Meaning of Knowledge

Knowledge is a familiarity, awareness or understanding of someone, such as facts, information, descriptions, which is acquired through experience or education by perceiving, discovering, or learning. Knowledge can refer to a theoretical, practical understanding of a subject. In philosophy, the study of knowledge is called epistemology; the philosopher Plato famously defined knowledge as "justified true belief", though "well-justified true belief" is more complete as it accounts for the get tier problems. However, several definitions of knowledge and theories to explain it exist.

The National Curriculum Framework-2005, while placing the experience of the knower at centre, also defined knowledge. According to it, knowledge can be convicted as experience organized through language into patterns of thought, thus creating meaning, which in turn helps us to understand the world we live in. It can also be conceived of as patterns of activity, or physical dexterity with thought, contributing to acting in the world, and the creating and making of things. Human beings over time have evolved many bodies of knowledge, which include a repertoire of ways of thinking, of feeling and of doing things, and constructing more knowledge.

Knowledge acquisition involves complex cognitive processes: perception, communication, and reasoning; while knowledge is also said to be related to the capacity of acknowledgment in human beings.

Type of Knowledge:

1. Communicating knowledge.
2. Situated knowledge.
3. Embedded knowledge
4. Practitioner knowledge.
5. Prior Knowledge.
6. Posterior Knowledge

Communicating knowledge:

Symbolic representations can be used to indicate meaning and can be thought of as a dynamic process. Hence the transfer of the symbolic representation can be viewed as one ascription process whereby knowledge can be transferred. Other forms of communication include observation and imitation, verbal exchange, and audio and video recordings. Philosophers of language construct and analyze theories of knowledge transfer or communication.

Situated knowledge:

Situated knowledge is knowledge specific to a particular situation. It is a term coined by Donna Hardaway as an extension of the feminist approaches of "successor science" suggested by Sandra Harding, knowledge is one which "offers a more adequate, richer, better account of a world, in order to live in it well and in critical, reflexive relation to our own as

well as others' practices of domination and the unequal parts of privilege and oppression that makes up all positions. *Arturo Escobar* explains as, "neither fictions nor supposed facts." This narrative of situation is historical textures woven of fact and fiction. Some methods of generating knowledge, such as trial and error, or learning from experience, tend to create highly situational knowledge. One of the main attributes of the scientific method is that the theories it generates are much less situational than knowledge gained by other methods. Situational knowledge is often embedded in language, culture, or traditions. This integration of situational knowledge is an allusion to the community, and its attempts at collecting subjective perspectives into an embodiment "of views from somewhere."

Embedded knowledge:

Embedded knowledge is a significant feature of the knowledge base in education. Tests and other assessment instruments, curriculum frameworks, the academic organization of schooling, are all based on prior investigation and other accumulated knowledge which the teacher is not involved in and may not advert to at the point of use. Embedded knowledge makes a range of intellectual resources available to teachers which improve their understanding of individual students, strengthen their curriculum programming and enrich their pedagogy.

Indicators here require two dimensions, reflecting the amount of knowledge embedded and the extent of usage respectively. A multi-attribute psychological test such as the British Ability Scales or the Wechsler Intelligence Scale for Children which has undergone a full development process and has extensive standardization data covering different age ranges and populations is richer in information terms than a simple rating scale designed for use with four-year-olds. A first measure, therefore, relates to the amount of knowledge embedded in the test or curriculum framework or school routine.

An instrument may of itself be information-rich but be little used, however. This could be because of mismatch with the information needs of potential users, limited target audience, or pragmatic factors such as marketing and cost. Whatever the reason, such an instrument has to be regarded differently from a similar instrument which is in widespread use and which generates substantial amounts of information in practitionersô hands. Hence, there is need of a further set of indicators geared to use and the generation of knowledge in practice.

Practitioner knowledge:

Teachersô knowledge base is especially various, as noted above, and direct measurement of it is probably not possible on a prevalent basis. Some direct measures are taken, as for example when teachersô certification is based on the measurement, through examinations and observation of teaching practice, of knowledge and competences or when serving teachers are rated in terms of a knowledge-related framework.

Indirect measures are more likely to be used, however, and there are a number of indicators or quasi-indicators based on either pre-service or in-service training, on the grounds that length and level of initial training and opportunities for continuous professional development are associated with expanding the teacherôs knowledge base.

ence, as with mathematics (4+5=9), tautologies ("All bachelors are unmarried"), and deduction from pure reason.

A posterior knowledge:

It is dependent on experience or empirical evidence, as with most aspects of science and personal knowledge.