knowledge formation”. From ancient times the senses have been thought to have the role of channels through which knowledge arrives in to the organism from the environment. The concept of the senses as “Windows to Knowledge” seemed so strong and irrefutable that attempts to treat organism and environment as one system. The traditional concept of the senses as transmitters of knowledge is based explicitly on the idea of two systems (organism and environment) between which the transfer of knowledge occurs.

This relationship has been formulated in recent decades with the help of information theory. Knowledge formation is based on information transmission carried out through signals (Stimuli), in which the information is stored with help of a code.

### **Flows of knowledge**

Knowledge and information have a long tradition in research. Notions of information became prominent in the middle years of the 20th century, more recently, with the advent of powerful information technologies, information processing has lost its role as a key bottleneck in organizations, and instead, the main challenge to organizations is now seen as producing and processing knowledge. The focus on knowledge is shared by quite a few recent approaches, including organizational, resource-based and knowledge-based views.

Knowledge is what has been learned from experience or study. It is a broad concept that usually includes insights, interpretations, and information. Knowledge can be distinguished from information by its inclusion of interpretations, from beliefs by its higher degree of validity, and from wisdom by its more transient veridically, knowledge consists of assumptions about problems and their solutions. Notions of knowledge flows vary somewhat in the literature, some authors have seen knowledge flows as transfer of skills and technology between organizations. Some even understand knowledge flows as a multistage process that might involve initiation, implementation, and integration or search and transfer. Knowledge flows as the aggregate volume of know-how and information transmitted per unit of time, including via telephone, e-mail, regular mail, policy revisions, meetings, shared technologies, and reviews of prototypes.

Knowledge is involving three processes viz., first process is **encoding**--organizations learn by encoding inferences from experiences in organizational routines that guide behaviour. The second and third processes are the twin processes of **exploration** and **exploitation**. Exploration captures "search, variation, risk taking, experimentation, play, flexibility, discovery, innovation" . Exploitation captures "refinement, choice, production, efficiency, selection, implementation, execution". Codification, exploration, and exploitation describe different modes of organizational knowledge production. Codification generates knowledge encoded in forms that facilitate its transmission to others. Exploration generates new, unsettled knowledge with potentially high but uncertain returns. Exploitation generates incremental knowledge with moderate but certain and immediate returns. These differences suggest that the three modes of learning generate knowledge that varies in fluidity and relevance to others and thereby can stimulate or constrain knowledge flows from originating units

to other parts of the organization.

### **Information Literacy and skills.**

Literacy must go well beyond basic reading, writing and numeracy skills. The document/information literacy is the knowledge and skills required to locate and use information contained in various documents.

Information is increasingly the dominant resource. The skills related to high level of functional literacy. For this latter set of skills the term “information literacy”. The IT skills are essentials for study, advanced IT skills contribute to “Information literacy” and “information skills”. It will identified:

The ability to recognise a need for information

The ability to distinguish way in which the information ‘gap’ may be addressed

The ability to construct strategies for locating information

The ability to locate and access information

The ability to compare and evaluate information obtained from different sources

The ability to organize, apply and communicate information to others in ways appropriate to situation.

Literacy is related very tightly to text and hence back to a view of information as a thing. This would be to obscure the critical relationship with knowledge and this perhaps points to the potentially most serious flaw, that of a divorce of information from the context in which it is created. What we “need to know” is, of course, a site of debate and conflict. This is important when we consider how a broader concept of information might be important. The literacy concept might lead to a treatment of information as a subject in its own right. The danger here is of a divorce from the process of knowledge creation of a failure to confront the conflicts, which this entails.

### **Knowledge utilization through technology**

Knowledge can be divided in to two broad categories, i.e. tacit and explicit. In the present scenario IT functionality is supporting in the knowledge and learning process., vz., knowledge acquisition, sharing and utilization.

Knowledge sharing and utilization have been supported by IT. Search engines and eLibrary are helping users in utilization and forming of knowledge in the form of database, web page and other print and non-printed information sources.

A large set of technology components around which a knowledge management system is built is often already in place. The key driver of an effective KM system is the proper leverage and tight integration of existing technology tools, information resources and library and information centres.

The library and information centre is a knowledge centre, it can be the basis for integration, ( Network sever, File server, Internet, Intranet, Public sites, Internal and External databases, communication channels etc.) and it can be connect islands of data in situations where the internet and intranet is not expansive for formation of new knowledge at the high rate.

Library professionals act as quality controller of the storage and retrieval of universe of knowledge. Present society will be changing in the direction of “Knowledge Society”, world will be devoting increasingly to intellectual endeavours, knowledge has already become the critical economic resource.

### **Future Direction**

The relevance-discovery capabilities of organizations raise a few questions for further research. First of all, which specific factors contribute to the relevance of knowledge? How is relevance constructed, recognized, and legitimised in organizations? In some cases, the relevance of new ideas is readily discovered, but in other situations it is less obvious. Frequently, relevance is established on less than rational grounds; sentiments and beliefs play an important role. How do such factors interact to filter out certain knowledge combinations and promote others?

Second, what role do communication media play in the discovery of relevance? Recent advances in communication technologies have vastly multiplied the opportunities to link dispersed knowledge and allow organizations to connect serendipitous knowledge to form even more serendipitous combinations. But besides such technological advances, general media of interchange, such as money, power, love, truth, and art, are likely to play an important role for the discovery of implications among dispersed knowledge elements. How do such media increase opportunities to find new knowledge combinations?

### **Conclusion:**

The low cost IT products has created a potential infrastructure for knowledge exchange. To keep pace with the time, libraries are left with no option but to go for application of IT in library activities and services in order to disseminate the

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information pin-pointedly, exhaustively and expeditiously of micro nascent documents for alternative knowledge formation in the scientific and socio-economic society for the upliftment of global citizenship.